

Marking Period 1	Marking Period 3
Vocabulary Lessons 1-4	Vocabulary Lessons 9-11
Independent Reading Assessment(s)	Independent Reading Assessment(s)
Literary Analysis Benchmark 1	Choose from Mandatory Units
Literary Analysis Paired Reading	Choose from Optional Units
Choose from Mandatory Units	Literary Analysis Benchmark II (Can be done Marking Period 2 or 3 but <i>Night</i> should be completed)
Pair Literary Term and Close Reading Lessons with Chosen Units	Pair Literary Term and Close Reading Lessons with Chosen Units
Read Informational Texts (UpFront, Newsela, OPALs databases)	Read Informational Texts (UpFront, Newsela, OPALs databases)
Marking Period 2	Marking Period 4
Vocabulary Lessons 5-8	Vocabulary Lessons 12-14
Independent Reading Assessment(s)	Independent Reading Assessment(s)
Choose From Mandatory Units	Choose From Optional Units
Read Informational Texts (UpFront, Newsela, OPALs databases)	Read Informational Texts (UpFront, Newsela, OPALs databases)
Literary Analysis Going Along With Mandatory or Optional Unit	Review of Skills for Final Benchmark
Pair Literary Terms and Close Reading Lessons with Chosen Units	
<p style="text-align: center;"><u>Mandatory Units</u></p> <ul style="list-style-type: none"> • Holocaust Unit (<i>Night</i> and <i>The Diary of Anne Frank</i>.) • <i>The Call of the Wild</i> or <i>The Green Glass Sea</i> • Fiction: Short Stories (Choose 8) 	<p style="text-align: center;"><u>Optional Units</u></p> <ul style="list-style-type: none"> • <i>And Then There Were None</i> • Define “Normal” • “Flowers for Algernon” • Poetry • <i>Twisted Summer</i> • UpFront Magazine NonFiction

Time Frame 40 Weeks**Topic**

Vocabulary Power Plus

Essential Questions

1. How does the vocabulary term compare or contrast (synonyms/antonyms) to other vocabulary terms discussed?
2. What vocabulary terms are applicable to literature or the student's daily life?
3. How can certain vocabulary words change parts of speech and be used correctly within a sentence?
4. How does mature vocabulary advance and intensify one's writing?
5. What is the root and origin of the vocabulary term?

Enduring Understandings

- Students will define and correctly spell various vocabulary terms.
- Students will use vocabulary terms in writing both formal and informal pieces.
- Students will compare and contrast vocabulary terms to other vocabulary terms discussed thus far.
- Students will recognize and understand vocabulary terms used in all forms of media including literature.
- Students will identify and correctly use vocabulary terms in different parts of speech and tenses.
- Students will possibly develop an understanding of words through root words and origins.

Alignment to CCCS

RI.8.4., W.8.4., SL.8.1., SL.8.4., SL.8.5., SL.8.6., L.8.1., L.8.2., L.8.3., L. 8.4., L.8.5., L.8.6.

Key Concepts and Skills

RI.8.4. Determine the meaning of words and phrases as they are used in the text or media including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and

spelling when writing.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L. 8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Activities

- Powerpoint
 - Students will create a powerpoint on a specific vocabulary unit
- Introspective Creative Project
 - Students will create a poster board project identifying all aspects of the vocabulary term and its meaning(s).
- Discussion/ worksheet
 - Term/ Definition Chart
- Flashcards
 - Students will identify terms and definitions using flashcards
- Artistic piece
 - Game of Pictionary
 - Create a drawing or sketch for vocabulary term
- Create a dance move
 - Students will create a dance move that portrays the vocabulary term's meaning
- Quiz Game
 - Students compete in groups as they identify the correct spelling and definition of the vocabulary term
- Writing Assignment
 - Writing terms, definitions, parts of speech, synonyms, and antonyms.
 - Use vocabulary terms within sentences correctly
 - Creative story using vocabulary terms
 - Formal writing using vocabulary terms
- Oral Presentation
 - Present:
 - Powerpoint
 - Pictionary
 - Creative story
 - Dance Moves
- Review/ Reinforce
 - Students go to various stations where they must match the vocabulary term to the definition
 - Identifying and bringing in selections within text which use vocabulary terms
 - Daily discussion on definitions and dance moves

Assessments

- Test focusing on correct spelling of terms, the part or speech, meaning, synonyms, and antonyms.
- Do Now Participation

- Notebook checks
- Writing Assignment
 - Formal writing (using vocabulary terms in each paragraph)
 - Informal writing (using at least _____ vocabulary terms)
- Periodic Quizzes

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Students will use their knowledge of the vocabulary terms in their class discussions and writing assignments in all other classes.
- Depending on the vocabulary term, class will identify other classes in which they have heard of used this word (i.e. capitulation is commonly heard in history class while microcosm might be used in science class)

Technology Integration

- Internet (8.1.8.A.1, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Word Processing (8.1.8.A.5, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Video Clips (8.1.8.A.3, 8.1.8.A.5, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Powerpoint (8.1.8.A.3, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)

Time Frame 4-8 Weeks**Topic**

Short Story Unit

Essential Questions

1. How do short stories differ from other forms of writing?
2. How are short stories comparable to novels?
3. What are the characteristics of a short story?
4. What makes a story “good” or “bad”?
5. How can a story change the outlook and opinions of a reader?
6. How do authors reveal their beliefs through their stories?
7. Are there universal themes in literature which transcend cultural and societal lines?

