

## Curriculum Map for Grade 8 - Language Arts

<p>Enduring Understandings</p> <p>Writing is the process of communicating in print for a variety of audiences and purposes</p> <ul style="list-style-type: none"> <li>• Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>• Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</li> <li>• Rules, conventions of language, help readers understand what is being communicated.</li> <li>• A writer selects a form based on audience and purpose.</li> </ul> <p>The ability to read a variety of texts requires independence, comprehension and fluency</p> <ul style="list-style-type: none"> <li>• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text</li> <li>• Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>• Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>• Good readers employ strategies to help them understand text.</li> <li>• Words powerfully affect meaning.</li> <li>• Good readers compare, infer, synthesize and make connections to make text personally relevant and useful.</li> </ul> <p style="text-align: center;">Researchers gather and critique information from different sources for specific purposes</p>			
<p><b>September (Who am I?):</b></p>			
<p><b>Essential Questions:</b></p> <p>How can writers adapt the theme of identity to various genres?</p> <p>What are factors that shape our identity?</p> <p>What are creative ways we can express our unique identity?</p> <p>How do literary devices deepen our understanding and appreciation of literature and how do we use these techniques in our own writing?</p> <p>What are the elements of an effective direct reference paragraph?</p> <p>What the writing and punctuation rules for using direct and indirect quotes?</p> <p>How do you use effective study, speaking and listening skills to be successful and stay organized?</p>			
Core Content/Objectives		Instructional Actions	
Concepts	Skills and CCSS standards	Activities/Strategies	Assessment
How to inform and engage the audience in a presentation	<ol style="list-style-type: none"> <li>1. Use effective public speaking techniques (SL8.6)</li> <li>2. Analyze various poetic forms</li> </ol>	<p>“Get to know each other” introductions and contest.</p> <p>Summer reading survey and discussion</p>	<p>Summer reading assignment- 3 direct reference paragraphs</p>

<p>How to examine compositional risk(author's creative techniques) in their reading and incorporate it in their writing</p> <p>How to use commonly confused words more carefully</p> <p>How to use context clues and word origins to determine the meaning of unknown words</p> <p>How to incorporate direct references in their writing as evidence and punctuate correctly</p> <p>How to use knowledge of language conventions when writing</p> <p>Engage in a range of collaborative discussions about fiction and non-fiction text and related issues</p>	<p>(RL8.1-9).</p> <p>3. Write a poetry memoir using sensory imagery, consistent verb tense and figurative language (L8.1-3, L8.5 and W8.3d)</p> <p>4. Determine correct homophones and identify synonyms for content area vocabulary (L8.4-6).</p> <p>5. Use word origins to study vocabulary (L8.4)</p> <p>6. Define/identify literary devices in fiction and non-fiction reading: sensory imagery, alliteration, simile, metaphor, stream of consciousness, foreshadowing, allusion, characterization, point of view (RL8.1-6)</p> <p>7. Write effective extended paragraphs in response to an open-ended question. Utilize effective quotes from literature in open-ended responses. Punctuate quotes correctly. (W8.2)</p> <p>8.Engage in small and large group discussions about the reading, making effective contributions using textual evidence and taking effective notes(SL8.1-3)</p>	<p>Identity Survey</p> <p>Self-portrait poem modeled after Walkers.</p> <p>Peer edit poems</p> <p>Sentences and BINGO for homophones.</p> <p>Class discussions of literature incorporating literary devices.</p> <p>Focused reading (in pairs and individual) using study guides with room for references and open-ended responses. Journal entries with oral readings for extra credit.</p> <p>Grammar exercises and review for quotation rules.</p> <p>Jeopardy Review Game for Who Am I quiz.</p> <p><b>Areas to Integrate:</b> Read <u>Call to Freedom</u> text based on theme. The science behind your identity. Use extended paragraph structure in Lab Reports.</p>	<p>relating choice book to identity.</p> <p>Daily Homework-Who am I guides, grammar, and review sheets</p> <p>Self portrait poem</p> <p>Who am I quizzes</p> <p>Commonly Confused Word Quizzes</p> <p>Extended Paragraphs</p> <p>Notebook Checks</p> <p>Journal Readings</p>
<p>Resources/Technology:</p>			

Who Am I? by Perfection Learning  
 “For My Sister Molly” by Alice Walker (Adventures for Readers)  
Writer’s Craft  
 Self-selected/ grade level appropriate summer reading book

