

English Grade 8 Pacing Guide 2022-2023

1st Nine Weeks: Essential Question- What is home?

Dates 2021-2022	# of Day s with Ss	Standards (by number) and Objectives ("I can" statements):	Texts (curriculum selections, supplementary texts, books, videos, etc.) and connected vocabulary:	Writing tasks/class projects/formative and summative assessments:
*Week 1 Unit <u> 3 </u> Dates: AUG 3-5	3	Standards/Objectives: L.CSE.1c, L.VAU.4a, RL.KID.1, RL.KID.2, RL.KID.3, SL.CC.1, W.TTP.2, W.RBPK.7 LEARNING OBJECTIVES <ul style="list-style-type: none"> • Cite evidence to support analysis of the plot and summarize. • Analyze how an author uses dialogue to develop characters. • Research Kazakhstani culture using multiple sources. • Discuss character relationships and characteristics. • Use context to clarify meaning of unfamiliar and foreign words. • Identify subject-verb agreement in complex sentences. • Write a summary of a short story. • Language Discuss characterization with a partner using the word feels. 	Texts/vocab: Novel: <i>Inside Out and Back Again</i> Short Story: <i>My Favorite Chaperone</i> Literary Vocabulary: Plot, characterization, character, motivation, dialogue	Writing tasks/projects/assessments: Write a summary
Week 2 Unit <u> 3 </u> Dates: AUG 8-12	5	Standards/Objectives: L.VAU.4C, RL.KID.1, RL.KID.2, RL.KID.3, SL.PKI.6, W.TTP.2, W.PDW.4, W.RBPK.7 LEARNING OBJECTIVES <ul style="list-style-type: none"> • Analyze and explain the narrative structure of a literary text. • Analyze and use evidence to explain theme development. • Conduct and discuss research about the history of Panama. • Write a literary response to a realistic fiction text. • Write and perform a literary text to demonstrate understanding. • Use a dictionary to identify part of speech and usage/meaning. • Use pronouns in prepositional phrases. • Language Describe narrative structure using the key term pacing. 	Texts/vocab: Novel: <i>Inside Out and Back Again</i> Novel Excerpt: from <i>The Book of Unknown Americans</i> Literary Vocabulary: Structure, theme, explicit/implicit, conflict	Writing tasks/projects/assessments: Write a narrative paragraph

* INDICATES A SHORT WEEK

<p>Week 3</p> <p>Unit <u> 3 </u></p> <p>Dates: AUG 15-19</p>	5	<p>Standards/Objectives: L.VAU.4, RI.CS.6, RI.IKI.7, RI.IKI.8, RI.IKI.9, SL.PKI.6, W.TTP.2, W.RBPK.7</p> <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> Analyze and compare features of documentaries and informational text. Research to find high schools that serve recent immigrants. Write a letter requesting information. Determine meanings of multiple-meaning words. Conduct and record interviews. Language Discuss with a partner the use of quotations as a way to add interest and credibility to a text. 	<p>Texts/vocab: Novel: <i>Inside Out and Back Again</i></p> <p>Informational Text: <i>A Common Bond: Teens Forge Friendships Despite Differences</i></p> <p>Literary Vocabulary: Purpose, message, motive, evaluate</p>	<p>Writing tasks/projects/assessments:</p> <p>Write a Letter</p> <p>Write a Quickwrite detailing common struggles</p>
<p>Week 4</p> <p>Unit <u> 3 </u></p> <p>Dates: AUG 22-26</p>	5	<p>Standards/Objectives: L.VAU.4, RL.KID.1, RL.CS.4, SL.CC.3, SL.PKI.4, W.PDW.4, W.RBPK.7</p> <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> Analyze line length and literary devices, such as imagery, allusion, and situational irony. Conduct research on Alaska Natives and the places they live. Write a free-verse poem, using strong imagery. Debate whether traveling helps you learn about yourself and your identity. Determine meanings of words and phrases. Make inferences to determine the poem's subject and tone. Language Answer questions about how details contribute to the tone of the poem. 	<p>Texts/vocab: Novel: <i>Inside Out and Back Again</i></p> <p>Poem: <i>My Father and the Figtree</i></p> <p>Literary Vocabulary: Form, line, line break, imagery, allusions, situational irony</p>	<p>Writing tasks/projects/assessments:</p> <p>Write a Poem</p> <p>Write a Quickwrite analyzing language</p>
<p>Week 5</p> <p>Unit <u> 3 </u></p> <p>Dates: AUG 29- SEP 2</p>	5	<p>Standards/Objectives: L.CSE.2, L.KL.3, W.TTP.3, W.TTP.3a, W.TTP.3b, W.TTP.3c, W.TTP.3d, W.TTP.3e, W.TTP.3f, W.TTP.3g, W.PDW.5, W.PDW.6</p>	<p>Texts/vocab: All previous texts</p>	<p>Writing tasks/projects/assessments:</p> <p>Write a short story</p> <p>Write an informational essay about the immigrant/refugee experience.</p>

