

Current Staff

| Current Staff | | | | | | |
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| Course | | | | | | |
| Unit/ Length | Big Ideas | Basic Outline/ Structure | Content Vocabulary | Text | Assessment | CCSS |
| Beginning Activity (2 weeks) | Self-Portrait | Students will write an essay all about them. They will add a cover with a baby picture. There should be no names on any of the finished product so the papers are a Guess Who. | | none | Rough Draft Finished essay Cover | Listing those most heavily used in the unit |
| 1. Character Traits and Literary Elements | Literary Elements | <ul style="list-style-type: none"> a. Pre-test to determine what they know b. Start working on those they don't know <ul style="list-style-type: none"> i. Review Plot Mountain ii. Notes/definitions iii. Applying them as we read | Alliteration | Notes | | |
| (4 weeks) | Character Development: change in Protagonist | <ul style="list-style-type: none"> A. Raymond's Run: <ul style="list-style-type: none"> i. Analyze protagonist's relationships with other characters in the story ii. How does the protagonist change and what causes the changes? iii. Do quickwrite from Squeaky's point of view B. Ransom of Red Chief: <ul style="list-style-type: none"> i. Analyze Bill and Sam's motivation | Exposure: Irony of situation Introducing: Antagonist, word choice (why certain names like Ebenezer) Mastery: Protagonist, inference, compare/contrast, draw conclusion, predict, point of view, suspense | <ul style="list-style-type: none"> A. Raymond's Run B. Ransom of Red Chief C. Raymond's Run and Ransom of Red Chief D. A Retrieved Reformation E. Ransom of Red Chief and A | <ul style="list-style-type: none"> A. Quickwrite, rewrite Quickwrite from character's point of view, comprehension test B. irony chart, draw conclusions chart, comprehension test | RL 8.3 RL 8.4 RL 8.5 RL 8.10 SL 8.1 L 8.4 |

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| | | <ul style="list-style-type: none"> ii. Track the character development of Bill and Sam C. Compare and Contrast characters between stories D. A Retrieved Reformation <ul style="list-style-type: none"> i. track changes in character ii. analyze supporting character's role iii. Write a "conclusion" to the story E. Compare and Contrast Author's Choices | | Retrieved Reformation | <ul style="list-style-type: none"> C. Essay that addresses what causes the changes in the character - Essay will be edited in Language class and assessed for content in Lit class D. Character chart, paragraph analyzing role of supporting character, comprehension test E. Chart that compares the ironies, word choices, style | |
| Unit 2: Plot Development (3 weeks) | How Plot Development Changes Character | <ul style="list-style-type: none"> A. Track the plot B. Track the character changes C. Look at author motivation D. Theme | characterization foreshadowing, internal conflict, external conflict, compare/contrast, point of view | Flowers for Algernon | <ul style="list-style-type: none"> A. Plot/character chart B. Story Extension choice of: new conclusion, research, brochure, letters, interviews C. comprehension test | <ul style="list-style-type: none"> RL 8.2 RL 8.3 RL 8.7 RL 8.9 RL 8.10 W 8.6 SL 8.1 |
| Unit 3: Atmosphere and Tone (2 weeks) | How Author's Purpose and Word Choice affect the tone and atmosphere of a story | <p>For each story:</p> <ol style="list-style-type: none"> 1. Look at atmosphere and tone 2. Author's Purpose 3. Word choice used to set the tone 4. Compare and contrast The Tell-Tale Heart 5. Imagery 6. Description | tone, atmosphere, mood, conflict, word choice, compare/contrast, prediction, inference | <ul style="list-style-type: none"> A. The Monkey's Paw B. The Tell-Tale Heart C. The Black Cat D. The Hitchhiker (if time) | <ul style="list-style-type: none"> A. word collage, Ending rewrite, assessment test B. Venn Diagram, compare/contrast paper, assessment test | <ul style="list-style-type: none"> RL 8.1 RL 8.3 RL 8.10 SL 8.1 |

