

**Fair Lawn Public Schools
Fair Lawn, NJ**

**Grade 8: Enriched Literature
Connections**

Middle School English Department

Revised
June 2012

I. Course Synopsis

The Grade 8 Enriched Literature Connections course is closely aligned to the English Language Arts Common Core State Standards. The focus of this course is on text analysis and critical thinking, which prepares students to be analytical about resources and ideas as presented in novels, drama, nonfiction, research, and film. Each marking period is dedicated to one of the following themes: “Coming-of-Age,” “The Fork in the Road,” “The Struggle for Independence,” and “Heroic Pride.” The readings will either revolve around the historical time periods or reflect the key themes and ideologies of each era explored within the eighth grade enriched Social Studies Curriculum. This Literature Connections course focuses primarily on explanatory writing, cause/effect writing, and reader’s response through open-ended questions while also affording each student the opportunities to practice persuasive and speculative writing skills as taught through the eighth grade Language Arts course.

II. Philosophy & Rationale

This course is designed to foster in students an attitude towards reading which will help them gain a broader perspective of our world. Students also will see the importance of connecting historical events to the world in which we live to promote an attitude in all students of tolerance and understanding of people, cultures and societies. Simultaneously, each student will be afforded the skills of understanding and connecting universal themes to their own lives.

III. Scope & Sequence

Unit 1

Theme: Coming-of-Age: growing up, including pain/loss, joy, and uncertainty regardless of time, place, or circumstance.

Guiding Quote: “Electric communication will never be a substitute for the face of someone who with their soul encourages another person to be brave and true.”

~ **Charles Dickens**

Selections:

The House on Mango Street

Anne Frank: Diary of a Young Girl

Learning Objectives and the Common Core State Standards

- RL
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI

6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

W

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 65.)
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
 - b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument

and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

SL

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
 - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 65 for specific expectations.)

L

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - b. Form and use verbs in the active and passive voice.
 - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - d. Recognize and correct inappropriate shifts in verb voice and mood.*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - b. Use an ellipsis to indicate an omission.
 - c. Spell correctly.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g. verbal irony, puns) in context.
 - b. Use the relationship between particular words to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Selection Title	Enduring Understanding	Essential Questions
<i>The House on Mango Street</i>	<ol style="list-style-type: none"> 1. Culture is a powerful lens through which individuals view, understand, and explain the world. 2. Cultural misconceptions are part of our past and present. 3. Cultural identity is determined by many factors. 	<ol style="list-style-type: none"> 1. How do our personal experiences shape the way we view ourselves? 2. Where does our sense of identity come from? 3. What identities, if any, are permanent and which do we have the power to change? 4. What roles do neighborhood and community play in shaping who we become? 5. How do we know when a relationship is healthy or harmful? 6. How are people changed by their relationships with others?
<i>Anne Frank: Diary of a Young Girl</i>	<ol style="list-style-type: none"> 1. An understanding of historical background can enhance an understanding of readings. 2. Learning about the past illuminates our understanding of now. 	<ol style="list-style-type: none"> 1. How do readers make connections to voices from the past? 2. What sustains people in times of suffering and difficulty? 3. How do people stay positive when everything around them seems negative? 4. Why do adolescents and adults have so much difficulty communicating? How can it be improved? 5. What makes good people do bad things? 6. Why do people witness injustice and not take action?