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<i>October- How do I fit in?</i>			
<b>Essential Questions:</b> How can we connect the characters to our own lives to better understand who we are and how we fit in? What are the parts of an effective presentation and the skills needed to engage the audience? What makes a story suspenseful? How do you write an effective narrative? How does the writer’s choice of literary devices affect the character and reader? What are various diagrams we can use to analyze fiction and non-fiction?			
Core Content/Objectives		Instructional Actions	
Concepts	Skills and CCSS standards	Activities/Strategies	Assessment
How to use various diagrams to analyze plot and compare/contrast characters How to analyze literary devices and trace the development of a dynamic character How to create an effective oral presentation with a creative visual	1. Use organizational strategies to analyze reading: Venn diagrams, t-charts and Freytag’s Pyramid (RL8.1-3) 2. Select appropriate quotes and incorporate in an open-ended response (RL8.1-6, W8.2) 3. Analyze how setting affects mood (RL8.1-4) 4. Define and identify conflicts/resolutions, point of view, symbolism and suspense in the	Reading with partners and independently Collage Project presentations Commonly Confused words BINGO Create character diagrams using graphic organizers Symbolism Race with partners Class Discussions and small group work for <u>The Outsiders</u> and <u>Who am I</u> Eliminating passive voice using the handout; “Beware of the “to be” verb!” Write “scary” stories Read and discuss “The Cutting of my long	Daily Homework- <u>Who am I</u> and <u>The Outsiders</u> guides, grammar, review sheets Collage projects/oral presentations Extended paragraph responses Commonly Confused Word Quiz

<p>How to use the elements of a five paragraph essay in a speech</p> <p>How to identify and use various methods of suspense</p> <p>How to write an open-ended response</p> <p>How to locate, gather and share information using various digital sources</p>	<p>reading (RL8.1-6)</p> <p>5. Analyze how the events in a novel influence a dynamic character (L8.3)</p> <p>6. Examine limitations/strengths of typecasting (RL8.2-3)</p> <p>7. Use homonyms correctly according to context (L8.3-4)</p> <p>8. Plan, write, edit and produce an effective presentation with visual (W8.2, SL 8.4-6)</p> <p>9. Use active voice, sensory imagery and foreshadowing to create suspense in a narrative (W8.3 and L8.1)</p> <p>10. Engage in small and large group discussions about the reading, using quotations to support answers (SL8.1-3)</p>	<p>hair” and “The Green Killer”</p> <p>Listen/Analyze Frankenstein, The Raven and Tell Tale Heart audio (you tube)</p> <p>Journal entries and readings</p> <p>Basketball Review Game for Identity Test.</p> <p><b>Areas to Integrate:</b> Locate an article for current science news on biotechnology to find out more about “Your Body is your ID” ( <u>Who am I</u>)</p>	<p>Narrative (suspense)</p> <p>Identity Unit test</p>
<p>Resources/Technology:</p> <p><u>Who Am I?</u></p> <p><u>The Outsiders</u> by S.E. Hinton</p> <p>You tube audio-“Frankenstein,” “Tell-Tale Heart,” and “The Raven”</p> <p>Discovery streaming video- profile Edgar Allen Poe</p>			

*November- Social Pressures*

**Essential Questions:**

- How should you use parts of speech to identify and prevent sentence errors?
- How do you use various digital sources to research, write and produce a presentation?
- How do you use media and props to engage your audience?
- How does The Outsiders novel compare with the movie?
- What skills are needed to become an effective class participant?

