



Adopted: September 2017

# Language Arts Literacy

8th Grade Curriculum



Unit 1 Launching (DURATION: 10 – 15 Lessons / Three Weeks)				
Main Idea: Classroom procedures Pretesting Summer Reading Foundations: Literary devices, word parts, and sentence structure			Project: Summer Reading Tests/Quizzes: Under Activities Vocabulary: Literary Device Terminology; Greek and Latin Root and Affixes G.U.M.: Prepositions and conjunctions	
Essential Questions	Learning Objectives	Content	Activities	Standards
Do consistent classroom processes add to the efficiency, productivity, and comfort of a language arts classroom environment?	<ul style="list-style-type: none"> <li>Students will become familiar with classroom processes.</li> </ul>	<ul style="list-style-type: none"> <li>Rules</li> <li>Syllabus</li> <li><i>Who's On First?</i></li> <li><i>What's On Second?</i></li> <li><i>Chicken Soup for the Teenage Soul</i></li> </ul>	<ul style="list-style-type: none"> <li>Write rules.</li> <li>Review syllabus.</li> <li>Introduction: Abbott and Costello</li> <li>Discuss poem "Making Sarah Cry."</li> <li>Model cap and gown.</li> </ul>	<ul style="list-style-type: none"> <li>RL8.1</li> <li>RL8.2</li> <li>RI8.1</li> <li>RI8.2</li> </ul>
At what level are the students entering the school year?	<ul style="list-style-type: none"> <li>Students will demonstrate ability through series of pretest in language arts.</li> </ul>	<ul style="list-style-type: none"> <li>Pretests</li> <li>Achieve 3000</li> </ul>	<ul style="list-style-type: none"> <li>Writing pretest</li> <li>Grammar pretest</li> <li>Reading pretest</li> <li>Achieve 3000</li> </ul>	<ul style="list-style-type: none"> <li>RL8.1</li> <li>RL8.2</li> <li>RL8.3</li> <li>RL8.4</li> <li>RL8.6</li> <li>L8.5</li> <li>RI8.1</li> <li>RI8.2</li> <li>RI8.3</li> <li>RI8.4</li> <li>W8.1</li> <li>W8.2</li> <li>W8.10</li> </ul>
Does Summer Reading maintain/enhance comprehension of students over summer months?	<ul style="list-style-type: none"> <li>Students will demonstrate comprehension of summer reading books.</li> </ul>	<ul style="list-style-type: none"> <li>Summer Reading Books: <i>The Hobbit</i>; <i>Roll of Thunder</i>, <i>Hear My Cry</i>; <i>The Cay</i>; <i>Solidary Blue</i>; <i>Man Named Poe</i></li> </ul>	<ul style="list-style-type: none"> <li>Projects</li> <li>Quizzes</li> <li>Notecards</li> <li>Essays</li> <li>Presentations</li> </ul>	<ul style="list-style-type: none"> <li>RL8.1</li> <li>RL8.2</li> <li>RL8.3</li> <li>RL8.4</li> <li>RL8.6</li> </ul>

			<ul style="list-style-type: none"> <li>• Questions and answers</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• RI.8.1</li> <li>• RI.8.2</li> <li>• RI.8.3</li> <li>• RI.8.4</li> <li>• RI.8.6</li> <li>• RI.8.8</li> <li>• SL.8.1</li> <li>• SL.8.4</li> <li>• RL.8.5</li> <li>• RL.8.6</li> <li>• L.8.2</li> <li>• W.8.2</li> <li>• W.8.4</li> <li>• W.8.9</li> </ul>
How do literary devices improve one's comprehension, understanding of figurative language, and writing?	<ul style="list-style-type: none"> <li>• Students will define, identify, and use literary devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Lists of literary devices and definitions</li> <li>• Examples/Models of literary devices</li> <li>• <i>Explorations in Literature</i></li> <li>• PowerPoint of literary device</li> <li>• Achieve 3000</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz Quiz Trade</li> <li>• Bingo</li> <li>• Envelopes of definitions</li> <li>• Newspaper examples cut out and labeled</li> <li>• Worksheets</li> <li>• Multiple choice quizzes</li> <li>• Tests</li> <li>• Flashcards</li> <li>• Achieve 3000 activities</li> </ul>	<ul style="list-style-type: none"> <li>• RL.8.1</li> <li>• RL.8.2</li> <li>• RL.8.3</li> <li>• RL.8.4</li> <li>• RL.8.6</li> <li>• RI.8.1</li> <li>• RI.8.3</li> <li>• W.8.1c</li> <li>• W.8.3b</li> <li>• W.8.3d</li> <li>• L.8.5</li> </ul>
From where does the meaning of a word come?	<ul style="list-style-type: none"> <li>• Students will learn meaning of roots, suffixes, and prefixes, to help ascertain meaning of unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>• Lists of roots, suffixes, and prefixes</li> <li>• Dictionaries</li> <li>• Thesauruses</li> <li>• Online references</li> </ul>	<ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Note-taking</li> <li>• Creation of charts</li> <li>• Online quizzes</li> <li>• Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• L.8.4b</li> <li>• L.8.4c</li> </ul>

<p>Do the students use varied sentence structure in all their writing?</p>	<ul style="list-style-type: none"> <li>• Students will demonstrate knowledge of a variety of sentence structure without use of fragments or run-ons including all types of simple, compound, complex, and compound-complex sentences.</li> <li>• Students will demonstrate understanding of the use of clauses, phrases, and parts of speech as they relate to sentences.</li> <li>• Students will demonstrate mastery of conjunctions and prepositions.</li> <li>• Students will formulate paragraphs using a variety of sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Writer's Choice</i> text</li> <li>• PowerPoint presentations</li> <li>• Examples/Models capitalization, punctuation, and spelling, nouns, pronouns, verbs, prepositions</li> <li>• Achieve 3000</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence strips</li> <li>• Brodeur Auction</li> <li>• Worksheets</li> <li>• SMARTBoard</li> <li>• Slideshow of types of sentences</li> <li>• Exercises in <i>Writer's Choice</i></li> <li>• Examples from students' writing</li> <li>• Imperative Sentences/Simon Says</li> <li>• Outline</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Review games</li> <li>• Achieve 3000 activities</li> </ul>	<ul style="list-style-type: none"> <li>• L8.1</li> <li>• L8.2</li> <li>• L8.3</li> <li>• L8.3b</li> <li>• W8.4</li> <li>• W8.5</li> <li>• W8.10</li> </ul>
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	<ul style="list-style-type: none"> <li>Students will exhibit understanding of language mechanics including but not limited to end punctuations: the comma, ellipse, dash, and all conventions of standard English.</li> </ul>			
<b>Unit 2: Adventure</b> <b>(DURATION: 3-5 Lessons / One Week)</b>				
<b>Main Idea: Imaginary</b> <b>Short story</b> <b>Poetry</b>		<b>Project: Creating images from reading</b> <b>Tests/Quizzes: Under Activities</b> <b>Vocabulary: Academic and Domain Specific</b> <b>G.U.M.: Capitalization, punctuation, and spelling</b>		
Essential Questions	Learning Objectives	Content	Activities	Standards
How does an author's life impact his/her writing? - What images are created in the readers' mind due to the use of literary devices?	<ul style="list-style-type: none"> <li>Students will show increased vocabulary and literary devices with application while maintaining or enhancing comprehension of content.</li> <li>Students will compare and contrast different genres.</li> <li>Students will recognize and comment on how</li> </ul>	<ul style="list-style-type: none"> <li>"To Build a Fire" – Jack London</li> <li>"The Cremation of Sam McGee" by Robert W. Service</li> <li>Biography of Sam McGee</li> <li>Explorer North Website</li> <li>Map Yukon Territory during Gold Rush</li> <li>Biography of Jack London</li> <li>Video of poem</li> <li>Video of "To Build a Fire"</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Vocabulary sentences</li> <li>Quiz Quiz Trade</li> <li>Flashcards</li> <li>Drawing of imagery from oral reading</li> <li>Compare and contrast story to poem</li> <li>Research Chilcoot Path</li> <li>Map reading and defining</li> <li>Answering comprehension questions</li> <li>Analyzing quotes</li> <li>Quizzes</li> <li>Tests</li> </ul>	<ul style="list-style-type: none"> <li>RL8.2</li> <li>RL8.3</li> <li>RL8.4</li> <li>RL8.5</li> <li>RL8.7</li> <li>RI8.1</li> <li>RI8.2</li> <li>RI8.3</li> <li>RI8.4</li> <li>RI8.7</li> <li>L8.3</li> <li>L8.3b</li> <li>L8.4c</li> <li>L8.4d</li> <li>L8.6</li> <li>W8.4</li> </ul>

