

Scope and Sequence
ELA - 7th Grade STREAM

Unit : "The Giver" by Lois Lowry with artwork and Google Slides project

Online Version:	https://fliphtml5.com/fpkep/ghvp/basic				
Project:	<i>Students will create their own utopia based upon the novel "The Giver". Students will use poster board to illustrate, label, color, and devise their city. Their city must ensure the equality and prosperity of the city as a whole, not the individual (communism or socialist approach); students must determine the basis for equality for the following areas: health, education, profession, pay scale, living arrangements, transportation, life style, clothing, age of those in city, technology, and prosperity of citizens; students will use Google Slides to present their utopia in addition to their poster, minimum 15 slides</i>				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 5x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 5x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 5x each, use in a sentence) - 20 min.	Using the five rules from yesterday's journal, have the students prioritize each rule - 10 min	Written Response: Choose one incident in your life where you have experienced tremendous growth. What was the motivating factor for your accomplishment? (one paragraph) 15 min
	Ask students to write down the word "apprehension" and define it using a dictionary. Find two synonyms. Then, have students define "apprehension" using their own words. - 15 min	Discussion: What does Jonas's apprehension tell us about his character and about his position in the community? What do you predict might happen if the apprehension is accelerated in future chapters? -15 min	Divide the class into groups of 3 or 4. Each group will: define what a family is in their own words; Answer: What are the positives and negatives effects of telling family all of your feelings? How is this similar to Jonas's mother? - 15 min	Class Discussion: If rules are given a hierarchy of importance, how is this reflected in our current society? If rules were not given a hierarchy, how might our society look? What would be some positives and negatives to this kind of society. Why are rules important in "The Giver"? - 20 min	Have students participate in a pair-and-share. They will be assigned a classmate to sit with and share their reflection. Students will write down three things that they could relate to in on another's reflection. How is this similar to the ceremonies in "The Giver"? - 20 min
	Begin reading aloud "The Giver" by Lois Lowry - 25 min	Read aloud "The Giver" by Lois Lowry - 25 min	Read aloud "The Giver" by Lois Lowry - 25 min	Read aloud "The Giver" by Lois Lowry - 30 min	Read aloud "The Giver" by Lois Lowry - 25 min
Daily Journal Topic:	What do you expect from this new school year?	Write a paragraph about a situation or experience where you felt apprehension. Maybe it was before a big game, or a performance?	Write a list of five general household rules at your home.	Using the five rules from yesterday's journal, assign a punishment for each of them if they're broken.	No journal today
Spelling List:	abandon, abbreviation, absence, absolutely, absorb, abundant, accessible, accompanied, baggage, benefited, benefiting, bicycle, biscuit, bizarre, boulevard, boundary, capable, capital, capitol, category, celery, cemetery, changeable, chaperone				

IEP Spelling List:	forget-me-not, Costa Rica, mutt, physics, diameter, timeline, canvas, Alabama, Montgomery, Alaska, Arizona, Little Rock, California,				
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 5x each	Work on Spelling List - write a sentence with each word	Written Response: Ask a parent or family member which family rule they feel is the most important and why? (one paragraph)	None
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	
	Ask students to write down one object they had during their childhood that gave them comfort. List three characteristics about the object that they remember. What are two ways that it provided comfort? How do these relate to Gabriel and Lily's objects? - 20 min	Class Discussion: What are the unique characteristics of a leader. In what ways are the leaders that were chosen as a class different, and in what ways were they similar? - 15 min	Teacher will provide a list a organizations that students would consider volunteering for; discuss what are some things about these places that entice you to volunteer? What are your thoughts about the Elders assigning careers based upon the children's choices? - 15 min	Introduce project: Students must use a poster board to illustrate, color, design, and label a utopian city of their own; a 15-slide Google slide presentation accompanies this work. 15 min	Discussion: Do you think the incident with Roberto being released led to Jonas' dream of stirring? What are the importance of dreams? In Jonas' case, are they better left unshared? - 15 min
	Read aloud "The Giver" by Lois Lowry - 25 min	Read aloud "The Giver" by Lois Lowry - 25 min	Read aloud "The Giver" by Lois Lowry - 25 min	Read aloud "The Giver" by Lois Lowry - 25 min	Read aloud "The Giver" by Lois Lowry - 40 min
Daily Journal Topic:	What do you know about the person, Saint Adalbert?	What have you learned about the history of our school?	What was it like for people of this community in the 1960s and 1970s?	How has our community grown over the last twenty years? What do you know about that growth?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Written Response: Who is someone that you feel is a good leader? What do you feel makes them a good leader?	Written Response: How would you feel if someone else chose your career for you? Why would you feel that way?	Study for Spelling & Definition Test Tomorrow	Begin thinking about your project and how you will design your city
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 6x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 6x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 6x each, use in a sentence) - 20 min.		

Week 3	Jonas is chosen to be the Receiver. The Receiver is separate from the others. How is separatism both good and bad in the world today? - 15 min	To simulate the "Receiver", students will discuss what rules applied as a young child that do not apply any longer; they will discuss whether they were lied to, if the situation changed, if the rules changed; how is this similar to Jonas? - 15 min	To simulate the "Giver" giving memories to Jonas, students will create a KWL chart; they will think of an experience from last summer that they enjoyed. The "K" will be what they "know" about the event, and the "W" will be emotions from the event. The "L" will be things that they want to experience if they do this event again - 15 min	* In-class time to work on project - 30 min	* In-class time to work on project - 30 min
	Read aloud "The Giver" by Lois Lowry - 25 min	Read aloud "The Giver" by Lois Lowry - 25 min	Read aloud "The Giver" by Lois Lowry - 25 min	Read aloud "The Giver" by Lois Lowry - 30 min	Read aloud "The Giver" by Lois Lowry - 30 min
Daily Journal Topic:	What was your favorite toy growing up and why?	What was your favorite cartoon growing up and why?	Do you enjoy playing video games? Why or why not?	What is your favorite sport to play and why?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 6x each	Work on Spelling List - write a sentence with each word	Work on Google Slides Project from home; log-into your school gmail account to do this	Work on Google Slides Project from home; log-into your school gmail account to do this
Spelling List:	accomplishment, accurate, achievement, acres, adequate, adjustable, admit, admittance, bouquet, brilliant, brochure, bulletin, bureau, campaign, cancellation, candidate, character, cinnamon, civilize, commercial, committed, committee, commotion, companion				
IEP Spelling List:	Russia, Thebes, poodle, hypothesis, algebra, abstract, rhythm, cardiac, Sacramento, Denver, Hartford, Delaware, Dover, Florida,				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 4	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"Vocabulary Workshop" - 20 min.	"Vocabulary Workshop" - 20 min.	"Vocabulary Workshop" - 20 min.	
	* In-class time to work on project - 20 min	* In-class time to work on project - 25 min	* In-class time to work on project - 40 min	* In-class time to work on project - 40 min	Present projects to the class - 55 min
	Finishing reading "The Giver" by Lois Lowry - 25 min	* All students will take a STAR test for AR on "The Giver" - 15 min.			
Daily Journal Topic:	Which animal would you rather be and why: a lion or an elephant?	Which pet is better, dogs or cats? Why do you feel this way?	Which area of the Zoo do you like to visit the most? Why?	What is more scary: spiders or snakes? Why?	No journal today

Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Work on Vocabulary Workshop - next two pages	Work on Vocabulary Workshop - next two pages	Study for Spelling & Definition Test Tomorrow	None
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Unit: "The Outsiders" by S. E. Hinton with Slidedog project

Online Version:	https://fliphtml5.com/knvq/tacm/basic
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Teacher to provide to students information about the Scripts National Spelling Bee at this time in preparation for the Regional Competition and our own school Spelling Bee. Go to the following website for information "http://spellingbee.com/"; students must have the list of words and be studying by Thanksgiving! It is recommended that Teachers (and students) download the "Word Club" app to practice the words... there are 450 for the competition! Teachers should sign up for the "Teacher Portal" and parents and students should explore the site as well.

Project:	Students will use the online program Slidedog (they must download first) to present their material which includes fifteen slides and appropriate photos of content. Students must pick one of the following topics to present:
1	Locate nine different examples of symbolism in the novel and explain what those symbols represent to the theme of the story. How do these symbols have a greater meaning in life or in the story?
2	Explain how each member of a gang in the story showed character progression in the novel. How did they change between the beginning and end of the story? Was it for better or for worse? What moral values were lost or gained by these characters throughout the story?
3	Describe each of the main characters' beliefs about violence. What events shape or change their view of violence throughout the novel? Do they think it's a necessary evil?
4	How is "abandonment" a common theme in "The Outsiders"? Students must locate five examples of "abandonment" and describe how this theme is prevalent in the novel.

Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.			
	* Spelling Words (Definitions, 7x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 7x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 7x each, use in a sentence) - 20 min.	Discussion: Is the violence in Chapter 1 realistic? How do you feel about the fight in Chapter 1? Is one group (greasers or Socs) more prone to violence than the other, or does it cross socioeconomic lines? - 15 min	Compare & contrast characters in "Outsiders" vs other characters in literature that faced conflict (Romeo & Juliet); what outcomes do you predict will occur? - 10 min

Week 5	Discussion: What do you know about social classes and the differences between them? How do differences in social classes sometimes create tension? - 15 min	Discussion: How are the Socs different from the greasers? Why don't they like each other or get along? Do you see similar rivalries here at school or in your daily life? Why is it significant that S.E. Hinton capitalizes the term "Socs" and not the term "greasers?" - 15 min	Activity: Introduce the concept of violence with a slide show or news clippings about gang violence that has occurred in today's world. Compare and contrast this to the violence in the novel by using a Venn Diagram - 15 min	Discussion: Do you feel like you know Ponyboy's character better because of the way the story is told? How does this make the character's emotions more real? Do you like the first-person point of view, or is it more difficult to read? - 15 min	Show students different slides of images of people, followed by a list of that person's hobbies that will clearly define him or her as a greaser or a Soc. Discuss how appearances can be deceiving, and that there is no clear-cut identifier, beyond money, that divides the Socs from the greasers. - 15 min
	Begin reading aloud "The Outsiders" by S. E. Hinton - 25 min	Read aloud "The Outsiders" by S. E. Hinton - 25 min	Read aloud "The Outsiders" by S. E. Hinton - 25 min	Read aloud "The Outsiders" by S. E. Hinton - 30 min	Read aloud "The Outsiders" by S. E. Hinton - 35 min
Daily Journal Topic:	What does "Umoja" mean to you? How can you promote this?	What are some activities that you and your family do together?	What neighborhood do you live in? What are three things that you like about your neighborhood?	What are three things that you think are great about the city of Cleveland?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 7x each	Work on Spelling List - write a sentence with each word	Written Response: Write about a time that you got into a negative situation with a friend. Relate the situation back to "The Outsiders". (One paragraph)	None
Spelling List:	advice, advise, afghan, alternate, alternative, amusement, analysis, analyze, competent, competition, complement, complex, compliment, compressor, concentrate, concentration, deceive, delayed, democracy, deodorant, descendent, description, diameter, diamond				
IEP Spelling List:	buckeye, Ghana, Athens, matrix, apostle, alto, abdomen, Georgia, Atlanta, Hawaii, Honolulu, Idaho, Illinois, Springfield, Indiana,				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 6	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	Go to the website "https://www.puzzle-maker.com/CW" and make a crossword puzzle about "The Outsiders". Print and share with other students. - 40 min	
	Discussion: What is your initial reaction when the greasers start talking to the Soc girls? Apprehensive? Amused? What is the significance of the story told about Johnny's injury? - 15 min	Activity: Read aloud Ponyboy's recollection of Johnny's injury, noting the use of flashback writing techniques and the ominous tone that is set. How do we know that he is remembering events from the past? What changes in tone or use of words triggers the flashback? - 15 min	* Discuss the characters in the story including creating a story line; discuss the setting, plot, protag., antag., and theme; what foreshadowing do you think may have occurred already? - 15 min		Read aloud "The Outsiders" by S. E. Hinton - 25 min
Read aloud "The Outsiders" by S. E. Hinton - 30 min	Read aloud "The Outsiders" by S. E. Hinton - 25 min	Read aloud "The Outsiders" by S. E. Hinton - 25 min	Read aloud "The Outsiders" by S. E. Hinton - 25 min	Read aloud "The Outsiders" by S. E. Hinton - 40 min	

Daily Journal Topic:	What did you do this weekend? What was your favorite part of this weekend?	How can social media be a bad thing for young people to be involved in?	What is your favorite app on your iPhone? Why?	How have some of the characters emotionally changed or grown in the story?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Written Response: What does Ponyboy's conversation with Cherry reveal about their budding romance and the obstacles they may face? (one paragraph)	Written Response: Have you ever been to a drive-in movie theatre? If so, what is it like? If not, look up on Google what the experience is like (one paragraph)	Study for Spelling & Definition Test Tomorrow	Work on project
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 7	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 8x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 8x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 8x each, use in a sentence) - 20 min.	Activity: In small groups of 2 or 3, have students find three instances or symbols of abandonment in the chapters they have read so far. - 15 min	Using a T-chart, compare Bob's death to another person in literature - 15 min
	Activity: Put students in small groups to research other symbols of unity and/or peace (examples include the olive branch, flags, etc.) and present them to the class. Would any of these symbols have a place in "The Outsiders"? - 20 min	Using a "Sequencing Graphic Organizer", outline the novel thus far - 20 min	In-class time to work on your project (research or using Slidedog) - 25 min	In-class time to work on your project (research or using Slidedog) - 25 min	In-class time to work on your project (research or using Slidedog) - 25 min
	Read aloud "The Outsiders" by S. E. Hinton - 25 min	Read aloud "The Outsiders" by S. E. Hinton - 25 min	Read aloud "The Outsiders" by S. E. Hinton - 25 min	Read aloud "The Outsiders" by S. E. Hinton - 25 min	Read aloud "The Outsiders" by S. E. Hinton - 25 min
Daily Journal Topic:	Which character do you relate to most: Darry, Soda, Cherry, or Johnny? Why is that?	How is Ponyboy different from other characters in the novel?	What does the word "abandonment" mean to you?	What are your thoughts about Bob's murder?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 8x each	Work on Spelling List - write a sentence with each word	Written Response: In your opinion, is "The Outsiders" too violent to read in school?	Work on project
Spelling List:	ancestor, anniversary, appreciate, artificial, assistance, association, athlete, atmosphere, attendance, authority, bacteria, bagel, discourage, disgraceful, dismissal, distinguished, dreadful, economics, economy, elementary, embarrass, emotion, emphasize, encircle				

IEP Spelling List:	Egypt, octopod, calculus, disciple, tenor, Iowa, Kansas, Topeka, Kentucky, Frankfort, Louisiana, Baton Rouge				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 8	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	In-class time to work on your project (research or using Slidedog) - 35 min	"Vocabulary Workshop" - 20 min.	"Vocabulary Workshop" - 20 min.	
	Activity: Have students list three traits from separate characters that Ponyboy indicates admiration for (the trait, not the character). How do these traits reflect the type of person Ponyboy wants to be? 20 min		In-class time to work on your project (research or using Slidedog) - 25 min	In-class time to work on your project (research or using Slidedog) - 40 min	Present projects in Slidedog to the class - 60 min
	Read aloud "The Outsiders" by S. E. Hinton - 25 min	Finish reading aloud "The Outsiders" by S. E. Hinton - 25 min	* All students will take a STAR test for AR on "The Outsiders" - 15 min.		
Daily Journal Topic:	Who do you admire? Does your 'hero' have any of the same qualities as Ponyboy and Johnny's heroes?	How does the fire at the church change the scope of the story? What did this lead to in the future?	What "adult" issues does Ponyboy have to deal with throughout the novel? Is his a normal childhood?	List four negative effects of violence in the story. Were these instances of violence necessary?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Work on Vocabulary Workshop - next two pages	Work on Vocabulary Workshop - next two pages	Study for Spelling & Definition Test Tomorrow	None

Unit: "Murder on the Orient Express" by Agatha Christie

Online Version:	https://www.pdf-archive.com/2017/06/15/murder-on-the-orient-express/murder-on-the-orient-express.pdf				
Essay Theme:	Students will write their own Halloween-based story. It can be a "scary story" or one for small children but it MUST be school appropriate. Students are NOT to write about gore or provide recaps of hideous events (remember that we are a Catholic School!); instead, students should be inventive like the authors provided are for telling their stories. It is good to have a vivid imagination and be inventive, but make sure to reign in the violence! Students can follow whichever genre they'd like for this assignment (such as Trick or Treating, a ghost story, a mystery, or a cute story for little kids) but it must follow the following guidelines: typed in Google Docs, 12-font, Times New Roman, double-spaced, minimum two pages.				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday

Week 9	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 9x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 9x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 9x each, use in a sentence) - 20 min.	Discussion: as a class review the characters in the novel; what is the setting? Are there any plot twists that you can see so far? What symbolism do you find? - 15 min	Teacher to provide eight different events to the class; students to try to put them in the correct order, discuss their importance to the story as a class - 20 min
	Students in pairs, use your Chromebooks to research the real-life Orient Express; What was its original route? What world record(s) did the train break? Were there every any interruptions in service? If so, why? Are there any famous events related to the train or its history? Share results as a class and discuss; why do you think trains are still a popular use of transportation in many countries and Europe? How does the Orient Express compare to other trains? - 25 min	Discussion: How can first impressions can deceiving? Poirot managed to make some unscientific assumptions about the people on the train, particularly Ratchett; Write three thoughts on Poirot's comments and instincts; Do you think that the assumptions were correct? Why or why not? How would you have characterized the same people? Do you agree or disagree with Poirot? Why? Share your thoughts as a class - 25 min	Students in groups of 3 or 4, use a T-Chart to compare and contrast the cars of a luxury train (specifically the Orient Express) to that of a luxury hotel; have you even stayed in a luxury hotel or extremely nice hotel? What amenities did they have that you'd expect to find in the Orient Express? Use your Chromebooks as needed; Share your thoughts and discuss as a class - 25 min	Divide the class into three groups: one that works in pairs, one that works in groups of three, and one large group that works together; Teacher to float between all three sections; students to answer the following: Discuss how Poirot observes and assesses the characters; Is the technique based on instinct, psychological training or experience as a detective? What type of tools might be used today to gather the same information? Examine the odd behavior of MacQueen, Miss Debenham, Mrs. Hubbard, and the others; share as a class - 25 min	Students in groups of 4 or 5 students; Discuss possible ways in which Ratchett could have been murdered and by whom; It was determined that Ratchett had most likely died from <i>at least some</i> of the 12 stab wounds; Poirot questioned the severity and location of the wounds, why do you think that is? How else may have Ratchett been killed? What other methods might the murderer have used that would have been less telling asked to his or her identity? Share your thoughts as a class and potential areas for finding evidence - 25 min
	Begin reading aloud "Murder on the Orient Express" by Agatha Cristie - 20 min	Read aloud "Murder on the Orient Express" by Agatha Cristie - 20 min	Read aloud "Murder on the Orient Express" by Agatha Cristie - 20 min	Read aloud "Murder on the Orient Express" by Agatha Cristie - 20 min	Read aloud "Murder on the Orient Express" by Agatha Cristie - 20 min
Daily Journal Topic:	Have you ever ridden on a train? How similar do you think they are to subways? How may they be different?	Have you ever been wrong about someone after the first impression? Have you ever disliked someone at first but came to like them later? How?	What is the nicest hotel or resort that you have ever stated at? How may that compare to the Orient Express?	What foreshadowing do you believe may be occurring or have occurred in this novel?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 9x each	Work on Spelling List - write a sentence with each word	What character in the story is the most erratic? Why do you think that?	If you were Poirot, what are five clues that you would be looking for to help solve this case? Why is each important?
Spelling List:	enclosing, encounter, endurance, engineer, environment, episode, erosion, eruption, fatigue, flagrant, foreign, forfeit, frequently, fundamental, genuine, ghetto, gossiping, gradual, graffiti, grammar, grievance, guarantee, harass, havoc				