Core Content/Objectives		Instructional Actions	
Concepts	Skills and CCSS	Activities/Strategies	Assessment
<p>How to avoid sentence construction errors</p> <p>How to use digital sources for groups presentations</p> <p>Developing public speaking skills</p> <p>Identifying suspense techniques</p> <p>Using charts to analyze plot and understand the author's craft</p> <p>Understand the limitations and advantages of a movie version of a novel</p>	<p>1. Identify subject/predicate in order to identify and correct fragments and run-ons (L8.1 and 3)</p> <p>2. Use the Ipad to write a presentation and skit to review and reteach SE Hinton's techniques (SL8.1-3)</p> <p>3. Work in small Edmodo groups in class and outside of school to collaborate the writing of the presentation (SL8.1-3)</p> <p>4. Present skits using effective public speaking skills (SI8.4-6)</p> <p>4. Label plot structure of <i>The Outsiders</i> using Freytag's Pyramid.(RL8.1-3)</p> <p>5. Identify key conflicts and resolutions in the novel. (RL8.6)</p> <p>6. Read a classic suspense story, "The Monkey's Paw" and compare the author's techniques to SE</p>	<p>Edit suspense stories eliminating passive voice</p> <p>Use a T-chart to compare and contrast the disadvantages and advantages of cloning for "Dolly's False Legacy" (<u>Who am I</u>).</p> <p>Write, edit and produce the Outsiders presentation</p> <p>Final Direct Reference Paragraph for The Outsiders</p> <p>View <u>The Outsiders</u> movie and fill in movie guide. Notebook Check.</p> <p><b>Areas to Integrate:</b> Analyze how power relates to the theme of identity in Language Arts and Social Studies</p>	<p>Daily Homework- Who Am I guides and grammar</p> <p>Narrative- final draft</p> <p>Thesis Statement</p> <p>Funnel introduction, outline, rough draft</p> <p>Participation rubric- self and teacher assessment</p>

	<p>Hinton's (RL8.5)  7. Watch <u>The Outsiders</u> noting differences and similarities to the original text (RL8.7)  8. Self assess classroom participation for the first marking period. (SL8.1)</p>		
<p>Resources/Technology:  <u>Writer's Craft</u>  <u>Who am I?</u>  <u>The Outsiders</u> novel/ movie  (Lit Circle Choices): <i>The Diary of Anne Frank, Friedrich, Star Girl, Flowers for Algernon, The Chocolate War, And Then There Were None, House of the Scorpion</i></p>			

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<p><b>December (Embracing Differences)</b></p>
<p><b>Essential Questions:</b>  How does understanding diversity foster change and improve relationships?  How do individuals overcome challenges and what can we learn from their example?  What roles and responsibilities are needed to engage in a small group discussion of a novel?  How do we get a final paper ready to be graded?  How do you read and analyze a play?  How do film and theatre directors adapt text for the screen or stage?</p>

Core Content/Objectives		Instructional Actions	
Concepts	Skills and CCSS	Activities/Strategies	Assessment
<p>How to prepare for, participate in and report on a small literature discussion group</p> <p>How to use quotations as prompts or as textual evidence in writing</p> <p>Analyze the limitations and advantages of print, film and theatre</p> <p>How knowledge of writers techniques enhance reading</p> <p>How to use historical background, author's background and non-fiction research to enhance understanding and appreciation of fiction</p>	<ol style="list-style-type: none"> <li>1. Learn how to read a play with expression (SL8.6)</li> <li>2. Analyze dramatic techniques and plot structure: dramatic irony, flashback, stage directions and symbolism (RL 8.1-6)</li> <li>3. Analyze and respond to quotation prompts with a well-developed paragraph (RL8.7)</li> <li>4. Identify synonyms and word origins for content vocabulary (L8.4)</li> <li>5. Contrast the point of view, connections, and tone in Helen Keller's autobiography with the play (RI8.1-10 and RL8.5)</li> <li>6. Participate actively in literature circle meetings coming prepared with effective questions and responses that are appropriate to the students' weekly assigned literature circle role. (SL8.1,3,4)</li> <li>7. Use effective small group listening/ speaking techniques (SL8.1-3)</li> <li>8. Use textual evidence to write a well-developed and well-organized direct reference paragraph (W8.2)</li> <li>9. Study Louis Braille, the Braille</li> </ol>	<p>Read <u>The Miracle Worker</u> individually and as a class in parts. Discuss.</p> <p>Watch movie clips of <u>The Miracle Worker</u> and discuss the director's choices</p> <p>Outline play using Freytag's Pyramid</p> <p>Take notes on Helen Keller's challenges while viewing videotape</p> <p>Compare the theme of pity in "A Man" and "Three Days to See" to the play</p> <p>Weekly Literature Circle meetings</p> <p>Water symbolism and Braille race in partners</p> <p>Sign first name and song using manual alphabet:</p> <p>Quick write responses</p> <p>Read, discuss and watch "Gift of the Magi" and "A Christmas Carol"</p> <p>Field Trip to Chamber Repertory Play.</p> <p><b>Areas to Integrate:</b> Whole 8<sup>th</sup> grade- trip to play</p>	<p>Literature circle responses and participation points</p> <p>Miracle Worker unit test</p> <p>Daily Homework and reading guides</p>

