

# English 8 Curriculum

## Unit 1 Plot/Characters

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Standards/ Eligible Content	Vocabulary	Lessons/ Activities/ Suggested Resources
2 days  Short Story	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How does retelling help understanding of plot?	Students will know how to...  summarize a plot.  use time-order words in relation to retelling a plot.	Student should be able to summarize a story.	CC.1.3.8.A CC.1.3.8.C CC.1.3.8.H CC.1.3.8.J  E08.A-K.1.1.2 E08.A-K.1.1.3 E08.A-C.3.1.1 E08.A-V.4.1.1	Plot Summary Retell Order first next finally	<i>Reading Strategy</i> , Holt, Elements of Literature, pg. 4  “The Wise Old Woman,” Holt, Elements of Literature, pg. 5  Teacher generated materials.
2 days  Short Story	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How does conflict/action shape our understanding of plot?	Students will know how to...  summarize a plot.  know the elements of a traditional plot structure.  elements are identified in a plot structure	Student should be able to analyze and differentiate plot structure and development of time and sequence.  Student should be able to identify and analyze story elements in a plot structure.	CC.1.3.8.A CC.1.3.8.C CC.1.3.8.H CC.1.3.8.J  E08.A-K.1.1.2 E08.A-K.1.1.3 E08.A-C.3.1.1 E08.A-V.4.1.1	Conflict Plot Exposition Rising Action Inciting incident Climax Falling Action Resolution Characterization (direct and indirect)	“The Open Window,” Holt, Elements of Literature, pg. 110  Worksheets: plot sequence teacher generated materials  Assessment at end of story
3 days  Short Story	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How does plot shape our understanding of characterization?  How is suspense created in a story?	Students will know how to...  tell the difference between direct and indirect characterization  <i>Character traits are</i>	Student should be able to analyze type of characterization (direct or indirect).  Student should be able to identify and analyze story elements in a plot	CC.1.3.8.A CC.1.3.8.C CC.1.3.8.H CC.1.3.8.J  E08.A-K.1.1.2 E08.A-K.1.1.3 E08.A-C.3.1.1 E08.A-V.4.1.1	Short Story Vocabulary: Biscuit congenial conjured cricketers dithering about dotty emanate facades kippers porter rapacious	<i>Characters</i> by John Leggett, Elements of Literature, pg. 134  “The Landlady,” Elements of Literature, pg. 71  Worksheets: plot sequence

			<i>developed both directly and indirectly.</i>	<b>structure.</b>		tantalizing	direct/indirect characterization  Teacher-generated worksheets  Assessment at end of story
2 days  Intro to Quote Sandwich	<b>Writing is a recursive process that conveys ideas, thoughts and feelings.</b>	<b>How do you show proof of characterization?</b>  <b>How do properly include a quote to support an idea?</b>	<b>Students will know how to include a quote in writing.</b>  <i>Traits are evident through direct and indirect characterization.</i>	<b>Student should be able to select and write a quote sandwich to show evidence of support.</b>	CC.1.4.7.B CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q CC.1.4.8.D  E08.D.1.2.3 E08.D.2.1.3 E08.D.2.1.4 E08.E.1.1.1	Quote Sandwich Layers Explanations	Writing FCA: Create a quote-sandwich using three layers for introduction, content, and explanation  worksheets: quote sandwich  Assessment: writing assignment
5 days  Writing	<b>Purpose, topic, and audience guide types of writing.</b>	<b>What is the best way to respond to a direct question? (restating prompt)</b>	<b>Students will know how to respond to an open-ended prompt.</b>  <i>Understanding writing is achieved through clarity.</i>	<b>Student should be able to select and write a quote sandwich to show evidence of support.</b>  <b>Student should be able to re-state prompt when writing a response.</b>	CC.1.4.8.B CC.1.4.8.C CC.1.4.8.D CC.1.4.8.E  E08.C.1.2.1 E08.C.1.2.2 E08.C.1.2.3 E08.C.1.2.4 E08.C.1.2.5 E08.C.1.2.6	Topic Sentence Transitions Conclusions  Recall: Quote Sandwich Layers Explanations	Writing FCA: Restate prompt in writing, use topic sentence, use transitions, include conclusions  worksheets: -graphic organizers  Assessment: writing practice and formal writing on direct/indirect characterization as it appears in “The Landlady”

### Review Unit 1 Plot/ Characters

### Assessment Unit 1 Plot/ Character

## Unit 2 Setting and Mood

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Standards/ Eligible Content	Vocabulary	Lessons/ Activities/ Suggested Resources
10 days  Short Stories (comparison)	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. Setting impacts both plot and characters.	How does setting impact plot and characters?  How does mood impact the plot?	Students will know how to...  identify setting and mood.  explain how setting and mood contribute to the shaping of plot and reading experience.  <i>Mood impacts the development of the story.</i>	Student should be able to identify the time and place for a variety of works.  Student should be able to analyze how mood affects the plot and reading experience.	CC.1.3.8.E CC.1.3.8.H CC.1.3.8.F CC.1.3.8.I  E08.A-C.2.1.1 E08.A-C.2.1.2 E08.A-C.3.1.1 E08.A-V.4.1.2	Motif Compare Contrast  “The Monkey’s Paw” amiably apathy bog condoling doughty rubicund credulity fusillade  “The Third Wish” composure extricate malicious presumptuous rash rheumatism talisman	<i>Comparing Literature: Motifs</i> , Elements of Literature, pg. 84  <i>Comparing and Contrasting</i> , Elements of Literature, pg. 136  “The Monkey’s Paw,” Elements of Literature, pg. 85.  “The Third Wish,” Elements of Literature, pg. 101  Assessments at end of both readings.
3 days  Writing	Writing is a recursive process that conveys ideas, thoughts, and feelings.	How are stories different and/or similar?  How do setting and mood impact these differences and/or similarities?	Students will know how to... compare and contrast stories.  assess the use of setting and mood in the development of plot.  select quotes to support claims.  <i>Comparisons help to better understand story elements.</i>	Student should be able to compare and contrast stories.  Student should be able to analyze how setting and mood impact stories.  Student should be able to select and integrate quotes into writing.	CC.1.2.8.C CC.1.3.8.E CC.1.4.8.H CC.1.4.8.I CC.1.4.8.J CC.1.4.8.K CC.1.4.8.N CC.1.4.8.O CC.1.4.8.P CC.1.4.8.Q  E08.A-C.2.1.2 E08.B-K.1.1.2 E08.C.1.1.1 E08.C.1.1.2 E08.C.1.1.3 E08.C.1.1.4 E08.C.1.1.5 E08.C.1.3.1	Compare (similarities) Contrast (differences) Setting Mood Quote Sandwich Edit Revision	Writing FCA: Complete sentences, proper grammar and mechanics, restate prompt, topic sentence, conclusions, quote-sandwich  worksheets: POWER model and brainstorming  Assignment: Write a compare/contrast essay on “The Monkey’s Paw” and “The Third Wish”.  Assessment on writing focus and organization.