IEP Spelling List:	hyacinth, Mexico, observation, binomial, Trinity, Columbus, cadence, pancreas, Maine, Augusta, Maryland, Annapolis, Boston, Lansing, Minnesota				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 10	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"No Red Ink" - 15 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	Research the kidnapping of the Lindbergh baby using your Chromebooks; how are the case of the Lindbergh baby and Daisy Armstrong similar & different? Discuss as a class - 20 min
	Discussion: As a class review the case of the kidnapping and murder of Daisy Armstrong; How does the Armstrong case link to Ratchett? Examine the possible link and clues that lead the reader to believe that there is a connection between the two cases; Create a T-Chart of the clues (left) and how valuable you think they are to the case (right); Also examine the possible link to the suicide of Daisy's French maid - 25 min	Students in pairs, create a table of Poirot's passport collection and the characters' information; why is this data important? What can you tell about the characters? Create a separate column for "Additional Notes" and write information that you think should be included; review your findings and tables as a class - 25 min	Students in groups of 3 or 4, create a "Concept Map" of the characters and their involvement versus their motives; share and discuss as a class; include why the unlocked door was an important clue; How could the unguarded door change the path of the investigation? Who might have been responsible for leaving the door unlocked? Is it possible that the door could have been used by the murderer even though there were no footprints in the snow outside the train? - 25 min	Divide the class into three large groups with one student taking the lead as leader of each group; Teacher to rotate to each to help as needed; complete the following: Draw a diagram of the train, including the possible ways to access Ratchett's compartment; include the unlocked door and how it might have been used by the murderer as well as the area in which the conductors were gathered during the time of the crime; share as a class - 25 min	Individually use your Chromebooks to research a case in which a royal or political figure was absolved of a crime due to his or her position; Discuss your findings with the class; How does this relate to the Countess? What does diplomatic immunity protect against? How does someone achieve diplomatic immunity? What is not protected by diplomatic immunity? - 25 min
	Read aloud "Murder on the Orient Express" by Agatha Christie - 20 min	Read aloud "Murder on the Orient Express" by Agatha Christie - 20 min	Read aloud "Murder on the Orient Express" by Agatha Christie - 20 min	Read aloud "Murder on the Orient Express" by Agatha Christie - 20 min	Read aloud "Murder on the Orient Express" by Agatha Christie - 20 min
Daily Journal Topic:	In the story, the murderer placed misleading clues in order to throw Poirot off the track. Examine how Poirot was able to tell which clues were real and which clues were fake	How might the murderer have concealed footprints in the snow?	How was Poirot able to uncover Ratchett's true identity?	Think of the burned letter; does Poirot's reasoning about who wrote it and why make sense? Why or why not?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	At this point in the story, who do you think is the murderer? Why is that?	What link may there be between Masterman and the Armstrong case?	Study for Spelling & Definition Test Tomorrow	What is your opinion regarding Dr. Constantine's assessment of Mr. Foscarelli? Do you feel that the assessment was fair? Why or why not?
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday

Week 11	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 10x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 10x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 10x each, use in a sentence) - 20 min.	Students in pairs, create a "Plot Line" graphic organizer about the events in the story so far; include all rising action and what may be the climax; share with the class and discuss - 20 min	Finish reading aloud "Murder on the Orient Express" by Agatha Christie - 20 min
	Students in pairs, discuss Hildegarde's theory about the broken watch; Do you believe that the watch was a telltale sign of the murder? Why is Poirot hesitant to put his faith in the theory? What other reasons may there have been for the watch to have been broken about the time it stopped? How would today's watches prove to be better or worse in providing clues to a crime? How is the faux Oriental dagger also a clue? Share your thoughts and discuss - 25 min	Students in groups of 3 or 4, make five notes about Hildegarde Schmidt; discuss how Poirot knew what to say to trip up Hildegarde; Why was the woman so frightened when she realized that she made a mistake? How is Hildegarde connected to the case? What else might she be lying about? Which other passengers do you suspect of lying and why? Share your thoughts as a class and discuss - 25 min	Discussion: As a class discuss how Poirot came to his conclusions about Countess Adrenyi; How might the detective have seen through the grease spot on the passport? Do you think Poirot was able to remove it to read the Countess' true identity? If so, how? Also, the Countess told her husband it was time to stop lying, what do you think she was referring when she made the remark? Why is the monogrammed handkerchief an important clue? - 25 min	Divide the class into four groups, each group to discuss how Poirot was able to tell which stories were true and which were false; How would you know who was lying if you were the detective in the case? Would body language or facial expressions be able to give away the liars? What kinds of unconscious telltale signs might the suspects exhibit? Which characters seem to be responsible at this point in the story? Share thoughts as a class and discuss - 25 min	Discussion: Poirot was able to connect the passengers to the Armstrong family through a number of key items, discuss which clues were most significant in connecting the passengers to the crime; Were the clues evident in the story or was the conclusion a surprise? Examine how the author was able to weave such a complicated plot; create a timeline from the creation of the plot through to the end of the case - 25 min
	Read aloud "Murder on the Orient Express" by Agatha Christie - 20 min	Read aloud "Murder on the Orient Express" by Agatha Christie - 20 min	Read aloud "Murder on the Orient Express" by Agatha Christie - 20 min	Read aloud "Murder on the Orient Express" by Agatha Christie - 20 min	Students in pairs, use a "Cause and Effect" graphic organizer to review clues; display how at least three people are involved in the murder; discuss the clues and thoughts as a class - 20 min
Daily Journal Topic:	Discuss how Poirot could deal with Colonel Arbuthnot; why do you think he is difficult?	How does the weather slow down the investigation? How does Poirot use the snowstorm to his advantage?	How is it possible that Ratchett's death was a revenge-style murder?	How would the police react to the clues found in Ratchett's compartment as well as the rest of the train?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 10x each	Work on Spelling List - write a sentence with each word	We will finish the story tomorrow; decide who you think is responsible for the murder and why	How would you have changed the ending of this story?

Spelling List:	evident, exchange, executive, exhibit, expensive, extinct, extinguish, extraordinary, extremely, fabricate, failure, fascinating, heroic, hesitate, horrify, hospital, humid, humility, hygiene, identical, idle, idol, illegal, illustration				
IEP Spelling List:	Mongolia, vertebre, cosine, Magnificat, Beethoven, artifice, anatomy, St. Paul, Mississippi, Jackson, Jefferson City, Montana, Helena, Nebraska, Lincoln				
"The Terrible Old Man" online:	https://americanliterature.com/author/h-p-lovecraft/short-story/the-terrible-old-man				
"The Furnished Room" online:	https://americanliterature.com/author/o-henry/short-story/the-furnished-room				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 12	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"Vocabulary Workshop" - 20 min.	"Vocabulary Workshop" - 20 min.	* All students will take a STAR test for AR - 15 min.	In-class time to work on creative writing project for Halloween - 65 min
	Introduce creative writing project for Halloween and requirements; in-class time to work on it; Teacher to introduce the short story "The Terrible Old Man" as a means of showing an example - 35 min	Students in pairs, students will make predictions and complete the story of "The Terrible Old Man"; students will presume that this story had a prequel; what would this man have done to be the "terrible old man"? Where did he find his gold coins? Why do you think he is alone? What is in his bottles that he speaks to each day? - 20 min	Read aloud "The Furnished Room" by O. Henry and discuss; although some parts are difficult to understand, the theme of the story is clear; why does Mrs. Purdy keep filling that room? What exists in it? What eventually happens to the man? What did Mrs. Purdy and Mrs. McCool do with the last tenant? - 15 min	In-class time to work on creative writing project for Halloween - 45 min	
	Read aloud "The Terrible Old Man" by H. P. Lovecraft and discuss the setting, characters, and theme; how does it coincide with "Murder on the Orient Express"? As a class make a T-Chart showing similar traits to each story - 20 min	In-class time to work on creative writing project for Halloween - 30 min	In-class time to work on creative writing project for Halloween - 35 min		
Daily Journal Topic:	How was Linda Arden connected to the crime?	Review how at least three characters in the story lied	Who do you think visited Cassetti/Ratchett first? Was there a reason for the order of visitors?	One of the people that avoided confrontation the most was Miss Debenham; how was she involved in this case?	No journal today

Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Complete next two pages in "Vocabulary Workshop"	Complete next two pages in "Vocabulary Workshop"	Study for Spelling & Definition Test Tomorrow	Work on creative writing project for Halloween; it is due in two weeks!
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Unit: "A Wrinkle in Time" by Madeleine L'Engle with essay

Online Version:	http://albanycomplementaryhealth.com/wp-content/uploads/2016/07/A-Wrinkle-in-Time-Madeleine-L'Engle.pdf				
Project:	Students will read the novel and watch the movie afterwards. They will then write a comparative essay, discussing in detail a minimum of five similarities and three differences between the two mediums. Students must write a two-page minimum essay in Google Docs which will be emailed to their teacher for their final draft of this essay.				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 13	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 11x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 11x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 11x each, use in a sentence) - 20 min.	Review irony; discuss Meg's feelings of being different and her reaction to Mrs. Whatsit for being different - 15 min	Use a "Concept Map" Graphic Organizer" to begin to chart the characters, setting, and main idea - 20 min
	Discuss the different genres of literature (fantasy, fiction, non-fiction, biography, etc.); which is this story and why? - 15 min	Group Activity: In small groups, analyze Charles Wallace in terms of his vocabulary for a pre-school boy, his efficiency in the kitchen, and his ability to reason - 15 min	What is irony? Watch "George Carlin: Irony & Coincidence" on YouTube (2 min) and discuss examples; What is the irony of Meg's acceptance of Charles Wallace who is the most different person in the family? - 15 min	Place students into groups of 3 or 4 and they will review and share their thoughts on the following: discuss how people not thinking can cause emotional pain by speaking their opinions. Do adults often disregard the sensitivities of the young? Relate to Meg - 20 min	Class Discussion: Discuss the psychic bond between Meg and Charles Wallace. Pinpoint the conversation that makes the bond between them clear. - 15 min
	Begin reading aloud "A Wrinkle in Time" by Madeleine L'Engle - 30 min	Read aloud "A Wrinkle in Time" by Madeleine L'Engle - 30 min	Read aloud "A Wrinkle in Time" by Madeleine L'Engle - 30 min	Read aloud "A Wrinkle in Time" by Madeleine L'Engle - 30 min	Read aloud "A Wrinkle in Time" by Madeleine L'Engle - 30 min
Daily Journal Topic:	What is your favorite "Respected Arts" class? Why is it your favorite?	Why does Meg think she is different than other girls? How does she sound similar, in your opinion?	List a few things that you observe about Mrs. Murry at this point in the story.	Why do you think Charles Wallace can accept Mrs. Whatsit at face value?	No journal today

Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 11x each	Work on Spelling List - write a sentence with each word	Written Response: How do Sandy and Dennys contrast the other students in the novel? (one paragraph)	Write Response: Choose one of Mrs. Who's quotes and explain your thoughts of this quote (one paragraph)
Spelling List:	imaginary, immediately, immobilize, impossibility, inconvenient, incredible, individual, infamous, irresistible, jealousy, judgment, juvenile, kettle, knitting, laboratory, language, legibly, liquidation, management, maneuver, media, mileage, miniature, misbehaved				
IEP Spelling List:	carnation, Alexandria, subject, divine, stretto, Nevada, Carson City, New Jersey, Trenton, New Mexico, Santa Fe, New York,				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 14	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	Review the characters, setting, and plotline - 10 min
	Discussion: Find the lines that point out how Meg realizes Calvin is different in his own way and not like the other children. How could this possibly benefit Meg? Is this an opportunity for Meg to look outside of herself? - 20 min	The word "tesseract" comes up in popular movies; compare the object in Marvel movies vs the novel; do you think it is possible that Disney is making a connection between the movies that they produced? - 15 min	Place students into small groups to answer these questions: How does the author put a religious twist into the story with Charles Wallace's bedtime story? How does the story point out Charles' young age? List the information learned about Meg's father on her walk outdoors with Calvin - 15 min	What is foreshadowing? Describe what is seen on landing on the planet Uriel. How does the idea that this is just a stopover foreshadow something dreadful to come? - 15 min	Use a "Story Elements Graphic Organizer" to help track the story and events thus far - 15 min
	Read aloud "A Wrinkle in Time" by Madeleine L'Engle - 30 min	Read aloud "A Wrinkle in Time" by Madeleine L'Engle - 30 min	Read aloud "A Wrinkle in Time" by Madeleine L'Engle - 30 min	Read aloud "A Wrinkle in Time" by Madeleine L'Engle - 30 min	Read aloud "A Wrinkle in Time" by Madeleine L'Engle - 30 min
Daily Journal Topic:	What symbolism could there be in the name "Mrs. Who" and the fact that she speaks several languages?	Discuss the implications of Calvin's pointing out that Meg is lucky to have a loving family.	Do you think that Meg and Calvin are falling in love?	Written Response: Do you think that there's any significance in the fact that Charles and Calvin go through the tesseract without much discomfort? (one paragraph)	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Written Response: Write five distinct things about Mr. Murry.	Written Response: Why do a lot of the rumors about Mr. Murry seem to come from the post office? (one paragraph)	Study for Spelling & Definition Test Tomorrow	Creative writing project for Halloween due tomorrow! Submit via Google Docs to your Teacher
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday

Week 15	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 12x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 12x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 12x each, use in a sentence) - 20 min.	Read aloud "A Wrinkle in Time" by Madeleine L'Engle - 30 min	Read aloud "A Wrinkle in Time" by Madeleine L'Engle - 40 min
	Students in pairs - discuss the symbolism and religious elements found on Uriel; students will make a T-chart to compare - 15 min	Students make Venn Diagram in pairs - compare & contrast the religious content in the novel to your knowledge of Jesus and the Bible - 15 min	Discussion: How do we know that Mr. Murry is somewhere behind the dark shape? Why can't he use the tesseract to get away from it? Why are the children trying to save him and not Mrs. Murry? - 15 min	Watch "Totalitarianism" on YouTube (2:22 min); discuss what are pros and cons of this? - 15 min	Discussion: Do you see symbolism involved in the wall disappearing for the children to pass through? How does that make the impossible possible? Analyze the man with red eyes, a red light blinking over him, and speaking without moving his lips. What does that suggest? Why is he so concerned about his title? - 25 min
	Read aloud "A Wrinkle in Time" by Madeleine L'Engle - 30 min	Read aloud "A Wrinkle in Time" by Madeleine L'Engle - 30 min	Read aloud "A Wrinkle in Time" by Madeleine L'Engle - 30 min	Quick Write: How is Totalitarianism similar to certain things in the novel? - 15 min	
Daily Journal Topic:	What do you think the dark shape is in Chapter Four?	What creatures from classical mythology combined fit the description of Mrs. Whatsit in her real form?	Discuss Mrs. Whatsit's real reason for taking the children so high. Analyze the use of symbolism for something evil.	Why does everyone insist that all the people are happy on Camazotz?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 12x each	Work on Spelling List - write a sentence with each word	Written Response: Would you like to live in a "Totalitarian State" like Russia? (one paragraph)	None
Spelling List:	influence, informant, inhabit, inherit, innocence, innocent, instructor, intelligent, interruption, introduction, involvement, irate, morale, mortgage, movement, murmur, musician, mysterious, negotiate, nervous, nuisance, nurture, oases, oasis				
IEP Spelling List:	daffodil, Brazil, London, axes, Earhart, triad, Albany, North Carolina, North Dakota, Bismarck, Ohio, Columbus, Oklahoma,				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min

Week 16	* In-class spelling bee to review words - 15 min.	"Vocabulary Workshop" - 20 min.	"Vocabulary Workshop" - 20 min.	"Vocabulary Workshop" - 20 min.	Introduce project and discuss requirements - 15 min
	Quick Write: Why do you think Meg is the one most affected in the tesseract? - 15 min	Students in groups: What is the danger of attempting the tesseract without knowing how to use it? How does Mr. Murry say he ended up on Camazotz? Where was he planning to go? What do we know about Mars today that we didn't know what this novel was written? - 15 min	Discussion: What is the message about finding beauty in one's surroundings? How does that apply to Meg personally? Does she have the same feelings about herself as she has for the looks of the planet where she comes to? Discuss what is beauty to the blind. - 15 min	Students in pairs: Why is it logical that Meg be the one to rescue Charles Wallace? - 15 min	Finish reading "A Wrinkle in Time" by Madeleine L'Engle - 40 min
	Read aloud "A Wrinkle in Time" by Madeleine L'Engle - 30 min	Read aloud "A Wrinkle in Time" by Madeleine L'Engle - 30 min	Read aloud "A Wrinkle in Time" by Madeleine L'Engle - 30 min	Read aloud "A Wrinkle in Time" by Madeleine L'Engle - 30 min	
Daily Journal Topic:	Watch "Is Telepathy Real? Brit Lab" on YouTube (5 min); it's a little complicated but cool! Listen closely and write your thoughts on this.	What stops Meg from killing the brian? How is this symbolism of something much greater?	Read the passages where Meg hurts her father by her lack of faith in him and the careless words she uses. How can words hurt a person?	How does anger cause people to behave in ways they ordinarily would not?	
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Complete next two pages in "Vocabulary Workshop"	Complete next two pages in "Vocabulary Workshop"	Study for Spelling & Definition Test Tomorrow	None
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 17	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 13x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 13x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 13x each, use in a sentence) - 20 min.	Review irony; What is the irony of Meg wanting so much to rescue her father and then turning on him over things he could not control? Is Meg not giving him credit for holding out against IT as	Students in groups of 3 or 4 to discuss: What compensates for the Beasts' lack of vision? A theme of music recurs on this planet - where was this important before? Discuss the Beasts' communication with other

	Watch the movie "A Wrinkle in Time" and compare & contrast to the novel; take notes and prepare to write your essay - 40 min	Watch the movie "A Wrinkle in Time" and compare & contrast to the novel; take notes and prepare to write your essay - 40 min	Watch the movie "A Wrinkle in Time" and compare & contrast to the novel; take notes and prepare to write your essay - 40 min	long as he did? - 20 min	communication with other creatures and planets. - 20 min
				In-class time to work on essay (final draft MUST be completed in Google Docs and emailed to your teacher) - 40 min	In-class time to work on essay (final draft MUST be completed in Google Docs and emailed to your teacher) - 40 min
Daily Journal Topic:	Discuss Meg's unreasonable expectations of her father.	Discuss the irony of Meg's childish behavior toward Mr. Murry and the beast treating her like a baby.	Why does Meg want to give a name to the beast? Why is Aunt Beast confused by Meg's insistence on "seeing" and "light"?	A Bible quote was used in Chapter 12; what was it? How does it relate to the novel?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 13x each	Work on Spelling List - write a sentence with each word	Written Response: What expectations do you have of others that may be unreasonable? (one paragraph)	Work on project
Spelling List:	obedient, obstacle, obviously, occasion, ordinarily, ordinary, organization, pamphlet, panic, panicked, panicky, parallel, paralysis, paralyze, penicillin, pedestrian, phantom, pheasant, phrase, politely, popular, precipitation, principal, principle				
IEP Spelling List:	Libya, Carthage, boxplot, contralto, scapula, Oregon, Salem, Harrisburg, Rhode Island, South Carolina, Columbia, South Dakota				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 18	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	In-class time to work on essay (final draft MUST be completed in Google Docs and emailed to your teacher); due at the end of class today! - 60 min
	Discussion: Discuss how Meg realizes what she has that will defeat IT. How does Meg's standing there loving Charles Wallace resonate with you? - 15 min	Meg has a temper tantrum when she realizes that she is expected to rescue Charles Wallace. Debate whether that kind of behavior would dispel the remnants of the Black Thing in her or make it grow stronger. - 15 min	Discussion: analyze the "gifts" Mrs. Who and Mrs. Whatsit give Meg for going back to Camazotz. Are these more religious or scientific in nature? Why do you think that? - 15 min	* All students will take a STAR test for AR on "A Wrinkle in Time" - 15 min.	
	In-class time to work on essay (final draft MUST be completed in Google Docs and emailed to your teacher) - 30 min	In-class time to work on essay (final draft MUST be completed in Google Docs and emailed to your teacher) - 30 min	In-class time to work on essay (final draft MUST be completed in Google Docs and emailed to your teacher) - 30 min	In-class time to work on essay (final draft MUST be completed in Google Docs and emailed to your teacher) - 30 min	