	<p>a writer uses language to evoke sensory images.</p> <ul style="list-style-type: none"> <li>• Students will read orally for intonation, pausing by punctuation and comparing video to written form.</li> <li>• Students will read silently to strengthen comprehension skills.</li> <li>• Students will group to discuss research on Yukon Territory.</li> <li>• Students will draw picture to recall imagery as read to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Elements: Storyline, characters, conflicts, theme, moral, point of view, imagery, quotations, evidence, examples</li> <li>• Achieve 3000</li> </ul>	<ul style="list-style-type: none"> <li>• YouTube videos</li> <li>• Reading</li> <li>• Choral reading</li> <li>• Achieve 3000</li> </ul>	<ul style="list-style-type: none"> <li>• W8.6</li> <li>• W8.7</li> <li>• W8.8</li> <li>• SL8.1a</li> <li>• SL8.1b</li> </ul>
<p><b>Unit 3: Drama/Play</b>  <b>(DURATION: 5 Lessons / One Week)</b></p>				
<p><b>Main Idea: Reading plays/drama</b>                  Fantasy/Science Fiction                  Poetry                  Speech</p>		<p><b>Project: Character sketch</b>  <b>Tests/Quizzes: Under Activities</b>  <b>Vocabulary: Academic and Domain Specific</b>  <b>G.U.M.: Nouns</b></p>		
<p><b>Essential Questions</b></p>	<p><b>Learning Objectives</b></p>	<p><b>Content</b></p>	<p><b>Activities</b></p>	<p><b>Standards</b></p>
<p>How is the mood developed within different genres to produce suspense for the readers?</p>	<ul style="list-style-type: none"> <li>• Students will show increased vocabulary and literary devices with application</li> </ul>	<ul style="list-style-type: none"> <li>• “Back There” – Rod Sterling</li> <li>• “Captain O Captain” by O’Henry</li> </ul>	<ul style="list-style-type: none"> <li>• Read/act play.</li> <li>• Sound effects</li> <li>• Choral reading</li> <li>• View episodes.</li> </ul>	<ul style="list-style-type: none"> <li>• RL8.1</li> <li>• RL8.2</li> <li>• RL8.3</li> <li>• RL8.4</li> </ul>

<p>- How do nouns enable the students to better communicate?</p> <p>- What aspects of characterization allow for a glimpse into someone’s true nature?</p> <p>- Can a work from the past be reinvented to influence and create a work in the future?</p> <p>- How does the work of one artist influence the work of future creators?</p>	<p>while maintaining or enhancing comprehension of content.</p> <ul style="list-style-type: none"> <li>• Students will demonstrate knowledge of play format, script notes, and stage directions.</li> <li>• Students will identify events in author’s life which surface within author’s work.</li> <li>• Students will apply multiple genres to same theme.</li> <li>• Students will compare and contrast different genres.</li> <li>• Students will identify aspects of plays and dramas as opposed to narrative writing.</li> <li>• Students will identify underlying political themes</li> </ul>	<ul style="list-style-type: none"> <li>• “Gettysburg Address” – Abraham Lincoln</li> <li>• Excerpts from <i>Good Brother/Bad Brother</i></li> <li>• “Back There” episode of <i>Twilight Zone</i></li> <li>• Biography of O Henry</li> <li>• Biography of Rod Sterling</li> <li>• Biography of James Cross Giblin</li> <li>• Models of Character Sketches: “Phil,” “Abuelo,” “Martin Brodeur”</li> <li>• Achieve 3000</li> <li>• <i>Writer’s Choice</i> text</li> <li>• <i>Sorry, Wrong Number</i> – Lucille Fletcher Radio Drama, 1942</li> <li>• “Sorry, Right Number” – Steven King</li> <li>• Biographies of Steven King and Lucille Fletcher</li> <li>• Research into old inventions such as rotary telephones, Western Union telegraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Define vocabulary.</li> <li>• Complete vocabulary sentences.</li> <li>• Answer comprehension questions.</li> <li>• Analyze quotes</li> <li>• Discussion on topics</li> <li>• Quizzes</li> <li>• Tests</li> <li>• SMART Board</li> <li>• Discussion of authors’ choices of genre to express themes, moods, and tones</li> <li>• Write character sketch, utilizing the writing process.</li> <li>• Achieve 3000 activities</li> <li>• Complete exercises in text.</li> </ul>	<ul style="list-style-type: none"> <li>• RL8.5</li> <li>• RL8.7</li> <li>• RL8.9</li> <li>• RI8.1</li> <li>• RI8.2</li> <li>• RI8.3</li> <li>• RI8.4</li> <li>• RI8.5</li> <li>• RI8.6</li> <li>• RI8.8</li> <li>• RI8.9</li> <li>• L8.4</li> <li>• L8.6</li> <li>• SL8.1</li> <li>• SL8.2</li> <li>• W8.2</li> <li>• W8.5</li> <li>• W8.6</li> <li>• W8.10</li> </ul>
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	<ul style="list-style-type: none"> <li>and use text to validate.</li> <li>Students will understand and use five stages of the writing process: prewriting, drafting, revise, edit, final copy, and presentation.</li> <li>Students will write a six-paragraph character sketch.</li> <li>Students will recognize the three different types of irony and describe examples from text.</li> <li>Students will show mastery of usage of nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Effect of World War upon services, such as nursing</li> <li>The changes in police work from 1942 to present time (lack of DNA evidence, phone-call tracing)</li> <li><i>Writer's Choice</i> text</li> </ul>		
<b>Unit 4: Legends</b> (DURATION: 3-5 Lessons / One Week)				
<b>Main Idea: Legends</b> Short Story Magazine/nonfiction articles		<b>Project: Research detective methods</b> <b>Tests/Quizzes: Under Activities</b> <b>Vocabulary: Academic and Domain Specific</b> <b>G.U.M.: Capitalization, punctuation, and spelling</b>		
Essential Questions	Learning Objectives	Content	Activities	Standards
What is a legend, and what are its effects upon the culture of one's society?	<ul style="list-style-type: none"> <li>Students will show increased vocabulary and literary devices</li> </ul>	<ul style="list-style-type: none"> <li>"The Legend of Sleepy Hollow" – Washington Irving</li> <li><i>Weird NJ</i></li> </ul>	<ul style="list-style-type: none"> <li>Read/Listen.</li> <li>View video.</li> <li>Define vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>L8.6</li> <li>RI8.1</li> <li>RI8.2</li> <li>RI8.3</li> </ul>