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| | | <ul style="list-style-type: none"> A. Follow-Up to Monkey’s Paw <ul style="list-style-type: none"> 1. Create a collage of words and images that show the story’s mood 2. Rewrite ending on what would have happened had Mrs. White opened the door before her husband made the last wish B. Follow-up to The Tell-Tale Heart and The Black Cat <ul style="list-style-type: none"> 1. Venn Diagram detailing comparisons and contrasts of the two stories 2. Write a compare and contrast paper based on the Venn Diagram 3. Watch movie and look for connection between the 2 stories 4. Analyze why the director chose to combine the 2 stories in the movie <i>The Tell-Tale Heart</i> | | | | |
| Unit 4: Debates (2 1/2 weeks) | Argumentative Strategies | <ul style="list-style-type: none"> A. Research B. Create an outline of debate C. Publicly debate D. Answer “audience” questions E. Follow up on the debate process F. Essay on their portion of the topic | debate, argument | none - topic to research | <ul style="list-style-type: none"> A. Outline of debate B. Presentation C. Knowledge of both sides D. Ability to field questions E. Research notes F. Essay - content will be assessed in Lit and | <ul style="list-style-type: none"> RI 8.7 RI 8.10 W 8.1 W 8.6 SL 8.1 SL 8.2 |

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| Unit 5: Common Theme (3 weeks) | Determining Theme and recurring theme | <p>A. A Christmas Memory i. Look at word choice ii. summarize iii. retell story from the perspective of the “relatives.” iv. Watch movie and keep compare/contrast notes from story to movie</p> <p>B. Christmas Day in the Morning i. summarize</p> <p>C. Champion Stock i. summary</p> <p>D. Theme</p> | compare/contrast, author’s purpose, word choice, theme, summarize, tone, retell | <p>A. A Christmas Memory B. Christmas Day in the Morning C. Champion Stock</p> | <p>A. summary, retelling of story from a different perspective B. Summary C. Summary D. Look at all stories for recurring theme</p> | <p>RL 8.3 RL 8.6 RL 8.7 RL 8.9 SL 8.1</p> |
| If time - 2 - 3 days | Readers’ Theater | <p>Students will read one of the Readers’ Theaters for</p> <p>Students will have the opportunity to take one of their favorite children’s books to turn into a Readers’ Theater for extra credit</p> | tone | Various that I have created | Informally assessed on fluidity and word usage - tone | <p>RL 8.6 RL 8.9</p> |
| 2nd SEMESTER | | | | | | |
| | Identify Literary Elements contained in “I Have a Dream” speech | <p>Students will watch a video of the speech and have a hard copy. On the hard copy, they will circle and identify Literary Elements</p> <p>Students will look at the wording to draw conclusions and inferences</p> | | | | <p>RL 8.1 RL 8.3 RI 8.10</p> |

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| | | to support what the text is saying | | | | |
| Unit 6: Poetry Start of 2nd Semester (2 - 3 weeks) | Identify and analyze poetry | <p>A. The Raven: i. Analyze word choice and meanings - connotation vs. denotation</p> <p>B. Willow and Intro i. Figurative Language: Simile and metaphor ii. Interpret lines iii. Analyze tone</p> <p>C. Macavity and Vermin i. Analyze figurative language to determine meaning of poem ii. Draw conclusions iii. Interpret lines</p> <p>D. Speech and Mother i. Inferences ii. Speaker</p> <p>E. Not My Bones and One More Round i. Vocabulary in context ii. Analyze and compare word choice iii. Read Fortune's Bones iv. Outline Fortune's Bones v. Compare the theme of these two poems and 1 non-fiction article</p> <p>F. Hiawatha and Boots</p> | infer, key words, themes, identify, analyze, speaker, figurative language, stanza, sound devices, rhyme scheme, symbol, alliteration, connotation/denotation, atmosphere, personification, draw conclusion, infer, speaker, ballad, epic, rhythm, meter, onomatopoeia | <p>A. The Raven</p> <p>B. Willow and Ginkgo and Introduction to Poetry</p> <p>C. Macavity and Vermin</p> <p>D. Speech to the Young and Mother to Son</p> <p>E. Not My Bones and One More Round (Fortune's Bones - story Not My Bones is based on)</p> <p>F. Song of Hiawatha and Boots of Spanish Leather</p> <p>G. Other short poems</p> | <p>Each will be assessed orally as we read to check for understanding - to make sure students are able to interpret meaning.</p> <p>There will be an assessment test over all poetry at the end.</p> | <p>RL 8.4</p> <p>RL 8.5</p> <p>RL 8.10</p> <p>W 8.9</p> <p>(Hiawatha)</p> <p>SL 8.1</p> |