Nonfiction Connections

Selection Title**Connections: Nonfiction Readings**

<i>The House on Mango Street</i>	<ol style="list-style-type: none"> 1. Chua, Amy. "Why Chinese Mothers Are Superior." <i>The Wall Street Journal</i>. 08 Jan. 2011. Print. http://online.wsj.com/article/SB10001424052748704111504576059713528698754.html
<i>Anne Frank: The Diary of a Young Girl</i>	<ol style="list-style-type: none"> 1. Speech: Covil, Grayson & Cor Suijk. "Anne Frank's Legacy." <i>Scholastic</i>. http://www.scholastic.com/teachers/article/anne-frank39s-legacy 2. News article: Goldstein, Richard. "Miep Gies, Protector of Anne Frank, Dies at 100." <i>The New York Times</i>. 11 January 2010. http://www.nytimes.com/2010/01/12/world/europe/12gies.html?pagewanted=all 3. News article: Berger, Paul. "Tracing Holland's Forgotten Kindertransport." <i>The Jewish Daily Forward</i>. 8 June 2011. http://72.52.212.155/articles/138459/ 4. Book: Volavková, Hana. <i>I Never Saw Another Butterfly: Children's Drawings and Poems from Terezín Concentration Camp, 1942-1944</i>. New York: Schocken Books, 1994. Print. 5. Article: Schnabel, Ernst. "A Tragedy Revealed: A Heroine's Last Days." <i>Elements of Literature</i>. http://www.nexuslearning.net/books/holt-eol2/Collection%205/tragedypg1.htm

Suggested Activities

Research – importance of citing sources, avoiding plagiarism, evaluating sources
Cause and Effect Writing
Informational Strategies Linked to Literature
Reader Response Journal
Vocabulary Study (Contextually)
Reading Strategies

Assessments

Timed writing: Cause and Effect
Narrative Writing
Open-Ended Questions Linked to Literature
Formative Assessment

Reading quizzes
Multiple choice from selections read
Vocabulary Quizzes
Reader Response Journal

Film Study

Anne Frank: The Whole Story (DVD 2001)
Six Million Paperclips (DVD)
One Survivor Remembers (DVD Teaching Tolerance)

Unit 2

Theme: The Fork in the Road: making decisions, overcoming adversity or obstacles, and accepting the consequences.

Guiding Quote: “Obstacles are necessary for success... victory comes only after many struggles and countless defeats.”

~ **Og Mandino**

Selections:

Inherit the Wind
A Lesson Before Dying
The Chosen
Flowers for Algernon

Learning Objectives and the Common Core Content Standards

- RL
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
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1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including

analogies or allusions to other texts.

6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
- W**
1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 65.)
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 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
 - b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL**
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

L

- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 65 for specific expectations.)
- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - b. Form and use verbs in the active and passive voice.
 - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - d. Recognize and correct inappropriate shifts in verb voice and mood.*
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - b. Use an ellipsis to indicate an omission.
 - c. Spell correctly.
- 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
- 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g. verbal irony, puns) in context.
 - b. Use the relationship between particular words to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
- 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Selection Title	Enduring Understanding	Essential Questions
<i>Inherit the Wind</i>	1. Individual development requires dedicated effort. 2. Conceptions of justice may vary. 3. Authors have specific purposes for including	1. Is justice always just? 2. Can a single individual effect a change in his society's views or values? 3. How can an unexamined set of

	different elements in their writing.	<p>beliefs limit a person?</p> <ol style="list-style-type: none"> 4. Can science and religion find common ground? 5. What price should a person be willing to pay if he or she violates a family or societal expectation? 6. What should be the guiding force in personal decision making—individual values or societal values? 7. How is the right to think necessary for growth and yet also dangerous? 8. What are the perils of developing opinions based on outward appearances and superficial assumptions? 9. How are the conflicts in <i>Inherit the Wind</i> relevant today?
<i>A Lesson Before Dying</i>	<ol style="list-style-type: none"> 1. Individual actions are motivated by both internal and external forces. 2. Conceptions of justice may vary. 3. There is a difference between obligation and commitment. 	<ol style="list-style-type: none"> 1. What does it mean to be human? 2. Do we control the direction of our lives, or do forces outside of our control determine our destiny? 3. What does it mean to be educated? 4. Obligation versus commitment: To whom do we owe things, and why? 5. How does an author's choice of setting, characters, point of view, and other elements contribute to theme and conflict?
<i>The Chosen</i>	<ol style="list-style-type: none"> 1. An understanding of cultural diversity is 	<ol style="list-style-type: none"> 1. How does cultural understanding promote

