

Rappahannock County High School: Eighth Grade English

Mr. Alexander Coffroth --540-227-0745 ex 3405

Hours:

School Year: 2012-2013

Welcome to Eighth Grade English

Tentative Daily Schedule (Sample Week)

- **Monday-**
 - Brain Teaser/ Daily Puzzle/ Warm Up (5 min)
 - Vocabulary Definitions/ Worksheets (20 min)
 - Springboard Books Required
 - Introduction to that Week's Essential Questions and Discussion (15 min)
 - Spring Board Activity (10 min)
 - Unit Work (30 min)
 - Reading Time (10 min)
- **Tuesday-**
 - Brain Teaser/ Daily Puzzle/ Warm Up (5 min)
 - Literary Terms Definitions/ Worksheets (10 min)
 - Introduction to Days Schedule and Discussion (10 min)
 - Spring Board Activity (10 min)
 - Writing Practice/ Worksheets (20 min)
 - Unit Work (15 min)
 - Reading Time (10 min)
- **Wednesday-**
 - Brain Teaser/ Daily Puzzle/ Warm Up (5 min)
 - Introduction to Days Schedule and Discussion (10 min)
 - Spring Board Activity (10 min)
 - Writing Practice/ Worksheets (20 min)
 - Unit Work (35 min)
 - Reading Time (10 min)
- **Thursday-**
 - Brain Teaser/ Daily Puzzle/ Warm Up (5 min)
 - Introduction to Days Schedule and Discussion (10 min)
 - Spring Board Activity (10 min)
 - Writing Practice/ Worksheets (20 min)
 - Unit Work (35 min)
 - Reading Time (10 min)
- **Friday-**
 - Vocabulary Quiz (20 min)
 - Brain Teaser/ Daily Puzzle/ Warm Up (5 min)
 - Introduction to Days Schedule and Discussion (10 min)
 - Spring Board Activity (10 min)
 - Writing Practice/ Worksheets (20 min)
 - Timed Writing (45 min)

- Reading Time (10 min)

Unit 1 --Heroes (7 Weeks)

- **Overview of Hero Unit**
 - Path of the Hero
 - Archetype of a Hero
 - Circle of Life
 - Heroes in Society
- **Novels:**
 - Ender's Game, Lightning Thief, The Giver, Gathering Blue
- **Week 1**
 - **Writing Essential Questions:**
 - What are the parts of speech?
 - How are sentences formed and punctuated?
 - **Reading Essential Questions/ Ideas:**
 - What defines a hero? How do visual images enhance or create meaning?
 - To understand the archetype of the hero's journey, and apply it to the various scenarios in both print and non-print texts.
 - **Springboard Activities:**
 - 1.6 Defining Heroic Qualities
 - 1.8 Historical Heroes
 - 1.9 The Challenge of the Hero's Journey
 - Grammar Handbook
 - **Virginia Standards of Learning:**
 - 8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.
 - a) Identify and analyze an author's use of figurative language.
 - b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
 - c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.
 - d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
 - e) Discriminate between connotative and denotative meanings and interpret the connotation.
 - f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.
 - 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.
 - Identify intended audience.
 - Use prewriting strategies to generate and organize ideas.
 - Distinguish between a thesis statement and a topic sentence.

- Organize details to elaborate the central idea and provide unity.
 - Select specific vocabulary and information for audience and purpose.
 - Use interview quotations as evidence.
 - Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.
 - Use computer technology to plan, draft, revise, edit, and publish writing.
 - 8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
 - Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
 - Choose the correct case and number for pronouns in prepositional phrases with compound objects.
 - Maintain consistent verb tense across paragraphs.
 - Use comparative and superlative degrees in adverbs and adjectives.
 - Use quotation marks with dialogue and direct quotations.
 - Use correct spelling for frequently used words.
- **Novel:**
 - The Giver/ Gathering Blue: (Begin)
- **Skills:**
 - Note-Taking Ability
 - Classroom and Testing Procedures
 - Parts of Speech and Basic Punctuation
 - Identity and Recognize the Path of a Hero
- **Week 2**
 - **Writing Essential Questions:**
 - Revise a sentence for clarity? How do you use specific vocabulary?
 - Who is the audience and what are you trying to say?
 - **Reading Essential Questions:**
 - How does the setting influence the meaning of a novel?
 - How does symbolism exist and better a story?
 - **Springboard Activities:**
 - 1.22 Rules in Society
 - 1.21 Essential Attributes
 - 1.18 Babies and Birthdays
 - **Virginia Standards of Learning:**
 - 8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.
 - a) Identify and analyze an author's use of figurative language.
 - b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.