	<p>with application while maintaining or enhancing comprehension of content.</p> <ul style="list-style-type: none"> <li>• Students will demonstrate understanding of the use of suspense to engage reader.</li> <li>• Students will identify events in author’s life which surface within author’s work.</li> <li>• Students will apply multiple genres to same theme.</li> <li>• Students will compare and contrast different genres.</li> <li>• Students compare writing technique to that of Rod Sterling and Stephen King.</li> <li>• Students will identify events in author’s life which surface</li> </ul>	<ul style="list-style-type: none"> <li>• Websites on Johnny Appleseed and Paul Bunyan</li> <li>• Websites on Tarrytown</li> <li>• Biography of Washington Irving</li> <li>• Nonfiction reporting of the friendship between Washington Irving and Charles Dickens</li> <li>• Video of <i>Legend of Sleepy Hollow</i></li> <li>• Achieve 3000</li> <li>• <i>Writer’s Choice</i> text</li> </ul>	<ul style="list-style-type: none"> <li>• Complete vocabulary sentences.</li> <li>• Answer comprehension questions.</li> <li>• Analyze quotes.</li> <li>• Discussion</li> <li>• Quizzes</li> <li>• Tests</li> <li>• SMART Board presentation of Sunnyside</li> <li>• Define legend.</li> <li>• Research local, state, national legends</li> <li>• Map of area</li> <li>• Achieve 3000 activities</li> <li>• Compare/Contrast of stories into written form.</li> <li>• Life-affecting stories</li> <li>• Timeline/time periods</li> <li>• Part reading of scripts</li> <li>• Inferring</li> <li>• Predicting outcomes</li> <li>• Literary devices</li> <li>• Complete worksheets.</li> <li>• Research detective techniques and technology of the time period as used to enhance storyline.</li> <li>• Draw conclusions.</li> <li>• Complete study guides.</li> <li>• Analyze dialogue for characterization.</li> </ul>	<ul style="list-style-type: none"> <li>• RI8.4</li> <li>• RI8.5</li> <li>• RI8.6</li> <li>• W8.4</li> <li>• W8.6</li> <li>• W8.7</li> <li>• W8.8</li> <li>• W8.10</li> <li>• SL8.1</li> <li>• RL8.1</li> <li>• RL8.2</li> <li>• RL8.3</li> <li>• RL8.4</li> <li>• RL8.5</li> <li>• RL8.9</li> <li>• SL8.1</li> <li>• SL8.4</li> </ul>
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	<p>within author's work.</p> <ul style="list-style-type: none"><li>• Student will compare and contrast different genres.</li><li>• Students will actively listen to learn, analyze, and understand and to connect life experiences with those of others.</li><li>• Students will make connections between text and other text that have been read or heard and demonstrate in writing or discussion.</li><li>• Students will research available technology during the 1940's that applies to common innovations and medical procedures and how that applies to the text.</li></ul>		<ul style="list-style-type: none"><li>• Discuss author's tone toward characters.</li></ul>	
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<b>Unit 3: Author Study</b> <b>(DURATION: 10-15 Lessons / Three Weeks)</b>				
<b>Main Idea: Horror genre</b> <b>Short Story</b> <b>Historical fiction</b> <b>Storyline development</b>			<b>Project: Pax Amicus trip; essay</b> <b>Tests/Quizzes: Under Activities</b> <b>Vocabulary: Academic and Domain Specific</b> <b>G.U.M.: Dialogue writing</b>	
Essential Questions	Learning Objectives	Content	Activities	Standards
<p>Does an author study help develop reading skills, critical thinking skills, and writing skills to expand the students’ knowledge of the author?</p> <p>- Does this allow the readers to be influenced by author’s values, help make connections across the curriculum, and motivate those who can relate to the author?</p>	<ul style="list-style-type: none"> <li>Students will show increased vocabulary and literary devices with application while maintaining or enhancing comprehension of content.</li> <li>Students will practice comprehension skills by reading texts, observing illustrations, and inferring information from both comparing written text and identifying inconsistencies.</li> </ul>	<ul style="list-style-type: none"> <li>Articles on the Spanish Inquisition, the Black Plague, Tuberculosis</li> <li>Biographies of Edgar Allan Poe</li> <li>Map of Europe during the Black Plague</li> <li>SMART Board Tours of Poe’s Homes in Baltimore, Philadelphia, New York</li> <li>Bronx Tour of Edgar Allan Poe’s home and area and events of time period</li> <li>Types of masques used during masquerade balls</li> <li>Tapes and theatrical readings of “The</li> </ul>	<ul style="list-style-type: none"> <li>Take trip to Pax Amicus Theatre to view play of Poe’s works.</li> <li>Define vocabulary and complete sentences.</li> <li>Synonyms, antonyms, homonyms</li> <li>Analyze elements of storyline and literary devices.</li> <li>Answer comprehension questions.</li> <li>Create masques.</li> <li>Complete online scavenger hunt about Edgar Allan Poe’s life.</li> <li>Analyze maps of Black Plague upon Europe.</li> <li>Listen/Read.</li> <li>Choral reading</li> <li>Compare/Contrast.</li> <li>Venn Diagrams</li> </ul>	<ul style="list-style-type: none"> <li>RL8.1</li> <li>RL8.2</li> <li>RL8.3</li> <li>RL8.4</li> <li>RL8.5</li> <li>RL8.6</li> <li>RL8.7</li> <li>RL8.9</li> <li>RI8.1</li> <li>RI8.2</li> <li>RI8.3</li> <li>RI8.7</li> <li>RI8.8</li> <li>L8.2a</li> <li>L8.2c</li> <li>L8.3</li> <li>L8.4</li> <li>L8.5</li> <li>L8.6</li> <li>SL8.1</li> <li>SL8.2</li> <li>SL8.4</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will practice writing a specific genre, including factual errors other students will discover using their own developing inference and comparison skills.</li> <li>• Students will express their opinions, analyze and evaluate freely through discussion what they have learned through various readings of Edgar Allan Poe.</li> <li>• Students will provide evidence of understanding complex parts with multiple events and characters in response to reading.</li> <li>• Students will make predictions before, during, and after reading, using evidence</li> </ul>	<p>Raven,” “The Tell-Tale Heart,” “The Pit and the Pendulum,” “The Masque of the Red Death,” “The Fall of the House of Usher,” “Anna Belle Lee”</p> <ul style="list-style-type: none"> <li>• Websites of online biographies</li> <li>• Slideshow—Writing Style of Edgar Allan Poe</li> <li>• It’s a Mystery to Me: Writing like Poe (Website)</li> <li>• Achieve 3000</li> <li>• <i>Writer’s Choice</i> text</li> </ul>	<ul style="list-style-type: none"> <li>• Complete graphic Organizers, storyline diagram, sequential order, tests, and quizzes</li> <li>• Quiz Quiz Trade</li> <li>• Write Poe essay.</li> <li>• Achieve 3000 activities</li> </ul>	<ul style="list-style-type: none"> <li>• W8.3</li> <li>• W8.6</li> <li>• W8.7</li> <li>• W8.8</li> <li>• W8.9</li> <li>• W8.10</li> </ul>
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	<p>from the text to support their thinking.</p> <ul style="list-style-type: none"><li>• Students will become familiar with factual world events, which surface in Poe’s writing, which relate to his literary style.</li><li>• Students will investigate and explain why masks are used and determine the symbolism therein.</li><li>• Students compare writing technique to that of other suspense writers.</li><li>• Students will write a narrative after modeling of Poe’s technique.</li><li>• Students will group to research life of author.</li><li>• Students will identify events in author’s life which surface within author’s work.</li></ul>			
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	<ul style="list-style-type: none"><li>• Students will apply multiple genres to same theme.</li><li>• Students will compare and contrast different genres.</li><li>• Students will discuss the treatment of political prisoners during Poe’s lifetime and the treatment they receive at the present time and use text to validate.</li><li>• Students focus on different techniques of opening essays including but not limited to statement, quote, definition, anecdote, question</li><li>• Students will practice writing dialogue for narratives.</li><li>• Students will utilize transitions</li></ul>			
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	<ul style="list-style-type: none"> <li>to show passage of time.</li> <li>Students will recognize underlying political messages in fiction.</li> <li>Students will understand the storyline development of exposition, rising action, climax, falling action, resolution.</li> </ul>			
<b>Unit 5: Realistic Fiction</b> <b>(DURATION: 3-5 Lessons / One Week)</b>				
<b>Main Idea: Realism</b> Short story Historical fiction			<b>Project: PARCC practice</b> <b>Tests/Quizzes: Under Activities</b> <b>Vocabulary: Academic and Domain Specific</b> <b>G.U.M.: Pronouns</b>	
Essential Questions	Learning Objectives	Content	Activities	Standards
How are the themes and subjects of short stories and poems relevant to our lives? - Does the theme of nature magnify itself in the literal and figurative interpretations of Robert Frost’s poetry? -	<ul style="list-style-type: none"> <li>Students will show increased vocabulary and literary devices with application while maintaining or enhancing comprehension of content.</li> <li>Students will discover an author’s purpose,</li> </ul>	<ul style="list-style-type: none"> <li>“Mother and Daughter,” “Golden Glass,” “The Treasure of Lemon Brown,” “The Moustache”</li> <li>Articles including immigration, the typical family today in America, B.B. King and the Blues, Alzheimer’s and the Long Good-bye</li> </ul>	<ul style="list-style-type: none"> <li>Define vocabulary and complete vocabulary sentences.</li> <li>Read.</li> <li>Discuss.</li> <li>Compare/contrast.</li> <li>Complete sequential order.</li> <li>Complete PARCC Practice writing task on narrative.</li> </ul>	<ul style="list-style-type: none"> <li>RL8.1</li> <li>RL8.2</li> <li>RL8.3</li> <li>RL8.4</li> <li>RL8.5</li> <li>RL8.6</li> <li>L8.4</li> <li>L8.5</li> <li>L8.6</li> <li>W8.2</li> <li>W8.4</li> <li>W8.5</li> </ul>

