

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

Grade 8: Literature Connections

Middle School English Department

Revised
June 2012

I. Course Synopsis

The Grade 8 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:

Catherine, Called Birdy Karen Cushman

The Diary of Anne Frank (Drama) Frances Goodrich & Albert Hackett

The Outsiders S.E. Hinton

A Single Shard Linda Sue Park

Learning Objectives and Common Core State Standards

RL1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL2 - 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.

RL3 - 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.

- RL4 - 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.
- RL6 - 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.
- RL7 - 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.
- RL9 - 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.
- RL10 - 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.
- RI1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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- RI4 - 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.
- RI6 - 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.
- RI8 - 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.
- RI10 - 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.
- W1 – Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- W2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 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.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W5 - 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.

- W6 - 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.
- W7 - 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.
- W8 - 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.
- W9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W10 - 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.
- SL1 - 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.
- SL4 - 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.
- L1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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- L3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L4 - 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.
- L5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L6 - 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>Catherine, Called Birdy</i>	<ol style="list-style-type: none"> Experiences and relationships influence identity. Identity affects perceptions and behavior. Effective readers make inferences about characters in a text. 	<ol style="list-style-type: none"> How does reading historical fiction influence understanding of life in the Middle Ages? How do the Values of medieval people compare with the values of society today? (Is what was important to Medieval people still compare to people today?) What is identity and how is it shaped? How does self-concept affect perceptions and behaviors? How do writers develop

		characters' identities?
<i>The Diary of Anne Frank</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?
<i>The Outsiders</i>	<ol style="list-style-type: none"> 1. Friendship is often revealed more through challenging times than through happy times. 2. Humans cannot live and grow without experiencing a full range of emotions. 3. S. E. Hinton's use of language, story elements and literary devices contributes to the reader's understanding of the stories. 	<ol style="list-style-type: none"> 1. What are the costs and benefits of conformity or nonconformity to a peer group? How do we measure these costs and benefits? 2. How does a person's relationship with his/her peers affect the kind of person he/she will become? 3. How do circumstances impact a person's decisions and actions? 4. How do socioeconomic differences create unnecessary barriers between people?

		<p>5. In what setting is censorship appropriate?</p> <p>6. To what extent does the author's use of literary devices enhance understanding?</p>
<i>A Single Shard</i>	We use language to celebrate and give voice to the events and experiences that move us from childhood to adulthood.	<p>1. What are the defining characteristics of childhood, adolescence, and adulthood?</p> <p>2. What are the rites of passage and are they important?</p> <p>3. How do our choices affect outcomes for ourselves and others?</p> <p>4. How can we use written and oral language to explore the events and ideas that shape our lives?</p> <p>5. How does technology influence the way we chronicle our lives?</p> <p>6. How does culture influence our identity?</p>

Nonfiction Connections

Selection Title

Connections: Nonfiction Readings

<i>Anne Frank: The Diary of a Young Girl</i>	<p>1. Speech: Covil, Grayson & Cor Suijk. "Anne Frank's Legacy." <i>Scholastic</i>. http://www.scholastic.com/teachers/article/anne-frank39s-legacy</p> <p>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</p> <p>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/</p> <p>4. Book: Volavková, Hana. <i>I Never Saw Another Butterfly</i>:</p>
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	<p><i>Children's Drawings and Poems from Terezín Concentration Camp, 1942-1944.</i> New York: Schocken Books, 1994. Print.</p> <p>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</p>
<i>The Outsiders</i>	<p>Resources:</p> <ol style="list-style-type: none"> 1. Greasers and Subculter: http://en.wikipedia.org/wiki/Greaser_(subculture) 2. Toys of the 1960s: http://www.hisforever.com/50s_toys.htm 3. Fashion of the 1960s: http://www.fashion-era.com/the_1960s_mini.htm 4. Slang of the 1960s: http://cougartown.com/slang.html 5. TV in the 1960s: http://www.tvparty.com/fall1.html 6. Timeline: http://www.kyrene.k12.az.us/schools/brisas/sunda/decade/1960.htm 7. Music of the 1960s: http://www.popculturemadness.com/Music/Pop-Modern/1960.html 8. Facts and Events: http://www.thepeoplehistory.com/1960s.html
<i>A Single Shard</i>	<ol style="list-style-type: none"> 1. Asia Mapping: (Reproducible) http://www.scholastic.com/content/collateral_resources/pdf/t/target/9-12/target_map_a_9_12.pdf 2. Asia Mapping: (Key) http://www.scholastic.com/content/collateral_resources/pdf/t/target/9-12/target_map_b_9_12.pdf 3. East Asia Fact Sheet: http://www.scholastic.com/content/collateral_resources/pdf/t/target/9-12/target_fact_sheets_3_east_asia.pdf

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

The Diary of Anne Frank (DVD 1959)
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:

Flowers for Algernon Daniel Keyes
Freak the Mighty Rodman Philbrick

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<i>Flowers for Algernon</i>	<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?
<i>Freak the Mighty</i>	<ol style="list-style-type: none"> 1. One's experiences and relationships influence his/her identity. 2. Effective readers make inferences about characters in a text. 3. Through reading, one can develop an understanding of why/how relationships change and how this influences one's behavior. 	<ol style="list-style-type: none"> 1. What is identity and how is it shaped? 2. How do writers develop characters' identities? 3. What impact does family have on us at different stages of our lives? 4. What are the elements that build a strong friendship? 5. How do friendships change over time? 6. What personal qualities

		<p>(traits) help or hinder the formation of relationships?</p> <p>7. How is conflict an inevitable part of relationships?</p> <p>8. How are people transformed through their relationships with others?</p>
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Nonfiction Connections

Selection Title	Connections: Nonfiction Readings/Primary Source Documents
<i>Flowers for Algernon</i>	<ol style="list-style-type: none"> 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 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
<i>Freak the Mighty</i>	<ol style="list-style-type: none"> Article: Crees, Alex. “14-Year-Old’s Suicide Puts Spotlight on Online Bullying Dangers.” <i>Fox News</i>. Web. 12 March 2012. http://www.foxnews.com/health/2012/03/12/14-year-olds-suicide-puts-spotlight-on-online-bullying-dangers/ Article: Dean, Dana. “Middle School Students Start Anti-Bullying Club at School.” <i>KSDK</i> Web. 11 May 2012. http://www.ksdk.com/news/article/319637/3/Middle-school-students-start-anti-bullying-club-at-school Article: Philbrick, Rodman. “A Brief Biography.” <i>Rodman Philbrick</i>. Web. http://www.rodmanphilbrick.com/info.html Science Activity: <i>ZoomPhenom</i> http://pbskids.org/zoom/activities/phenom/ Article: “Morquio Syndrome.” <i>Medline Plus</i>. Web. 30 May 2012. http://www.nlm.nih.gov/medlineplus/ency/article/001206.htm

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 Rick Riordan
Literature Circles: An Author Study of Rick Riordan

Selections include titles from:

Percy Jackson and the Olympians
The Kane Chronicles
The Heroes of Olympus

Shakespeare Stealer Gary Blackwood

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L6 - 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>	<ol style="list-style-type: none"> 1. Know the stories and characters in several classic Greek myths and recognize references to them in various art forms and genres of literature. 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 	<ol style="list-style-type: none"> 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 entire civilization? 3. What is "Western Civilization" and 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?

	can help one learn about oneself.	
<i>Shakespeare Stealer</i>	<ol style="list-style-type: none"> 1. Reading literature helps one define self. 2. The obstacles one encounters throughout life only make him/her stronger. 	<ol style="list-style-type: none"> 1. How do we define ourselves and what gives us identity? 2. How do we perceive others and what assumptions do we make about them? 3. What does it mean to be an insider or an outsider and can those distinctions be altered? 4. How is power distributed and how do unequal power distributions affect members of a society? 5. What role does literature play in helping us to define ourselves and changing our beliefs, our assumptions, our attitudes, and our actions?

Nonfiction Connections

Selection Title	Connections: Nonfiction Readings
<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

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)

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) Suzanne Collins

Julius Caesar William Shakespeare

Learning Objectives and Common Core State Standards

- RL1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL2 - 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.
- RL3 - 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.
- RL4 - 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.
- RL6 - 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.
- RL7 - 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.
- RL9 - 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.
- RL10 - 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.
- RI1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI2 - 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.
- RI3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI4 - 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.
- RI6 - 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.
- RI8 - 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.

RI10 - 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.

W1 – 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.

W2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- d. 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.

W4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5 - 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.

W6 - 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.

W7 - 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.

W8 - 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.

W9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

W10 - 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.

SL1 - 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.

SL4 - 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.

L1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L4 - 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.

L5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L6 - 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>	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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>	<ol style="list-style-type: none"> 1. Shakespeare has had an enduring influence on language and classical and popular culture. 2. Even though times change, basic human nature does not. 3. Power can be dangerous. 	<ol style="list-style-type: none"> 1. How did the era in which Shakespeare lived influence and reflect his writing? 2. How has Shakespeare's work influenced our time? 3. Can one determine one's own destiny? 4. Does power corrupt? 5. What makes a tragic hero? 6. How can the art of verbal persuasion be both used and abused? 7. What are the benefits and disadvantages of democracy? 8. Do the ends justify the means?

Nonfiction Connections

Selection Title	Connections: Nonfiction Readings
<i>The Hunger Games</i>	<ol style="list-style-type: none"> 1. Article: Lloyd Roberts, Sue. "North Korea: Life in Cultural Isolation." <i>BBC News</i>. 2010. http://www.bbc.co.uk/news/magazine-16243995 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
<i>Julius Caesar</i>	<ol style="list-style-type: none"> 1. Biography: "All About Shakespeare." <i>Absolute Shakespeare</i>. http://absoluteshakespeare.com/trivia/biography/shakespeare_biography.htm 2. Article: Stewart, Doug. "To Be or Not to Be Shakespeare."

	<p><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>
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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)