- c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.
 - d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
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 - Choose the correct case and number for pronouns in prepositional phrases with compound objects.
 - Maintain consistent verb tense across paragraphs.
 - Use comparative and superlative degrees in adverbs and adjectives.
 - Use quotation marks with dialogue and direct quotations.
 - Use correct spelling for frequently used words.
 - **Novel:**
 - The Giver/ Gathering Blue: (End)
 - **Skills:**
 - Construction of a 10 sentence written response
 - Ability to take a multiple disciplinary test
 - Symbolism and Literary Terms
 - Parts of Speech and Basic Punctuation
 - Identity and Recognize the Path of a Hero
- **Week 3**
 - **Writing Essential Questions:**

- How does one write a transitional phrase?
 - What is a transitional phrase?
 - How is a paragraph constructed?
- **Reading Essential Questions:**
 - How does one determine a character's motivation?
 - What types of conflicts exist in a text?
- **Novel:**
 - Ender's Game/ Lightning Thief (Begin)
- **Springboard Activities**
 - Learning Focus: Applying the Archetype to Text
 - Characterization (Applied to the New Text)
- **Virginia Standards of Learning:**
 - 8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.
 - a) Identify and analyze an author's use of figurative language.
 - b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
 - c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.
 - d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
 - e) Discriminate between connotative and denotative meanings and interpret the connotation.
 - f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.
 - 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.
 - Identify intended audience.
 - Use prewriting strategies to generate and organize ideas.
 - Distinguish between a thesis statement and a topic sentence.
 - Organize details to elaborate the central idea and provide unity.
 - Select specific vocabulary and information for audience and purpose.
 - Use interview quotations as evidence.
 - Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.
 - Use computer technology to plan, draft, revise, edit, and publish writing.
 - 8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
 - Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.

- Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
 - Choose the correct case and number for pronouns in prepositional phrases with compound objects.
 - Maintain consistent verb tense across paragraphs.
 - Use comparative and superlative degrees in adverbs and adjectives.
 - Use quotation marks with dialogue and direct quotations.
 - Use correct spelling for frequently used words.
- **Skills:**
 - Identify Motivations of Characters
 - Understand the concept of Archetypes
 - Different types of conflicts
 - Identify and Recognize the Path of a Hero
- **Week 4**
 - **Writing Essential Questions:**
 - How do you support a claim?
 - How do you identify a claim?
 - How do you differentiate between a single claim and a main idea?
 - **Reading Essential Questions:**
 - How does one determine a point of view?
 - What are the different points of view?
 - **Springboard Activities**
 - Instructor's Discretion
 - **Virginia Standards of Learning:**
 - 8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.
 - a) Identify and analyze an author's use of figurative language.
 - b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
 - c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.
 - d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
 - e) Discriminate between connotative and denotative meanings and interpret the connotation.
 - f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.
 - 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.
 - Identify intended audience.
 - Use prewriting strategies to generate and organize ideas.
 - Distinguish between a thesis statement and a topic sentence.