<p>How does using pronouns aid in the author's word choice?</p>	<p>draw conclusions about certain events, evaluate cause and effect, and understand points of view.</p> <ul style="list-style-type: none"> <li>• Students will identify events in author's life which surface within author's work.</li> <li>• Students will apply multiple genres to same theme.</li> <li>• Students will compare and contrast different genres.</li> <li>• Students will relate personal experiences to those of the characters.</li> <li>• Students will focus on both direct and indirect characterization.</li> <li>• Students will focus on writing dialogue.</li> <li>• Students will use capitalization and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• YouTube videos on the playing the Blues</li> <li>• Biographies of the authors</li> <li>• Excerpts from <i>A League of Their Own</i></li> <li>• Poetry of Robert Frost "A Road Not Taken," "Mending Wall," "After Apple Picking," and "Stopping by the Woods on a Snowy Evening"</li> <li>• Definition of literal and figurative-dictionary.com</li> <li>• Achieve 3000</li> <li>• <i>Writer's Choice</i> text</li> </ul>	<ul style="list-style-type: none"> <li>• Complete graphic organizers.</li> <li>• Understand holistic scoring rubric.</li> <li>• View excerpts of <i>A League of Their Own</i></li> <li>• Write analysis paper.</li> <li>• Achieve 3000</li> </ul>	<ul style="list-style-type: none"> <li>• W8.6</li> <li>• W8.9</li> <li>• W8.10</li> <li>• RI8.1</li> <li>• RI8.2</li> <li>• RI8.3</li> <li>• RI8.6</li> <li>• SL8.1a</li> <li>• SL8.1c</li> <li>• SL8.1d</li> </ul>
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	<p>correctly within their dialogue.</p> <ul style="list-style-type: none"> <li>• Students will recognize dialogue as a compositional risk in a writing narrative.</li> <li>• Students will practice ASK8 writing task narrative.</li> <li>• Students will analyze and synthesize information from Robert Frost’s poetry into an appropriate paper.</li> <li>• Students will identify personality traits as an integral part of character development.</li> <li>• Students will show mastery of usage of pronouns.</li> </ul>			
<p><b>Unit 6: Novel</b>  <b>(DURATION: 10-15 Lessons / Three Weeks)</b></p>				
<p><b>Main Idea: Prose</b>  <b>Novel</b>  <b>Editorial</b></p>		<p><b>Project: Marley’s Chains; Spelling Bee</b>  <b>Tests/Quizzes: Under Activities</b>  <b>Vocabulary: Academic and Domain Specific</b>  <b>G.U.M.: Verbs</b></p>		

Essential Questions	Learning Objectives	Content	Activities	Standards
<p>How can the human spirit rise upon the challenges that it faces?</p> <p>-</p> <p>How does an author use verbs to enhance characterization and move the storyline along?</p> <p>-</p> <p>How does writing maintain a relationship in our personal and professional lives?</p> <p>-</p>	<ul style="list-style-type: none"> <li>• Students will show increased vocabulary and literary devices with application while maintaining or enhancing comprehension of content.</li> <li>• Students will compare and contrast the writing of two social consciences-one American/one English-writing during the same time period.</li> <li>• Students will understand social relevance of novel in relation to Poe’s.</li> <li>• Students will identify the criteria for a “classic.”</li> <li>• Students will group to research life of author.</li> <li>• Students will recognize this as a holiday setting</li> </ul>	<ul style="list-style-type: none"> <li>• Novel of <i>A Christmas Carol</i></li> <li>• <i>How the Grinch Stole Christmas</i></li> <li>• “Yes, Virginia, There is a Santa Claus.” – editorial; text and video</li> <li>• “The Carol After Edgar Allan Poe” - poem</li> <li>• Pamphlet on Victorian Era in England</li> <li>• Websites about Charles Dickens’s life</li> <li>• Different video versions of <i>A Christmas Carol</i></li> <li>• <i>Writer’s Choice</i> text</li> <li>• Videos of Victorian dances</li> <li>• Articles and videos of Victorian children labor and the laws that followed the labor practices</li> <li>• Models of persuasive essays</li> <li>• Editorials</li> <li>• Lists of different synonyms for well-</li> </ul>	<ul style="list-style-type: none"> <li>• Read.</li> <li>• Create Marley’s Chains.</li> <li>• Define vocabulary and complete vocabulary sentences.</li> <li>• Answer comprehension questions.</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Complete online scavenger hunt of Charles Dickens’s life.</li> <li>• Complete individual projects.</li> <li>• Flashcards</li> <li>• Timelines</li> <li>• Write persuasive essays/letters.</li> <li>• Complete worksheets and outline.</li> <li>• Physical representations</li> <li>• Interviews</li> <li>• Presentations</li> <li>• Reenact Victorian dances.</li> <li>• Spelling bee</li> <li>• Achieve 3000 activities</li> </ul>	<ul style="list-style-type: none"> <li>• RL8.1</li> <li>• RL8.2</li> <li>• RL8.3</li> <li>• RL8.5</li> <li>• RL8.6</li> <li>• RL8.7</li> <li>• RL8.9</li> <li>• L8.1</li> <li>• L8.2a</li> <li>• L8.2c</li> <li>• L8.3</li> <li>• L8.4</li> <li>• L8.5</li> <li>• L8.6</li> <li>• RI8.1</li> <li>• RI8.2</li> <li>• RI8.3</li> <li>• RI8.4</li> <li>• RI8.6</li> <li>• RI8.8</li> <li>• SL8.1</li> <li>• SL8.2</li> </ul>