	<p>essential for effective participation in society.</p> <ol style="list-style-type: none"> 2. Literature is both a source and an expression of cultural identity. 3. The study of literature facilitates an understanding of cultural diversity. 	<p>communication?</p> <ol style="list-style-type: none"> 2. How does diversity enhance society? 3. How do members of different cultural groups work together effectively? 4. What happens when cultures meet? 5. How do cultural groups perceive themselves? 6. What is the relationship between culture and identity? 7. How does literature communicate and express culture? 8. How can the study of literature promote an understanding of culture? 9. How can literature help people to understand themselves? 10. How do cultures communicate through literature?
<p><i>Flowers for Algernon</i></p>	<ol style="list-style-type: none"> 1. An understanding of the use of medicine and science on people will enhance an understanding of the ethical ramifications involved. 2. One can develop compassion for all human beings regardless of mental/physical disabilities. 	<ol style="list-style-type: none"> 1. Should science improve people? 2. What are the benefits and detriments associated with the increased use of technology in our diverse and changing world? 3. Are people born the way they are supposed to be or can we try to help improve people? 4. Is a mentally-disabled person still perceived as a human being? 5. Does intelligence or emotion matter more in making us human?

Nonfiction Connections

Selection Title	Connections: Nonfiction Readings/Primary Source Documents
<i>Inherit the Wind</i>	<ol style="list-style-type: none"> <li data-bbox="516 352 1427 457">1. Magazine Article: Pierce, Kingston J. "Scopes Trial." <i>American History</i>. 2000 August. http://www.historynet.com/scopes-trial.htm <li data-bbox="516 499 1427 604">2. Timeline: Adams, Noah. "Remembering the Scopes Monkey Trial." <i>NPR</i>. 2005 July 5. http://www.npr.org/templates/story/story.php?storyId=4723956
<i>A Lesson Before Dying</i>	<ol style="list-style-type: none"> <li data-bbox="516 646 1427 709">1. The Universal Declaration of Human Rights http://www.un.org/Overview/rights.html <li data-bbox="516 751 1427 814">2. The U.S. Bill of Rights http://memory.loc.gov/const/bor.html <li data-bbox="516 856 1427 961">3. Civil Rights Act 1964 http://www.congresslink.org/civil/essay.html http://www.civnet.org/resources/teach/basic/part6/39.htm <li data-bbox="516 1003 1427 1066">4. Article: Smith, Patricia. "Locked Away Forever." <i>The New York Times Upfront</i>. 02 Jan. 2012.
<i>The Chosen</i>	Biography: Ephross, Peter. "Remembering Chaim Potok." <i>Jewish Telegraphic Agency</i> . 26 July 2002. http://www.jewishaz.com/jewishnews/020726/potok.shtml
<i>Flowers for Algernon</i>	<ol style="list-style-type: none"> <li data-bbox="516 1224 1427 1360">1. Excerpts from Article: "Can You Call a 9-Year-Old a Psychopath?" <i>The New York Times</i>. 11 May 2012. http://www.nytimes.com/2012/05/13/magazine/can-you-call-a-9-year-old-a-psychopath.html?_r=1&ref=mentalhealthanddisorders <li data-bbox="516 1402 1427 1539">2. Article: Donaldson James, Susan. "Mom Says Mentally Impaired Tot Heartlessly Denied Transplant." <i>abcNEWS</i>. 17 January 2012. http://abcnews.go.com/Health/amelia-rivera-mentally-disabled-denied-kidney-transplant-childrens/story?id=15378575

Suggested Activities

- Research – taking notes, outlining
- Persuasive Techniques
- Informational Strategies Linked to Literature
- Reader Response Journal
- Vocabulary Study (Contextually)
- Reading Strategies

Assessments

Timed explanatory writing (using a quote from one of the “Core Selections” or the “Guiding Quote”)
Multiple choice from selections read
Vocabulary Quizzes
Reading comprehension quizzes
Open-Ended Questions Linked to nonfiction
Formative Assessment
Reader Response Journal

Film Study

Inherit the Wind (1960)
The Chosen (1981)
Charly (1968)

Unit 3

Theme: The Struggle for Independence: rediscovering, transforming, fight for independence and individual rights.

Guiding Quote: “It’s not who you are that holds you back; it’s who you think you’re not.”