					E08.C.1.3.2 E08.C.1.3.3		
3 days Poetry and Short Story	Language is used to communicate and to deepen understanding.	How is setting essential to understanding meaning in a poem?  How does mood affect understanding of setting?	Students will know how to...  identify setting and mood in a piece of poetry.  evaluate the use of mood and setting in the selection.	Student should be able to analyze how setting and mood impact poetry.  Student should be able to identify specific elements that attribute to understanding of mood.	CC.1.2.8.C CC.1.3.8.E CC.1.4.8.H CC.1.4.8.I CC.1.4.8.J  E08.A-C.2.1.2 E08.B-K.1.1.2 E08.C.1.1.1 E08.C.1.1.2 E.08.C.1.1.3 E08.C.1.1.4 E08.C.1.1.5	Setting Mood Supportive ideas	The Fire Escape by Michelle Chen  Paul Revere's Ride, Elements of Literature, pg. 628  Assessment at end of both readings.

### Review Unit 2 Setting and Mood

### Assessment Unit 2 Setting and Mood

## Unit 3 Writing Workshop

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Standards/ Eligible Content	Vocabulary	Lessons/ Activities/ Suggested Resources
3 days  Writing	Writing is a recursive process that conveys ideas, thoughts, and feelings.	How does organization influence writing?	Students will know how to...  plan a writing response.  create a thesis statement and use topic sentences.  use supportive information and transitions.	Student should be able to brainstorm and organize ideas.  Student should be able to develop a thesis statement.  Student should be able to support writing with examples from the text.	CC.1.4.8.B CC.1.4.8.C CC.1.4.8.D CC.1.4.8.E CC.1.4.8.N CC.1.4.8.O CC.1.4.8.P CC.1.4.8.Q  E08.C.1.2.1 E08.C.1.2.2 E08.C.1.2.3 E08.C.1.2.4 E08.C.1.2.5 E08.C.1.2.6 E08.C.1.3.1	Brainstorm Outline Quote Sandwich Attention Grabber Background Thesis Statement Topic Sentence Supports Transitions Thesis Re-Statement Closure	Supplemental book: Holt Handbook, English 8  Worksheets: -POWER model -writing templates  Assignments: -"Analyzing Proposition and Support" (pg. 67 in Elements of Literature)  -Narrative Writing

			<p>integrate quotes into writing.</p> <p>conclude a piece of writing.</p>	<p>Student should be able to transition from one paragraph to another.</p>	<p>E08.C.1.3.2 E08.C.1.3.3 E08.C.1.3.4 E08.C.1.3.5</p>		<p>-Expository Writing</p> <p>Assessment: writing focus in formal and informal writing samples.</p>
<p>2 days</p> <p>Writing (revision)</p>	<p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p> <p>Revisions improve writing quality.</p>	<p>How can peer reviews help to improve overall writing?</p> <p>Why are revisions important?</p> <p>How can editing create stronger writing?</p>	<p>Students will know how to...</p> <p>evaluate a piece of writing using understanding of grammar and mechanics.</p> <p>use a rubric to adjust writing for expectations.</p> <p>implement changes in writing for improvement.</p> <p><i>Revisions improve writing quality.</i></p>	<p>Student should be able to Peer-Edit write.</p> <p>Student should be able to edit and revise writing.</p>	<p>CC.1.4.8.B CC.1.4.8.C CC.1.4.8.D CC.1.4.8.E CC.1.4.8.F CC.1.4.8.L CC.1.4.8.N CC.1.4.8.P CC.1.4.8.Q CC.1.4.8.R</p> <p>E08.C.1.2.1 E08.C.1.2.2 E08.C.1.2.3 E08.C.1.2.4 E08.C.1.2.5 E08.C.1.2.6 E08.C.1.3.3 E08.C.1.3.4 E08.C.1.3.5 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5</p>	<p>Peer review Edit Revision Critique Constructive Criticism</p>	<p>Worksheets:</p> <p>-Peer review -Rubric Break-down -Constructive Criticism</p> <p>Assignments:</p> <p>-Peer-Edit writing -Revise writing</p> <p>Assessment: revision focus, checklist, and appropriate changes made.</p>
<p>Writing</p> <p>2 days</p>	<p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p>	<p>How can journaling reinforce important elements in formal writing?</p> <p>What is the process for covering a news report on a given topic?</p> <p>How can writers review various works to offer readers the best overview?</p>	<p>Students will know how to...</p> <p>log and develop a working journal for daily experiences and interactions with peers in class.</p> <p>compose a thoughtful news report on a given topic.</p> <p>create a thorough</p>	<p>Student should be able to create and update a class journal.</p> <p>Student should be able to write a report on a given topic to cover local news.</p> <p>Student should be able to write a review of a film,</p>	<p>CC.1.4.8.B CC.1.4.8.C CC.1.4.8.D CC.1.4.8.E CC.1.4.8.N CC.1.4.8.O CC.1.4.8.P CC.1.4.8.Q</p> <p>E08.C.1.2.1 E08.C.1.2.2 E08.C.1.2.3 E08.C.1.2.4 E08.C.1.2.5 E08.C.1.2.6 E08.C.1.3.1</p>	<p>Journaling logs vs. blogs</p> <p>"five W's" inverted pyramid writing</p> <p>opinion tone</p>	<p>Writing Assignments</p> <p>-Journal</p> <p>-News Report</p> <p>- Review of fim/book/documentary</p> <p>Teacher-generated resources</p> <p>Assessment: points rewarded for each</p>