- Organize details to elaborate the central idea and provide unity.
 - Select specific vocabulary and information for audience and purpose.
 - Use interview quotations as evidence.
 - Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.
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 - Choose the correct case and number for pronouns in prepositional phrases with compound objects.
 - Maintain consistent verb tense across paragraphs.
 - Use comparative and superlative degrees in adverbs and adjectives.
 - Use quotation marks with dialogue and direct quotations.
 - Use correct spelling for frequently used words.
- **Novel:**
 - Ender’s Game / Lightning Thief (Continued.)
- **Skills:**
 - Support a claims
 - Identify Arguments
 - Identify Reasoning
 - Determine Point of View
- **Week 5**
 - **Writing Essential Questions:**
 - How do we identify the desired audience of paper or novel?
 - How do you write a thesis?
 - **Reading Essential Questions:**
 - What is the main conflict of the story?
 - What types of conflicts are present in literature?
 - **Springboard Activities**
 - Instructor’s Discretion
 - **Virginia Standards of Learning:**
 - 8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.
 - a) Identify and analyze an author’s use of figurative language.
 - b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.

- c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.
 - d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
 - e) Discriminate between connotative and denotative meanings and interpret the connotation.
 - f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.
 - 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.
 - Identify intended audience.
 - Use prewriting strategies to generate and organize ideas.
 - Distinguish between a thesis statement and a topic sentence.
 - Organize details to elaborate the central idea and provide unity.
 - Select specific vocabulary and information for audience and purpose.
 - Use interview quotations as evidence.
 - Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.
 - Use computer technology to plan, draft, revise, edit, and publish writing.
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 - Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
 - Choose the correct case and number for pronouns in prepositional phrases with compound objects.
 - Maintain consistent verb tense across paragraphs.
 - Use comparative and superlative degrees in adverbs and adjectives.
 - Use quotation marks with dialogue and direct quotations.
 - Use correct spelling for frequently used words.
 - **Novel:**
 - Ender's Game / Lightning Thief (Continued.)
 - **Skills:**
 - Identify the audience of a paper
 - How do you write a thesis?
 - How do you identify a thesis?
- **Week 6**
 - **Writing Essential Questions:**

- How you make an assertion in an expository paper?
 - What is expository writing?
 - How is a paper constructed?
- **Reading Essential Questions:**
 - How do the characters connect to the real world?
 - Are these characters viable in the real world?
- **Springboard Activities**
 - Instructor's Discretion
- **Virginia Standards of Learning:**
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 - a) Identify and analyze an author's use of figurative language.
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 - 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.
 - Identify intended audience.
 - Use prewriting strategies to generate and organize ideas.
 - Distinguish between a thesis statement and a topic sentence.
 - Organize details to elaborate the central idea and provide unity.
 - Select specific vocabulary and information for audience and purpose.
 - Use interview quotations as evidence.
 - Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.
 - Use computer technology to plan, draft, revise, edit, and publish writing.
 - 8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
 - Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - Use and punctuate correctly varied sentence structures to include conjunctions and transition words.

- Choose the correct case and number for pronouns in prepositional phrases with compound objects.
 - Maintain consistent verb tense across paragraphs.
 - Use comparative and superlative degrees in adverbs and adjectives.
 - Use quotation marks with dialogue and direct quotations.
 - Use correct spelling for frequently used words.
 - **Novel:**
 - Ender's Game / Lightning Thief (Continued.)
 - **Skills:**
 - Organize a paper
 - Organize an argument
- **Week 7**
 - **Writing Essential Questions:**
 - How does one revise a paper?
 - What scale are will the paper be graded on?
 - **Reading Essential Questions:**
 - What was the purpose of this unit?
 - Can heroes exist, archetypically, in society today?
 - **Springboard Activities**
 - Prepare for Final Assessments
 - **Virginia Standards of Learning:**
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 - a) Identify and analyze an author's use of figurative language.
 - b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
 - c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.
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 - e) Discriminate between connotative and denotative meanings and interpret the connotation.
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 - Identify intended audience.
 - Use prewriting strategies to generate and organize ideas.
 - Distinguish between a thesis statement and a topic sentence.
 - Organize details to elaborate the central idea and provide unity.
 - Select specific vocabulary and information for audience and purpose.