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		<p>LEARNING OBJECTIVES</p> <p>Writing Task</p> <ul style="list-style-type: none"> • Write a short story about a person affected by a place. • Use a graphic organizer to organize and plan writing. • Focus on character, plot, setting, and conflict. • Use a plot diagram to develop a clear and structured draft. • Write using dialogue and descriptive details. • Use the Mentor Text as a guide or model. • Revise a short story based on narrative flow and on meaning. • Revise based on partner feedback. • Edit for spelling, punctuation, and grammar. • Use a rubric to evaluate the revised and edited story. • Language Write using transitional words and phrases. 		
<p>*Week 6</p> <p>Unit <u>3</u></p> <p>Dates: SEP 6-7</p>	2	<p>Standards/Objectives: L.CSE.2, L.KL.3, W.TTP.3, W.TTP.3a, W.TTP.3b, W.TTP.3c, W.TTP.3d, W.TTP.3e, W.TTP.3f, W.TTP.3g, W.PDW.5, W.TDW.6</p> <p>LEARNING OBJECTIVES</p> <p>Writing Task</p> <ul style="list-style-type: none"> • Write a short story about a person affected by a place. • Use a graphic organizer to organize and plan writing. • Focus on character, plot, setting, and conflict. • Use a plot diagram to develop a clear and structured draft. • Write using dialogue and descriptive details. • Use the Mentor Text as a guide or model. • Revise a short story based on narrative flow and on meaning. • Revise based on partner feedback. • Edit for spelling, punctuation, and grammar. • Use a rubric to evaluate the revised and edited story. • Language Write using transitional words and phrases. 	<p>Texts/vocab: All previous texts</p>	<p>Writing tasks/projects/assessments:</p> <p>Write a short story</p> <p>Write an informational essay about the immigrant/refugee experience.</p>
Week 7	5	<p>Standards/Objectives: L.CSE.2, L.KL.3, W.TTP.3, W.TTP.3a,</p>	<p>Texts/vocab: All previous texts</p>	<p>Writing tasks/projects/assessments:</p>

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Unit <u> 3 </u> Dates: SEP 12-16		W.TTP.3b, W.TTP.3c, W.TTP.3d, W.TTP.3e, W.TTP.3f, W.TTP.3g, W.PDW.5, W.TDW.6 LEARNING OBJECTIVES Writing Task <ul style="list-style-type: none"> • Write a short story about a person affected by a place. • Use a graphic organizer to organize and plan writing. • Focus on character, plot, setting, and conflict. • Use a plot diagram to develop a clear and structured draft. • Write using dialogue and descriptive details. • Use the Mentor Text as a guide or model. • Revise a short story based on narrative flow and on meaning. • Revise based on partner feedback. • Edit for spelling, punctuation, and grammar. • Use a rubric to evaluate the revised and edited story. • Language Write using transitional words and phrases. 		Write a short story Write an informational essay about the immigrant/refugee experience.
Week 8 Unit <u> 3 </u> Dates: SEP 19-23 CASE 1 Testing	5	Standards/Objectives: Reviewing for Test/Taking CASE	Texts/vocab:	Writing tasks/projects/ assessments: CASE Informational Writing
Week 9 Unit <u> 3 </u> Dates: SEP 26-30 CASE 1 Testing	5	Standards/Objectives: Reviewing for Test/Taking CASE	Texts/vocab:	Writing tasks/projects/ assessments:

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In addition to CASE Tests via Mastery Connect, writing practice texts will happen during the CASE testing window at the end of the first three 9 Weeks. Grade-level teams will decide which one of the 3 tested writing modes (Narrative, Informative, or Persuasive) will be tested in which testing window.

CASE 1 WRITING PRACTICE will test Narrative writing.

FALL BREAK: OCTOBER 3-7

NOTES:

2nd Nine Weeks: Essential Question- Why do we like to feel frightened?

Week 10	5	Standards/Objectives:	Texts/vocab:	Writing tasks/projects/assessments:
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*** INDICATES A SHORT WEEK**

<p>Unit <u> 2 </u></p> <p>Dates: OCT 10-14</p>		<p>8.L.CSE.1, 8.L.CSE.2, 8.RL.KID.1, 8.RL.KID.2, 8.SL.CC.1, 8.SL.PKI.6, 8.W.TTP.1, 8.W.RBPK.7</p> <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Cite evidence to support analysis of literary criticism and paraphrase and summarize text. • Conduct research about horror stories and their authors. • Write about horror story elements. • Discuss author's purpose and literary references. • Create different verb tenses using suffixes. • Analyze how writers use commas. • Language Discuss a text using appropriate academic language. 	<p>Graphic Novel: <i>Dr. Jekyll and Mr. Hyde/The Strange Case of Dr. Jekyll and Mr. Hyde</i> Informational Text: <i>What is the Horror Genre?</i></p> <p>Literary Terms: literary criticism, author's purpose, controlling idea, criteria, paraphrase, summarize</p>	<p>Write the elements of a horror story in your own words in preparation of writing a horror narrative which will include those elements</p>
<p>Week 11</p> <p>Unit <u> 2 </u></p> <p>Dates: OCT 17-21</p>	<p>5</p>	<p>Standards/Objectives: 8.RL.KID.1, 8.RL.CS.4, 8.RL.CS.5, 8.SL.PKI.6, 8.W.PDW.4, 8.W.RBPK.7</p> <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Cite evidence to support analysis of the story. • Conduct research about Edgar Allan Poe. • Determine whether the narrator of a story is reliable or unreliable. • Identify words and phrases that build suspense in the text. • Compare and contrast information and ideas in the story. • Create and act out a dramatization of part of the story. • Language Discuss literary elements of a text using <i>like</i> and <i>different</i>. 	<p>Texts/vocab: Graphic Novel: <i>Dr. Jekyll and Mr. Hyde/The Strange Case of Dr. Jekyll and Mr. Hyde</i> Short Story: <i>The Tell-Tale Heart</i></p> <p>Literary Terms: Point of view, narrator, unreliable narrator, suspense</p>	<p>Writing tasks/projects/assessments:</p> <p>Rewrite the ending of <i>The Tell-Tale Heart</i> from the perspective of a reliable narrator</p>