			<b>review of a film, book, or documentary.</b>	<b>book, or documentary of your choice.</b>	E08.C.1.3.2 E08.C.1.3.3 E08.C.1.3.4 E08.C.1.3.5		assignment based on a given rubric.
<b>Review Unit 3 Writing Workshop</b>							
<b>Assessment Unit 3 Writing Workshop</b>							
<b>Unit 4 Grammar, Mechanics, Usage</b>							
<b>Estimated Unit Time Frames</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Concepts (Know)</b>	<b>Competencies (Do)</b>	<b>Standards/ Eligible Content</b>	<b>Vocabulary</b>	<b>Lessons/ Activities/ Suggested Resources</b>
3 days  Grammar and punctuation workshop	<b>Writing is a means of document thinking.</b>	<b>What is needed to create a complete sentence?</b>  <b>How should writing utilize proper grammar and mechanics?</b>	<b>Students will know how to...</b>  <b>write in a complete sentence, using correct grammar and mechanics.</b>  <i>A complete sentence includes a noun, verb, and direct object.</i>  <i>Sentences and paragraphs must include proper grammar and mechanics.</i>	<b>Student should be able to write in complete sentences.</b>  <b>Student should be able to utilize correct punctuation, capitalization, and agreement in sentences.</b>	CC.1.4.8.F  E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11	Noun/verb/ direct object in sentence construction  Coordinating conjunctions (F.A.N.B.O.Y.S.) semicolon	Writing FCA: Complete sentences, proper capitalization/ punctuation/ subject, predicate/ restate prompt, topic sentences, conclusions  worksheets: -capitals -punctuation Assessment: practice/homework, quizzes, exam  Assessment: Application on writing activities
2 days  Usage	<b>Language is used to communicate and to deepen understanding.</b>	<b>How does agreement improve sentence quality?</b>  <b>How can writers be direct in meaning</b>	<b>Students will know how to...</b>  <b>identify errors in sentences and paragraphs.</b>	<b>Student should be able to utilize understanding of usage of punctuation rules.</b>	CC.1.4.8.F  E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5	Agreement: subject/verb noun/pronoun tense parallel construction	Usage and Embedded Errors  Application of punctuation comprehension





Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Standards/ Eligible Content	Vocabulary	Lessons/ Suggested Resources
10 days	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	<p>How does conflict impact plot?</p> <p>What are the types of conflict?</p>	<p>Students will know how to...</p> <p>identify the types of conflict</p> <p><i>Conflict drives plot.</i></p>	<p>Student should be able to name the three types of conflict. (man vs. man, man vs. self, man vs. society or nature)</p> <p>Student should be able to identify how the conflict impacts plot.</p>	CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.D CC.1.3.8.F  E08.A-K.1.1.1 E08.A-K.1.1.2 E08.A-K.1.1.3 E08.A-C.2.1.1 E08.A-C.2.1.3	"Flowers" mislead tangible refute invariably regression verified obscure deterioration hypothesis introspection	<p>"Flowers for Algernon"</p> <p>Algernon cartoons: understand plot through an alternate perspective.</p> <p>Handouts: character charts</p> <p>Informational Text: "Memory a Matter of Brains and Brawn" by Lauran Neergaard, Holt pg. 68.</p> <p>Assessment: final exam</p>
2 days  Writing to identify conflict and investigate perspective	Writing is a recursive process that conveys ideas, thoughts, and feelings.	How does perspective influence attitude toward conflict?	<p>Students will know how to...</p> <p>identify conflict from the perspective of each character (example: Charlie struggles with himself and society, Ms. Kinnian struggles with Charlie and the doctors, Algernon struggles with the maze and himself.)</p>	<p>Student should be able to identify conflict.</p> <p>Student should be able to analyze how each character responds to the conflict.</p>	CC.1.4.8.B CC.1.4.8.C CC.1.4.8.D CC.1.4.8.E CC.1.4.8.N CC.1.4.8.O CC.1.4.8.P CC.1.4.8.Q  E08.C.1.2.1 E08.C.1.2.2 E08.C.1.2.3 E08.C.1.2.4 E08.C.1.2.5 E08.C.1.2.6 E08.C.1.3.1 E08.C.1.3.2 E08.C.1.3.3 E08.C.1.3.4 E08.C.1.3.5	Creative Writing and Journaling	<p>Writing activities:</p> <p>- journal from character perspectives</p> <p>-character dialogue (individual or partners)</p>
10 days  Literature	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between	How do characters deal with conflict?	<p>Students will know how to...</p> <p>identify the types of conflict</p> <p><i>Conflict drives plot.</i></p>	<p>Student should be able to name the three types of conflict.</p> <p>Student should be able to identify how</p>	CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.D CC.1.3.8.F  E08.A-K.1.1.1	Avocation compassion distort mortified patron philanthropy prevarications	<p><i>The Pigman</i> by Paul Zindel, supplemental novel</p> <p>Handouts: character chart vocabulary builders</p>