	<p>alphabet and the manual alphabet to appreciate Helen Keller’s challenges (RI 8.3,6,7)</p> <p>10. Identify O. Henry’s use of foreshadowing and the ironic ending (RL8.6)</p> <p>11. Use historical background of Gibson, Keller, Dickens and O. Henry to enhance understanding (RI 8.6,7 and 9)</p> <p>12. Compare and contrast the live production of the short stories with the original text and the plays (Miracle Worker and A Christmas Carol) to movie adaptations (RL8.7)</p>		
<p>Resources/Technology:  <u>The Miracle Worker</u>  A &amp; E biography of Helen Keller video  “Gift of the Magi” story- Flex text and videotape  “A Christmas Carol” by Charles Dickens  <i>A Christmas Carol</i> movie</p>			

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<b>January (Embracing Differences/ Civil Rights):</b>
<p><b>Essential Questions:</b>  What challenges did Americans face during the civil rights struggle and how did they overcome these challenges?</p>

<p>How do you present an effective oral report with a visual?          How do you write an effective narrative?          What techniques do effective writers and speakers use to persuade?          What are the limitations/ strengths of movies vs. text?</p>			
Core Content/Objectives		Instructional Actions	
Concepts	Skills and CCSS	Activities/Strategies	Assessment
<p>How to use digital sources to research, write and produce</p> <p>How to write an effective narrative</p> <p>How to pace writing for timed tests</p> <p>How to use the New Jersey Holistic Scoring Rubric and samples to create writing goals</p> <p>How to give an effective group report</p> <p>How good writers and speakers persuade others</p>	<p>1. Use I pads to identify synonyms and word origins for content vocabulary (L8.4-5)</p> <p>2. Write a well-organized and well-developed narrative with dialogue, sensory imagery and other compositional risks (W8.3)</p> <p>3. Identify: symbolism, conflicts, flashback, foreshadowing, point of view, irony, allusion, imagery, theme, characterization, dialect, and personification (RL8.1-10)</p> <p>4. Identify correct/ incorrect usage (L8.1-3)</p> <p>5. Plan, write and present a well-organized oral small group report using digital sources and visual (W8.4-9, SL8.4-6)</p> <p>6. Compare “Flowers for Algernon” text to movie to enhance appreciation and assess how faithful the film stays to the original (RL8.7)</p> <p>7. Write character poems and use thesaurus to revise word choice (L8.4)</p>	<p>Read, analyze and discuss poems, short stories and plays on the theme of identity</p> <p>Write timed narratives- A day with a famous person from history</p> <p>Holistic Scoring of sample narratives</p> <p>Conflict/Resolution partner activity</p> <p>“Flowers for Algernon” editing race in partners</p> <p>Small group planning, writing and presenting of Literature Circle Oral Reports</p> <p>Examine exemplar research projects</p> <p>Watch/ evaluate videotapes “The Miracle Worker” and “Flowers for Algernon”</p> <p>Take notes on Martin Luther King and civil rights</p> <p>Read and discuss “I have a dream”</p> <p>Read and annotate “Letter from Birmingham”</p> <p>Write timed Persuasive essay</p> <p><b>Areas to Integrate:</b> Interdisciplinary Research Project</p>	<p>Literature Circle</p> <p>Group Reports</p> <p>Daily Homework/ Participation</p> <p>Diversity unit test/ quizzes</p> <p>Narrative Prompts</p> <p>Persuasive essay</p> <p>Personalized</p> <p>Character Poems</p>

	<p>8. Compare and contrast the theme of diversity in various short stories (RL8.5)</p> <p>9. Analyze you tube recording and text of Martin Luther King’s speech for refrain, allusion, sensory imagery and persuasion (RI 8.1-10)</p> <p>10. Annotate King’s Letter from Birmingham Jail (RI 8.1-10)</p> <p>11. Choose a side on a controversial issue and write a well-organized and well-developed persuasive essay using classical strategies (W8.1)</p>		
<p>Resources/Technology:  <u>Adventures for Readers</u>: “Flowers for Algernon,” “I have a dream,” “Raymond’s Run,” “The Road Not Taken,” “I know why the caged bird sings”  Videotapes/guides “The Miracle Worker” and “Flowers for Algernon”  You tube “I have a dream”</p>			