	<p>but not a holiday themed due to its focus on social issues rather than religious ones.</p> <ul style="list-style-type: none"> <li>• Students will demonstrate of mastery of verb usage including but not limited to active and passive voice, conditional, indicative, and subjective moods.</li> <li>• Lists of different ways to put synonyms for well-known verbs as say, ask, run, etc. of author's life that surface in author's work.</li> <li>• Students will increase vocabulary, use of literary devices, compositional risk, and comprehension of material.</li> <li>• Students will apply elements</li> </ul>	<p>known verbs such as say, ask, run, etc.</p> <ul style="list-style-type: none"> <li>• Achieve 3000</li> </ul>		
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	<p>of the story to elements of their lives.</p> <ul style="list-style-type: none"><li>• Students will identify an editorial as an opinion essay backed with evidence.</li><li>• Students will compare different versions of <i>A Christmas Carol</i> including but not limited to Patrick Stewart, Muppets, Mickey, Flintstones, Jetsons, and Jim Carrey.</li><li>• Students will think deeply about social issues as revealed in realistic and historical fiction, and discuss ideas with others.</li><li>• Students will identify word choice of author and use of language to show mood and</li></ul>			
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	literary devices such as satire, irony, or symbolism.			
<b>Unit 7: Science Fiction</b> (DURATION: 10-15 Lessons / Three Weeks)				
<b>Main Idea: Novella</b> Magazine/nonfiction articles Science Fiction Critical Thinking		<b>Project: Multiple Intelligence Flower; Inkblots; Journals</b> <b>Tests/Quizzes: Under Activities</b> <b>Vocabulary: Academic and Domain Specific</b> <b>G.U.M.: Modifiers</b>		
Essential Questions	Learning Objectives	Content	Activities	Standards
<p>How can the human spirit rise upon the challenges that it faces? (cont.)</p> <p>-</p> <p>How do words rely upon each other to relate images in the minds of the readers?</p> <p>-</p> <p>How will students summarize the meaning and reflect on their emotions toward the information?</p>	<ul style="list-style-type: none"> <li>• Students will show increased vocabulary and literary devices with application while maintaining or enhancing comprehension of content.</li> <li>• Students will understand concept of intelligence and measuring it.</li> <li>• Students will relate to feeling of frustration of</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Flowers for Algernon</i></li> <li>• Video of Charley</li> <li>• Articles – “What is Intelligence?” “Howard Gardener’s- Multiple Intelligence,” “Scale of IQ Scores”</li> <li>• Multiple mazes</li> <li>• Rorschach Test</li> <li>• <i>Writer’s Choice</i> text</li> <li>• Models of journal writing</li> <li>• Achieve 3000</li> <li>• “Diagnosis Critical for Mental Retardation”</li> </ul>	<ul style="list-style-type: none"> <li>• Complete mazes.</li> <li>• Interpret the Rorschach Test.</li> <li>• Create inkblots.</li> <li>• Make multiple intelligence flowers.</li> <li>• Define vocabulary.</li> <li>• Complete vocabulary sentences.</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Answer comprehension questions.</li> <li>• Review content with games.</li> </ul>	<ul style="list-style-type: none"> <li>• RL8.1</li> <li>• RL8.2</li> <li>• RL8.3</li> <li>• RL8.4</li> <li>• RL8.6</li> <li>• RL8.7</li> <li>• RI8.1</li> <li>• RI8.2</li> <li>• RI8.3</li> <li>• RI8.4</li> <li>• RI8.6</li> <li>• RI8.8</li> <li>• RI8.9</li> <li>• L8.4</li> <li>• L8.5</li> <li>• L8.6</li> <li>• SL8.1</li> </ul>

	<p>Charlie – protagonist.</p> <ul style="list-style-type: none"> <li>• Students will understand the moral and ethical responsibility of medical staff to the patients they treat.</li> <li>• Students will complete multiple intelligences’ flowers. Petals symbolize different intelligence and full flower symbolizes personality.</li> <li>• Students will compare and contrast protagonists Ebenezer Scrooge and Charley Gordon.</li> <li>• Students will summarize and write reaction to content of story on a daily basis.</li> <li>• Students will increase knowledge of current events</li> </ul>	<ul style="list-style-type: none"> <li>• “Morals, Ethics, and Metaethics”</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast protagonists with Venn Diagram.</li> <li>• Write journals entries.</li> <li>• Flashcards</li> <li>• Complete worksheets and outline.</li> <li>• Achieve 3000 activities</li> </ul>	<ul style="list-style-type: none"> <li>• SL8.3</li> <li>• W8.4</li> <li>• W8.9</li> <li>• W8.10</li> </ul>
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	<p>and individual rights as exemplified by the case of Terry Schiavo.</p> <ul style="list-style-type: none"> <li>• Students will increase discrimination and sensory processing by completing mazes.</li> <li>• Students will draw conclusions, predict, use cause and effect, and critical thinking skills when discussing information.</li> <li>• Students will demonstrate mastery of modifiers.</li> </ul>			
<p><b>Unit 8: Allegory</b>  <b>(DURATION: 10-15 Lessons / Three Weeks)</b></p>				
<p><b>Main Idea: Novel</b>  <b>Allegory/Fables</b>  <b>Media elements</b>  <b>Propaganda and bias</b></p>			<p><b>Project: Protest Posters</b>  <b>Tests/Quizzes: Under Activities</b>  <b>Vocabulary: Academic and Domain Specifics</b>  <b>G.U.M.: Modifiers (cont.)</b></p>	
<p><b>Essential Questions</b></p>	<p><b>Learning Objectives</b></p>	<p><b>Content</b></p>	<p><b>Activities</b></p>	<p><b>Standards</b></p>
<p>What are allegories, and how are they used in literature? What makes them effective?</p>	<ul style="list-style-type: none"> <li>• Students will show increased vocabulary and literary devices</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Animal Farm</i> – George Orwell</li> <li>• Vocabulary list</li> </ul>	<ul style="list-style-type: none"> <li>• Define vocabulary.</li> <li>• Complete vocabulary sentences.</li> <li>• Read.</li> </ul>	<ul style="list-style-type: none"> <li>• RL8.1</li> <li>• RL8.2</li> <li>• RL8.3</li> <li>• RL8.4</li> </ul>

<p>- Is there an ongoing battle against the exploitation of the weak by the strong?</p> <p>- What is the relationship between freedom and responsibility?</p> <p>- Are there essential liberties?</p> <p>- Should people sacrifice freedom in the interest of security?</p> <p>- Does history repeat itself?</p> <p>- How can the world watch crimes against humanity?</p> <p>- How do words rely upon each other to relate messages to the public?</p>	<p>with application while maintaining or enhancing comprehension of content.</p> <ul style="list-style-type: none"> <li>• Students will understand the use of an allegory as a rhetorical device.</li> <li>• Students will gain a better understanding of the structure of society and the use and abuse of power.</li> <li>• Students will study the art of persuasion.</li> <li>• Students will identify different types of propaganda and their uses in the world and within the story.</li> <li>• Students identify different types of government and countries in which they are practiced.</li> </ul>	<ul style="list-style-type: none"> <li>• List of different types of government-Scholastic.com</li> <li>• Symbolism chart</li> <li>• Stalin biography</li> <li>• Trotsky biography</li> <li>• Basic facts on the Russian Revolution</li> <li>• Article on 1938 nonaggressive pact between Germany and Russia</li> <li>• Propaganda definition list</li> <li>• Examples of Propaganda</li> <li>• YouTube advertising</li> <li>• Study guide</li> <li>• <i>Animal Farm</i>—cartoon</li> <li>• <i>Anastasia</i>—cartoon movie</li> <li>• Fables: “The Horse, The Hunter, and The Stag,” “The Hawk, The Kit, and The Pigeons”</li> <li>• “One More Round” and “The Cage Bird” – Maya Angelou</li> <li>• “I Have a Dream” video</li> <li>• Martin Luther King, Jr.’ s text</li> </ul>	<ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• View <i>Animal Farm</i> and <i>Anastasia</i>.</li> <li>• Create protest posters using propaganda and writing techniques.</li> <li>• Complete worksheets.</li> <li>• Review storyline with game.</li> <li>• Flashcards</li> <li>• View YouTube videos.</li> <li>• Discuss.</li> <li>• Debate.</li> <li>• Write essays and use quotes, use of persuasion.</li> <li>• Complete outline.</li> <li>• Achieve 3000 activities</li> <li>• Protest outside school.</li> <li>• Complete study guide.</li> </ul>	<ul style="list-style-type: none"> <li>• RL8.5</li> <li>• RL8.6</li> <li>• RL8.7</li> <li>• RL8.9</li> <li>• RI8.1</li> <li>• RI8.2</li> <li>• RI8.3</li> <li>• RI8.4</li> <li>• RI8.6</li> <li>• RI8.7</li> <li>• RI8.8</li> <li>• SL8.1</li> <li>• SL8.2</li> <li>• SL8.3</li> <li>• SL8.4</li> <li>• SL8.5</li> <li>• SL8.6</li> <li>• L8.2</li> <li>• L8.4</li> <li>• L8.5</li> <li>• L8.6</li> <li>• W8.1</li> <li>• W8.4</li> <li>• W8.9</li> <li>• W8.10</li> </ul>
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	<ul style="list-style-type: none"> <li>• Students locate countries on map of the world.</li> <li>• Students investigate different genres within the same book: allegory, fable, and satire.</li> <li>• Students relate different genres to book including poetry.</li> <li>• Students identify symbolism within storyline.</li> <li>• Students can relate own personality traits to character personality traits.</li> <li>• Students investigate the lives of Stalin and Leon Trotsky and how to they apply to the story.</li> <li>• Students understand the basis of Russian revolution and can apply techniques such as protesting.</li> </ul>	<ul style="list-style-type: none"> <li>• Quotes from Benjamin Franklin</li> <li>• <i>Writer's Choice</i> text</li> <li>• Achieve 3000</li> </ul>		
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	<ul style="list-style-type: none"><li>• Students understand that the setting and actions of the story are based upon the history in Russia between 1917 and 1945.</li><li>• Students realize there are actions citizens can take to instill checks and balances in their own governments.</li><li>• Students will evaluate motives of protest.</li><li>• Students understand vocabulary, literary devices, setting, storylines, themes, and morals.</li><li>• Students will understand the two levels of the story: figurative and literal.</li><li>• Students will read and understand the paralleled</li></ul>			
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	<p>message in the “I Have a Dream” speech and Old Major’s proclamation.</p> <ul style="list-style-type: none"> <li>• Students will compare and contrast “Beasts of England” to “Comrade Napoleon” in audience, tone, and message.</li> <li>• Students will compare and contrast novel content with movie content.</li> <li>• Students will demonstrate mastery of modifiers. (cont.)</li> </ul>			
<p><b>Unit 9: Memoir/Nonfiction</b>  <b>(DURATION: 10-15 Lessons / Three Weeks)</b></p>				
<p><b>Main Idea: Novel</b>  <b>Memoir</b>  <b>Political cartoons</b>  <b>Propaganda and bias</b></p>			<p><b>Project: N/A</b>  <b>Tests/Quizzes: Under Activities</b>  <b>Vocabulary: Academic and Domain Specific</b>  <b>G.U.M.: Modifiers (cont.)</b></p>	
<p><b>Essential Questions</b></p>	<p><b>Learning Objectives</b></p>	<p><b>Content</b></p>	<p><b>Activities</b></p>	<p><b>Standards</b></p>
<p>How can the world watch crimes against humanity? (cont.)</p> <p>-</p>	<ul style="list-style-type: none"> <li>• Students will show increased vocabulary and literary devices with application while maintaining or</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Night</i> by Eli Weisel</li> <li>• “What It Takes to Get a Visa in WWII” and “What It Takes to Leave Germany in WWII”-U.S. Holocaust Museum</li> </ul>	<ul style="list-style-type: none"> <li>• Define vocabulary.</li> <li>• Complete vocabulary sentences.</li> <li>• Read.</li> <li>• Tests</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• RI8.1</li> <li>• RI8.2</li> <li>• RI8.3</li> <li>• RI8.4</li> <li>• RI8.5</li> <li>• RI8.6</li> </ul>