	reader and text.			<p>the conflict impacts plot.</p> <p>Student should be able to assess cause/effect and character actions in the story.</p>	E08.A-K.1.1.2 E08.A-K.1.1.3 E08.A-C.2.1.1 E08.A-C.2.1.3	subliminally subsidize antagonistic anxiety eerie ingrate nocturnal omens ritual assassin berserk interrogating mull mundane predicament putrid hors d'oeuvres hovel incongruous infantile proficiency	guided reading  Teacher-generated resources  Assessment: chapter quizzes and final cumulative reading exam.
2 days  Writing to develop argument	Writing is a recursive process that conveys ideas, thoughts, and feelings.	<p>How can a writer develop a strong argument?</p> <p>How does a writer develop supportive claims for an argument?</p>	<p>Students will know how to...</p> <p>plan and brainstorm for main ideas and supportive details</p>	Student should be able to compose an argumentative essay with clear focus, supportive details, and strong organization.	CC.1.4.8.B CC.1.4.8.C CC.1.4.8.D CC.1.4.8.E CC.1.4.8.N CC.1.4.8.O CC.1.4.8.P CC.1.4.8.Q  E08.C.1.2.1 E08.C.1.2.2 E08.C.1.2.3 E08.C.1.2.4 E08.C.1.2.5 E08.C.1.2.6 E08.C.1.3.1 E08.C.1.3.2 E08.C.1.3.3 E08.C.1.3.4 E08.C.1.3.5	Argumentative Writing	Argumentative Essay  Assignment: Write an essay in which you state your opinion on who is to blame for The Pigman's death in <i>The Pigman</i> . Include clear evidence from the text in an organized fashion.  Assessment based on formal rubric.
12 days  Literature	Comprehension requires and enhances critical thinking and is constructed through	<p>How does conflict drive action in the plot?</p> <p>How does conflict influence character</p>	<p>Students will know how to...</p> <p>identify the types of conflict</p>	Student should be able to name the three types of conflict.	CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.D CC.1.3.8.F	aloof bicker bootlegging cunning detached	<i>The Outsiders</i> , by S.E. Hinton, supplemental novel  Teacher-generated

	the intentional interaction between reader and text.	decisions and actions?	<p>identify symbolism</p> <p>identify character traits</p>	<p>Student should be able to identify how the conflict impacts plot.</p> <p>Student should be able to assess cause/effect and character actions in the story.</p>	<p>E08.A-K.1.1.1</p> <p>E08.A-K.1.1.2</p> <p>E08.A-K.1.1.3</p> <p>E08.A-C.2.1.1</p> <p>E08.A-C.2.1.3</p>	<p>dogged</p> <p>dumbfounded</p> <p>eluded</p> <p>fiery</p> <p>groggy</p> <p>hysterics</p> <p>law</p> <p>manslaughter</p> <p>nonchalant</p> <p>ornery</p> <p>peroxide</p> <p>reformatory</p> <p>resignedly</p> <p>scatterbrained</p> <p>self-preservation</p> <p>slouched</p> <p>suffocate</p> <p>sullenly</p> <p>tufts</p> <p>unceasing</p> <p>vital</p>	<p>resources include:</p> <p>-character chart worksheets</p> <p>-guided reading questions</p> <p>-vocabulary notes</p> <p>Assessment: chapter quizzes and final exam</p>
<p>5 days</p> <p>Writing to connect character and conflict</p>	Writing is a recursive process that conveys ideas, thoughts, and feelings.	<p>How does conflict influence a character's behavior?</p> <p>How can readers select the best examples to support claims about characters?</p>	<p>Students will know how to...</p> <p>identify the types of conflict.</p> <p>select examples from the novel to demonstrate traits held by particular characters.</p>	<p>Student should be able to name the three types of conflict.</p> <p>Student should be able to identify how the conflict impacts plot.</p> <p>Student should be able to assess cause/effect and character actions in the story</p> <p>Student should be able to analyze character traits and actions.</p> <p>Student should be able to Select the</p>	<p>CC.1.4.8.B</p> <p>CC.1.4.8.C</p> <p>CC.1.4.8.D</p> <p>CC.1.4.8.E</p> <p>CC.1.4.8.N</p> <p>CC.1.4.8.O</p> <p>CC.1.4.8.P</p> <p>CC.1.4.8.Q</p> <p>E08.C.1.2.1</p> <p>E08.C.1.2.2</p> <p>E08.C.1.2.3</p> <p>E08.C.1.2.4</p> <p>E08.C.1.2.5</p> <p>E08.C.1.2.6</p> <p>E08.C.1.3.1</p> <p>E08.C.1.3.2</p> <p>E08.C.1.3.3</p> <p>E08.C.1.3.4</p> <p>E08.C.1.3.5</p>	<p>Informational</p> <p>persuasive</p> <p>outlining</p> <p>thesis Statement</p> <p>thesis re-statement</p>	<p>Assignment: Compose an essay in which you demonstrate how conflict influenced a character's behavior using examples.</p> <p>Assignment: What makes a hero?</p> <p>-create brainstorming</p> <p>-create outline</p> <p>-apply thesis/re-statement</p> <p>-include examples from story</p> <p>Assessment based on formal rubric.</p>

				best examples of “heroic” traits from the novel.			
Review Unit 5 Conflict							
Assessment Unit 5 Conflict							
Unit 6 Making Inferences and Drawing Conclusions							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Standards/ Eligible Content	Vocabulary	Lessons/ Activities/ Suggested Resources
4 days  Short Story	Information to gain or expand knowledge can be acquired through a variety of sources.	<p>What is an inference?</p> <p>What influence does making inferences have on final conclusions?</p>	<p>Students will know how to...</p> <p>make an inference based on textual evidence.</p> <p>draw a conclusion using context clues in a story.</p> <p><i>Making inferences can help understanding in reading.</i></p>	<p>Student should be able to make inferences based on reading.</p> <p>Student should be able to draw a conclusion based upon inferences made during readings.</p>	<p>CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.H CC.1.3.8.F CC.1.3.8.I CC.1.3.8.J</p> <p>E08.A-K.1.1.1 E08.A-K.1.1.2 E08.A-K.1.1.3 E08.A-C.3.1.1 E08.A-V.4.1.1 E08.A-V.4.1.2</p>	Paranoia cavorting tremulous oblivious sublime	<p>“There will Come Soft Rains”</p> <p>Reading with notes</p> <p>“Smart House” designs and presentations</p> <p>Informational Texts: “Destination Mars” by Aline Alexander Newman, Holt pg. 276</p> <p>“Ray Bradbury is on Fire!” by James Hibberd, Holt pg. 299</p> <p>Assessment: story quiz</p>
2 days WRITING	Writing is a recursive process that conveys ideas, thoughts, and feelings.	How does author’s background and historical context play a part in the inspiration of	<p>Students will know how to...</p> <p>apply understanding</p>	Student should be able to utilize inferences/conclusi ons from the story	<p>CC.1.4.8.B CC.1.4.8.C CC.1.4.8.D CC.1.4.8.E CC.1.4.8.N</p>	Cold War warfare Soviet Union atomic bomb	<p>Writing Activity: -Write a pre-story or introduction to “There Will Come</p>