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<p>Week 12</p> <p>Unit <u> 2 </u></p> <p>Dates: OCT 24-28</p>	5	<p>Standards/Objectives: 8.L.VAU.5, 8.RL.KID.1, 8.RL.CS.4, 8.RL.CS.5, 8.SL.PKI.4, 8..W.PDW.4</p> <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Make connections to ideas in other texts. • Make inferences about the speaker of a poem. • Demonstrate knowledge of rhyme schemes in poetry. • Identify and analyze the use of figurative language. • Compose a lyric poem. • Identify and gather relevant information from a variety of sources. • Language Discuss connections between a poem and a short story using the key term connection. 	<p>Texts/vocab: Graphic Novel: <i>Dr. Jekyll and Mr. Hyde/The Strange Case of Dr. Jekyll and Mr. Hyde</i> Poem: <i>The Hollow</i></p> <p>Literary Terms: Imagery, allusions, lyric poem, rhyme scheme</p>	<p>Writing tasks/projects/assessments:</p> <p>Write a poem using imagery</p>
<p>Week 13</p> <p>Unit <u> 2 </u></p> <p>Dates: Oct 31-NOV 4</p>	5	<p>Standards/Objectives: 8.L.CSE.1, 8.L.VAU.4, 8.RL.KID.2, 8.RL.KID.3, 8.RL.CS.5, 8.SL.CC.1, 8.W.TP.2, 8.W.RBPK.7</p> <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Cite evidence to support the identification of a theme. • Recognize the use of and purpose of foreshadowing. • Conduct research about the relationship between India and Britain. • Write personal responses to parts of the story. • Compare the story to common tales. • Recognize and use Latin roots to increase understanding. • Edit text for correct tenses. • Language Discuss with a partner how the author uses present-tense verbs in dialogue but past tense in narration. 	<p>Texts/vocab: Graphic Novel: <i>Dr. Jekyll and Mr. Hyde/The Strange Case of Dr. Jekyll and Mr. Hyde</i> Short Story: <i>The Monkey's Paw</i></p> <p>Literary Terms: theme, explicit/implicit, infer, foreshadowing, dialogue, imagery</p>	<p>Writing tasks/projects/assessments:</p> <p>Character comparison of Dr. Jekyll and Mr. Hyde</p>

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<p>Week 14 Unit <u> 2 </u> Dates: NOV 7-11</p>	<p>5</p>	<p>Standards/Objectives: 8.L.CSE.1, 8.L.VAU.4, 8.RL.KID.2, 8.RL.KID.3, 8.RL.CS.5, RL.IKI.7, 8.SL.CC.1, 8.W.TTP.2, 8.W.RBPK.7</p> <div data-bbox="506 521 989 805" style="background-color: #e0e0e0; padding: 5px;"> <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Cite evidence to support the identification of a theme. • Recognize the use of and purpose of foreshadowing. • Conduct research about the relationship between India and Britain. • Write personal responses to parts of the story. • Compare the story to common tales. • Recognize and use Latin roots to increase understanding. • Edit text for correct tenses. • Language Discuss with a partner how the author uses present-tense verbs in dialogue but past tense in narration. </div>	<p>Texts/vocab: Graphic Novel: <i>Dr. Jekyll and Mr. Hyde/The Strange Case of Dr. Jekyll and Mr. Hyde</i> Short Story: <i>The Monkey's Paw</i></p> <p>Literary Terms: theme, explicit/implicit, infer, foreshadowing, dialogue, imagery</p>	<p>Writing tasks/projects/assessments:</p> <p>Write a literary analysis quickwrite examining the use of one horror element used in <i>The Monkey's Paw</i>.</p>
<p>Week 15 Unit <u> 2 </u> Dates: NOV 14-18</p>	<p>5</p>	<p>Standards/Objectives: Review for CASE Writing</p>	<p>Texts/vocab: All previous texts</p>	<p>Writing tasks/projects/assessments:</p> <p>Write a horror narrative</p>

THANKSGIVING WEEK: NOVEMBER 21-25

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<p>Week 16 Unit <u> 2 </u> Dates: NOV 28-DEC 2</p>	<p>5</p>	<p>Standards/Objectives: Review for CASE Writing</p>	<p>Texts/vocab: All previous texts</p>	<p>Writing tasks/projects/ assessments: Write a horror narrative</p>
<p>Week 17 Unit <u> 2 </u> Dates: DEC 5-12 CASE 2 Testing</p>	<p>5</p>	<p>Standards/Objectives: CASE Testing</p>	<p>Texts/vocab:</p>	<p>Writing tasks/projects/ assessments:</p>
<p>Week 18 Unit <u> 2 </u> Dates: DEC 12-16 CASE 2 Testing</p>	<p>5</p>	<p>Standards/Objectives: CASE Testing</p>	<p>Texts/vocab:</p>	<p>Writing tasks/projects/ assessments:</p>

CASE 2 WRITING PRACTICE will test Informational writing.

