

## 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

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### **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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    - 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: (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.
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    - 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.
    - 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:**
  - 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.
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      - Use interview quotations as evidence.
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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 (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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    - 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.
      - d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
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      - 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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  - 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.
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      - 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.
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- 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.
      - 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.
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      - 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**
    - 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**
    - 8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.
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      - 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.
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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**
    - 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.
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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

- **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.
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    - 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 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
  - **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.
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      - Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
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      - 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**
    - 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
  - **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.
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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 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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      - Discriminate between connotative and denotative meanings and interpret the connotation.
      - Extend general and specialized vocabulary through speaking, listening, reading, and writing.



- **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**
    - 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.
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      - 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 Two**
  - **Essential Writing Questions**
    - How do I write poetry?
  - **Essential Reading Questions**
    - How do I read poetry?
  - **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.
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      - 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.
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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**
    - 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 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
  - **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.
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      - Discriminate between connotative and denotative meanings and interpret the connotation.
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    - 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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    - 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 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
  - **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.
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    - 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.
- **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**
    - 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.
- **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**
  - 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.
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    - 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