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<b>February (Civil rights/ Research Project/ NJ ASK review):</b>			
<b>Enduring Understandings</b>			
Writing is the process of communicating in print for a variety of audiences and purposes			
<ul style="list-style-type: none"> <li>• Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>• Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</li> <li>• Rules, conventions of language, help readers understand what is being communicated.</li> <li>• A writer selects a form based on audience and purpose.</li> </ul>			
The ability to read a variety of texts requires independence, comprehension and fluency			
<ul style="list-style-type: none"> <li>• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text</li> <li>• Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>• Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>• Good readers employ strategies to help them understand text.</li> <li>• Words powerfully affect meaning.</li> <li>• Good readers compare, infer, synthesize and make connections to make text personally relevant and useful.</li> <li>• Researchers gather and critique information from different sources for specific purposes.</li> </ul>			
<b>Essential Questions:</b>			
What are the essential components of an effective narrative?			
How do you plan and write a well-organized and well-developed argumentative essay?			
What is on the NJ ASK and how can you prepare for the standardized test?			
How can you plan a work schedule for a long- term research project?			
What rules/standards do we use for a research assignment and why do we use them?			
What life skills can we learn from authors/ literary characters that have risen above their circumstances?			
Core Content/Objectives		Instructional Actions	
Concepts	Skills	Activities/Strategies	Assessment
How to write an effective narrative How to use digital sources and MLA	1. Identify metaphor, imagery, setting, allusion, theme and personification (RL8.1-10) 2. Use Freytag's pyramid to plan the	Whole class and small group discussions of literature Bibliography exercise Practice timed argumentative essays	Narratives Argumentative essays Literature circle

<p>format to research and present an author/poetry report How to write a well-organized and well-developed argumentative essay How to engage audience How to use sentence variety</p>	<p>time and structure of a narrative (RL8.2-3) 3. Use dialogue and compositional risk in a narrative (W8.3) 4. Use peer feedback and the computer to revise writing (W8.4-6) 5. Read opposing non-fiction articles on current issues and choose a side (RI8.1-10) 6. Write a 5 paragraph argumentative essay using quotes from non-fiction articles (W8.1) 7. Use non-fiction sources/ historical background to enhance reading on the civil rights issues (RI8.1-10) 8. Learn MLA style for bibliography (W8.7-9) 9. Use extended paragraph structure for open-ended response questions (W8.2) 10. Present literature circle projects using “Peppy” (public speaking skills) (SL8.4-6) 11. Vary sentence openings to avoid choppiness in writing (L8.3)</p>	<p>Holistic Scoring of sample narratives Jeopardy Review Game Create extended paragraph reports in the Computer Lab research on civil rights authors Poetry “coffeehouse” Sentence Variety (Writer’s Craft) exercise</p> <p><b>Areas to Integrate:</b> Interdisciplinary Research Project</p>	<p>projects Daily Homework/ Participation Outline/ Civil rights authors projects and test Extended Paragraph</p>
<p>Resources/Technology: “Sympathy” by Paul Laurence Dunbar Adventures for Readers: “Mother to Son” and “Thank you Ma’am” by Langston Hughes, “The Street” by Richard Wright And “They Called Her Moses” by Ann Petry Civil Rights Authors packet Underground Railroad link and Pathways to Freedom audio tour</p>			

NJ ASK review materials: exemplar essays, scoring rubrics, persuasive essay topics, open-ended response, picture prompts, narrative/persuasive readings and editing  
 Writer's Craft

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**March/April (Overcoming Adversity/ Holocaust Unit/ Worthy Cause Research Project):**

**Essential Questions:**

- What are the roots of the Holocaust?
- What life skills did victims use to cope with the adversity?
- How can we use the historical literature to help us cope with our own troubles?
- How have lessons from our past mistakes affected the way we now deal with conflicts?
- How do you adapt writing according to prompts for explanatory, argumentative and open-ended questions?