Daily Journal Topic:	In your own words, what is the plot of the novel "A Wrinkle in Time"?	How does the rescue of Charles Wallace fit into the theme of good versus evil?	What is the symbolism of them landing in the vegetable garden at the end of the novel?	Mrs. Which holds Meg's hand going back through the Black Thing, but she cannot stay on Camazotz. How do you think she feels at that moment?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Work on project	Work on project	Study for Spelling & Definition Test Tomorrow	None

Unit : "The Devil's Arithmetic" by Jane Yolen with Prezi project

Online Version:	https://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/6968/devilsarithmeticonlineversion.pdf				
Project:	<i>Create a Prezi about one of the major concentration camps; must choose from list below, students must relate experiences there back to Hannah and her experiences in the novel; minimum 15 bubbles and three photos; bubbles must contain meaningful information in sentence form or outlined while able to be discussed clearly with defined knowledge.)</i>				
Camps to Study:	1. Auschwitz, Poland 2. Buchenwald, Germany 3. Dachau, Germany 4. Ebensee, Austria 5. Manzanar, California, USA 6. Topaz Relocation Center, Utah, USA 7. Bloemfontein, South Africa 8. Santo Tomas Internment Camp, Manila, Philippines				
Spelling Word Format:	flower/plant, country, ancient city/civilization, type of dog, science word, math word, religion word, historical person, art word, music word, part of the body, grade-level words				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 19	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 14x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 14x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 14x each, use in a sentence) - 20 min.	Class Discussion: The genre of the novel is fiction, yet is based on true events. How can the novel be fiction if it is about true events? - 15 min	Review characters in the story so far (protag., antag.), setting, and symbolism - 15 min
	Google images of Nazis and Nazi symbols; show the horror that the Nazis were for much of the world; explain who Adolf Hitler was, show photos - 15 min	Show images of Jewish concentration camps during WWII; explain that 6 million people died here in five years; explain how (gas chamber, worked to death, beaten) - 15 min	What was Passover (from the Bible)? Why do Jewish people celebrate Passover as a feast? What holiday do Christians celebrate on Passover? What is a Seder meal? - 15 min	Who was the prophet Elijah? Why was he important in the Jewish faith? Watch "Who was Elijah the Prophet?" on YouTube (4 min, Israeli) and discuss - 20 min	Watch "Life In The World's Most Infamous Concentration Camp" on YouTube (7 min) and discuss - 20 min

	Begin reading the novel "The Devil's Arithmetic" by Jane Yolen - 25 min	Read aloud "The Devil's Arithmetic" by Jane Yolen - 25 min	Read aloud "The Devil's Arithmetic" by Jane Yolen - 25 min	Read aloud "The Devil's Arithmetic" by Jane Yolen - 30 min	Read aloud "The Devil's Arithmetic" by Jane Yolen - 25 min
Daily Journal Topic:	What does the word "Nia" mean to you?	Were you ever embarrassed by a parent or grandparent's actions? Why or why not?	Are Hannah's actions in the beginning of the story relatable? Are they fair to her family?	What family traditions do you have that may be similar to Hannah's Seder tradition?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 14x each	Work on Spelling List - write a sentence with each word	Written Response: What makes Jewish history the theme of the novel? Is this theme easily understood? Why does the author use Jewish history as the theme of the novel? (one paragraph)	None
Spelling List:	privilege, procedure, pronunciation, psychology, puny, qualified, qualifying, quotation, raspberry, reasonable, receipt, receiving, recipe, recognition, recommend, recruit, reddest, reprimand, resigned, restaurant, rotten, sandwich, scarcity, scenery				
IEP Spelling List:	hydrangea, Liberia, Mali, duet, humerus, Pierre, Nashville, Texas, Austin, Utah, Salt Lake City, Vermont, Montpelier				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 20	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"Vocabulary Workshop" - 20 min.	"Vocabulary Workshop" - 20 min.	Create a T-chart comparing Hannah from present day against Hannah in the past - 15 min	What foreshadowing do you believe may be occurring in the novel? Revisit the topic of symbolism - 15 min
	Place students in pairs to answer these questions, then discuss together: Hannah does not strongly enjoy Passover. Why is this? What does this show about her character? Does Hannah's age have anything to do with her feelings about the tradition of Passover? - 20 min	Discussion: Hannah is transformed to the past when opening her grandparents door to let Elijah in. Why does the author make Hannah's transformation happen at this time? What emotions does this scene bring to readers? Does this scene appear confusing in any way? - 15 min	Use a "Timeline Graphic Organizer" to help organize events in the story; students should complete one organizer for "past events" and another organizer for "present events" - 20 min	Discussion: The plot of the novel is shown when Hannah is transformed into the past and begins to live her life as a Jewish girl during the war. What classifies this as the plot of the novel? What are the pro's and con's of this plot? - 15 min	Introduce research project (Create a Prezi about one of the major concentration camps; must choose from list, students must relate experiences there back to Hannah) - 10 min
	Read aloud "The Devil's Arithmetic" by Jane Yolen - 25 min	Read aloud "The Devil's Arithmetic" by Jane Yolen - 25 min	Read aloud "The Devil's Arithmetic" by Jane Yolen - 25 min	Read aloud "The Devil's Arithmetic" by Jane Yolen - 25 min	Read aloud "The Devil's Arithmetic" by Jane Yolen - 30 min

Daily Journal Topic:	Compare and contrast Passover with Christmas. Who celebrates each tradition? Are the traditions alike in any way?	Watch the video "Historical footage shows the horrors of Buchenwald concentration camp" on YouTube (1 min); write your thoughts on this video.	How do you work with others to help restore/fix things in your life (as "Nia" asks you to do)?	Discuss and describe the transformation of Hannah from her present life to the life of a Jewish girl during the time of WWII.	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Complete next two pages in "Vocabulary Workshop"	Written Response: Jewish people had numbers tattooed on their forearms when they entered concentration camps. What does this numbering system also remind you of? (one paragraph)	Study for Spelling & Definition Test Tomorrow	Work on Prezi
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 21	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 15x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 15x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 15x each, use in a sentence) - 20 min.		In-class time to work on Prezi project - 40 min
	Discussion: When Hannah looks in the mirror as Chaya, she realizes that her braces are gone. Why is it important for readers to know details of Hannah's appearance when she becomes Chaya? What would a lack of details cause to happen to this scene? - 15 min	Discussion: When Hannah and her friends and family arrive at the wedding party for Shmuel and Fayge, they see Shmuel dancing. What does this show about the Jewish people? Why do the men dance while the women watch? What does the wedding party show about the thoughts of Jewish people involving marriage? - 20 min	Discussion: Hannah's stories are more interesting to her friends when she becomes Chaya. Why is this? Why does the author decide to do this? Does Hannah appear more interesting because she knows more than the other girls? - 15 min	Quick Write: Hannah learns from her friends that Fayge is Rabbi Boruch's favorite child. Why do Hannah's friends believe this? What does this show about the rabbi? - 20 min	
	Read aloud "The Devil's Arithmetic" by Jane Yolen - 25 min	Read aloud "The Devil's Arithmetic" by Jane Yolen - 25 min	Read aloud "The Devil's Arithmetic" by Jane Yolen - 25 min	Read aloud "The Devil's Arithmetic" by Jane Yolen - 40 min	Complete reading the novel "The Devil's Arithmetic" by Jane Yolen - 30 min
Daily Journal Topic:	Why does it take until Chapter 5 to learn the true plot of the novel? Would it be better if the plot of the novel were learned earlier?	Why does the author make the plot of the novel be of a Jewish girl living in the past? What emotions does this plot give to readers?	Hannah says that Chaya is more popular than Hannah. What makes Hannah believe this to be true?	Does Hannah like being Chaya? Does Hannah remember who she really is when becoming Chaya?	No journal today

Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 15x each	Work on Spelling List - write a sentence with each word	Written Response: In your opinion, does Hannah take on Chaya as her own identity? Or is she creating a false identity for herself? (one paragraph)	Work on Prezi
Spelling List:	secretary, securing, significance, simile, sincerely, sincerity, situation, skeptical, slumber, smudge, solemn, souvenir, spacious, specific, stationary, stationery, statistics, subscription, substitute, superintendent, supervisor, supposedly, threatening, tolerate				
IEP Spelling List:	lavender, Korea, Luxor, opus number, Virginia, Richmond, Washington, Olympia, West Virginia, Charleston, Wisconsin, Madison, Wyoming,				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 22	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"Vocabulary Workshop" - 20 min.	"Vocabulary Workshop" - 20 min.	Yitzchak's small son, Reuven, is chosen by the commandant. The commandant makes a cruel joke of this small, defenseless child. Hannah is overwhelmed that she didn't act differently in order to save this innocent little boy. Pretend that you are Hannah at the camp when the commandant drives up and sees Reuven coming out of the hospital. Your objective is to convince the Nazi commandant that this blameless and motherless child need not be chosen to go with him. - 20 min	Present Prezi projects to the class - 60 min
	* All students will take a STAR test for AR on "The Devil's Arithmetic" - 15 min.	Venn Diagram: compare & contrast Hannah before and after her experience in the concentration camp (nine total statements, three in each area) - 20 min	Rivka reassures Chaya of what a hero is. She says, "My mother said before she died that it is much harder to die this way than to go out shooting. Much harder. Chaya, you are a hero. I am a hero. We are all heroes here." Explain your definition of a hero, giving examples to support it. - 15 min		
	Work on Prezi Project - 30 min	Work on Prezi Project - 30 min	Work on Prezi Project - 25 min	Work on Prezi Project - 40 min	
Daily Journal Topic:	What do the emotions in the songs show about their thoughts on the wedding of Shmuel and Fayge?	Why is it important for readers to see the wedding party of Shmuel and Fayge? Why does the author add this scene to the novel?	Hannah learns that her name means "life"; however, what are her thoughts when she learns what Chaya means?	Rivka has lived in the camp for a year. What does this show about Rivka's character?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Complete next two pages in "Vocabulary Workshop"	Complete next two pages in "Vocabulary Workshop"	Study for Spelling & Definition Test Tomorrow: Finish your Prezi, it is due tomorrow	None