- Use interview quotations as evidence.
 - Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.
 - Use computer technology to plan, draft, revise, edit, and publish writing.
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 - Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
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 - Choose the correct case and number for pronouns in prepositional phrases with compound objects.
 - Maintain consistent verb tense across paragraphs.
 - Use comparative and superlative degrees in adverbs and adjectives.
 - Use quotation marks with dialogue and direct quotations.
 - Use correct spelling for frequently used words.
- **Novel:**
 - Ender’s Game/ Lightning Thief (End)
- **Skills:**
 - Basic Editing and Evaluation
 - Demonstrate study skills and knowledge
 - Societal Archetypes
 - Grading Rubric
- **Final Projects for Unit**
 - Portfolio Writings Due (7 Timed Writings and 1 Expository)
 - Formal Test on Unit All Novels is Open to Testing.

Unit 2-- Real Life Challenges (6 Weeks)

- **Overview of Real Life Challenges Unit**
 - Communication: Speaking, Listening, Media Literacy
 - The student will develop and deliver oral presentations in groups and individually.
 - Use a variety of strategies to listen actively.
- **Novels:**
 - Chocolate War/ The Pearl/ 1984/ Maus I and II
- **Week One**
 - **Essential Writing Questions**
 - What are pronouns?

- How do you identify the correct pronoun reference?
 - **Essential Reading Questions**
 - What is media?
 - How is media text?
 - **Springboard activities**
 - 2.2 Defining Media
 - 2.3 Creating Media Awareness
 - Online: "Just the Facts About Advertising and Marketing to Children," by Betsy Taylor
 - **Virginia Standards of Learning:**
 - 8.2 The student will develop and deliver oral presentations in groups and individually.
 - a) Choose topic and purpose appropriate to the audience.
 - b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
 - c) Use appropriate verbal and nonverbal presentation skills.
 - d) Respond to audience questions and comments.
 - e) Differentiate between standard English and informal language.
 - f) Critique oral presentations.
 - g) Assume shared responsibility for collaborative work.
 - h) Use a variety of strategies to listen actively.
 - 8.3 The student will analyze, develop, and produce creative or informational media messages.
 - a) Evaluate the persuasive/informational technique being used in non-print media including television, radio, video, and Internet.
 - b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
 - c) Use media and visual literacy skills to create products that express new understandings.
 - d) Evaluate sources for relationships between intent and factual content.
 - **Novel:**
 - Begin Supplementary Novel (1984)
 - **Skills**
 - Accept media as viable form of literature
 - Learn how pictures can influence and accentuate the texts
- **Week Two**
 - **Essential Writing Questions**
 - How do you use commas in a sentence?
 - What types of clauses exist in English Language?
 - **Essential Reading Questions**
 - How is an advertisement used to encode symbolism?
 - What leads to a fad?
 - What is mob mentality?
 - **Springboard activities**

- 2.4 The Media and Commercialism
 - Nonfiction: From Branded: The Buying and Selling of Teenagers, by Alissa Quart
 - 2.5 Advertising and Representations
 - **Virginia Standards of Learning**
 - 8.2 The student will develop and deliver oral presentations in groups and individually.
 - a) Choose topic and purpose appropriate to the audience.
 - b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
 - c) Use appropriate verbal and nonverbal presentation skills.
 - d) Respond to audience questions and comments.
 - e) Differentiate between standard English and informal language.
 - f) Critique oral presentations.
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 - h) Use a variety of strategies to listen actively.
 - 8.3 The student will analyze, develop, and produce creative or informational media messages.
 - a) Evaluate the persuasive/informational technique being used in non-print media including television, radio, video, and Internet.
 - b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
 - c) Use media and visual literacy skills to create products that express new understandings.
 - d) Evaluate sources for relationships between intent and factual content.
 - **Novel**
 - Continue Supplemental Novel (1984)
 - **Skills**
 - Use of commas
 - Use of clauses
 - Identify social commentary in novels
- **Week Three**
 - **Essential Writing Questions**
 - How do you write persuasively?
 - What is the purpose of persuasion in society?
 - **Essential Reading Questions**
 - How is control kept in society?
 - What is the purpose of government/ power structure in the novel?
 - **Springboard activities**
 - Informational Text: "How Advertisers Persuade"
 - Article: "The Price of Happiness: Advertising and Image," Center Study Commercialism
 - **Virginia Standards of Learning**