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| | | <p>i. Identify and analyze rhythm and meter and their effects</p> <p>ii. identify, analyze, and evaluate characteristics of narrative poetry</p> | | | | |
| Unit 7: Theme and Symbol (1 ½ - 2 weeks) | Look and Unique Themes, Universal Themes, and Symbolism | <p>A. Gil’s Furniture</p> <p>i. Identify and interpret symbols</p> <p>ii. Identify and analyze theme</p> <p>iii. Make inferences and draw conclusions</p> <p>B. Pandora’s Box</p> <p>i. Analyze motives of characters</p> <p>ii. Create a drawing that represents what happens when Pandora opens the box</p> <p>iii. Identify theme</p> <p>iv. Examine the myth to see what the people of ancient Greece were trying to explain through the myth</p> <p>A & B -</p> <p>i. Create a Y-chart comparing the music box in Gil’s to Pandora’s box.</p> <p>C. Grandfather and Old Woman</p> <p>i. Compare the 2 folk tales for universal theme using chart (p. 473)</p> | theme, myth, symbol, inference, analyze, folk tales, compare/contrast | A. Gil’s Furniture Bought & Sold B. Pandora’s Box C. The Old Grandfather and His Little Grandson and The Wise Old Woman | <p>1. Informally assess the drawing/representation</p> <p>2. Informally assess ability to apply the myth to meaning</p> <p>3. Assessment test over all four short stories/myths</p> | RL 8.4 RL 8.10 SL 8.1 |
| Unit 8: Novel Incorporating what previously taught | This unit incorporates all skills learned in previous units | <p>Students will keep a notebook that will be graded throughout the novel on the following basis</p> <p>a. Character development</p> | Pretty much all Literary Elements as students will be expected to independently identify and provide examples from their reading | <p>One of the following:</p> <ul style="list-style-type: none"> ● Lyddie ● Adventures of Tom Sawyer | <p>1. Chart on character development</p> <p>2. Novel Notebook</p> | RL 8.2 RL 8.3 RL 8.4 RL 8.7 RL 8.10 |