	<p>enhancing comprehension of content.</p> <ul style="list-style-type: none"> <li>• Students will demonstrate mastery of interjections.</li> <li>• Students will become aware of political and social decisions that affect the quality of life.</li> <li>• Students will learn about prejudice and the harm it causes.</li> <li>• Students will react to literature considering issues dealing with the Holocaust.</li> <li>• Students will review propaganda and bias as it appears in the novel.</li> </ul>	<ul style="list-style-type: none"> <li>• Maps of Eastern Europe</li> <li>• Maps of Concentration Camps</li> <li>• Content vocabulary</li> <li>• Online visit to Ann Frank’s Museum in Amsterdam</li> <li>• <i>Writer’s Choice</i> text</li> <li>• Term paper folders</li> <li>• Achieve 3000</li> <li>• Political cartoons by Dr. Suess</li> <li>• <i>Yertle the Turtle</i>-book and video</li> </ul>	<ul style="list-style-type: none"> <li>• Movies</li> <li>• Complete worksheets.</li> <li>• Flashcards</li> <li>• Discuss.</li> <li>• Complete outline.</li> <li>• Achieve 3000</li> <li>• Complete study guide.</li> </ul>	<ul style="list-style-type: none"> <li>• RI8.7</li> <li>• RI8.8</li> <li>• RI8.9</li> <li>• RI8.10</li> <li>• RL8.1</li> <li>• RL8.2</li> <li>• RL8.3</li> <li>• RL8.4</li> <li>• RL8.5</li> <li>• RL8.6</li> <li>• SL8.1</li> <li>• W8.1</li> <li>• W8.2</li> <li>• L8.1</li> <li>• L8.4</li> <li>• L8.5</li> </ul>
<p><b>Unit 10: Term Papers</b> (DURATION: Six Months)</p>				
<p><b>Main Idea: Research Content Process Format</b></p>		<p><b>Time Frame: Begins in Decembers; due in May</b> <b>Tests/Quizzes: N/A</b> <b>Includes grades on: notecards, outline, and overall project</b></p>		
<p>Essential Questions</p>	<p>Learning Objectives</p>	<p>Content</p>	<p>Activities</p>	<p>Standards</p>

<p>What do I want to be when I grow up?</p> <p>-</p> <p>How can the topic of career choice be developed into a research paper?</p> <p>-</p> <p>How can exposure to higher education change the life path of students?</p> <p>-</p> <p>How do students avoid plagiarism to preserve integrity in their work?</p>	<ul style="list-style-type: none"> <li>• Students will show increased vocabulary and literary devices with application while maintaining or enhancing comprehension of content.</li> <li>• Students will understand writing is a process with development, organization, and style geared toward a specific audience.</li> <li>• Students will gain knowledge on how to research and write a term paper using technology over different timeframes.</li> <li>• Students will be able to write a paper in MLA format using planning, revising, editing and rewriting to</li> </ul>	<ul style="list-style-type: none"> <li>• <i>MLA Format</i></li> <li>• Print, Web, Interviews sources</li> <li>• Databases</li> <li>• Career inventory</li> <li>• List of careers</li> <li>• <i>US Educational Pamphlet of 16 Career Clusters</i></li> <li>• Worksheets on types of citations</li> <li>• EasyBib</li> <li>• Citation Machine</li> <li>• List of criteria for what makes a valid source</li> <li>• List of criteria for term paper</li> <li>• <i>Models of term papers</i></li> <li>• Models of notecards</li> <li>• Models of outlines</li> <li>• Achieve 3000</li> <li>• Perdue Owl</li> </ul>	<ul style="list-style-type: none"> <li>• Take trip to local college</li> <li>• Inventory</li> <li>• Research.</li> <li>• Discuss.</li> <li>• Complete correctly formatted resource cards.</li> <li>• Complete note cards.</li> <li>• Write outline.</li> <li>• Complete rough draft.</li> <li>• Complete final, polished copy.</li> <li>• Present.</li> <li>• Worksheets on different types of citations</li> <li>• Paraphrase.</li> <li>• Understand paraphrasing, citing, noting taking, outlining, summarizing, and thesis statement.</li> <li>• Conference with teacher during various stages.</li> <li>• Author's purpose</li> <li>• Quotations</li> <li>• Research skills</li> <li>• Achieve 3000 activities</li> </ul>	<ul style="list-style-type: none"> <li>• SL8.6</li> <li>• W8.1</li> <li>• W8.2</li> <li>• W8.4</li> <li>• W8.5</li> <li>• W8.6</li> <li>• W.8.9</li> <li>• W8.10</li> <li>• RI8.1</li> <li>• RI8.2</li> <li>• RI8.3</li> <li>• RI8.4</li> <li>• RI8.5</li> <li>• RI8.6</li> <li>• RI8.8</li> <li>• RI8.9</li> <li>• RI8.10</li> <li>• L8.2</li> <li>• L8.3</li> <li>• L8.4</li> <li>• L8.5b</li> <li>• L8.6</li> </ul>
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	<p>obtain a final product.</p> <ul style="list-style-type: none"> <li>• Students will understand meaning of plagiarism and avoid by paraphrasing.</li> <li>• Students will cite information and use parenthetical citations to give authors credit.</li> <li>• Students visit local university for tour and research.</li> <li>• Students will draw evidence from informational text gathered by research.</li> <li>• Students will use databases to locate valid resources.</li> <li>• Students will understand the meaning of valid resource.</li> <li>• Students will take interest inventory to identify viable career.</li> </ul>			
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	<ul style="list-style-type: none"><li>• Students complete the six stages of a term paper, including resources cards, works cited page, notecards, outline, rough draft, and final copy.</li><li>• Students will research person who has career to better understand the work process.</li><li>• Students must include education needed, training, job expectations, salary, advancement, companies, people, and a day in the life.</li><li>• Students use technology to acquire valid resources and prepare for final copy.</li><li>• Students will organize and structure an outline.</li></ul>			
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	<ul style="list-style-type: none"> <li>• Students will prepare a thesis statement.</li> <li>• Students will combine and restate information from notecards and outline into a draft.</li> <li>• Students will understand strategies to document and quote information from sources.</li> <li>• Students will use a variety of strategies for revising research papers including word choice, transitions, and idea presentation.</li> <li>• Students will edit and present completed research paper.</li> <li>• Students will adapt speech of formal English as appropriate.</li> </ul>			
<p><b>Unit 11: Fantasy</b>  <b>(DURATION: 10-15 Lessons / Three Weeks)</b></p>				
<p><b>Main Idea: Short stories</b></p>	<p><b>Project: Updated Fairy Tales</b></p>			