		<p>a story?</p> <p>How can a reader utilize understanding of background to create an appropriate backstory or preface?</p>	<p>of plot and author background/historical context to</p> <p>Careful writing allows readers to draw conclusions.</p>	<p>in a piece of creative writing.</p>	<p>CC.1.4.8.O CC.1.4.8.P CC.1.4.8.Q</p> <p>E08.C.1.2.1 E08.C.1.2.2 E08.C.1.2.3 E08.C.1.2.4 E08.C.1.2.5 E08.C.1.2.6 E08.C.1.3.1 E08.C.1.3.2 E08.C.1.3.3 E08.C.1.3.4 E08.C.1.3.5</p>	<p>foreshadowing flashback dialogue setting mood suspense storyboard</p>	<p>Soft Rains” that includes inferences and conclusions from the story.</p> <p>Illustrate stories for extra credit,</p> <p>Assessment based on formal rubric.</p>
<p>12 days</p> <p>Literature</p>	<p>Information to gain or expand knowledge can be acquired through a variety of sources.</p>	<p>What kinds of clues help to guide readers through complex stories?</p> <p>How can readers make strong predictions based on evidence?</p>	<p>Students will know how to...</p> <p>analyze story to make inferences about plot, characters, and conflict.</p> <p>draw conclusions based on understanding of plot development.</p> <p>Making inferences can help understanding in reading.</p>	<p>Student should be able to make inferences from reading and note taking.</p> <p>Student should be able to make important connections between story and character development.</p> <p>Student should be able to analyze characters and draw conclusions about their behavior and decisions.</p>	<p>CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.D CC.1.3.8.F</p> <p>E08.A-K.1.1.1 E08.A-K.1.1.2 E08.A-K.1.1.3 E08.A-C.2.1.1 E08.A-C.2.1.3</p>	<p>grippe victuals disreputable apothecary delectable miasma balderdash constitutional fervent accommodate pleurisy impudent pummel mangle (noun) frippery quarantine banish parched bombazine gumption epidemic pestilence odoriferous scurrilous poultice fetid rapscallion haberdashery</p>	<p>Fever 1793, by Laurie Halse Anderson</p> <p>Record notes during readings</p> <p>Create travel maps with annotated informational cards for each stop.</p> <p>Create character dialogue for characterization exploration.</p> <p>Teacher-created resources.</p> <p>Assessment: chapter quizzes and final exam.</p>
<p>Writing</p> <p>5 days</p>	<p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p>	<p>How do backstory and given circumstances inform understanding of the story?</p>	<p>Students will know how to...</p> <p>plan and write a story utilizing understanding of context, history,</p>	<p>Student should be able to create a story using inferences in the text.</p>	<p>CC.1.4.8.B CC.1.4.8.C CC.1.4.8.D CC.1.4.8.E CC.1.4.8.N CC.1.4.8.O</p>	<p>Given circumstances</p>	<p>Inference/Conclusion Essay</p> <p>Assignment: Use given circumstances and clues in the story</p>

			and clues in the story.	Student should be able to draw conclusions and use information for creative writing.	CC.1.4.8.P CC.1.4.8.Q  E08.C.1.2.1 E08.C.1.2.2 E08.C.1.2.3 E08.C.1.2.4 E08.C.1.2.5 E08.C.1.2.6 E08.C.1.3.1 E08.C.1.3.2 E08.C.1.3.3 E08.C.1.3.4 E08.C.1.3.5		to create a preface to the novel <i>Fever 1793</i> .  Assessment based on formal rubric.
Review Unit 6 Making Inferences and Drawing Conclusions							
Assessment Unit 6 Making Inferences and Drawing Conclusions							
Unit 7 Suspense							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Standards/ Eligible Content	Vocabulary	Lessons/ Suggested Resources
4 days  play and audio	Information to gain or expand knowledge can be acquired through a variety of sources.	What is suspense?  How does suspense drive the plot?	Students will know how to...  <i>Suspense adds tension and excitement to a story.</i>	Student should be able to identify suspense in a story.  Student should be able to analyze how suspense enhances rising action and.	CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.D CC.1.3.8.F  E08.A-C.2.1.1 E08.A-C.2.1.3 E08.A-K.1.1.1 E08.A-K.1.1.2 E08.A-K.1.1.3 E08.A-C.2.1.3	Invalid querulous neurotic imperious unobtrusively unnerved fiends explicitly civic apprehend red-tape ulcers precinct stolidly high-handed fretfully/fretful	<i>Sorry, Wrong Number</i> , Book of Plays, pg. 88  Audio recording: <i>Sorry, Wrong Number</i> (Holt CD)  Teacher generated worksheets  Assessment at end of reading.