- b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
 - c) Use appropriate verbal and nonverbal presentation skills.
 - d) Respond to audience questions and comments.
 - e) Differentiate between standard English and informal language.
 - f) Critique oral presentations.
 - g) Assume shared responsibility for collaborative work.
 - h) Use a variety of strategies to listen actively.
 - 8.3 The student will analyze, develop, and produce creative or informational media messages.
 - a) Evaluate the persuasive/informational technique being used in non-print media including television, radio, video, and Internet.
 - b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
 - c) Use media and visual literacy skills to create products that express new understandings.
 - d) Evaluate sources for relationships between intent and factual content.
- **Novel**
 - Continue Supplemental Reading (1984)
- **Skills**
 - Formal Letters
 - Word selection for emphasis
 - Ability to evaluate conflict and characters in a story
- **Week Five**
 - **Essential Writing Questions**
 - What is the purpose of a letter?
 - What is a comparative and a superlative?
 - **Essential Reading Questions**
 - How does a writer build suspense?
 - What is the most debilitating conflict for a person to face?
 - **Springboard activities**
 - Letter: "A Blessing in Disguise," Anonymous
 - **Virginia Standards of Learning**
 - 8.2 The student will develop and deliver oral presentations in groups and individually.
 - a) Choose topic and purpose appropriate to the audience.
 - b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
 - c) Use appropriate verbal and nonverbal presentation skills.
 - d) Respond to audience questions and comments.
 - e) Differentiate between standard English and informal language.
 - f) Critique oral presentations.
 - g) Assume shared responsibility for collaborative work.

- h) Use a variety of strategies to listen actively.
 - 8.3 The student will analyze, develop, and produce creative or informational media messages.
 - a) Evaluate the persuasive/informational technique being used in non-print media including television, radio, video, and Internet.
 - b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
 - c) Use media and visual literacy skills to create products that express new understandings.
 - d) Evaluate sources for relationships between intent and factual content.
- **Novel**
 - Continue to read supplemental novel (1984)
- **Skills**
 - Identify superlative and comparative language
 - Identify suspense and Irony
 - Literary Terms
- **Week Six**
 - **Essential Writing Questions**
 - Demonstrate the skills necessitated by the construction of a persuasive essay.
 - **Essential Reading Questions**
 - Demonstrate the knowledge of the novel in a formal test
 - **Springboard activities**
 - Educators Discretion
 - **Virginia Standards of Learning**
 - 8.2 The student will develop and deliver oral presentations in groups and individually.
 - a) Choose topic and purpose appropriate to the audience.
 - b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
 - c) Use appropriate verbal and nonverbal presentation skills.
 - d) Respond to audience questions and comments.
 - e) Differentiate between standard English and informal language.
 - f) Critique oral presentations.
 - g) Assume shared responsibility for collaborative work.
 - h) Use a variety of strategies to listen actively.
 - 8.3 The student will analyze, develop, and produce creative or informational media messages.
 - a) Evaluate the persuasive/informational technique being used in non-print media including television, radio, video, and Internet.

- b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
 - c) Use media and visual literacy skills to create products that express new understandings.
 - d) Evaluate sources for relationships between intent and factual content.
 - **Novel**
 - Conclude Supplemental Novel with a Formal Test/ MidTerm
 - **Skills**
 - Study skills
 - Application of Knowledge and Writing
- **Final Assessment**
 - Six Timed Writings and One Persuasive Paper (Writing Portfolio)
 - Media Plan
 - Formal Test

Unit 3-- Holocaust/ Reflecting on Heroes (7 Weeks (3 and 4 weeks))