~ **Anonymous**

Core Selections:

The Lightning Thief

Literature Circles: An Author Study of Rick Riordan

Selections include titles from:

Percy Jackson and the Olympians

The Kane Chronicles

The Heroes of Olympus

Shadow Spinner

Learning Objectives and the Common Core Content Standards

- RL
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RI

9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

W

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 65.)
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
 - b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 65 for specific expectations.)
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - b. Form and use verbs in the active and passive voice.
 - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - d. Recognize and correct inappropriate shifts in verb voice and mood.*
 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - b. Use an ellipsis to indicate an omission.
 - c. Spell correctly.
 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g. verbal irony, puns) in context.
 - b. Use the relationship between particular words to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Selection Title	Enduring Understanding	Essential Questions
<i>The Lightning Thief</i>	1. Know the stories and characters in several classic Greek myths and recognize references to	1. Why do we need heroes? What does it take to be hero? Who do you consider a hero/heroine and why? 2. What can one individual do to benefit an

	<p>them in various art forms and genres of literature.</p> <ol style="list-style-type: none"> 2. Understand the role of myth as a carrier of cultures and artistic expression. 3. Understand that heroes are defined in different ways in different cultures and eras. 4. The hardships one endures help build and reveal one's strength of character. 5. The milestones and successes one completes help improve one's maturity and sense of self. 6. Reading shows that personal connections can help one learn about oneself. 	<p>entire civilization?</p> <ol style="list-style-type: none"> 3. What is "Western Civilization" and how have its central precepts changed since its origins in classical Greece? 4. What is the nature of a family, and what are the duties and responsibilities of a parent and a child? 5. What is the definition of a hero? 6. Is one's destiny preordained, or can one overcome environment and heritage? 7. What qualities make a true friend? 8. Does classical mythology still have a role to serve in modern society?
<i>Shadow Spinner</i>	<ol style="list-style-type: none"> 1. Language and literature help us understand and face the challenges that await us in a diverse and changing world. 2. Language and literature enable us to recognize and resolve our conflicts with others as we make choices that impact our lives. 3. Language creates, maintains, nurtures, and complicates connections among people. 	<ol style="list-style-type: none"> 1. How do traditional roles differ between cultures? 2. How does fiction help us deal with real-world challenges? 3. How does the definition or concept of adulthood change according to culture? 4. How does culture influence our identity? 5. How do our choices affect outcomes for ourselves and for others? 6. What is the role of heroism in different cultures and generations? 7. How does oral, written, and visual language help us recognize and develop empathy? 8. What role does conflict play in relationships? 9. In what ways does literature reflect and shape culture? 10. How does communication affect relationships?

Nonfiction Connections

Selection Title	Connections: Nonfiction Readings
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<i>The Lightning Thief</i>	<ol style="list-style-type: none"> 1. Interview with Rick Riordan: http://www.rickriordan.com/about-rick/an-interview-with-rick.aspx 2. “Chiron’s Guide to Greek Mythology.” <i>Exploring Greek Mythology</i>. http://www.rickriordan.com/my-books/percy-jackson/explore-mythology/chirons-guide.aspx 3. “Meet the Greek Gods” http://www.rickriordan.com/my-books/percy-jackson/explore-mythology/greek-gods.aspx
<i>Shadow Spinner</i>	<ol style="list-style-type: none"> 1. Article: Adely, Hannan. “Ten Years After 9/11, U.S. Muslims Still Battling Stereotypes.” <i>NorthJersey.com</i>. 09 Sept. 2011. http://www.northjersey.com/news/state/090911_Ten_years_after_911_US_Muslims_still_battling_stereotypes.html?page=all 2. Article: “Who is Scheherazade?” <i>WiseGEEK.com</i>. http://www.wisegeek.com/who-is-scheherazade.htm

Suggested Activities

Research – Rough draft, in-text citations, editing and revising
 Persuasive Writing
 Informational Strategies Linked to Literature
 Reader Response Journal
 Vocabulary Study (Contextually)
 Reading Strategies

Assessments

Timed writing: Persuasive Essay
 Multiple choice from selections read
 Vocabulary Quizzes
 Reading comprehension quizzes
 Open-Ended Questions Linked to Literature
 Formative Assessment
 Reading quizzes
 Multiple choice from selections read
 Vocabulary Quizzes
 Reader Response Journal

Film Study

The Lightning Thief (2010)
Disney’s Aladdin (1992)

Unit 4

Theme: Heroic Pride: pride and courage, the dangers of having too much power, hubris

Guiding Quote: “The greater the power, the more dangerous the abuse.”