Enduring Understandings

- Students will be able to apply and recognize literary terms most often applied to short stories and novels – ex. mood, setting, protagonist, antagonist, etc.
- Students will be able to interpret short works of literature in the same way as longer works.
- Students will be able to analyze short stories.
- Students will understand and identify traditional short story structure and elements.
- Students will understand and analyze the various recurring themes of short stories.
- Students will refine grammar, usage, and composition skills in a variety of formats.
- Students will be able to participate in class discussions about the literary/social effect of selected authors' works.
- Students will be able to compare, contrast, analyze, and evaluate connections between text, ideas, and experience.
- Students will use text details to analyze character, plot, setting, point of view and development of theme.

Alignment to CCCS

RL.8.1., RL.8.2., RL.8.3. , RL.8.4., RL.8.6., RL.8.7., RL.8.10., RI.8.1., RI.8.2., RI.8.4., RI.8.6., RI.8.7., RI.8.8., W.8.1., W.8.2., W.8.3., W.8.4., W.8.5., W.8.6., W.8.7., W.8.8., W.8.9., W.8.10., SL.8.1., SL.8.2., SL.8.3., SL.8.4., SL.8.5., SL.8.6., L.8.1., L.8.2., L.8.3., L.8.5., L.8.6.

Key Concepts and Skills

RL.8.1. Cite the textual evidence that most strongly supports an analysis of what short stories say explicitly as well as what is stated through inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.

RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems,

at the high end of grades 6–8 text complexity band independently and proficiently.

RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the story says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the short stories

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

W.8.2. Write informative/explanatory texts to examine the themes shown in short stories and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.3. Write journal entries and articles to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.4. Produce clear and coherent research paper in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish a research paper and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research pertaining to various short stories.

W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and

shorter time frames (a single sitting or a day or two.)

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest when discussing short story themes.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Activities

- Role Playing
 - Students interact by taking the roles of the characters from various short stories and developing responses to conflicts.
- Study Guide Questions
 - Discuss/ reinforce key concepts of each story.
- Sticky Notes
 - Students will identify key concepts while reading by noting important information within the literature.
- Research
 - Students will search the internet for related material from select stories, further enhancing their understanding of the material.
 - Students will generate a paper using Word documentation and revision.
- Writing Assignment
 - Journal/ diary entries
 - Newspaper articles
 - Short response essays
- Oral Presentation

- Present:
 - a. Research
 - b. Journal
 - c. Propaganda
 - d. Newspaper articles/ editorials
- Review/ Reinforce
 - Students go to various stations that pertain to the reading
 - Interactive games identifying key concepts in the literature
- Connect short stories to longer, more detailed, literary works through theme, conflict, or characters.
- List Key plot points.
- Use and define story vocabulary.
- Write first person reaction essay.
- Create a story board.
- Create a crossword review of the stories.
- Use creative writing skills for alternate endings.
- Create newspaper headlines and stories reporting on the short story read.
- Create a “Jeopardy” style game for review.
- Create Power Point demonstrations and reviews of the stories from within the Short Story unit.

Assessments

- Test focusing on characters, plot development, themes, and background information
- Research Paper
- Writing Assignment
 - a. Short answer responses
 - b. Essay question
- Periodic Quizzes

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Dependent on individual stories:

- History Class
 - a. “Stop the Sun” and the Vietnam War
- Science Class
 - b. “Rain Rain Go Away” and weather patterns

Technology Integration

- Internet (8.1.8.A.1, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Word Processing (8.1.8.A.5, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Video Clips (8.1.8.A.3, 8.1.8.A.5, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Powerpoint (8.1.8.A.3, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)

Time Frame 2-3 Weeks**Topic***Flowers for Algernon***Essential Questions**

1. What are IQ levels?
2. What role do IQ levels play in *Flowers for Algernon*?
3. How effective is the story's format (being written as a series of reports)?
4. What point of view is used in the novel?
5. How does the point of view affect the story?
6. What stereotypes are displayed in "Flowers"?
7. What is the theme of the story?
8. What was Daniel Keyes trying to accomplish in the writing of *Flowers for Algernon*?
9. How successful is he in accomplishing what he sets out to do?
10. Through his efforts, what does Keyes reveal about human nature?
11. Why does "Flowers" fall under the genre of Science Fiction?

Enduring Understandings

Students will:

- Understand what IQ levels are and how they are used in society.
- Be able to understand writing styles and how to interpret different types.
- Understand how Point of View affects a novel and how it should be approached.
- Understand how people stereotypically treat others.
- Understand the genre of Science Fiction and what could be expected from it.
- Be able to diagram the Exposition, Rising Action, Climax, Falling Action, and Conclusion of a story.

Alignment to CCCS

RL.8.1., RL.8.2., RL.8.3., RL.8.4., RL.8.6., RL.8.7., RL.8.10., RI.8.1., RI.8.2., RI.8.4., RI.8.6., RI.8.7., RI.8.8., RI.8.10., W.8.1., W.8.2., W.8.3., W.8.4., W.8.5., W.8.6., W.8.7., W.8.8., W.8.9., W.8.10., SL.8.1., SL.8.2., SL.8.3., SL.8.4., SL.8.5., SL.8.6., L.8.1., L.8.2., L.8.3., L.8.5., L.8.6.

Key Concepts and Skills

RL.8.1. Cite the textual evidence that most strongly supports an analysis of what *Flowers for Algernon* says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader creates such effects as suspense or humor.

RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors in *Flowers*

for *Algernon*.

RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

RI.8.1. Cite the textual evidence that most strongly supports an analysis of what is said explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of *Flowers for Algernon*.

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

W.8.2. Write informative/explanatory texts to examine *Flowers for Algernon* and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.3. Write journal entries and articles to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.4. Produce clear and coherent research paper in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish a research paper and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms

effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research pertaining to the themes within *Flowers for Algernon*.

W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two.)

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest when discussing *Flowers for Algernon*.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Activities

- Powerpoint
 - List and discuss IQ levels and what they mean.
- Powerpoint
 - Analysis of the literary term *Stereotype* and how London uses it to add interest to his novel.

- Video clip displaying the theatrical presentation *Charlie* and how it contrasts with the short story.
- Introspective Creative Project
 - Students will present opinions on how they would react if they were given the opportunity to be the most intelligent person in the world.
- Study Guide Questions
 - Discuss/reinforce key concepts of each section of the story.
- Sticky Notes
 - Students will identify key concepts while reading by noting important information within the literature.
- Research
 - Students will search the internet for related material and supporting details, further enhancing their understanding of the material
 - Students will generate a paper using Word documentation and revision.
- Writing Assignment
 - Journal/ diary entries
 - Editorial either supporting or going against the development of artificial intelligence
 - Diary entry of a person who has been given millions of dollars, only to find it was a mistake and have it all taken away six months later.
- Technology
 - Use available computers to generate essays displaying correct grammatical use and format.
 - Use internet availability to generate material for displays, essays, and presentations.
- Oral Presentation
 - Present:
 - i. Research
 - ii. Journal
 - iii. Newspaper articles/ editorials
- Review/ Reinforce
 - Students go to various stations that pertain to the reading
 - Interactive games identifying key concepts in the literature

Assessments

- Test focusing on characters, plot development, themes, literary terms, vocabulary, and background information.
- Research Paper
- Writing Assignment
 - Short answer responses
 - Essay question
- Periodic Quizzes

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Science Department
 - Discuss scientific experiments from the sixties and seventies which have been proven failures.
 - Discuss the possible levels of achievement which may be possible in the future.
- Health
 - Discuss brain development and how it can be improved or damaged.

Technology Integration

- Internet (8.1.8.A.1, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Word Processing (8.1.8.A.5, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Video Clips (8.1.8.A.3, 8.1.8.A.5, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Powerpoint (8.1.8.A.3, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)

Time Frame	3 Weeks - 4 Weeks
Topic	
Agatha Christie's <i>And Then There Were None</i>	
Essential Questions	
<ol style="list-style-type: none"> 1. What time period indicators are present within in the novel to help understand the society at that time? 2. What role does each character inadvertently play that helps lead to murder? 3. What terms and vocabulary words are applicable to the time period? 4. What common themes are present within the novel and how does it contribute to the plot of the novel? 5. How does symbolism and foreshadowing play a significant role in determining the killer and next victim? 6. How does point of view play a role in the mystery? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will determine the time period by recognizing prominent locations, social norms, attire, and socioeconomic standings. • Students will identify and analyze characterization within each character and determine their influence on the plot. • Students will identify and define key terms pertaining to the mystery. • Students will compare and contrast the prominent themes in <i>And Then There Were None</i> to that of other fiction pieces. • Students will identify and investigate symbolism and foreshadowing in the novel through analyzing poetry. • Students will recognize the effect 1st, 3rd, and omniscient point of view have on the writer and reader in literature. 	
Alignment to CCCS	
RL.8.1., RL.8.2., RL.8.3. , RL.8.4., RL. 8.5, RL.8.6., RL.8.7., RL. 8.9., RL.8.10., RI.8.1., RI.8.2., RI. 3., RI.8.4., RI. 8.5., RI.8.6., RI.8.7., RI.8.8., RI 8.9., W.8.1., W.8.2., W.8.3., W.8.4., W.8.5., W.8.6., W.8.7., W.8.10., SL.8.1., SL.8.3., SL.8.4., SL.8.5., SL.8.6., L.8.1., L.8.2., L.8.3., L. 8.4., L.8.5., L.8.6.	
Key Concepts and Skills	
<p>RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of <i>And Then There Were None</i> and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in <i>And Then There Were None</i>, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL 8.5. Compare and contrast the structure of <i>And Then There Were None</i> and <i>Twisted Summer</i> and analyze how the differing structure of each text contributes to its meaning and style.</p>	

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL. 8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of *And Then There Were None* and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI. 8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4. Determine the meaning of words and phrases as they are used in *And Then There Were None*, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI. 8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6. Determine the point of view or purpose in *And Then There Were None* and analyze how the author and audience acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in *And Then There Were None*, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI. 8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined

in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two.)