Fractured fairy tales Fantasy elements Folklore		Tests/Quizzes: Under Activities Vocabulary: Academic and Domain Specific G.U.M.: Verbals		
Essential Questions	Learning Objectives	Content	Activities	Standards
<p>Does the author use the characteristics of the fantasy genre to allow the reader to become part of the created fantasy world?</p> <p>-</p> <p>How do students apply the characteristic of fantasy into a written work?</p> <p>-</p> <p>How does the use of verbals help the writer to write more efficiently?</p>	<ul style="list-style-type: none"> <li>Students will show increased vocabulary and literary devices with application while maintaining or enhancing comprehension of content.</li> <li>Students will appreciate diverse cultures and tradition through folklore and develop a respect for imagination through writing and fantasy.</li> <li>Students will identify unique characteristics of this genre.</li> <li>Students will use webtools to access information about different cultures and models of</li> </ul>	<ul style="list-style-type: none"> <li><i>The True Story of the Three Little Pigs</i></li> <li>“Little Red Riding in the Hood”</li> <li>“Cinderella: The Untold Story”</li> <li>“Peter and His Three Cornored Hat”</li> <li>“The Wise Old Woman”</li> <li><i>Fractured Fairy Tales</i></li> <li><i>Fractured Fairy Tales</i> – video</li> <li><i>Writer’s Choice</i> text</li> <li>Website-“History of Fairy Tales”</li> </ul>	<ul style="list-style-type: none"> <li>Read models of folktales.</li> <li>Complete vocabulary sentences.</li> <li>View <i>Fractured Fairy Tales</i>.</li> <li>Write updated fairy tales.</li> <li>Review dialogue.</li> <li>Understand and use descriptive language</li> <li>Interpret story.</li> <li>Complete worksheets.</li> <li>Quizzes</li> <li>Tests</li> </ul>	<ul style="list-style-type: none"> <li>RL8.1</li> <li>RL8.2</li> <li>RL8.3</li> <li>RL8.4</li> <li>RL8.5</li> <li>RL8.6</li> <li>RL8.7</li> <li>RL8.9</li> <li>L8.1</li> <li>L8.2</li> <li>L8.3</li> <li>L8.4</li> <li>L8.5</li> <li>L8.6</li> <li>RI8.1</li> <li>RI8.2</li> <li>RI8.3</li> <li>SL8.1</li> <li>W8.3</li> </ul>

	fantasy and fairy tales. <ul style="list-style-type: none"> <li>• Students will update a fairy tale or tell it from a different point of view.</li> <li>• Students will utilize verbals in their writing.</li> </ul>			
<b>Unit 12: Standardized Testing</b> (DURATION: Samples will be intermingled in all lessons.)				
<b>Main Idea: PARCC</b> Test-taking strategies Timed tests Essay formats/practice essays		<b>Project: Tests</b> Tests/Quizzes: Under Activities Vocabulary: Literary Device Terminology; Academic (encompass full year) G.U.M.: Lessons learned throughout the year.		
Essential Questions	Learning Objectives	Content	Activities	Standards
Are students prepared for success on standardized testing?	<ul style="list-style-type: none"> <li>• Students will show increased vocabulary and literary devices with application while maintaining or enhancing comprehension of content.</li> <li>• Students will comprehend directions and respond accordingly.</li> <li>• Students will show maintained or increased</li> </ul>	<ul style="list-style-type: none"> <li>• Websites including New Jersey Department of Education, Florida, Massachusetts, Tennessee, California</li> <li>• <i>Explorer</i> books</li> <li>• Former declassified tests</li> <li>• Achieve 3000</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use test-taking strategies.</li> <li>• Practice with timed tests.</li> <li>• Review.</li> <li>• Read and complete worksheets on consistent errors.</li> <li>• Understand lessons on sections of writing: introduction, body, conclusion, topic sentences, detail sentences, vocabulary, transitions, varied sentence structure, compositional risks.</li> <li>• Use different types of descriptions including</li> </ul>	<ul style="list-style-type: none"> <li>• W8.1</li> <li>• W8.2</li> <li>• W8.3</li> <li>• W8.4</li> <li>• W8.5</li> <li>• W8.6</li> <li>• W8.8</li> <li>• W8.9</li> <li>• RI8.1</li> <li>• RI8.2</li> <li>• RI8.3</li> <li>• RI8.4</li> <li>• RI8.5</li> <li>• RI8.6</li> <li>• RI8.7</li> <li>• RI8.8</li> <li>• RI8.9</li> </ul>

	<p>reading comprehension.</p> <ul style="list-style-type: none"> <li>• Students will understand vocabulary through use of context.</li> <li>• Students will show understanding of literary devices.</li> <li>• Students will write answers to open-ended questions using RACERS’ format.</li> <li>• Students will write using New Jersey Holistic Scoring Rubric as guide.</li> <li>• Students will write in expository, narrative and persuasive formats.</li> </ul>		<p>descriptive verbs, adjectives, adverbs, adverbial phrases, adjective phrases, adverbial clauses, adjective clauses, appositives, and verbals.</p> <ul style="list-style-type: none"> <li>• Achieve 3000 activities</li> <li>• Revise and edit by students during timed tests and by class after practice session is complete.</li> </ul>	<ul style="list-style-type: none"> <li>• RI.8.10</li> <li>• RL.8.1</li> <li>• RL.8.2</li> <li>• RL.8.3</li> <li>• RL.8.4</li> <li>• RL.8.5</li> <li>• L.8.1</li> <li>• L.8.2</li> <li>• L.8.3a</li> <li>• L.8.5</li> <li>• L.8.6</li> <li>• SL.8.1a</li> <li>• SL.8.1b</li> <li>• SL.8.1c</li> <li>• SL.8.1d</li> <li>• SL.8.3</li> <li>• SL.8.4</li> <li>• SL.8.5</li> </ul>
<p><b>Unit 13: Career Education</b> (DURATION: 3-5 Lessons / One Weeks)</p>				
<p><b>Main Idea:</b> Career Day preparation Resume formatting Interview etiquette Applications</p>		<p><b>Project:</b> Applications, Resumes, Interviews <b>Tests/Quizzes:</b> Under Activities <b>Vocabulary:</b> Academic and Domain Specific <b>G.U.M.:</b> N/A</p>		
<p>Essential Questions</p>	<p>Learning Objectives</p>	<p>Content</p>	<p>Activities</p>	<p>Standards</p>