Christmas Break: DEC 19-JAN 2

JAN 4: INSERVICE

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NOTES:**3rd Nine Weeks: Essential Question- Is it truly possible to be controlled by something or someone?**

<p>*Week 19</p> <p>Unit <u> 1 </u></p> <p>Dates: JAN 4-6</p>	<p>3</p>	<p>Standards/Objectives: 8.L.VAU.4, 8.RL.KID.2, 8.RL.KID.3, 8.SL.CC.1, 8.W.TTP.2, 8.W.RBPK.7</p> <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Analyze how a character's motivations influence plot. • Analyze the characteristics of science fiction. • Conduct research and synthesize information. • Write a summary of a short story. • Collaborate in a group discussion. • Use context clues to figure out the meaning of unfamiliar words. • Language Discuss causes and effects of character actions. 	<p>Texts/vocab: Novel: <i>A Midsummer Night's Dream</i> Short Story: <i>The Brave Little Toaster</i></p> <p>Literary Vocabulary: Plot, Cause and Effect, Conflict, Character Motivation, Climax, Resolution</p>	<p>Writing tasks/projects/assessments:</p> <p>Write a summary analyzing how control was present in the story</p>
<p>Week 20</p> <p>Unit <u> 1 </u></p> <p>Dates: JAN 6-10</p>	<p>5</p>	<p>Standards/Objectives: 8.L.VAU.4, 8.RL.KID.2, 8.RL.KID.3, 8.SL.CC.1, 8.W.TTP.2, 8.W.RBPK.7</p> <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Analyze how a character's motivations influence plot. • Analyze the characteristics of science fiction. • Conduct research and synthesize information. • Write a summary of a short story. • Collaborate in a group discussion. • Use context clues to figure out the meaning of unfamiliar words. • Language Discuss causes and effects of character actions. 	<p>Texts/vocab: Novel: <i>A Midsummer Night's Dream</i> Short Story: <i>Hallucination</i></p> <p>Literary Vocabulary: Plot, Draw Inferences, Analyze setting, Draw themes from a text</p>	<p>Writing tasks/projects/assessments:</p> <p>Write a Quickwrite over the theme of control in the story</p>

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<p>*Week 21</p> <p>Unit <u> 1 </u></p> <p>Dates: JAN 13-15</p>	<p>3</p>	<p>Standards/Objectives: 8.L.VAU.5, 8.RL.CS.5, 8.RL.CS.6, 8.SL.PKI.4, 8.W.PDW.4, 8.W.RBPK.7</p> <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Analyze the structure and use of irony in a sonnet. • Conduct research about technology during the 1990s. • Discuss how changing technologies influence communication. • Write a sonnet using the characteristics of traditional sonnets and craft. • Present the sonnet to the class by reading it aloud. • Language Discuss a humorous poem using the key word detail. 	<p>Texts/vocab: Novel: <i>A Midsummer Night's Dream</i> Poem: <i>Interflora</i></p> <p>Literary Vocabulary: symbolism, irony, rhyme scheme, sonnet, meter</p>	<p>Writing tasks/projects/assessments:</p> <p>Write a sonnet using appropriate rhyme scheme</p>
<p>Week 22</p> <p>Unit <u> 1 </u></p> <p>Dates: JAN 21-24</p>	<p>4</p>	<p>Standards/Objectives: 8.RI.KID.2, 8.RI.KID.3, 8.RI.CS.4, 8.SL.CC.1, 8.W.TP.2</p> <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Identify the main idea and supporting details. • Analyze organizational patterns. • Synthesize information from different sources. • Discuss opinions of the effect of bionics on the lives of people. • Write an informative essay about bionic technology. • Use synonyms and antonyms to determine technical vocabulary. • Language Discuss the text features using the term subheading. 	<p>Texts/vocab: Novel: <i>A Midsummer Night's Dream</i> Informational Text: <i>Are Bionic Superhumans on the Horizon?</i></p> <p>Literary Vocabulary: Central idea, subheading, supporting details, thesis, text features</p>	<p>Writing tasks/projects/assessments:</p> <p>Write an informational quickwrite</p>