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Activities

- Powerpoint
 - Agatha Christie’s background information
- 5 minute video
 - Short mystery clips
- Introspective Creative Project
 - Students will create a detective book in which they determine the murderer throughout clues and evidence they find within the text.
- Discussion/ Worksheet
 - Analyze the Ten Little Indians poem
 - Characterization Chart
- Study Guide Questions
 - Discuss/ reinforce key concepts of each chapter
- Sticky Notes
 - Students will identify key concepts and characterization while reading by noting important information within the literature
- Artistic piece
 - Create a drawing or sketch the structure of the island and home to determine its role with the murders
- *And Then There Were None* movie
 - Movie portraying the novel’s plot and character’s demeanor
- Become a character within the novel
 - Students will imagine themselves as one of the characters in the novel by keeping a diary of the day’s events
- Writing Assignment
 - Students write an editorial identifying the events that occurred on the island
 - Journal/ diary entries
 - Newspaper articles
 - Detective Book
 - Character Chart
- Oral Presentation
 - Present:
 - a. Journal
 - b. Newspaper articles/ editorials
 - c. Detective Book
- Review/ Reinforce
 - Students go to various stations that pertain to the reading
 - Interactive games identifying key concepts in the literature

Assessments

- Test focusing on characters, plot development, themes, and background information
- Detective Book
- Characterization Chart
- Writing Assignment
 - Short answer responses
 - Essay question
- Periodic Quizzes

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
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X	Life and Career Skills	X	Information Literacy	X	Media Literacy
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Interdisciplinary Connections

- History (Sociology) Department
 - Evaluate how people act and react in hectic and demanding situations
 - Analyze how relationships form when presented with life or death situations
- Art
 - Sketch the island's landscape
- Math
 - Create a blue print to scale of the house
- Science
 - Anatomy of the human body
 - Dangerous and lethal chemicals

Technology Integration

- Internet (8.1.8.A.1, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Word Processing (8.1.8.A.5, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Video Clips (8.1.8.A.3, 8.1.8.A.5, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Powerpoint (8.1.8.A.3, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)

Time Frame	2-3 Weeks
Topic	
<i>Twisted Summer</i>	
Essential Questions	
<ol style="list-style-type: none"> 1. How is <i>Twisted Summer</i> an example of a murder-mystery novel? 2. How is the action developed from the Exposition point through the Conclusion? 3. How do the characters interact to solve the story's mystery? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will – <ul style="list-style-type: none"> - Understand the methodology of a murder-mystery novel. - Examine character development and interaction. - Draw conclusions based on inferential material 	
Alignment to CCCS	
RL.8.1., RL.8.2., RL.8.3. , RL.8.4., RL.8.6., RL.8.10., RI.8.1., RI.8.2., RI.8.4., RI.8.6., RI.8.8., RI.8.10., W.8.1., W.8.2., W.8.3., W.8.5., W.8.6., W.8.7., W.8.8., W.8.9., W.8.10., SL.8.1., SL.8.3., SL.8.4., SL.8.5., SL.8.6., L.8.1., L.8.2., L.8.3., L.8.5., L.8.6.	
Key Concepts and Skills	
<p>RL.8.1. Cite the textual evidence that most strongly supports an analysis of what <i>Twisted Summer</i> says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.</p> <p>RL.8.6. Analyze how differences in the points of view of the characters and the audience, or reader, creates such effects as suspense or humor.</p> <p>RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>RI.8.1. Cite the textual evidence that most strongly supports an analysis of what says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of <i>Twisted Summer</i>.</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and</p>	

tone, including analogies or allusions to other texts.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

W.8.2. Write informative/explanatory texts to examine *Twisted Summer* and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.3. Write journal entries and articles to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish a research paper and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research pertaining to the themes within *Twisted Summer*.

W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two.)

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest when discussing *Twisted Summer*.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Activities

- Introspective Creative Project
 - Students will present opinions on how they would react and feel if they were placed in a situation where they had to return to an environment (like school in September) where things had changed and you were trying to find out why.
- Study Guide Questions
 - Discuss/reinforce key concepts of each chapter.
- Sticky Notes
 - Students will identify key concepts while reading by noting important information within the literature.
- Research
 - Students will search the internet for related material and supporting details, further enhancing their understanding of the material
 - Students will generate a paper using Word documentation and revision.
- Writing Assignment
 - Journal/ diary entries
 - Newspaper articles
- Technology
 - Use available computers to generate essays displaying correct grammatical use and format.
 - Use internet availability to generate material for displays, essays, and presentations.
- Oral Presentation
 - Present:
 - a. Research
 - b. Journal

c. Newspaper articles/ editorials

- Review/ Reinforce
 - Students go to various stations that pertain to the reading
 - Interactive games identifying key concepts in the literature

Assessments

- Test focusing on characters, plot development, themes, literary terms, vocabulary, and background information.
- Research Paper
- Writing Assignment
 - Short answer responses
 - Essay question
- Periodic Quizzes

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Science Department
 - Analyze why, when a person lies their body reacts in different ways such as face flushing or heart rate changes.

Technology Integration

- Internet (8.1.8.A.1, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Word Processing (8.1.8.A.5, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Video Clips (8.1.8.A.3, 8.1.8.A.5, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Powerpoint (8.1.8.A.3, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)