<p>How does one prepare for a professional life?</p>	<ul style="list-style-type: none"> <li>• Students will show increased vocabulary and literary devices with application while maintaining or enhancing comprehension of content.</li> <li>• Students will complete a job application.</li> <li>• Students will be able to complete a resume representing their skills, interests, experience, and educational background with references.</li> <li>• Students will be able to competently orally answer questions posed by interviewer.</li> <li>• Students will use websites and computers to write competently and professionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Resume template</li> <li>• Job application</li> <li>• Websites</li> <li>• Models of resumes and applications</li> <li>• Styles</li> <li>• Criteria</li> <li>• Formats of resumes</li> <li>• Types of references</li> <li>• Technology</li> <li>• Videos of successful interview</li> <li>• Examples of interview questions to/from employer</li> </ul>	<ul style="list-style-type: none"> <li>• View models.</li> <li>• Discuss differences/similarities.</li> <li>• Write objectives.</li> <li>• Discuss criteria.</li> <li>• Analyze choices.</li> <li>• Write selections.</li> <li>• View videos.</li> <li>• Complete worksheets on applications, interviews, and resumes.</li> <li>• Discuss etiquette of interviews.</li> <li>• Write rough drafts.</li> <li>• Edit and revise applications and resumes.</li> <li>• Perform skits of interviews.</li> </ul>	<ul style="list-style-type: none"> <li>• RI.8.1</li> <li>• RI.8.3</li> <li>• SL.8.1c</li> <li>• SL.8.1d</li> <li>• SL.8.3</li> <li>• SL.8.4</li> <li>• SL.8.5</li> <li>• W.8.4</li> <li>• W.8.5</li> <li>• W.8.6</li> <li>• L.8.2</li> <li>• L.8.5</li> <li>• L.8.6</li> </ul>
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**Unit 14: Speculative Fiction/Dystopia  
(DURATION: 10-15 Lessons / Three Weeks)**

Main Idea: Social conscience Technological advances Propaganda and bias		Project: Essay Tests/Quizzes: Under Activities Vocabulary: Academic and Domain Specific G.U.M.: Interjections		
Essential Questions	Learning Objectives	Content	Activities	Standards
<p>How does the story affect individuals in society in the 21<sup>st</sup> century? How do people engage in social protests? What is the importance of literature in society? What is the point or theme learned by a story or narrative?</p> <p>-</p> <p>Are technological advancements the driving forces of our society?</p> <p>-</p> <p>Is social media making us less social?</p>	<ul style="list-style-type: none"> <li>• Students will discuss the ideas of censorship and freedom of speech.</li> <li>• Students will analyze purpose of information and evaluate motives.</li> <li>• Students will be introduced to relevant background of the era’s culture from <i>Fahrenheit 451</i>.</li> <li>• Students will examine characterization.</li> <li>• Students will analyze lines of dialogue to help characterization, storyline development, and decision-making skills.</li> <li>• Students will determine meanings of</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Fahrenheit 451</i> – Ray Bradbury</li> <li>• Timeline of the 1950’s</li> <li>• Fact sheet on Senator Joe McCarthy</li> <li>• Definition of censorship</li> <li>• Biography of Ray Bradbury</li> <li>• Achieve 3000</li> <li>• <i>Writer’s Choice</i> text</li> </ul>	<ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Complete book jacket.</li> <li>• Define vocabulary.</li> <li>• Complete vocabulary sentences.</li> <li>• Answer comprehension questions.</li> <li>• Discuss themes of book.</li> <li>• Interpret timelines.</li> <li>• Complete worksheets.</li> <li>• Write essay.</li> <li>• Achieve 3000 activities</li> </ul>	<ul style="list-style-type: none"> <li>• L8.6</li> <li>• RL8.1</li> <li>• RL8.2</li> <li>• RL8.3</li> <li>• RL8.4</li> <li>• RL8.5</li> <li>• RL8.9</li> <li>• RL8.10</li> <li>• RI8.1</li> <li>• RI8.2</li> <li>• RI8.3</li> <li>• SL8.1</li> <li>• SL8.2</li> <li>• W8.4</li> </ul>

	<p>words and phrases for purposes of definition and literary devices.</p> <ul style="list-style-type: none"><li>• Students will understand the theme, moral, and storyline in text.</li><li>• Students will answer questions using evidence from text.</li><li>• Students will analyze text and make connections between individuals, ideas, and events in written form.</li><li>• Students will engage in various discussions.</li><li>• Students will read and comprehend literature at the high end of complexity, proficiently.</li><li>• Students will reference themes, characters, from other works such</li></ul>			
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	<p>as myths, traditional stories, or <i>The Bible</i>, and adapt it to story being read.</p> <ul style="list-style-type: none"> <li>• Students will compare and contrast symbolism to <i>Animal Farm</i>.</li> </ul>			
<p><b>Unit 15: Mystery</b> (DURATION: 10-15 Lessons / Three Weeks)</p>				
<p><b>Main Idea: Novel Letters</b> Comparison of multiple authors in a similar genre</p>			<p><b>Project: Game Board Creation</b> <b>Tests/Quizzes: Achieve 3000 Post Test</b> <b>Vocabulary: Academic and Domain Specific</b> <b>G.U.M.: N/A</b></p>	
Essential Questions	Learning Objectives	Content	Activities	Standards
<p>Who decides what is just?</p> <p>-</p> <p>What is justice?</p> <p>-</p> <p>Do Edgar Allan Poe, Agatha Christie, and Sir Arthur Conan Doyle write detective stories the same way?</p> <p>-</p>	<ul style="list-style-type: none"> <li>• Students will show increased vocabulary and literary devices with application while maintaining or enhancing comprehension of content.</li> <li>• Students will identify clues to make informed predictions.</li> <li>• Students will analyze characterization to demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>• <i>And Then There Were None</i> – Agatha Christie</li> <li>• “Frontier Legends Complete List of Old West Vigilantes”</li> <li>• Comic book vigilantes—Batman, Superman, Green Arrow, Green Hornet, Spider-Man</li> <li>• Websites (Mystery Writers of America)</li> <li>• Vocabulary</li> <li>• Individuals- Sherlock Holmes</li> <li>• Author biography</li> </ul>	<ul style="list-style-type: none"> <li>• Research the idea of vigilante justice and find example (Batman)</li> <li>• Research biography of Sir Arthur Conan Doyle and how it applies to the story</li> <li>• Analyze trust issues between characters and do they lead to their deaths?</li> <li>• Analyze social order or class and does that apply to trust</li> <li>• Define evil. Are these characters evil?</li> <li>• Discussion: how would this novel be different if</li> </ul>	<ul style="list-style-type: none"> <li>• RL8.1</li> <li>• RL8.2</li> <li>• RL8.4</li> <li>• RL8.6</li> <li>• RL8.7</li> <li>• RL8.10</li> <li>• W8.1</li> <li>• W8.2</li> <li>• W8.4</li> <li>• W8.9</li> <li>• RI8.1</li> <li>• RI8.2</li> <li>• RI8.6</li> <li>• RI8.7</li> <li>• SL8.1</li> <li>• L8.1</li> <li>• L8.2</li> </ul>

	<p>understanding of cause and effect.</p> <ul style="list-style-type: none"> <li>• Students will evaluate characters' decisions.</li> <li>• Students will understand the elements of mystery.</li> <li>• Students will understand genre specific vocabulary such as alibi, motive, red herring, etc.</li> <li>• Students will understand and identify literary devices such as setting, storyline, point of view, foreshadowing, illusions, anachronism, themes, morals, characterization, inference, and how they connect to the story and real life.</li> <li>• Students will compare and contrast movie with text.</li> </ul>	<ul style="list-style-type: none"> <li>• Inductive and deductive reasoning</li> <li>• Movie</li> <li>• "The Three Garridebs" by Sir Arthur Conan Doyle</li> <li>• Achieve 3000</li> <li>• Excerpts of videos of comic book heroes</li> <li>• Excerpts of PBS's <i>Sherlock</i></li> </ul>	<p>written from a different character's view point?</p> <ul style="list-style-type: none"> <li>• Character Education: Which characters are guilty? Graphic organizer chart completion</li> <li>• Compare and contrast movie to text</li> <li>• Vocabulary</li> <li>• Complete vocabulary sentences</li> <li>• Character profile study</li> <li>• Create board game to coincide with storyline of text</li> <li>• Complete Achieve 3000 Post Test.</li> </ul>	<ul style="list-style-type: none"> <li>• L8.4</li> <li>• L8.5</li> <li>• L8.6</li> </ul>
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	<ul style="list-style-type: none"><li>• Students will compare 1939 society to today.</li><li>• Students will identify their understanding of the text on four levels: factual, interpretive, critical, and personal.</li><li>• Students will compare and contrast the works of Poe, Christie, and Doyle.</li><li>• Students will complete Achieve 3000 Post Test.</li></ul>			
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