Unit: "To Kill a Mockingbird" by Harper Lee with project

Online Version:	http://thefreeonlinenovel.com/bi/to-kill-a-mockingbird				
Project:	<i>Students will select one of the following options below and complete as their project affiliated with this novel:</i>				
1	<i>Compare & contrast the Jewish Holocaust of WWII to the persecution of African-Americans in the Southern-USA in the 1930s. Students will handwrite a minimum three-page paper with historical information supporting both subjects. Three similarities and three differences should be noted for a total of six topic discussions.</i>				
2	<i>Use the online program "Vyond" with a 14-day free trial to create a presentation about the Tom Johnson trial. Vyond-presentation must be a minimum of two minutes long and include aspects of evidence, witnesses, and statements by Atticus to defend Tom.</i>				
3	<i>Students will illustrate and color ten symbols from the novel. Then, they will type in MS Word a one-paragraph long caption for each of the ten illustrations (for a total of ten colored drawings and ten captions) about the symbolism in the novel and what each symbol that they chose represents.</i>				
4	<i>Students will create groups of a MINIMUM of four total students to re-enact the Tom Johnson Trial. Each student must have a minimum of five spoken full lines in the re-enactment. Students must be dressed up for the part and will record the re-enactment at an alternate location, NOT AT THE SCHOOL. The recording MUST TAKE PLACE OUT OF SCHOOL although preparation may occur at school. A written script must be provided to the teacher as well to verify content and completion. The recording should be a minimum of three minutes long. The recording should be emailed to the teacher directly upon completion and the email of the recording will be due one day BEFORE the overall project due date to ensure timeliness and receipt.</i>				
5	<i>Students will write three separate one-page essays about three separate issues that abound in the novel. One essay will be about social classes in the novel and how a hierarchy about financial status existed in the novel and in life today. The second essay will identify EITHER Boo Radley, Jem, or Scout as the "Mockingbird" in the title of the novel and explain how they fit this symbolic moniker in three separate ways. The third essay will examine the judicial system in the USA, specifically trials in general and the work of lawyers within them. Students will explain the role of lawyers in a courtroom, what perjury is, and how lawyers work to obtain a fair and honest trial for their clients to ensure their freedom.</i>				
Spelling Word Format:	flower/plant, country, ancient city/civilization, type of dog, science word, math word, religion word, historical person, art word, music word, part of the body, grade-level words				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 16x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 16x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 16x each, use in a sentence) - 20 min.	Discuss the characters (protag., antag., supporting), setting, and theme. - 15 min	Use a "Concept Map" Graphic Organizer to begin to follow the novel with students - 15 min

Week 23	Using Google, show images of The Great Depression in the 1930s; discuss food rationing and how it was different than food stamps - 15 min	Using Google, show photos of life in the southern USA in the 1930s; Dust Bowl led to "The Great Migration" - 15 min	Discussion: What was "The Great Migration"? Watch "Sound Smart: The Great Migration" on YouTube (2 min) and discuss - 15 min	In Chapter 1, the narrator says, "Being Southerners, it was a source of shame to some members of the family that we had no recorded ancestors on either side of" what battle? What is meant by this statement? What major US war occurred only 65 years before the setting of this novel? How may that tie into the theme? - 15 min	Place students into groups of 3 or 4, answer the following questions and discuss: How old is Scout Finch when the story begins? How long has it been since the death of Scout and Jem's mother in Chapter 1? How old is Scout's father? What makes Scout stand out as a protagonist in this novel? - 15 min
	Begin reading aloud "To Kill a Mockingbird" by Harper Lee - 25 min	Read aloud "To Kill a Mockingbird" by Harper Lee - 25 min	Read aloud "To Kill a Mockingbird" by Harper Lee - 25 min	Read aloud "To Kill a Mockingbird" by Harper Lee - 30 min	Read aloud "To Kill a Mockingbird" by Harper Lee - 30 min
Daily Journal Topic:	What you know about life in the Southern US in the 1960s?	What you know about life in Cleveland in the 1960s?	What do you think of the story of Saint Valentine?	Do you consider Valentine's Day a holiday or just a "special day"?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 16x each	Work on Spelling List - write a sentence with each word	Written Response: What do you know about the US Civil War? What was the war about? (one paragraph)	None
Spelling List:	tongue, tournament, tragedy, traitor, transferred, transferring, transmitted, traveled, traveling, unfortunately, uniform, university, unnecessary, valuable, various, vehicle, version, vertical, victim, vigorously, violation, visualize, volcano, voyage				
IEP Spelling List:	foxgloves, Argentina, sheltie, geology, crucifix, Picasso, patella, American Samoa, Guam, Puerto Rico, Baker Island, Howland Island, Jarvis Island				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 24	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	Create a timeline of the novel from Ch. 1 until now and discuss segments - 15 min	Watch "History Brief: Daily Life in the 1930s" on YouTube (6 1/2 min) and discuss in correlation to the novel - 15 min
	Discuss the relationship between Scout, Finch, and Atticus. How is Dill involved in this structure?	Discuss what themes or symbols have appeared in the first two chapters; what is a Mockingbird? - 15 min	As a class, create a table outlining the different conflicts found in the novel - 15 min	Discussion: Describe Scout's relationship with Walter Cunningham and Calpurnia; why does Scout say that she will drown herself? - 15 min	
	Read aloud "To Kill a Mockingbird" by Harper Lee - 25 min	Read aloud "To Kill a Mockingbird" by Harper Lee - 25 min	Read aloud "To Kill a Mockingbird" by Harper Lee - 25 min	Read aloud "To Kill a Mockingbird" by Harper Lee - 30 min	Read aloud "To Kill a Mockingbird" by Harper Lee - 40 min

Daily Journal Topic:	Discuss how Scout speaks in the novel. Why do you think that the narrator writes this way?	What is Scout's opinion of Maycomb?	How would you describe Scout's feelings for her first-grade teacher?	How does Miss Fisher differ from the other citizens of Maycomb County?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Written Response: What problems does Scout encounter with her teacher in Chapter 2? Why? (one paragraph)	Written Response: How does wealth and finance differ between the citizens of Maycomb County? (one paragraph)	Study for Spelling & Definition Test Tomorrow	None
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 25	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 17x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 17x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 17x each, use in a sentence) - 20 min.	Recap the story: What is Dill's real name? What pets does Jem suggest that Boo eats? Review symbols - 15 min	Watch "Women's Suffrage: Crash Course US History #31" on YouTube (13 min); discuss changes in the US during the 1930s; how are the women of Maycomb County different than those in the video? - 20 min
	Discussion: Who is Boo Radley? What foreshadowing is found in Chapter 4? - 15 min	Discussion: What items are contained in the jewelry box that Scout and Jem find in the knothole in Chapter 4? Who lives at the far end of Scout's street next door to the post office in Chapter 4? What could these items symbolize? - 15 min	Miss Maudie reveals important details about Boo; what are they? How can we be sympathetic to Boo based upon what Miss Maudie reveals? - 15 min	What was the Rosetta Stone? Watch "Rosetta - the Stone that Unlocked Ancient Egypt's Secrets" on YouTube (2 min) and discuss Mr. Avery's comments about children's behavior; how does he feel about children in general? - 15 min	
	Read aloud "To Kill a Mockingbird" by Harper Lee - 25 min	Read aloud "To Kill a Mockingbird" by Harper Lee - 25 min	Read aloud "To Kill a Mockingbird" by Harper Lee - 25 min	Read aloud "To Kill a Mockingbird" by Harper Lee - 30 min	Read aloud "To Kill a Mockingbird" by Harper Lee - 40 min
Daily Journal Topic:	How has Dill come to befriend Scout and Jem? Where does Dill live?	How does Dill differ as a character from Scout and Jem?	How has Boo come to be "legendary" to Jem, Scout, and Dill?	How does Miss Maudie's attitude about the children differ from the other older characters in Maycomb?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 17x each	Work on Spelling List - write a sentence with each word	Written Response: In what ways does Boo Radley differ from the rest of Maycomb society? (one paragraph)	Work on illustration and caption

Spelling List:	wealthy, weapon, wheeze, wilderness, absence, excellent, pneumonia, accidentally, excitement, possess, accommodate, experience, practically, achieve, familiar, preferred, acquaintance, fascinate, privilege, against, favorite, probably				
IEP Spelling List:	begonia, Ukraine, Corinth, deity, Confucius, baritone, talus, Johnston Atoll, Kingman Reef, Midway Islands, Navassa Island, Wake Island				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 26	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"Vocabulary Workshop" - 20 min.	"Vocabulary Workshop" - 20 min.	Introduce project and options: 10 min	Use a "Cause and Effect" Graphic Organizer to review the trial of Tom Johnson - 15 min
	Discussion: What is a lynch mob? Watch "A lynching memorial remembers the forgotten" (4 min) on YouTube and discuss; relate to Tom Robinson and Atticus' involvement at the jail - 20 min	Place the students in small groups to answer these questions, then discuss: What is "mob mentality"? What is prejudice? How is it similar to stereotyping? Use Google to help as needed - 15 min	Discussion: Discuss the Ku Klux Klan as an evil and vile organization; Watch the video "Inside the New Ku Klux Klan" (2 min) and "KKK: Then and Now National Geographic" (2 min) on YouTube; the KKK hated immigrants, Catholics, black people, homosexuals, non-English speakers, and many others. - 15 min	Discussion: Observe the way that people sit in Tom Johnson's trail. What do you think about this? Where do Scout, Dill, and Jem sit? What does this symbolize? - 15 min	Watch the video "3 ways you can get nailed for "perjury" in Colorado" on YouTube (2 min) and discuss what perjury is; in your opinion, did anyone commit perjury in Tom Robinson's trial? How is Link Deas' testimony different from others' testimony at the trial? - 15 min
Read aloud "To Kill a Mockingbird" by Harper Lee - 25 min	Read aloud "To Kill a Mockingbird" by Harper Lee - 25 min	Read aloud "To Kill a Mockingbird" by Harper Lee - 25 min	Read aloud "To Kill a Mockingbird" by Harper Lee - 30 min	Read aloud "To Kill a Mockingbird" by Harper Lee - 25 min	
Daily Journal Topic:	What do you think is symbolized by Jem's pants being ripped and mended?	Watch the video "Prejudice - Unconscious Bias and Pre-judgement" on YouTube (2 min); write your thoughts on prejudice.	Would you have done what Atticus did at the jail house? Why or why not?	How does Scout differ from other girls her own age? How is she perceived by her elders in the town?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Complete next two pages in "Vocabulary Workshop"	Complete next two pages in "Vocabulary Workshop"	Study for Spelling & Definition Test Tomorrow	Work on project
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.