- **Unit Overview**
 - Research into Holocaust
 - Reading of Holocaust Literature
 - Analytical Paper
- **Novels and Materials**
 - The Book Thief by Markus Zusak
 - The Devil's Arithmetic by Jane Yolen
 - Night by Elie Wiesel
 - Maus I and II by Art Spiegleman
 - *Access to Library Needed*
- **Week One**
 - **Essential Writing Questions**
 - What is an analytical paper?
 - How does one write an analytical paper?
 - **Essential Reading Questions**
 - How do I find information in a book?
 - How do I find information online?
 - **Springboard activities**
 - Instructors Discretion
 - **Virginia Standards of Learning**
 - 8.9 The student will apply knowledge of appropriate reference materials to produce a research product.

- Collect and synthesize information from multiple sources including online, print and media.
 - Evaluate the validity and authenticity of texts.
 - Use technology as a tool to research, organize, evaluate, and communicate information.
 - Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
 - Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.
 - Publish findings and respond to feedback.
 - Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- **Novel**
 - No Novel (Work in Library/ Research Activities)
- **Skills**
 - Library Usage
 - Online Resource Usage
 - Use of Quotes
 - Integration of Quotes into a Paper
 - Assertion/Evidence/Support
- **Week Two**
 - **Essential Writing Questions**
 - How do I cite quotes?
 - What are internal citations?
 - **Essential Reading Questions**
 - What is an appropriate quote?
 - What is the purpose of audience in non-fiction text?
 - **Springboard activities**
 - Instructor's Discretion
 - **Virginia Standards of Learning**
 - 8.9 The student will apply knowledge of appropriate reference materials to produce a research product.
 - Collect and synthesize information from multiple sources including online, print and media.
 - Evaluate the validity and authenticity of texts.
 - Use technology as a tool to research, organize, evaluate, and communicate information.
 - Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
 - Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.
 - Publish findings and respond to feedback.

- How is a comic more viable than a novel in some situations?
- **Essential Reading Questions**
 - What are the themes of the Holocaust?
 - How is the world today influenced by the Holocaust?
 - What is a Literature Circle?
- **Springboard activities**
 - 4.3 Literature Circle Roles
 - 4.4 Learning About the Holocaust
- **Virginia Standards of Learning**
 - 8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.
 - Identify and analyze an author's use of figurative language.
 - Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
 - Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.
 - Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
 - Discriminate between connotative and denotative meanings and interpret the connotation.
 - Extend general and specialized vocabulary through speaking, listening, reading, and writing.
 - 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
 - Explain the use of symbols and figurative language.
 - Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
 - Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
 - Understand the author's use of conventional elements and characteristics within a variety of genres.
 - Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
 - Compare and contrast authors' styles.
 - Identify and ask questions that clarify various viewpoints.
 - Identify the main idea.
 - Summarize text relating supporting details.
 - Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
 - Identify cause and effect relationships.
 - Use prior and background knowledge as a context for new learning.
 - Use reading strategies to monitor comprehension throughout the reading process.

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- **Novels**
 - Tale of Two Cities, Midsummer's Night Dream, Shakespearean Sonnets
- **Week One**
 - **Essential Writing Questions**
 - How can I create compound sentences?
 - How many ideas are too many ideas for a sentence?
 - **Essential Reading Questions**
 - How can I discover the meaning of words through context of a sentence?
 - How can words be used to stimulate all five senses?
 - **Springboard activities**
 - Teacher's Discretion
 - **Virginia Standards of Learning**
 - 8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.
 - Identify and analyze an author's use of figurative language.
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 - Extend general and specialized vocabulary through speaking, listening, reading, and writing.
 - 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
 - Explain the use of symbols and figurative language.
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 - Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
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 - Identify and ask questions that clarify various viewpoints.
 - Identify the main idea.
 - Summarize text relating supporting details.
 - Identify an author's organizational pattern using textual clues, such as transitional words and phrases.