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<p>Week 23</p> <p>Unit <u> 1 </u></p> <p>Dates: JAN 27-FEB 3</p>	<p>5</p>	<p>Standards/Objectives: 8.L.VAU.6, 8.RI.CS.6, 8.RI.IKI.7, 8.RI.IKI.8, RI.IKI.9, 8.SL.CC.1, 8.W.TTP.1, 8.W.RBPK.7, W.RBPK.10</p> <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Identify claims and supporting evidence in an argument. • Evaluate the effectiveness of facts, statistics, and other evidence in a persuasive essay. • Identify transitional words and phrases, and explain how they are effective. • Conduct research about the effect of automation on jobs. • Write a persuasive essay about automation's impact on employment. • Analyze graphic features, and explain how they support a claim. • Become familiar with the meanings of Academic Vocabulary words. • Language Discuss with a partner how graphic features visually represent information. 	<p>Texts/vocab: Novel: <i>A Midsummer Night's Dream</i> Informational Text: <i>The Automation Paradox</i></p> <p>Literary Vocabulary: Analyze evidence, analyze claim, analyze graphic features, fact, opinion, graphic feature</p>	<p>Writing tasks/projects/assessments:</p> <p>Annotate the text in preparation for the argumentative Quickwrite in week 6</p>
<p>Week 24</p> <p>Unit <u> 1 </u></p> <p>Dates: FEB 6-10</p>	<p>5</p>	<p>Standards/Objectives: 8.L.CSE.1, 8.L.VAU.4, 8.RI.KID.1, 8.RI.CS.6, 8.RI.IKI.9, 8.SL.CC.3, 8.SL.PKI.5, 8.W.RBPK.8, W.RBPK.9, W.RBPK.10</p> <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Evaluate evidence to support analysis of the text. • Analyze rhetoric and reasoning. • Analyze how writers use active and passive voice. • Research additional evidence to support the writer's claim. • Create a public service announcement. • Examine the Greek root auto, meaning "self." • Compare and contrast arguments. • Conduct a debate on the impact of technology. • Language Discuss with a partner the characteristics of a topic sentence. 	<p>Texts/vocab: Texts/vocab: Novel: <i>A Midsummer Night's Dream</i> Informational Text: <i>The Automation Paradox/Head's Up, Humans</i></p> <p>Literary Vocabulary: Analyze evidence, analyze claim, analyze graphic features, argument, opinion, evidence, main idea, endnotes, evaluate, audience, rhetorical devices</p>	<p>Writing tasks/projects/assessments:</p> <p>Write an argumentative Quickwrite over <i>The Automation Paradox/Head's Up Humans</i></p>

* INDICATES A SHORT WEEK

<p>*Week 25</p> <p>Unit <u> 1 </u></p> <p>Dates: FEB 13-15</p>	3	<p>Standards/Objectives: Review for CASE Writing</p>	<p>Texts/vocab: All previous texts</p>	<p>Writing tasks/projects/ assessments:</p> <p>Write an argumentative essay</p>
<p>*Week 26</p> <p>Unit <u> 1 </u></p> <p>Dates: FEB 21-24</p>	4	<p>Standards/Objectives: Review for CASE Writing</p>	<p>Texts/vocab: All previous texts</p>	<p>Writing tasks/projects/ assessments:</p> <p>Write an argumentative essay</p>
<p>Week 27</p> <p>Unit <u> 1 </u></p> <p>Dates: Feb 27-31 CASE 3 Testing</p>	5	<p>Standards/Objectives: Review for CASE/Taking CASE</p>	<p>Texts/vocab: All previous texts</p>	<p>Writing tasks/projects/ assessments:</p>