Week 27	* Spelling Words (Definitions, 18x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 18x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 18x each, use in a sentence) - 20 min.		
	Class Discussion: Some key points are brought up in the trial: Where is Mr. Gilmer said to be from? Who does the Sheriff say called him to the Ewell residence on the night of the alleged crime? On what date was the Sheriff contacted to go to the Ewell residence, according to his testimony? What is the name of the young woman who claims to have been raped by Tom Robinson in the trial? What is noted by Atticus when he has Bob Ewell write his name before the court? - 15 min	Discussion: Tom Robinson is found guilty. How does this verdict reshape Jem's views of Maycomb and its citizens? Why do you think that Scout is less upset about the verdict than Jem is? In what ways have Scout and Jem both experienced a loss of innocence through the trial? - 15 min	Discussion: Scout questions Miss Gates about her reaction at Tom's trial; Tom is murdered; Bob Elwell is hired but soon fired by Works Project and stalks Helen; Scout and Jem are attacked - 15 min	In-class time to work on project - 30 min	In-class time to work on project - 30 min
	Read aloud "To Kill a Mockingbird" by Harper Lee - 25 min	Read aloud "To Kill a Mockingbird" by Harper Lee - 25 min	Read aloud "To Kill a Mockingbird" by Harper Lee - 25 min	Read aloud "To Kill a Mockingbird" by Harper Lee - 30 min	Finish reading aloud "To Kill a Mockingbird" by Harper Lee - 30 min
Daily Journal Topic:	Does Tom Robinson receive a just and fair trial? Why or why not?	How does the topic of domestic violence effect Tom Robinson's trial?	How does Miss Gates differ from Scout's previous teachers? How is she similar?	What do you think Ewell intends to do to the Finch children? What prevents him?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 18x each	Work on Spelling List - write a sentence with each word	Work on project	Work on project
Spelling List:	a lot, February, raspberry, already, finally, realize, argument, foreign, receive, attendance, friend, recommend, because, government, remember, beginning, grammar, restaurant, believe, guarantee, rhythm, business, height, ridiculous				
IEP Spelling List:	ragwort, Belarus, Babylon, akita, laboratory, ellipse, Buddha, horseradish, pique, perjury, perceived, newsstand, companion, regulate				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 28	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	Present "Mockingbird" projects

	In-class time to work on project - 45 min	In-class time to work on project - 45 min	In-class time to work on project - 45 min	In-class time to work on project - 45 min	Present the remaining projects today to the class - 65 min
Daily Journal Topic:	What was the climax of the novel? Why do you think this was the climax?	How does Boo Radley know to help Scout and Jem? What does he do?	How does the Sheriff contend that Mr. Ewell died? How does this tie into the name of the novel?	What flowers does Miss Maudie grow and obsess over in the novel? What is symbolic of this?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Finish project, due Friday	Finish project, due Friday	Study for Spelling & Definition Test Tomorrow; projects due tomorrow!	None

Unit: "Night" by Elie Wiesel with Visme project

Online Version:	https://canvas.instructure.com/courses/966906/pages/night-text-dot-pdf				
Project:	<i>In Social Studies class, you just studied about the Muslim Conquest, Ancient France, The Crusades, and the Holy Roman Empire. You will link that knowledge to this story by completing one of the following options below via a "Visme" presentation that includes a minimum of 15 slides:</i>				
1	<i>Part of Adolf Hitler's goal in WWII was to return Germany's status to that of the Holy Roman Empire. How does having the Holocaust help him in achieving that status?</i>				
2	<i>The Spanish Inquisition was aimed at eliminating anyone who was not Christian from their kingdom. How was the Holocaust similar to this? Or was it something completely different?</i>				
3	<i>Ancient France waged war against the Muslims Invaders to drive them from their kingdom. Even after the war was over, the French kings continued to drive them south into Spain and unified Spanish provinces against them. How was the Holocaust similar to this? Or was it something different?</i>				
4	<i>The Crusades were a series of wars fought by Christians from Europe and Northern Africa whose goal was to reclaim the Holy Land and expel the Muslims from it. How were these wars similar to the Holocaust? Or were they different from the Holocaust entirely?</i>				
5	<i>Ancient Muslim's originally had a quest to convert everyone in Israel and the surrounding region to Islam. Those that did not were cast away (or even killed) if they chose not to convert. How is this similar to the Holocaust? Or was it something different?</i>				
6	<i>Using all five examples of kingdoms, explain mankind's desire to rule over each other. Is man naturally good or evil? Does one man have a right to conquer another man's kingdom? Does anyone have the right to live anywhere that they want? Explain your reasoning as to why you feel the way that you do to answer these questions. Use all five mentioned kingdoms as a basis for your opinion.</i>				
Spelling Word Format:	flower/plant, country, ancient city/civilization, type of dog, science word, math word, religion word, historical person, art word, music word, part of the body, grade-level words				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 19x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 19x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 19x each, use in a sentence) - 20 min.	Review the setting, characters, and plot of the story thus far - 10 min	Use a "Main Idea and Supporting Details" Graphic Organizer to track the novel so far - 15 min

Week 29	Put students into pairs. Using Google to help, answer the following questions and discuss: How were Jews often viewed in Europe and in Germany? Why were some Germans jealous of the Jews? - 15 min	Put students into pairs. Using Google to help, answer the following questions and discuss: What was the condition of the German economy prior to Hitler's orders to destroy the Jews? Why did Hitler want the Jews purged from Germany and the countries he conquered? - 15 min	Watch "The Rise of the Nazis History" on YouTube (3:30 min) and discuss: How the Jews were hated so fiercely, the rise of Hitler, why Germany declared war in WWII - 15 min	Watch "Adolf Hitler: Leader of the Third Reich - Fast Facts History" on YouTube (5 min); discuss how/why people followed Hitler; how do Wiesel's words and travels relate to the last few days of class? - 20 min	Discussion: "Night" is told from Wiesel's point of view. Based upon the reading so far, what is "Night" an appropriate title? Why is it written in first-person? What was Wiesel's background? What situations in Ch. 1 are dehumanizing? - 15 min
	Begin reading aloud "Night" by Elie Wiesel - 25 min	Read aloud "Night" by Elie Wiesel - 25 min	Read aloud "Night" by Elie Wiesel - 25 min	Read aloud "Night" by Elie Wiesel - 30 min	Read aloud "Night" by Elie Wiesel - 30 min
Daily Journal Topic:	Describe what happened during the Holocaust of WWII.	Research the word "Holocaust" on Google and write a definition. What did the Jews call it during WWII? What is the Greek word that Holocaust is derived from?	In what way are the train cars a part of the setting of the book? What does the train car setting evoke in readers? Why?	Watch "Adolf Hitler: Speech at Krupp Factory in Germany (1936) British Pathé" on YouTube (1 min). What character traits made him a good public speaker?	No journal today
Daily Homework	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 19x each	Work on Spelling List - write a sentence with each word	Written Response: What are the advantages and disadvantages of telling this story as an autobiography? (one paragraph)	None
Spelling List:	crocus, Syracuse, wolfhound, gamma, dogma, cityscape, melisma, abduction, biweekly, presume, fulfill, explode, random, radiant, emergency, calendar, immediately, schedule, cemetery, independent, scissors, chief, instead, separate				
IEP Spelling List:	crocus, Syracuse, wolfhound, gamma, dogma, cityscape, melisma, abduction, biweekly, presume, fulfill, explode, random, radiant, emergency				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	Make a T-chart of metaphors & similes found in "Night"; include the page number; discuss with class - 20 min	Introduce project & discuss options; show Visme online - 15 min

Week 30	Define anonymity and complacency; Quick write: list five ways that you are complacent at times - 15 min	Discussion: In what way were Jews and non-Jews complacent in the novel? How did villagers react when the Jews were put into ghettos and then eventually evacuated? What were some situations where anonymity was present? How did that affect people's points of view? - 20 min	Discussion: How does the mood change through Chapters 1, 2, and 3? Compare & contrast the setting of the train and Birkenau; how do the colors of materials that Wiesel describes relate to the mood? - 15 min	Discussion: what is "tone"? Wiesel's tone changes as they are resettled, he physically suffers, he watches pipel die, his father begins ill, etc.; provides examples of Wiesel's tone changing - 15 min	Using a "Wheel Graphic Organizer", have the students outline how the Nazis received support from the public to conduct the horrors described in "Night" - 15 min
	Read aloud "Night" by Elie Wiesel - 30 min	Read aloud "Night" by Elie Wiesel - 25 min	Read aloud "Night" by Elie Wiesel - 25 min	Read aloud "Night" by Elie Wiesel - 25 min	Read aloud "Night" by Elie Wiesel - 25 min
Daily Journal Topic:	Watch "World War II in Europe: Every Day" (7 min) on YouTube; students are to record their thoughts of the rise and fall of the German Empire	In what ways were people complacent to allow bad things to happen in "Night"?	How did Madame Schachter's screaming foreshadow what was coming for the train occupants?	The Nazis believed in "Social Darwinism", meaning that the weaker people or races should be eliminated. How is this similar to Charles Darwin and evolution from your Science class?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Written Response: The Germans viewed the Jews like animals. Explain the conditions on the train based upon this thought (one paragraph)	Written Response: Why is having "hope" important in dire situations? (one paragraph)	Study for Spelling & Definition Test Tomorrow	Work on Project
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 31	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 20x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 20x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 20x each, use in a sentence) - 20 min.	In-class time to work on project - 25 min	Finish reading aloud "Night" by Elie Wiesel - 25 min
	Discussion: What is Rosh Hashanah? What is Yom Kippur? Watch the video "6 Significant Jewish Holidays" on YouTube (3 min) and review how these holidays connect with the novel; relate to Wiesel and the other prisoners - 15 min	Watch "What Was Hitler's Final Solution? AP Euro Bit by Bit #39" on YouTube (8 min); Quick Write - Why did Hitler call the extermination of the Jewish people "The Final Solution"? - 15 min	Discussion: Wiesel states that the "night was growing longer, never-ending." What does Wiesel mean by that statement? In what way is the term "night" both symbolic and factual? How does night represent what Wiesel and the others were experiencing on what seemed to be their never-ending journey? - 15 min	Discussion Topics: Wiesel wakes up and his father is gone; what does the chimney symbolize in Ch. 8 vs earlier in the novel? Compare Wiesel persuading his father to keep trying vs Wiesel arguing with "death" - 15 min	Discussion: After his father's death, Wiesel is only focused on food; American troops liberate the camp; Wiesel gorges on food after freedom (would you do that?); Wiesel sees a corpse in the mirror (symbolism?) - 15 min