Time Frame	3-4 Weeks
Topic	
<i>The Call of the Wild</i>	
Essential Questions	
<ol style="list-style-type: none"> 1. What are primal instincts? 2. How is the relationship between primal instincts and civilized society shown in <i>The Call of the Wild</i>? 3. How is nature displayed in <i>The Call of the Wild</i>? 4. How is mankind displayed in “Call”? 5. What point of view is used in the novel? 6. How does the point of view affect the story? 7. How does Jack London use his own life experiences in <i>The Call of the Wild</i>? 	
Enduring Understandings	
<ul style="list-style-type: none"> • What was Jack London trying to accomplish in the writing of <i>The Call of the Wild</i>? • How successful is he in accomplishing what he sets out to do? • Through his efforts, what mark has he made for himself as an American writer? • How does our main character not being human affect the novel? • How does this novel transfer to modern time? • Is it realistic to believe that a civilized creature can become savage based on their climate? • Does London’s use of difficult vocabulary add to, or detract from, his novel? • In what ways does London use <i>Poetic License</i> within “Call”? 	
Alignment to CCCS	
RL.8.1.,RL.8.2., RL.8.3. , RL.8.4., RL.8.6., RL.8.7., RL.8.10., RI.8.1., RI.8.2., RI.8.4., RI.8.6., RI.8.7., RI.8.8., W.8.1., W.8.2., W.8.3., W.8.4., W.8.5., W.8.6., W.8.7., W.8.8., W.8.9., W.8.10., SL.8.1., SL.8.2., SL.8.3., SL.8.4., SL.8.5., SL.8.6., L.8.1., L.8.2., L.8.3., L.8.5., L.8.6.	
Key Concepts and Skills	
<p>RL.8.1. Cite the textual evidence that most strongly supports an analysis of what <i>The Call of the Wild</i> says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.</p> <p>RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.</p> <p>RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors in <i>The Call of the Wild</i>.</p> <p>RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	

- RI.8.1. Cite the textual evidence that most strongly supports an analysis of what's explicitly as well as inferences drawn from the text.
- RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of *The Call of the Wild*.
- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.8.2. Write informative/explanatory texts to examine *The Call of the Wild* and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.3. Write journal entries and articles to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.4. Produce clear and coherent research paper in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.6. Use technology, including the Internet, to produce and publish a research paper and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research pertaining to the themes within *The Call of the Wild*.
- W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two.)

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest when discussing *The Call of the Wild*.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Activities

- Powerpoint
 - Historical context of life during the Klondike Gold Rush
- Powerpoint
 - History of Jack London and how his life was displayed in his writings.
- Powerpoint
 - Analysis of the literary term *Poetic License* and how London uses it to add interest to his novel.
- Video clip displaying life in the Klondike during the gold rush.
- Introspective Creative Project
 - Students will present opinions on how they would react and feel if they were placed in an environment where they were unprepared due to a lack of knowledge and understanding of what they were getting themselves into.
- Discussion/ Worksheet
 - Background information on life in the Klondike in contrast to life here on the

eastern coast.

- Study Guide Questions
 - Discuss/reinforce key concepts of each chapter.
- Sticky Notes
 - Students will identify key concepts while reading by noting important information within the literature.
- Research
 - Students will search the internet for related material and supporting details, further enhancing their understanding of the material
 - Students will generate a paper using Word documentation and revision.
- Writing Assignment
 - Students write an editorial arguing against the rush to the Klondike in search of gold.
 - Journal/ diary entries
 - Propaganda
 - Newspaper articles
- Technology
 - Use available computers to generate essays displaying correct grammatical use and format.
 - Use internet availability to generate material for displays, essays, and presentations.
- Oral Presentation
 - Present:
 - a. Research
 - b. Journal
 - c. Propaganda
 - d. Newspaper articles/ editorials
- Review/ Reinforce
 - Students go to various stations that pertain to the reading
 - Interactive games identifying key concepts in the literature

Assessments

- Test focusing on characters, plot development, themes, literary terms, vocabulary, and background information.
- Research Paper
- Writing Assignment
 - Short answer responses
 - Essay question
- Periodic Quizzes

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- History Department
 - Analyze how current events are presented in newspapers.
 - Develop map skills by locating the Klondike region in relation to local location.
 - Examine similarities and differences between the time period shown in *The*

Call of the Wild and today.

- Science Department
 - Examine geographical aspects of the Klondike region in relation to prospectors who were searching for gold.
 - Examine climate differences in the Klondike in comparison to our own.

Technology Integration

- Internet (8.1.8.A.1, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Word Processing (8.1.8.A.5, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Video Clips (8.1.8.A.3, 8.1.8.A.5, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Powerpoint (8.1.8.A.3, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)

Time Frame	2-3 Weeks
Topic	
<i>The Diary of Anne Frank</i>	
Essential Questions	
<ol style="list-style-type: none"> 1. How were the lives of Jewish children different from the “Aryan” children in Europe during the Holocaust? 2. How did lying play a large factor in staying alive for the Jewish people? 3. What effect did the Holocaust have on the people who were in hiding? 4. What were the consequences of the Jewish people who were in hiding during the Holocaust? 5. How does point of view play a role in literature? 6. What are the characteristics of a drama/play? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will conceptualize and understand the steps that led to the destruction of the Jewish people and the effects it had on the children. • Students will explore and analyze the power positive thinking and imagination in times of despair. • Students will identify and recognize growing relationships and the importance of bonding through troubling times. • Students will identify and define key terms pertaining to WWII and the Holocaust. • Students will understand consequences of anti-Semitism. • Students will recognize the effect point of view can have on literature. • Students will read and interpret a drama with fluency. 	
Alignment to CCCS	
RL.8.1.,RL.8.2., RL.8.3. , RL.8.4., RL.8.6., RL.8.7., RL.8.10., RI.8.1., RI.8.2., RI.8.4., RI.8.6., RI.8.7., RI.8.8., RI.8.10., W.8.1., W.8.2., W.8.3., W.8.4., W.8.5., W.8.6., W.8.7., W.8.8., W.8.9., W.8.10., SL.8.1., SL.8.2., SL.8.3., SL.8.4., SL.8.5., SL.8.6., L.8.1., L.8.2., L.8.3., L.8.5., L.8.6.	
Key Concepts and Skills	
RL.8.1. Cite the textual evidence that most strongly supports an analysis of what <i>The Diary of Anne Frank</i> says explicitly as well as inferences drawn from the text.	
RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters living in the Secret Annex, setting, and plot; provide an objective summary of the text.	
RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	
RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts pertaining to the Holocaust.	
RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	
RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors in <i>The Diary of</i>	

Anne Frank.

RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

RI.8.1. Cite the textual evidence that most strongly supports an analysis of what *The Diary of Anne Frank* says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of *The Diary of Anne Frank*.

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

W.8.2. Write informative/explanatory texts to examine the Holocaust and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.3. Write journal entries and articles to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.4. Produce clear and coherent research paper in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish a research paper and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple

avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research pertaining to the Holocaust.

W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two.)

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation when presenting propaganda.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest when discussing the Holocaust.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Activities

- Powerpoint

- History of Anne Frank’s family and how they ended up in the Annex
- 5 minute video
 - Documentary of Anne Frank’s life and times
- Introspective Creative Project
 - Students will present opinions on how they would react and feel if they were presented with the same issues as those living in the Secret Annex
- Create Blueprint
 - Students understand room dimensions of confinement
- Discussion/ Worksheet
 - Background information on the inhabitants of the Secret Annex
- Role Playing
 - Students interact by taking the roles of the characters in the Secret Annex
- Study Guide Questions
 - Discuss/ reinforce key concepts of each scene or act
- Sticky Notes
 - Students will identify key concepts while reading by noting important information within the literature
- Research
 - Students will search the internet for related material and supporting details, further enhancing their understanding of the material
 - Students will generate a paper using Word documentation and revision.
- Writing Assignment
 - Journal/ diary entries
 - Newspaper articles
- Oral Presentation
 - Present:
 - a. Research
 - b. Journal
 - c. Newspaper articles/ editorials
- Review/ Reinforce
 - Students go to various stations that pertain to the reading
 - Interactive games identifying key concepts in the literature

Assessments

- Test focusing on characters, plot development, themes, and background information
- Research Paper
- Writing Assignment
 - Short answer responses
 - Essay question
- Periodic Quizzes

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- History Department
 - Evaluate how dictators take advantage of their own citizens

- Analyze how current events are presented in newspapers
- Analyze sources of prejudices and discrimination and propose solutions to eliminate them
- Math Department
 - Blue Print to scale of The Secret Annex

Technology Integration

- Internet (8.1.8.A.1, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Word Processing (8.1.8.A.5, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Video Clips (8.1.8.A.3, 8.1.8.A.5, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Powerpoint (8.1.8.A.3, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)

Time Frame	3 Weeks-4 Weeks
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Topic

Elie Wiesel's *Night*

Essential Questions

1. What were the dates, and who were the main leaders of the axis powers during World War II?
2. What role did the Holocaust play in WWII or what role did WWII play in the Holocaust?
3. What terms are specifically applied to the Holocaust?
4. How were the conditions in Europe different from the conditions in the US during WWII?
5. What were the consequences of the Jewish people in Europe during WWII?
6. What were the consequences of both the Jewish people and Nazis after WWII?
7. How does point of view play a role in literature?
8. How did the lives of those in hiding compare/contrast to those in the concentration camps?

Enduring Understandings

- Students will conceptualize and understand the steps that led to the destruction of the Jewish people.
- Students will conceptualize and understand the rejection of the Jewish people in America.
- Students will identify and recognize leaders and role players during WWII.
- Students will identify and define key terms pertaining to WWII and the Holocaust.
- Students will understand consequences of anti-Semitism.
- Human beings have the ability to manipulate the world around them in a positive or negative way.
- As active citizens of this country, we have a responsibility to be knowledgeable about current events.

Alignment to CCCS

RL.8.1., RL.8.2., RL.8.3. , RL.8.4., RL. 8.5, RL.8.6., RL.8.7., RL.8.10., RI.8.1., RI.8.2., RI. 3., RI.8.4., RI. 8.5., RI.8.6., RI.8.7., RI.8.8., RI 8.9., RI.8.10., W.8.1., W.8.2., W.8.3., W.8.4., W.8.5., W.8.6., W.8.7., W.8.8., W.8.9., W.8.10., SL.8.1., SL.8.2., SL.8.3., SL.8.4., SL.8.5., SL.8.6., L.8.1., L.8.2., L.8.3., L. 8.4., L.8.5., L.8.6.

Key Concepts and Skills

RL.8.1. Cite the textual evidence that most strongly supports an analysis of what *Night* says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of *Night* and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in *Night*, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL 8.5. Compare and contrast the structure of two or more text and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RI.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

RI.8.1. Cite the textual evidence that most strongly supports an analysis of what *Night* says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of *Night* and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI. 8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4. Determine the meaning of words and phrases as they are used in *Night*, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI. 8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6. Determine Wiesel’s point of view or purpose in *Night* and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in *Night*, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI. 8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two.)