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| <p>(4+ weeks, depending on the novel)</p> | | <ul style="list-style-type: none"> i. keep a chart showing changes in character and what caused the changes ii. How does the setting change? iii. What causes character to mature and change iv. How does the focus of the character change and why <p>b. Theme</p> <ul style="list-style-type: none"> i. Students will keep a novel notebook detailing: <ul style="list-style-type: none"> ● Title ● Author ● Chapter # and Title ● Main characters per chapter - must be able to distinguish between main character(s) and minor characters ● 2 vocab words of their choice per chapter ● Correctly identify 2 Literary Elements per chapter and give examples ● Summary or Plot of each chapter ● Theme after last chapter <p>Students create a project such as recreate the cover, draw a scene, rewrite the ending, write a portion</p> | <p>Focusing as a class on:</p> <ol style="list-style-type: none"> 1. Cause and Effect 2. Theme 3. Conflict 4. Characterization 5. Plot development | <ul style="list-style-type: none"> ● Revenge of the Whale | <ol style="list-style-type: none"> 3. 2 vocabulary quizzes based on their vocab 4. Project 5. Final assessment test | <p>SL 8.1 L 8.4</p> |
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| | | through the eyes of a different character | | | | |
| Unit 9 - Holocaust/Diary of Anne Frank | Exposing students to History and how Literature ties into it | <ol style="list-style-type: none"> 1. Do KWHL chart to determine what they think they know 2. Use excerpts from other books to introduce the topic 3. Show a documentary on Auschwitz 4. <i>Paperclips</i> documentary 5. Story specific vocab 6. Read the play version <ol style="list-style-type: none"> a. relate to Anne - could they live without the technology, friends, cooped up, no noise during working hours b. what was the impact on the family c. Survival skills d. character development on all characters - some seem to change a lot and some not so much or at all 7. Follow-Up Activity <ol style="list-style-type: none"> a. Write a letter from the perspective of someone during WWII - Holocaust victim, Jewish person who escaped, someone in hiding, someone hiding a Jewish person, an American soldier | Conflict | <p>“The Diary of Anne Frank” in text</p> <p>Various outside sources including excerpts from novels, documentaries, articles, current news, etc</p> | <ol style="list-style-type: none"> 1. Students will turn in KWHL chart once completed to see if individually corrected misconceptions 2. 2 assessment tests (1 after each Act) 3. worksheets to track understanding of the material 4. final Project 5. Reaction paper | <p>RL 8.2 RL 8.3 RL 8.7 RL 8.9 RI 8.10 RI 8.10 SL 8.1</p> |

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| | | <p>after liberating a camp, a Nazi soldier - must not be a real person - extra credit for making the letter look authentic - must not be typed unless on a real typewriter</p> <p>8. Watch and react to <i>Anne Frank: The Whole Story</i> movie</p> | | | | |
| WOW - Words of the Week (all year) | WOW | Students get 2 words per week - 1 that they should know and 1 that is for fun | | | | L 8.4 |
| Mini Lessons | Mini Lessons | Students will read non-fiction articles and watch video clips that are connected to stories we are reading | | various from OpenEd or NewsEla or PBS | 1. Assessed on understanding of text - short response answers using textual evidence | RI 8.1 RI 8.9 RI 8.10 W 8.9 (b) SL 8.1 |
| Lit. Element Test | Final assessment of Literary Elements | Students have notes and take tests 1st, 2nd, and 4th quarters covering approximately a total of 30 literary elements | Varies based on pre-test and current knowledge | none | 1. Assessment of 4th quarter Literary Elements | |
| Post-Test | Post-test on Literary Elements | Students take a post-test that is exactly like the pre-test to determine what elements they can now identify | | none | 1. Assessment on what learned over the year - grade based on improvement | |

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| <p>all year</p> | <p>Acquire and use accurately grade appropriate general academic and domain specific words and phrases</p> | <p>*Students take or are given notes on Literary Elements * Students identify elements as they read * Students find elements on their own as are reading novel</p> | | <p>Literary Elements covered on pre and post-test:</p> <p>Imagery characterization tone suspense plot exposition irony (verbal, dramatic, of situation) atmosphere inference allusion hyperbole alliteration dialect conflict (internal and external) protagonist simile symbol rising action resolution falling action setting description climax dialogue foreshadowing antagonist character fiction</p> | <ol style="list-style-type: none"> 1. Informal assessment as read 2. Notebooks during novel (3rd quarter) 3. Quarterly tests, 1st, 2nd, and 4th quarters 4. Pre and post-test (graded on improvement) | <p>RL 8.6</p> |
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| | | | | non-fiction myth flashback idiom tall tale figurative language autobiography metaphor rhyme point-of-view (1st, 3rd limited, 3rd omniscient) genre protagonist couplet folk tale mood stanza personification rhyme scheme memoir repetition understatement Acts Scenes rhythm moral historical fiction legend onomatopoeia biography assonance | | |
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