- Identify cause and effect relationships.
 - Use prior and background knowledge as a context for new learning.
 - Use reading strategies to monitor comprehension throughout the reading process.
 - **Novel**
 - Literature Circles: Tale of Two Cities
 - **Skills**
 - Collaborative Thought and Work
 - Discovery of word definitions via context clues.
 - Finding value in non-traditional phrases and wordings.
- **Week Two**
 - **Essential Writing Questions**
 - How do I answer writing prompt effectively?
 - What are writing prompts asking me to do?
 - **Essential Reading Questions**
 - How can a historical event inform the creation of a novel?
 - How does literature affect society and change?
 - Begin Book I of a Tale of Two Cities
 - Talk about social injustice
 - **Springboard activities**
 - Teacher's Discretion
 - **Virginia Standards of Learning**
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 - Explain the use of symbols and figurative language.
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 - **Novel**
 - Literature Circles: Tale of Two Cities
 - **Skills**
 - Collaborative Thought and Work
 - Discovery of word definitions via context clues.
 - Finding value in non-traditional phrases and wordings.
- **Week Three**
 - **Essential Writing Questions**
 - How can I create compound sentences?
 - How many ideas are too many ideas for a sentence?
 - **Essential Reading Questions**
 - How can I discover the meaning of words through context of a sentence?
 - How can words be used to stimulate all five senses?
 - Review Book I so far and continue reading
 - What are flat and static characters? What are full and round characters?
 - **Springboard activities**
 - Teacher’s Discretion
 - **Virginia Standards of Learning**
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 - Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.
 - Identify cause and effect relationships.
 - Use prior and background knowledge as a context for new learning.
 - Use reading strategies to monitor comprehension throughout the reading process.
 - **Novel**
 - Literature Circles: Tale of Two Cities
 - **Skills**
 - Collaborative Thought and Work
 - Discovery of word definitions via context clues.
 - Finding value in non-traditional phrases and wordings.
- Week Four
 - **Essential Writing Questions**
 - How do I summarize?
 - How do I choose relevant data?
 - **Essential Reading Questions**
 - Review of Book I of a Tale of Two Cities
 - Begin Book II of a Tale of Two Cities
 - How have the characters developed since the beginning of the novel?
 - **Springboard activities**
 - Teacher’s Discretion

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 - Use reading strategies to monitor comprehension throughout the reading process.
- **Novel**
 - Literature Circles: Tale of Two Cities
- **Skills**
 - Collaborative Thought and Work
 - Discovery of word definitions via context clues.
 - Finding value in non-traditional phrases and wordings.

- **Week Five**
 - **Essential Writing Questions**
 - How can I use quotes to show a characters growth?
 - **Essential Reading Questions**
 - What has happened in the book so far?
 - How do you believe it will end?
 - Finish Book II
 - **Springboard activities**
 - Teacher's Discretion
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 - Identify and ask questions that clarify various viewpoints.
 - Identify the main idea.
 - Summarize text relating supporting details.
 - Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
 - Identify cause and effect relationships.