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Activities

- Powerpoint
 - History of the Holocaust or WWII
- Powerpoint
 - History of Adolf Hitler and how he came to power
 - History of the concentration camps
- 5 minute video
 - Documentary of the concentration camps
- Introspective Creative Project
 - Students will present opinions on how they would react and feel if they were presented with the same issues as the Jews living in Europe.
 - Create a meal plan over the course of a day that will mimic the caloric intake of a prisoner in the concentration camp during the Holocaust
- Discussion/ Worksheet
 - Background information on Elie Wiesel and his family
- Study Guide Questions
 - Discuss/ reinforce key concepts of each chapter
- Sticky Notes
 - Students will identify key concepts while reading by noting important information within the literature
- Artistic piece
 - Analyze and discuss real sculptures and art pieces that portray the Holocaust environment
 - Create a drawing or sketch as a concentration camp prisoner would have
- Swing Kids
 - Video demonstrating the lifestyle of German youth during Hitler's reign and how they resisted or were consumed by the Nazi regime
- Research
 - Students will search the internet for related material and supporting details, further enhancing their understanding of the material
 - Students will generate a paper using Word documentation and revision.
- Become a Holocaust survivor
 - Students will identify with a Holocaust survivor by researching their life in the concentration camps and creating a short memoir as if they were that person
- Writing Assignment
 - Students write an editorial arguing against the Nazis tactics
 - Journal/ diary entries
 - Propaganda
 - Newspaper articles
 - Memoir
 - Compare/contrast Anne Frank and Elie Wiesel and their plight
- Oral Presentation
 - Present:
 - a. Research
 - b. Journal
 - c. Propaganda
 - d. Newspaper articles/ editorials
 - e. Memoir
- Review/ Reinforce

- Students go to various stations that pertain to the reading
- Interactive games identifying key concepts in the literature

Assessments

- Test focusing on characters, plot development, themes, and background information
- Research Paper
- Writing Assignment
 - Short answer responses
 - Essay question
- Periodic Quizzes

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- History Department
 - Evaluate how dictators take advantage of their own citizens
 - Analyze how current events are presented in newspapers
 - Analyze sources of prejudices and discrimination and propose solutions to eliminate them
- Art
 - Prisoners sketch
- Health
 - Caloric intake and nutritional information

Technology Integration

- Internet (8.1.8.A.1, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Word Processing (8.1.8.A.5, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Video Clips (8.1.8.A.3, 8.1.8.A.5, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Powerpoint (8.1.8.A.3, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)

Time Frame	2 Weeks-3 Weeks
Topic	
Juie Anne Peter's, <i>Define "Normal"</i>	
Essential Questions	
<ol style="list-style-type: none"> 1. What time period indicators are present within in the novel to help understand the society and genre? 2. How does characterization help move the plot along all while igniting subplots? 3. What terms and vocabulary words are applicable to the genre and dialogue? 4. What common themes are present within the novel and how does it contribute to the plot of the novel? 5. How does symbolism and foreshadowing play a significant role in determining the relationship forming between the two characters? 6. How does point of view play a role in the novel? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will determine the time period by recognizing prominent locations, social norms, attire, and socioeconomic standings in a young adults life. • Students will identify and analyze characterization within each character and determine their influence on the plot and subplots. • Students will identify and define key terms pertaining to the novel. • Students will compare and contrast the prominent themes in <i>Define "Normal"</i> to that of their own lives. • Students will identify and explore symbolism and foreshadowing in the novel through analysis of symbols and foreshadowing within their own lives. • Students will recognize the effect 1st, 3rd, and omniscient point of view have on the writer and reader in literature. 	
Alignment to CCCS	
RL.8.1., RL.8.2., RL.8.3. , RL.8.4., RL. 8.5, RL.8.6., RL.8.7., RL.8.10., RI.8.1., RI.8.2., RI. 3., RI.8.4., RI. 8.5., RI.8.6., RI.8.7., RI.8.8., W.8.1., W.8.2., W.8.3., W.8.4., W.8.5., W.8.6., W.8.7., W.8.10., SL.8.1., SL.8.3., SL.8.4., SL.8.5., SL.8.6., L.8.1., L.8.2., L.8.3., L. 8.4., L.8.5., L.8.6.	
Key Concepts and Skills	
<p>RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of <i>Define "Normal"</i> and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in <i>Define "Normal"</i>, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL 8.5. Compare and contrast the structure of <i>Define "Normal"</i> and "Raymond's Run" or "Flowers for Algernon" and analyze how the differing structure of each text contributes to its meaning and style.</p>	

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of *Define “Normal”* and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4. Determine the meaning of words and phrases as they are used in *Define “Normal”* including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6. Determine the point of view or purpose in *Define “Normal”* and analyze how the author and audience acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in *Define “Normal”*, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with

others.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two.)

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L. 8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Activities

- Powerpoint
 - Julie Anne Peter's background information
 - Common Themes, symbols, and motifs found throughout literature
- Introspective Creative Project
 - Students will create a scrapbook in which they identify key points within the novel (plot development, themes, characterization, etc.)