						catechize lethargic	
4 days  story and audio	Information to gain or expand knowledge can be acquired through a variety of sources.	How do mood, setting, and tone create suspense?	Students will know how to...  identify suspenseful elements of mood and setting.  analyze the tone of a story in relation to suspense.  <i>Suspense adds tension and excitement to a story.</i>	Student should be able to identify suspense in a short story.  Student should be able to analyze how suspense enhances mood and setting.  Student should be able to analyze how suspense impacts tone.	CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.D CC.1.3.8.F  E08.A-C.2.1.1 E08.A-C.2.1.3 E08.A-K.1.1.1 E08.A-K.1.1.2 E08.A-K.1.1.3 E08.A-C.2.1.3	acute vexed sagacity refrained wary suavity audacity vehemently gesticulation derision	Edgar Allan Poe: His Life Revealed in His Works, Elements of Literature, pg. 534  “The Tell-Tale Heart,” Elements of Literature, pg. 537  “The Tell-Tale Heart” (Holt CD)  Teacher generated materials  Assessment at end of reading
2 days  writing	Writing is a recursive process that conveys ideas, thoughts, and feelings.	How does suspense build tension?	Students will know how to...  analyze how suspense is used in the story with strong examples from the text.	Student should be able to write an essay that demonstrates the ways suspense is used in the story.	CC.1.4.8.B CC.1.4.8.C CC.1.4.8.D CC.1.4.8.E CC.1.4.8.N CC.1.4.8.O CC.1.4.8.P CC.1.4.8.Q  E08.C.1.2.1 E08.C.1.2.2 E08.C.1.2.3 E08.C.1.2.4 E08.C.1.2.5 E08.C.1.2.6 E08.C.1.3.1 E08.C.1.3.2 E08.C.1.3.3 E08.C.1.3.4 E08.C.1.3.5	Outlining brainstorming mapping	Assignment: Select one work ( <i>Sorry</i> , <i>Wrong Number</i> , or “Tell-Tale Heart”) and write an essay that demonstrates the ways suspense is used in the piece.  Assessment from formal rubric.
10 days  play and audio	Information to gain or expand knowledge can be acquired through a variety of sources.	How does tension influence character behavior?  How do given circumstances and background influence	Students will know how to...  analyze characters’ words, actions, and behavior.	Student should be able to use character and plot development to analyze the effect of suspense and tension in the story.	CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.D CC.1.3.8.F  E08.A-C.2.1.1	Dogged sadism intolerant appalled naïve bigot refugee	<i>Twelve Angry Men</i> by Reginald Rose, Book of Plays  Record notes on characters and plot during reading.

		character choices?		Student should be able to record character and plot events in notes for further analysis.	E08.A-C.2.1.3 E08.A-K.1.1.1 E08.A-K.1.1.2 E08.A-K.1.1.3 E08.A-C.2.1.3	subservient superficial intimidate rapport stimulate acquittal jury prosecution verdict premeditated evidence testimony deliberate hung jury mistrial reasonable doubt witness	Act out all witness testimony.  Read character parts out loud.  Twelve Angry Men (Holt CD)
3 days  SPEAKING		How can supportive evidence impact overall strength of an argument?	Students will know how to...  prepare and execute a debate	Student should be able to collaborate with partners to prepare an argument with supportive examples for a debate.		Opening argument evidence speakers interjection interruption closing argument	Debate  Teacher-generated worksheets.

### Review Unit 7 Suspense

### Assessment Unit 7 Suspense

### Unit 8 Testing Strategies

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Standards/ Eligible Content	Vocabulary	Lessons/ Suggested Resources
3 days  Reading Strategies	Comprehension requires and enhances critical thinking and is constructed through	How can context clues help readers understand meaning in a text?	Students will know how to...  use a variety of vocabulary terms and	Student should be able to use context clues to determine meaning of words.	CC.1.2.8.A CC.1.2.8.B CC.1.2.8.C CC.1.3.8.F CC.1.3.8.I CC.1.3.8.J	Synonyms Antonyms Context clues Affixes Prefixes Suffixes	PSSA Reading Practice Part 1: Vocabulary Skills  PSSA Reading Practice



	the intentional interaction between reader and text.		<p><b>comprehend meaning.</b></p> <p><b>analyze reading for word analysis</b></p> <p><i>Context Clues help determine overall meaning.</i></p> <p><i>Word usage shapes the meaning of a text.</i></p>	<p>Student should be able to use words in a variety of formats with multiple meanings.</p> <p>Student should be able to identify and apply word recognition skills.</p> <p>Use context clues to determine meaning of words.</p>	<p>E08.A-V.4.1.1 E08.A-V.4.1.2 E08.B-K.1.1.1 E08.B-K.1.1.2 E08.B-K.1.1.3</p>		Part 2: Word Analysis
3 days READING SKILLS	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How are inferences and conclusions made from reading?	<p><b>Students will know how to...</b></p> <p><b>make inferences and draw conclusions. read and understand the main idea of a passage</b></p> <p><b>create a summary based upon key details in a text.</b></p> <p><b>read and comprehend the purpose of a text.</b></p> <p><i>Inferences and conclusions can be taken from careful reading.</i></p> <p><i>Understanding main ideas lead to thorough summaries.</i></p>	<p>Student should be able to make inferences and draw conclusions based on a text.</p> <p>Student should be able to identify and explain the main ideas and relevant details of a text.</p> <p>Student should be able to summarize key details of major points, processes, and events.</p> <p>Student should be able to identify/describe/analyze the purpose of texts.</p>	<p>CC.1.2.8.A CC.1.2.8.B CC.1.2.8.C CC.1.4.7.B CC.1.4.7.C CC.1.4.7.D CC.1.4.7.E CC.1.4.7.H</p> <p>E08.B-K.1.1.1 E08.B-K.1.1.2 E08.B-K.1.1.3 E08.E.1.1.1 E08.E.1.1.2 E08.E.1.1.3 E08.E.1.1.4 E08.E.1.1.5 E08.E.1.1.6</p>	<p>Inferences Conclusions Prediction Generalizations Main Idea Supportive Details Summary Identify Purpose entertain inform persuade</p>	<p>PSSA Reading Practice Part 3: Making Inferences and Drawing Conclusions</p> <p>PSSA Reading Practice Part 4: Main Idea and Details</p>
3 days READING SKILLS	Comprehension requires and enhances critical	How can key details in a reading affect understanding?	<p><b>Students will know how to...</b></p>	<p>Student should be able to summarize reading.</p>	<p>CC.1.2.8.D CC.1.2.8.E CC.1.2.8.F</p>	<p>Summarize Key Details Major Points</p>	PSSA Reading Practice Part 5: Summarizing