- Use prior and background knowledge as a context for new learning.
 - Use reading strategies to monitor comprehension throughout the reading process.
 - **Novel**
 - Literature Circles: Tale of Two Cities
 - **Skills**
 - Collaborative Thought and Work
 - Discovery of word definitions via context clues.
 - Finding value in non-traditional phrases and wordings.
- **Week Six**
 - **Essential Writing Questions**
 - How do I structure prompt responses using different quotes?
 - **Essential Reading Questions**
 - Begin Book III and discuss the different portions of the book
 - What is exposition, falling action, dénouement, etc.?
 - **Springboard activities**
 - Teacher's Discretion
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- **Novel**
 - Literature Circles: Tale of Two Cities
- **Skills**
 - Collaborative Thought and Work
 - Discovery of word definitions via context clues.
 - Finding value in non-traditional phrases and wordings.
- **Week Seven**
 - **Essential Writing Questions**
 - TEST PREP and REVIEW
 - **Essential Reading Questions**
 - TEST PREP and REVIEW
 - **Springboard activities**
 - Teacher’s Discretion
 - **Virginia Standards of Learning**
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- **Week One**
 - **Essential Writing Questions**
 - Can you tell a story without words?
 - **Essential Reading Questions**
 - What value does poetry have in society?
 - How can I dig deeper in literature?
 - **Springboard activities**
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- Use reading strategies to monitor comprehension throughout the reading process.
 - **Novel**
 - Various Poetic Works (Teacher Discretion)
 - **Skills**
 - Collaborative Thought and Work
 - Discovery of word definitions via context clues.
 - Finding value in non-traditional phrases and wordings.
- **Week Two**
 - **Essential Writing Questions**
 - How do I write poetry?
 - **Essential Reading Questions**
 - How do I read poetry?
 - **Springboard activities**
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 - Identify cause and effect relationships.
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 - **Skills**
 - Collaborative Thought and Work
 - Discovery of word definitions via context clues.
 - Finding value in non-traditional phrases and wordings.
- **Week Three**
 - **Essential Writing Questions**
 - How do I write a short story?
 - **Essential Reading Questions**
 - How do I read a short story?
 - **Springboard activities**
 - Teacher’s Discretion
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 - **Novel**
 - Various Poetic Works (Teacher Discretion)
 - **Skills**
 - Collaborative Thought and Work
 - Discovery of word definitions via context clues.
 - Finding value in non-traditional phrases and wordings.
- **Week Four**
 - **Essential Writing Questions**
 - How can I translate words into visual representations?
 - **Essential Reading Questions**
 - How can I interpret a picture and the artists meaning?
 - **Springboard activities**
 - Teacher’s Discretion
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 - Use prior and background knowledge as a context for new learning.
 - Use reading strategies to monitor comprehension throughout the reading process.
 - **Novel**
 - Various Poetic Works (Teacher Discretion)
 - **Skills**
 - Collaborative Thought and Work
 - Discovery of word definitions via context clues.
 - Finding value in non-traditional phrases and wordings.
- **Week Five**
 - **Essential Writing Questions**
 - What am I going to do for my creative portfolio?
 - **Essential Reading Questions**
 - What am I going to do for my creative portfolio?
 - **Springboard activities**
 - Teacher’s Discretion
 - **Virginia Standards of Learning**
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 - Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
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 - Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.
 - Identify cause and effect relationships.
 - Use prior and background knowledge as a context for new learning.
 - Use reading strategies to monitor comprehension throughout the reading process.
 - **Novel**
 - Various Poetic Works (Teacher Discretion)
 - **Skills**
 - Collaborative Thought and Work
 - Discovery of word definitions via context clues.
 - Finding value in non-traditional phrases and wordings.
- **Week Six**
 - **Essential Writing Questions**
 - PORTFOLIO WORK
 - **Essential Reading Questions**
 - PORTFOLIO WORK
 - **Springboard activities**
 - Teacher’s Discretion

- **Virginia Standards of Learning**
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 - Identify and analyze an author’s use of figurative language.
 - Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
 - Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.
 - Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
 - Discriminate between connotative and denotative meanings and interpret the connotation.
 - Extend general and specialized vocabulary through speaking, listening, reading, and writing.
 - 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
 - Explain the use of symbols and figurative language.
 - Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
 - Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
 - Understand the author’s use of conventional elements and characteristics within a variety of genres.
 - Compare and contrast the author’s use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
 - Compare and contrast authors’ styles.
 - Identify and ask questions that clarify various viewpoints.
 - Identify the main idea.
 - Summarize text relating supporting details.
 - Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.
 - Identify cause and effect relationships.
 - Use prior and background knowledge as a context for new learning.
 - Use reading strategies to monitor comprehension throughout the reading process.
- **Novel**
 - Various Poetic Works (Teacher Discretion)
- **Skills**
 - Collaborative Thought and Work
 - Discovery of word definitions via context clues.
 - Finding value in non-traditional phrases and wordings.

- **Final Assessments**
 - Six Timed Writings and One Creative Piece (Writing Portfolio)
 - Creative Portfolio
 - Time Capsule Project