

Scope and Sequence
ELA - 8th Grade Gen Ed

Unit : Poetry and Great Poets

"The Tell-Tale Heart" online:	https://www.poemuseum.org/the-tell-tale-heart				
"The Raven" online:	https://www.eapoe.org/works/poems/ravenb.htm				
"Annabel Lee" online:	https://www.poetryfoundation.org/poems/44885/annabel-lee				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	* Journal Time via Google Docs 10 min	* Journal Time via Google Docs 10 min	* Journal Time via Google Docs 10 min	* Journal Time via Google Docs 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.	Watch "The Simpsons - Edgar Allan Poe: The Raven" on YouTube (4:40 min); students will write a comparative summary of this version vs the version by James Earl Jones and the written text; students may replay on their Chromebooks as needed for assistance - 30 min	* Illustrate, color, and write a minimum one-paragraph caption for one of the three stories by Edgar Allen Poe that were read in class; best effort must be applied and illustrations should cover an entire page, not just a small segment of it; captions should include grammar and proper punctuation as applicable - 60 min
	* Who was Edgar Allen Poe? Why is he considered one of the greatest poets of US History? Show photos and give brief history; what other poets can you think of? What types of poetry do you know? What are haikus? - 15 min		* Read "The Raven" by Edgar Allen Poe; discuss symbolism (visit by devil), the setting, characters, and the mood - 20 min;		
	* Read "The Tell Tale Heart" by Edgar Allen Poe and discuss; review meaning of some words; where have you heard the last few lines of this poem before (at Mass)?; why does the writer refer to himself as "mad" through the story? What is it about the oldman that drives the writer insane? - 20 min	* Watch "Edgar Allan Poe: The Tell-Tale Heart" on YouTube (24:53 min) and discuss how the video portrayal of the reading displays what Poe had written; do you think the killer in this story was evil, insane, or just making bad choices? Why do you think that? - 30 min	Watch "Edgar Allan Poe-The Raven- Read by James Earl Jones" (8:19 min) and discuss; students in pairs, create a T-Chart comparing "The Raven" (left side) and "The Tell-Tale Heart" (right side); what themes are found in both stories? Discuss as a class; what type of person do you think Poe was? - 30 min	* Read "Annabel Lee" by Edgar Allen Poe and discuss; what is Poe stating in this short poem? How is Poe's statement something that will happen to all of us one day? How is love inter-twined in his poem? Watch "Edgar Allan Poe's "Annabel Lee" by Aaron Quinn" (4:55 min); discuss openly (20 min)	
Daily Journal Topic:	What do you expect from this new school year?	What high school do you want to attend and why?	What will you need to do to attend your high school of choice?	How prepared do you think you are for high school?	

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	Discuss Edgar Allen Poe with a family member; share the stories that you read this week; what were their thoughts? Why did they think this?	None
Spelling List:	portable, twine, estate, umbrella, timidly, observe, trance, elderly, liquid, deadline, country, flexible, promote, massive, bronze, climbed, teaspoon, balance, lantern, subtracting				
IEP Spelling List:	twine, estate, umbrella, timidly, liquid, deadline, country, flexible, promote, massive, bronze, teaspoon, lantern,				
"The Road Not Taken" online:	https://www.poetryfoundation.org/poems/44272/the-road-not-taken				
"The Negro Speaks of Rivers" online:	https://www.poetryfoundation.org/poems/44428/the-negro-speaks-of-rivers				
"Harlem (Dream Deferred)" online:	https://www.poetryfoundation.org/poems/46548/harlem				
"I, too, sing America" online:	https://www.poetryfoundation.org/poems/47558/i-too				
"Life is Fine" online:	https://poets.org/poem/life-fine				
"I Have a Dream" online:	https://www.archives.gov/files/press/exhibits/dream-speech.pdf				
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.	"No Red Ink" - 20 min.	