	thinking and is constructed through the intentional interaction between reader and text.	<p>How can readers determine the purpose of a text?</p> <p>What does a thorough evaluation of text mean for readers?</p>	<p>summarize key details, major points, processes, and events in a piece of writing.</p> <p>identify, describe, and analyze the purpose of a text .</p>	<p>Student should be able to identify key details and major points in reading.</p> <p>Student should be able to identify the purpose of a text.</p>	<p>CC.1.2.8.H CC.1.2.8.I</p> <p>E08.B-C.2.1.1 E08.B-C.2.1.2 E08.B-C.2.1.3 E08.B-C.3.1.1 E08.B-C.3.1.2</p>	<p>Processes Events</p> <p>Identify Describe Analyze Purpose narrate explain inform persuade instruct</p>	<p>PSSA Reading Practice Part 6: Evaluating what you Read</p>
3 days READING SKILLS	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	<p>How can readers determine the meaning of a variety of directional verbs?</p> <p>How can literary terms be applied to poetry?</p>	<p>Students will know how to...</p> <p>determine the task needed for a variety of directions.</p> <p>plan responses to prompts based on a given directional verb.</p> <p><i>Directional verbs determine how prompts should be addressed.</i></p> <p><i>Literary terms can be applied to poetry.</i></p>	<p>Student should be able to determine task necessary for varying directional verbs.</p> <p>Student should be able to analyze best method of response based on understanding.</p> <p>Student should be able to plan and compose a response based on prior knowledge.</p>	<p>CC.1.4.8.F CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q</p> <p>E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6</p>	<p>Verb Vocabulary Trace Analyze Infer Evaluate Formulate Describe Support Explain Summarize Compare Predict Contrast</p> <p>Annabell Lee Vocab Rhyme Scheme Repetition Refrain Stanza Theme Prose Verse</p>	<p>PSSA Verb List</p> <p>1. Define words in list</p> <p>2. Identify verbs based on definitions</p> <p>3. Group analysis</p> <p>4. Create questions based on understanding of verbs.</p> <p>Annabell Lee</p> <p>1. Rhyme Scheme</p> <p>2. Literary term application</p> <p>3. Theme analysis</p>
5 days WRITING SKILLS	<p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p> <p>Writing responses should fully address a given prompt.</p>	<p>How can students plan a response to a writing prompt?</p> <p>What should be included or avoided in formal writing?</p>	<p>Students will know how to...</p> <p>plan and prepare ideas for a writing response.</p> <p>evaluate writing for grammar, mechanics,</p>	<p>Student should be able to read prompts carefully.</p> <p>Student should be able to plan a response to fully address the prompt.</p>	<p>CC.1.4.7.B CC.1.4.7.C CC.1.4.7.D CC.1.4.7.E CC.1.4.8.F</p> <p>E08.D.1.2.1 E08.D.1.2.2. E08.D.1.2.3 E08.D.1.2.4</p>	<p>Planning. P.O.W.E.R. model Formal language</p>	<p>PSSA Previously released practice tests 2007-2011</p> <p>Writing Purpose: -compare -persuade -inform</p>

	Formal writing should maintain a professional tone.		usage, and formal tone.	Student should be able to write a formal response to a prompt.	E08.D.1.2.5 E08.E.1.1.1 E08.E.1.1.2 E08.E.1.1.3 E08.E.1.1.4 E08.E.1.1.5 E08.E.1.1.6		
3 days  Author's Purpose  Informational Texts	Information to gain or expand knowledge can be acquired through a variety of sources.  Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What is the purpose of an informational text?  How do informational texts offer readers greater insight into a topic?	Students will know how to...  analyze informational texts for message, theme, and moral.	Student should be able to analyze informational texts.  Student should be able to identify the message or moral of the text.  Student should be able to identify the author's purpose for each example.	CC.1.4.8.F CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q  E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6		Author's Purpose  Informational Texts: Cesar Chavez: He made a Difference, by Flo Ota De Lange, Holt pg. 292  Picking Strawberries: Could you do it? By Flo Ota De Lang, Holt pg. 295  Getting to the Pointe by Sheri Henderson, Holt pg. 725  Olympic Games from <i>The World Book Encyclopedia</i> , Holt pg 559
Review Unit 8 Testing Strategies							
Assessment Unit 8 Testing Strategies							
Unit 9 Elements of Research							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Standards/ Eligible Content	Vocabulary	Lessons/ Suggested Resources

LITERATURE 12 days	<p>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.</p> <p>Studying historical events helps to better relate to characters and their experiences.</p> <p>Research reveals further insights into a character's experiences.</p>	<p>What can historical stories (fiction and non-fiction) teach us about understanding the human experience?</p>	<p>Students will know how to...</p> <p>relate to the human experience.</p> <p>interpret character experiences in connection to historical events.</p> <p>connect fictional and historical events.</p>	<p>Student should be able to read and record notes.</p> <p>Student should be able to point out character traits with textual examples.</p> <p>Student should be able to connect story events to historical timeline.</p>	<p>CC.1.3.8.D CC.1.3.8.E CC.1.3.8.F CC.1.3.8.H</p> <p>E08.A-C.2.1.1 E08.A-C.2.1.2 E08.A-C.2.1.3 E08.A-C.3.1.1</p>	<p>Assess inspect document recognize</p> <p>Story vocabulary: conspicuous unabashed loathe indignantly fortify zeal tyranny gingerly ostentatiously appalled disgruntled inarticulate forlorn animation remorse</p>	<p>Diary of Anne Frank, Holt Elements of Literature.</p> <p>"A Tragedy Revealed: A Heroine's Last Days" by Ernst Schnabel, Holt pg. 443</p> <p>Worksheets: Holocaust Timeline Historical Data Collection</p>
WRITING 8 days	<p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p> <p>Research is a way to make important connections.</p> <p>Outside sources provide support for ideas in writing.</p>	<p>How does research answer questions about topics?</p> <p>How are outside sources used in writing?</p>	<p>Students will know how to...</p> <p>conduct research to answer.</p>	<p>Student should be able to select a research topic.</p> <p>Student should be able to develop a research question.</p> <p>Student should be able to conduct research and take notes from outside sources.</p> <p>Student should be able to cite sources and create a works cited page.</p> <p>Student should be able to use proper formatting and integrate sources into a formal paper.</p>	<p>CC.1.4.7B CC.1.4.7.C CC.1.4.7.D CC.1.4.7.E CC.1.4.7.H CC.1.4.7.I CC.1.4.7.J CC.1.4.7.K CC.1.4.7.S</p> <p>E08.D.1.2.1 E08.D.1.2.2. E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5 E08.E.1.1.1 E08.E.1.1.2 E08.E.1.1.3 E08.E.1.1.4 E08.E.1.1.5 E08.E.1.1.6</p>	<p>Research Question MLA Works Cited Page Citation</p>	<p>Research Assignment: -Current Social Problem</p> <p>Worksheets: -Research packet -MLA formatting -Citations</p>