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Extra Week 28 Unit <u>1</u> Dates: MAR 3-6 CASE 3 Testing	4	Standards/Objectives: Review for CASE/Taking CASE	Texts/vocab:	Writing tasks/projects/ assessments:
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CASE 3 WRITING PRACTICE will test Argumentative writing.

SPRING BREAK: MAR 13-17

NOTES:

*** INDICATES A SHORT WEEK**

4th Nine Weeks: Essential Question- What can we learn from the Holocaust and its victims?

<p>Week 29</p> <p>Unit <u>6</u></p> <p>Dates: MAR 20-24</p>	<p>5</p>	<p>Standards/Objectives: L.VAU.4b, L.CSE.2, RL.KID.2, RL.KID.3, SL.CC.1, SL.PKI.6, W.PDW.4, W.RBPK.7</p> <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Analyze drama, including analysis of plot development. • Make, correct, and confirm predictions. • Conduct research about the Nazi campaign against the Jews. • Create a poster about the influence of setting on characters. • Discuss and dramatize a subplot. • Use prefixes to determine meaning of unfamiliar words. • Understand conventions of correct capitalization. • Language Discuss with a partner the features of the text using the key term plot. 	<p>Texts/vocab: Novel: <i>The Book Thief</i></p> <p>Drama: <i>The Diary of Anne Frank</i></p> <p>Literary Vocabulary: drama, playwright, script, cast of characters, stage directions, dialogue, act, scenes, linear and nonlinear plot, subplot, flashback, foreshadowing</p>	<p>Writing tasks/projects/assessments:</p> <p>Write a summary of Act One</p> <p>Write a quickwrite comparison of Anne and Max.</p>
<p>Week 30</p> <p>Unit <u>6</u></p> <p>Dates: MAR 27-31</p>	<p>5</p>	<p>Standards/Objectives: L.VAU.4b, L.CSE.2, RL.KID.2, RL.KID.3, SL.CC.1, SL.PKI.6, W.PDW.4, W.RBPK.7</p> <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Analyze drama, including analysis of plot development. • Make, correct, and confirm predictions. • Conduct research about the Nazi campaign against the Jews. • Create a poster about the influence of setting on characters. • Discuss and dramatize a subplot. • Use prefixes to determine meaning of unfamiliar words. • Understand conventions of correct capitalization. • Language Discuss with a partner the features of the text using the key term plot. 	<p>Texts/vocab: Novel: <i>The Book Thief</i></p> <p>Drama: <i>The Diary of Anne Frank</i></p> <p>Literary Vocabulary: drama, playwright, script, cast of characters, stage directions, dialogue, act, scenes, linear and nonlinear plot, subplot, flashback, foreshadowing</p>	<p>Writing tasks/projects/assessments:</p> <p>Quickwrite: Choose a character and analyze how the conditions of the annex affected their motivations, actions, and reactions.</p>
<p>Week 31</p> <p>Unit <u>6</u></p> <p>Dates:</p>	<p>4</p>	<p>Standards/Objectives: L.CSE.2, L.VAU.5, RI.KID.1, RI.IKI.7, SL.CC.1, W.RBPK.7</p>	<p>Texts/vocab: Novel: <i>The Book Thief</i></p> <p>Diary: from <i>The Diary of a Young Girl</i></p>	<p>Writing tasks/projects/assessments:</p> <p>Create a Comic</p>