Core Content/Objectives		Instructional Actions	
Concepts	Skills	Activities/Strategies	Assessment
- How to use Semicolons and Colons to prevent misreading and improper sentence structure -How to adapt the five paragraph essay structure to Explanatory and Argumentative prompts -How to successfully take the reading passage test	1. Analyze how the allegory "Terrible Things" represents actual people/events in WWII (RL8.9) 2. Compare reading from several different genres on the same topic (RI8.5) 3. Use historical literature and media to identify roots, forms of oppression, forms of resistance and	Read aloud in parts "Terrible Things" and "The Diary of Anne Frank" Read selections from "Voices of the Holocaust" and discuss Read independently and discuss the autobiography "Once the Acacias Bloomed" Whole class and small group discussion of study guides for stories Plan and write Argumentative Essay	Daily Homework and Participation Objective tests: Once the Acacias Bloomed and The Diary of Anne Frank Argumentative Essay Explanatory Essay

<p>-How to read with expression -How to plan and write a research project using digital resources</p>	<p>reasons to remember the holocaust (RL 8.1-10, RI8.7) 4. Place semicolons and colons correctly in a sentence (L8.1-2) 5. Write well-organized and well-developed argumentative (W8.1) and explanatory essays (W8.2) 6. Pace reading and respond to open-ended questions with a direct reference paragraph(W8.2) 7. Imbed quotations in writing(W8.2b) 8. Identify synonyms for vocabulary (L8.4-5) 9. Identify the elements of a tragedy and other literary devices (RL8.1-10) 10. Compare the text for Anne Frank vs. the filmed version (RL8.7) 11. Use dramatic expression to reflect understanding of plot and character (SL8.6)</p>	<p>Plan and write an Explanatory Essay Practice reading passage tests Use digital resources (Ipad and Edmodo) to choose a research topic, evaluate sources and collect reference articles Grammar exercises (p.656) Chapter 39 Anne Frank skits <b>Areas to Integrate:</b> Historical connections with Social Studies. Humanities Essay</p>	<p>Reading aloud points Semicolon test</p>
<p>Resources/Technology: <u>Once the Acacias Bloomed</u> "The Diary of Anne Frank"- <u>Adventures for Readers</u> and videotape <u>Voices of the Holocaust</u>- Perfection Learning "Terrible Things" by Eve Bunting <u>Writer's Craft</u> lessons A&amp; E biography- Anne Frank</p>			

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<b>May/June (The Delicate Balance of Fairness):</b>			
<b>Essential Questions:</b>			
What are the delicate balances of fairness between self/nature and groups? How do we balance differing needs? How is “fairness” dependant upon one’s situation? What are the effects of standing up for what you believe? How does truth affect fairness? How do you engage your audience in an oral presentation?			
Core Content/Objectives		Instructional Actions	
Concepts	Skills	Activities/Strategies	Assessment
-How to engage and persuade audience during oral presentations -How to take effective notes during presentations -How knowledge of literary techniques can enhance understanding -How to use digital resources to plan, research, share/publish work	1. Present engaging and well-organized research projects with visual (W8.7-9) 2. Practice effective, listening and note taking skills during presentations (SL8.1-2) 3. Compare various stories on “Fairness” (RL8.5) 4. Identify literary devices in <u>Nothing but the Truth</u> and “The Most Dangerous Game”; foreshadowing, characters, setting, point of view, simile, metaphor, personification, suspense, tone, irony, conflict/resolutions (RL8.1-10)	Complete research in computer lab Worthy Cause Research Presentations Class vote for top project  Create map of Rainsford’s steps in “The Most Dangerous Game” with a Direct Reference paragraph explaining the importance of the setting to the plot Whole class and small group discussions of <u>Nothing but the Truth</u> and <u>And Justice for All</u> .  <b>Areas to Integrate:</b> Connections to Social Studies discussions on government	Character poems Final Exam Objective Test: Nothing but the Truth Map with Direct Reference Paragraph Daily Homework and Participation Final Exam review packet Favorite season poem 6 word memoirs

	<p>5. Prepare for final by condensing cumulative notes on grammar, writing skills and literary devices (SL8.1, L8.1-5)</p> <p>6. Trace steps of main character in “The Most Dangerous Game” (RL 8.1-3)</p> <p>7. Analyze the effect of setting on plot, mood and suspense (RL8.1-4, RL8.6)</p> <p>8. Use concise language and effective word choice in a memoir (W8.10)</p>		
<p>Resources/Technology:</p> <p><u>And Justice for All</u>- Perfection Learning</p> <p><u>Nothing But the Truth</u> by Avi</p> <p>“By the Waters of Babylon” Stephen Vincent Benet</p> <p>“Sea Devil” by Arthur Gordon</p> <p>“The Most Dangerous Game” by Richard Connell</p> <p>Teacher made research packet</p>			