- Discussion/ Worksheet
 - Characterization Chart
- Study Guide Questions
 - Discuss/ reinforce key concepts of each chapter
- Sticky Notes
 - Students will identify key concepts and characterization while reading by noting important information within the literature
- Artistic piece
 - Create a drawing or sketch of the two character’s home life after reading the first chapter
 - Scrapbook
- *Homeless to Harvard* movie
 - Excerpts from the movie portraying the surprising hardships of teens
- Become a character within the novel
 - Students will imagine themselves as one of the minor characters within the novel (mother, father, sibling, peer, teacher, etc) and write their opinion of the main characters through diary entries.
- Writing Assignment
 - Journal/ diary entries
 - Pamphlet for Jazz’s piano concert
 - Scrapbook
 - Character Chart
- Oral Presentation
 - Present:
 - a. Journal
 - b. Scrapbook
- Review/ Reinforce
 - Students go to various stations that pertain to the reading
 - Interactive games identifying key concepts in the literature
 - Scrapbook

Assessments

- Test focusing on characters, plot development, themes, and background information
- Scrapbook
- Characterization Chart
- Study Guide Questions
- Writing Assignment
 - Short answer responses
 - Essay question
- Periodic Quizzes

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- History (Sociology) Department
 - Evaluate how people act and react in hectic and demanding situations
 - Analyze how relationships form when presented with difficult situations
 - Socioeconomic difficulties on students/ young adults

- Art
 - Scrapbook
- Health
 - Effect of drugs and alcohol on an individual and friends and family members
 - Dangerous and lethal drugs

Technology Integration

1. Internet (8.1.8.A.1, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
2. Word Processing (8.1.8.A.5, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
3. Video Clips (8.1.8.A.3, 8.1.8.A.5, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
4. Powerpoint (8.1.8.A.3, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)

Time Frame	4-8 Weeks
Topic	
Poetry Unit	
Essential Questions	
<ol style="list-style-type: none"> 1. How do poetic and sound devices (i.e. metaphors, similes, alliteration, etc.) help to enhance the mood and tone of the poem? 2. How are poems comparable to novels? How are they different? 3. What are the characteristics of a poem? 4. How can understanding the author's purpose and background help the reader better understand the poem? 5. How do authors reveal their beliefs through their poetry? 6. Are there universal themes in poetry which transcend cultural and societal lines? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will be able to apply and recognize poetic and sound devices most often applied to poems– ex. metaphors, similes, alliteration, symbols, etc. • Students will be able to interpret poetry in the same way as longer works. • Students will be able to analyze and understand poetry. • Students will understand and identify various poetic structures and styles. • Students will understand and analyze the various recurring themes of poems. • Students will refine grammar, usage, and composition skills in a variety of formats. • Students will be able to participate in class discussions about the literary/social effect of selected authors' works. • Students will be able to compare, contrast, analyze, and evaluate connections between text, ideas, and experience. • Students will use text details to analyze poetic devices, structure, point of view, and development of theme. 	
Alignment to CCCS	
RL.8.1.,RL.8.2., RL.8.3. , RL.8.4., RL.8.6., RL.8.10., RI.8.1., RI.8.2., RI.8.4., RI.8.6., RI.8.7., RI.8.8., W.8.1., W.8.2., W.8.3., W.8.5., W.8.9., W.8.10., SL.8.1., SL.8.2., SL.8.3., SL.8.4., SL.8.5., SL.8.6., L.8.1., L.8.2., L.8.3., L.8.5., L.8.6.	
Key Concepts and Skills	
RL.8.1. Cite the textual evidence that most strongly supports an analysis of what poems say explicitly as well as what is stated through inferences drawn from the text.	
RL.8.2.Determine a theme or central idea of a text and analyze its development over the course of the text.	
RL.8.3. Analyze how particular lines of dialogue or incidents in a poem propel the action, reveal aspects of a character, or provoke a decision.	
RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.	
RL.8.6. Analyze how differences in the points of view of the characters and the audience or readercreate such effects as suspense or humor.	
RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems,	

at the high end of grades 6–8 text complexity band independently and proficiently.

RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the poems say explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the poem.

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

W.8.2. Write informative/explanatory texts to examine the themes shown in poems and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.3. Write journal entries and articles to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research pertaining to various poem.

W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two.)

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen

claims and evidence, and add interest when discussing poetry themes.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Activities

- Analyzing Music and Poetry
 - Read lyrics to music, analyze, and watch the music videos
 - Identify poetic and sound devices used within the song
- Point of View
 - Students interact by taking the point of view of the character (person) the writer discusses in his or her poem.
- Study Guide Questions
 - Discuss/ reinforce key concepts of each poem.
- Sticky Notes
 - Students will identify key concepts while reading by noting important information within the poem.
- Research
 - Students will search the internet for related material from select poems, further enhancing their understanding of the material.
 - Students will generate a paper using Word documentation and revision.
- Writing Assignment
 - Journal/ diary entries
 - Poems/ Songs
 - Short response essays
- Oral Presentation
 - Present:
 - a. Research
 - b. Journal
 - c. Poems/ Songs
- Review/ Reinforce
 - Students go to various stations that pertain to the reading
 - Interactive games identifying key concepts in the poetry
- Connect poems to longer, more detailed, literary works through theme, conflict, or characters.
- Use and define vocabulary found in each poem.
- Write first person reaction essay.

- Use creative writing skills for alternate endings.
- Create a “Jeopardy” style game for review.
- Create Power Point demonstrations and reviews of the poems from within the Poetry unit.

Assessments

- Test focusing on authors, poetic and sound devices, themes, and background information
- Writing Assignment
 - a. Short answer responses
 - b. Essay question
 - c. Poems
- Periodic Quizzes

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Dependent on individual stories:

- History Class
 - a. “Paul Revere’s Ride”
 - b. “O Captain! My Captain!”
 - c. “This Land is Your Land”

Technology Integration

- Internet (8.1.8.A.1, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Word Processing (8.1.8.A.5, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Video Clips (8.1.8.A.3, 8.1.8.A.5, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)
- Powerpoint (8.1.8.A.3, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.3, 8.1.8.E.1, 8.2.8.C.2)