Presentati on 3 days		<p><b>What steps are necessary to produce a successful oral presentation?</b></p> <p><b>How are visual aids used during presentations?</b></p> <p><b>How can presenters have a strong impact on audiences?</b></p>	<p><b>Students will know how to...</b></p> <p><b>plan and design a research presentation.</b></p> <p><b>Utilize visual aids in an oral presentation.</b></p> <p><b>Present information formally to peers.</b></p>	<p><b>Student should be able to use research information to create a presentation for peers.</b></p> <p><b>Student should be able to create visual aids to convey important messages based on research findings.</b></p> <p><b>Student should be able to present findings to peers in an organized, professional manner.</b></p>	<p>CC.1.4.7.C CC.1.4.7.D CC.1.4.7.E CC.1.4.7.H CC.1.4.7.I CC.1.4.7.J CC.1.4.7.K CC.1.4.7.S</p> <p>E08.D.1.2.1 E08.D.1.2.2. E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5 E08.E.1.1.1 E08.E.1.1.2 E08.E.1.1.3 E08.E.1.1.4 E08.E.1.1.5 E08.E.1.1.6</p>	<p>Visual aids PowerPoint Prezi SlideShare Noteability</p>	<p>Research Presentations</p>
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### Review Unit 9 Elements of Research

### Assessment Unit 9 Elements of Research

## Unit 10 Poetry

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Standards/ Eligible Content	Vocabulary	Lessons/ Activities/ Suggested Resources
3 days  Poetry	<p>Language is used to communicate and to deepen understanding.</p> <p>Comprehension requires and enhances critical thinking and is constructed through</p>	<p><b>How do authors utilize literary terms in poetry?</b></p> <p><b>How does an understanding of literary terms in poetry reveal deeper meaning?</b></p> <p><b>How should readers analyze poems?</b></p>	<p><b>Students will know how to...</b></p> <p><b>analyze poetry for meaning.</b></p> <p><b>identify examples of literary terms in poetry.</b></p>	<p><b>Student should be able to read and analyze poems.</b></p> <p><b>Student should be able to apply understanding of literary terms.</b></p> <p><b>Student should be</b></p>	<p>CC.1.2.8.C CC.1.3.8.E CC.1.4.8.H CC.1.4.8.I CC.1.4.8.J</p> <p>E08.A-C.2.1.2 E08.B-K.1.1.2 E08.C.1.1.1 E08.C.1.1.2 E.08.C.1.1.3</p>	<p>Literary Terms  (previous handout)</p>	<p>Intro to Poetry by Billy Collins, Holt pg. 622.</p> <p>My Parents by Stephen Spender, Holt pg. 216</p> <p>Paul Revere's Ride by Henry Wadsworth,</p>

	the intentional interaction between reader and text.		<p>interpret meaning in poems based on specific examples in the text.</p> <p>explain conclusions based on examples in poems.</p>	<p>able to interpret meaning in poetry.</p> <p>Student should be able to explain conclusions with examples from selections.</p> <p>Student should be able to record notes.</p>	<p>E08.C.1.1.4 E08.C.1.1.5</p>		<p>Holt pg. 628</p> <p>Casey at the Bat by Ernest Lawrence Taylor, Holt pg. 650</p> <p>O Captain, My Captain by Walt Whitman, Holt pg. 666</p> <p>I hear America Singing by Walt Whitman, Holt pg. 670</p> <p>I, Too by Langston Hughes, Holt pg. 672</p>
3 days  Poetry Writing	<p>Language is used to communicate and to deepen understanding.</p> <p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p>	<p>How do I write a poem?</p> <p>How do templates/forms guide writers?</p> <p>How do I write free form poetry?</p>	<p>Students will know how to...</p> <p>utilize templates/forms for poems.</p> <p>create original poetry.</p>	<p>Student should be able to use poetic forms (guides).</p> <p>Student should be able to compose original poetry that follows guides.</p> <p>Student should be able to compose original poetry free of guides.</p>	<p>CC.1.2.8.C CC.1.3.8.E CC.1.4.8.H CC.1.4.8.I CC.1.4.8.J</p> <p>E08.A-C.2.1.2 E08.B-K.1.1.2 E08.C.1.1.1 E08.C.1.1.2 E08.C.1.1.3 E08.C.1.1.4 E08.C.1.1.5</p>	<p>Poetic forms:</p> <p>diamond</p> <p>five sense</p> <p>bio poem</p> <p>haiku</p> <p>tanka</p> <p>limerick</p> <p>acrostic</p> <p>free form</p> <p>ode</p>	<p>Writing assignment:</p> <p>Poetry booklets</p>
3 days  Presentations	<p>Language is used to communicate and to deepen understanding.</p>	<p>How do authors present works of poetry?</p> <p>What are the most important parts of oral presentations?</p> <p>How can audiences listen and respond to poetry?</p> <p>What is constructive feedback?</p>	<p>Students will know how to...</p> <p>prepare for a formal presentation.</p> <p>present original work.</p> <p>respond to other presenters in a constructive, supportive manner.</p>	<p>Student should be able to prepare and present poems for peers.</p> <p>Student should be able to demonstrate understanding of professional public address.</p> <p>Student should be able to give</p>	<p>CC.1.2.8.C CC.1.3.8.E CC.1.4.8.H CC.1.4.8.I CC.1.4.8.J</p> <p>E08.A-C.2.1.2 E08.B-K.1.1.2 E08.C.1.1.1 E08.C.1.1.2 E08.C.1.1.3 E08.C.1.1.4 E08.C.1.1.5</p>	<p>Introduction</p> <p>conclusion</p> <p>pace</p> <p>diction</p> <p>eye contact</p> <p>body language</p> <p>visual aides</p>	<p>Presentation for peers.</p>

				attention to other presenters.			
				Student should be able to give feedback to other presenters.			
Review Unit 10 Poetry							
Assessment Unit 10 Poetry							