* INDICATES A SHORT WEEK

APR 3-6		<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> Analyze elements of a diary entry. Make and support inferences about a text. Conduct research about Anne Frank's diary. Illustrate an event in Anne Frank's life. Discuss the value and characteristics of primary sources. Distinguish between connotative and denotative text. Analyze how writers use parentheses. Language Discuss with a partner how first-person narrative differs from third-person narrative using Academic Vocabulary. 	Literary Vocabulary: secondary sources, primary sources, diary, inferences	
<p>*Week 32</p> <p>Unit <u> 6 </u></p> <p>Dates: APR 11-14</p> <p>TNReady Testing</p>	4	<p>Standards/Objectives: RL.RRTC.10, RI.KID.1, RI.CS.4, RI.CS.6, RI.IKI.8, RL.RRTC.10, SL.CC.1, SL.CC.2, SL.PKI.5, W.PDW.4, W.RBPK.7</p> <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> Cite evidence to support analysis of persuasive appeals. Research Elie Wiesel's work as a humanitarian and activist. Discuss efforts to fight religious fanaticism and racial hate. Analyze rhetorical devices. Create a poster depicting a quotation. Language Pronounce words with the inflected ending -ed. 	<p>Texts/vocab: Novel: <i>The Book Thief</i></p> <p>Speech: <i>After Auschwitz</i></p> <p>Literary Vocabulary: emotional appeal, ethical appeal, rhetorical devices, repetition, parallelism</p>	<p>Writing tasks/projects/ assessments:</p> <p>Make a poster</p>

<p>*Week 33</p> <p>Unit <u> 6 </u></p> <p>Dates: APR 17-21</p> <p>TNReady Testing</p>	5	<p>Standards/Objectives</p> <p>Test Review/ TNReady Writing</p>	<p>Texts/vocab:</p> <p>Novel: <i>The Book Thief</i></p>	<p>Writing tasks/projects/ assessments:</p>
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* INDICATES A SHORT WEEK

<p>Week 34</p> <p>Unit <u> 6 </u></p> <p>Dates: APR 24-28</p> <p>TNReady Testing</p>	5	<p>Standards/Objectives:</p> <p>Test Review/ TN Ready Testing</p>	<p>Texts/vocab:</p> <p>Novel: <i>The Book Thief</i></p>	<p>Writing tasks/projects/assessments:</p>
<p>Week 35</p> <p>Unit <u> 6 </u></p> <p>Dates: MAY 1-5</p> <p>TNReady Testing</p>	5	<p>Standards/Objectives:</p> <p>Test Review/ TN Ready Testing</p>	<p>Texts/vocab:</p> <p>Novel: <i>The Book Thief</i></p>	<p>Writing tasks/projects/assessments:</p>
<p>Week 36</p> <p>Unit <u> 6 </u></p> <p>Dates: MAY 8-12</p>	5	<p>Standards/Objectives: L.VAU.5, RL.CS.4, RL.CS.5, SL.PKI.6, W.PDW.4, W.RBPK.7</p> <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Analyze sound devices and figurative language. • Research Holocaust memorials and sites devoted to tolerance. • Create a drawing or other artwork to represent figurative language. • Recite a poem. • Compare and contrast poems. • Language Discuss figurative language using the word metaphor. 	<p>Texts/vocab:</p> <p>Novel: <i>The Book Thief</i></p> <p>Poem: There But for the Grace</p> <p>Poem: Days</p> <p>Literary Vocabulary: sound devices, mood, tone, voice, figurative language, simile, metaphor</p>	<p>Writing tasks/projects/assessments:</p> <p>Make an illustration of figurative language used in one of the poems.</p>
<p>Week 37</p> <p>Unit <u> 6 </u></p> <p>Dates: MAY 15-19</p>	5	<p>Standards/Objectives:</p> <p>9 Weeks Review and Test</p>	<p>Texts/vocab:</p>	<p>Writing tasks/projects/assessments:</p>

* INDICATES A SHORT WEEK

Extra Week Dates: MAY 22-24 GRADUATION: MAY 26	3	Finals		

* INDICATES A SHORT WEEK