	Read aloud "Night" by Elie Wiesel - 25 min	Read aloud "Night" by Elie Wiesel - 25 min	Read aloud "Night" by Elie Wiesel - 25 min	Read aloud "Night" by Elie Wiesel - 25 min	In-class time to work on project - 25 min
Daily Journal Topic:	Describe your thoughts when Pipel dies.	How is the "selection process" in Ch. 5 similar to Darwin's Theory of Natural Selection?	What does the period of time called "night" have in common with Wiesel's experiences on the train trip to Buchenwald?	Wiesel's father prefers death to more pain and suffering. What are your thoughts about this?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 20x each	Work on Spelling List - write a sentence with each word	Work on project	Work on Project
Spelling List:	Canada, derivative, Easter, collage, secretary, prior, lantern, bayou, departure, ordinary, elementary, predatory, committee, interrupt, similar, conscience, judgment, sincerely, convenience, leisure, straight				
IEP Spelling List:	Canada, derivative, Easter, collage, secretary, prior, lantern, bayou, departure, ordinary, elementary, predatory				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 32	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"Vocabulary Workshop" - 20 min	"Vocabulary Workshop" - 20 min	"Vocabulary Workshop" - 20 min	Present projects today - 60 min
	In-class time to work on project - 45 min	In-class time to work on project - 45 min	In-class time to work on project - 45 min	In-class time to work on project - 45 min	
Daily Journal Topic:	What does Wiesel seeing a corpse in the mirror symbolize?	Watch "WWII - Ep. 2 Act 1 - Hitler Unleashes Blitzkrieg" (4 min) on YouTube; write your thoughts on the German "Lightening War". Why was it effective?	Why might some concentration camp survivors find issue with some things that Wiesel wrote?	Create a Venn Diagram comparing & contrasting "Night" vs "The Devil's Arithmetic"; have three statements for how each is distinct and three for how they're similar (nine total statements)	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Complete next two pages in "Vocabulary Workshop"	Complete next two pages in "Vocabulary Workshop"	Study for Spelling & Definition Test Tomorrow	None

Unit: "Flowers for Algernon" by Daniel Keyes (short story, not the novel)

Project: **There is no project with this unit.**

Online Version:	https://www.sdfo.org/gj/stories/flowersforalgernon.pdf				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday

Week 33	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 25x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 25x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 25x each, use in a sentence) - 20 min.	Finish reading aloud "Flowers for Algernon" (short story) by Daniel Keyes - 25 min	View contemporary art at this website (http://www.weirdworm.com/10-bizarre-works-of-art/) and discuss whether it is actual "art" in your opinion; discuss psychological connections in the works, such as what the artist was trying to say and how they wanted people to feel - 30 min
	Create a background for the short story; what are psychologists? What do they do? How do they help people? - 15 min	Begin reading aloud "Flowers for Algernon" (short story) by Daniel Keyes - 25 min	Read aloud "Flowers for Algernon" (short story) by Daniel Keyes - 25 min	Students will take a free online IQ test for kids so that they can see what Charlie had to do to begin and end his process; try this site (https://www.iq-test-for-kids.com/) - 35 min	Quick Write: should "Flowers for Algernon" be banned from schools? It has been previously (but been readded) because it speaks of people with down syndrome negatively (20 min)
	Show images of Rorschach Tests (ink blots) and have the students discuss what they see; have students view online contemporary and abstract art and discuss images they see - 25 min	Discuss the characters and writing style; is it easier to read in this manner? What do you think that the author was trying to express by writing through Charlie's notes? - 15 min	Students will create a timeline of events during the story but will also predict events that occurred in the novel, before these studies, and after the short story ends - 15 min		
Daily Journal Topic:	What do you know about psychologists?	Do you think it is okay for scientists to experiment on animals? What about on people? Why or why not?	If you could have your IQ raised like Charlie did, what you do it? Why or why not?	Charlie relates to Algernon; what animal do you feel that you relate to? Why?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 25x each	Work on Spelling List - write a sentence with each word	Written Response: What did you think of the IQ Test? Do you think that these are accurate? (one paragraph)	None
Spelling List:	touch-me-not, Morocco, infinite, Jerusalem, commission, overdubbing, evaluation, complement, respectfully, personality, dictated, nieces, courageous, library, strengthen, criticize, lightning, studying, decision, lonely, summarize				
IEP Spelling List:	touch-me-not, Morocco, infinite, Jerusalem, commission, overdubbing, evaluation, complement, respectfully, personality, dictated, nieces				
"The Open Window" online:	https://americanliterature.com/author/hh-munro-saki/short-story/the-open-window				
"The Lady, or the Tiger?" online:	https://americanliterature.com/author/frank-stockton/short-story/the-lady-or-the-tiger				
"A Horseman in the Sky" online:	https://americanliterature.com/author/ambrose-bierce/short-story/a-horseman-in-the-sky				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday

Week 34	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"Vocabulary Workshop" - 20 min	"Vocabulary Workshop" - 20 min	"Vocabulary Workshop" - 20 min	Read "A Horseman in the Sky" by Ambrose Bierce - 25 min
	Using graph paper, students will create their own maze (similar to Algernon) with a defined "start" and "end" point; they will share their mazes with other students when complete; must fill the paper with the lines for the maze - 30 min	Debate the topic of whether or not music can effect your personality, your opinion, or your choices; compare hip-hop to classical; does music choice describe your intellect; can you have false opinions of people based upon a song choice? - 20 min	Read "The Open Window" by H. H. Munro (Saki) - 20 min	Read "The Lady, or the Tiger?" by Frank Stockton - 20 min	Discuss the five similies or metaphors in this story; discuss the two elements of foreshadowing in this story; discuss Biblical or religious references - 20 min
	Quick Write: Can correctly completing mazes tell you about someone's intelligence? Or are they just fun games? 15 min	Have students listen to three songs and write their opinion of the songs after listening to each one: "Die Eier Von Satan" by Tool (1996), "Imagine" by John Lennon, and "In the Air Tonight" by Phil Collins; after listening to each song, reveal the true purpose of the song and compare it to the opinion that the student wrote - 25 min	Discuss propaganda and how stereotypes and discriminations can alter beliefs; relate back to the story and the music from yesterday - 25 min	Review the story and discuss the stereotype that all stories require an ending (10 min); students will write an ending for the story the discusses what came out of the door (15 min)	Quick Write: Did Druse honor his commitment to the Union Army appropriately? Could he have backed down because the other person was his father? - 10 min
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Complete next two pages in "Vocabulary Workshop"	Complete next two pages in "Vocabulary Workshop"	Study for Spelling & Definition Test Tomorrow	None
Daily Journal Topic:	Can strategy-based games (likes Sudoku) make you smarter? Or are they just games that "only certain people enjoy"?	Can the type of music that you listen to influence your opinion, your choices, or your personality?	Can you think of any songs that you know of with hidden meanings? What are they and what is their meaning?	What are some stereotypes that you may have or have been taught about?	No journal today
"The Sniper" online:	https://americanliterature.com/author/liam-oflaherty/short-story/the-sniper				
"The Treasure in the Forest" online:	https://americanliterature.com/author/hg-wells/short-story/the-treasure-in-the-forest				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min

Week 35	Read "The Sniper" by Liam O'Flaherty - 20 min	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.
	Discuss the Irish Civil War and what happened in the world near this time (WWI and Roaring Twenties); watch the video "Civil War in Ireland" at https://ifiplayer.ie/civil-war-in-ireland/ to get a idea of the conflict - 20 min	Read "The Treasure in the Forest" by H.G. Wells - 30 min	(Part I of III) Illustrate, color, and write a one paragraph caption for one of the stories that we just read in class - 45 min	(Part II of III) Illustrate, color, and write a one paragraph caption for one of the stories that we just read in class - 45 min	(Part III of III) Illustrate, color, and write a one paragraph caption for one of the stories that we just read in class - 45 min
	Create a Venn Diagram comparing & contrasting "The Sniper" and "A Horseman in the Sky"; nine total statements 20 min	Review the characters in the short story, the setting, and the antagonist; what actually happened to "the chinaman"? How does the last sentence provide the fate of Evans and Hooker? - 15 min			
Daily Homework:	Written Response: In your opinion, what aspects of "The Sniper" make it a realistic short story? (one paragraph)	Written Response: Which short story that we read recently did you enjoy the most? Why is that? (one paragraph)	Written Response: If you were Evans or Hooker and you found "the chinaman", what would you do? (one paragraph)	Work on illustration and caption	None
Daily Journal Topic:	What story did you like more "A Lady, or a Tiger?" or "A Horseman in the Sky"? Why is that?	What novel that we read this year did you enjoy the most? Why is that?	What do you think happened to Hooker at the end of "The Treasure in the Forest"? Why do you think this?	Watch "10 Lost Treasures You Can Still Find" on YouTube (8 min); write your thoughts on this video.	Watch "10 REAL Hidden Treasures You Can Still Find!" on YouTube (8 min); write your thoughts on this video.