~ Edmund Burke

Core Selections:

The Hunger Games (trilogy)

Julius Caesar

Learning Objectives and the Common Core Content Standards

- RL
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
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1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
 6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
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1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 65.)
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 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
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 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and

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- evidence, and add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 65 for specific expectations.)
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 - b. Form and use verbs in the active and passive voice.
 - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - d. Recognize and correct inappropriate shifts in verb voice and mood.*
 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - b. Use an ellipsis to indicate an omission.
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 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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 - a. Interpret figures of speech (e.g. verbal irony, puns) in context.
 - b. Use the relationship between particular words to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Selection Title	Enduring Understanding	Essential Questions
<i>The Hunger Games</i>	1. Ordinary people can achieve extraordinary things. 2. Perception is often just as important as fact in all facets of life, from making personal decisions to leading a government.	1. What do you value above everything else? 2. What does it mean to survive? What would you do to survive? 3. How are people influenced and persuaded? 4. Why are some people good leaders? 5. What are the key factors in determining the success or failure of a leader? 6. How does a leader affect a group or society?
<i>Julius Caesar</i>	1. Shakespeare has had an enduring influence on	1. How did the era in which Shakespeare lived influence and reflect his writing?

	<p>language and classical and popular culture.</p> <p>2. Even though times change, basic human nature does not.</p> <p>3. Power can be dangerous.</p>	<p>2. How has Shakespeare's work influenced our time?</p> <p>3. Can one determine one's own destiny?</p> <p>4. Does power corrupt?</p> <p>5. What makes a tragic hero?</p> <p>6. How can the art of verbal persuasion be both used and abused?</p> <p>7. What are the benefits and disadvantages of democracy?</p> <p>8. Do the ends justify the means?</p>
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Nonfiction Connections

Selection Title	Connections: Nonfiction Readings
<i>The Hunger Games</i>	<p>1. Article: Lloyd Roberts, Sue. "North Korea: Life in Cultural Isolation." <i>BBC News</i>. 2010. http://www.bbc.co.uk/news/magazine-16243995</p> <p>2. Article: Smith, Patricia. "Is Change Finally Coming to Cuba?" <i>The New York Times Upfront</i>. 25 October 2010. http://teacher.scholastic.com/scholasticnews/indepth/upfront/features/index.asp?article=f102510_cuba</p>
<i>Julius Caesar</i>	<p>1. Biography: "All About Shakespeare." <i>Absolute Shakespeare</i>. http://absoluteshakespeare.com/trivia/biography/shakespeare_biography.htm</p> <p>2. Article: Stewart, Doug. "To Be or Not to Be Shakespeare." <i>Smithsonian</i>. 2006 September. http://www.smithsonianmag.com/people-places/shakespeare.html</p> <p>3. Article: Hechinger, Paul. "Did Shakespeare Really Write Plays?" <i>BBC America</i>. 24 October 2011. http://www.bbcamerica.com/anglophenia/2011/10/did-shakespeare-really-write-his-plays-a-few-theories-examined/</p>

Suggested Activities

- Research – Final product
- Persuasive Writing
- Informational Strategies Linked to Literature
- Reader Response Journal
- Vocabulary Study (Contextually)
- Reading Strategies

Assessments

- Research Paper

Explanatory Essay (using a quote from one of the “Core Selections” or the “Guiding Quote”) or Persuasive Essay
Multiple choice from selections read
OEQs
Vocabulary Quizzes
Reading comprehension quizzes

Film Study

The Hunger Games (2012)

Julius Caesar (1953)