Week 2	* Read "The Road Not Taken" by Robert Frost (10 min) and watch "The Road Not Taken, by Robert Frost (HD)" on YouTube (2:28 min); discuss the video and poem, what is the intent of the author? How does this poem contain metaphors? What does the road symbolize? - 20 min	Introduce who Langston Hughes was; how was he important to African-American culture? How was he an influence in Cleveland? Read "The Negro Speaks of Rivers" by Langston Hughes; discuss the cultural significance of those rivers in the poem vs the Mississippi River in slavery - 20 min	* Read "I, too, sing America" by Langston Hughes written in 1945; discuss cultural significance & how the USA has changed since then - 20 min	Discussion: As a class use a Venn Diagram to compare and contrast the writings and their styles of authors Edgar Allen Poe vs Langston Hughes; Teacher to model and lead the discussion; have three statements per each section - 15 min	* Read "I Have a Dream" by Martin Luther King, Jr. aloud as a class and discuss the key points (15 min); students to write whether in their opinion Dr. King's dream came true or not; minimum one-page in-class essay (30 min)
	* Write about a time in your life that if you (or your parent) had made a different choice, where would you be now? Must have a MINIMUM of three examples - 30 min	* Read "Harlem (Dream Deferred)" by Langston Hughes; discuss how the items in the beginning of the poem are neglected and what happens to them; relate to the American dream & civil rights - 20 min	* Read "Life is Fine" by Langston Hughes; discuss the importance of persistence in great adversity; students to write about a time how they didn't give up when it was hard - 25 min	* Students to write two paragraphs explaining which author they liked better (Poe or Hughes) and why; must give specific examples - 25 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	How is the American Dream and Civil Rights tied together, in your opinion? How do you think Langston Hughes felt about it?	Which poem that we read by Langston Hughes "speaks to you" more? Why?	Study for Spelling & Definition Test Tomorrow	None

Unit : "Alice's Adventures in Wonderland" by Lewis Carroll with project (artwork, essay, & technology)

Online Version of the novel:	https://www.adobe.com/be_en/active-use/pdf/Alice_in_Wonderland.pdf				
Project:	<i>Which character in "Alice in Wonderland" effects Alice the MOST in the story? Options are: Queen of Hearts, White Rabbit, Gryphon, or the Caterpillar. Essay must be two hand-written full pages with minimum of three complete examples from the story; students must use computer graphics in Inkscape (online site) to design a scene from the story</i>				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday

Week 3	* 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.	* Spelling Words (Definitions, 6x each, use in a sentence) - 20 min.	* (Part I of III) Illustrate, color, and write a one-paragraph caption for one scene from the novel - 40 min.
	* About the author: who is Lewis Carroll? What is the inspiration for "Alice in Wonderland?" - 10 min	* Read aloud "Alice in Wonderland" by Lewis Carroll - 20 min.	* Read aloud "Alice in Wonderland" by Lewis Carroll - 20 min.	* Read aloud "Alice in Wonderland" by Lewis Carroll - 30 min.	
	* Begin reading "Alice's Adventures in Wonderland" by Lewis Carroll - 30 min.	* To help understand some of the characters in the book better, students will briefly study a few mental illnesses including: Bi-polar disorder, schizophrenia, Alice in Wonderland Syndrome, PTSD, and Mad Hatter Disease; show photos as needed - 20 min daily		* Cheshire Cat origin & explanation (see Wikipedia) - 10 min	* Read aloud "Alice in Wonderland" by Lewis Carroll - 20 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	Go online and find "Alice's Adventures in Wonderland"; read ahead to the next chapter	Go online and find "Alice's Adventures in Wonderland"; read ahead to the next chapter
Spelling List:	knitting, merely, furnish, passage, complaints, thunderbolt, nonsense, mansion, laundry, available, lodging, portions, gallant, veins, mountain, whistling, voyage, hooves, funnel, gravely				
IEP Spelling List:	knitting, merely, furnish, passage, nonsense, lodging, portions, gallant, veins, voyage, hooves, funnel, gravely				
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.	
	* (Part II of III) Illustrate, color, and write a one-paragraph caption for one scene from the novel - 25 min.	* (Part III of III) Illustrate, color, and write a one-paragraph caption for one scene from the novel - 25 min.	* Discuss symbolism in the novel, including the garden, growing / shrinking, following orders, and Alice's journey - 20 min	* Discuss the symbolism of the characters including the Queen, white rabbit, mock turtle, and the Cheshire Cat - 20 min	* All students will take a STAR test for AR on "Alice's Adventures in Wonderland" - 15 min.
* Read "Alice in Wonderland" by Lewis Carroll - 20 min.	* Read "Alice in Wonderland" by Lewis Carroll - 20 min.	* Read "Alice in Wonderland" by Lewis Carroll - 20 min.	* Finish reading "Alice in Wonderland" by Lewis Carroll - 20 min.	* Introduce project and provide time to work on it in class - 40 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
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 5	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Finish watching Disney's 1951 cartoon version of "Alice in Wonderland" - 50 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.	* Start watching Disney's 1951 cartoon version of "Alice in Wonderland" - 20 min	
	* Which character in "Alice in Wonderland" effects Alice the MOST in the story? Options are: Queen of Hearts, White Rabbit, Gryphon, or the Caterpillar. Essay must be two hand-written full pages with minimum of three complete examples from the story; students must use computer graphics in Inkscape to design a scene from the story - 40 min each day				* Students in groups, then whole-class discussions, compare/contrast movie vs book; debate which is better? - 30 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	Work on "Alice in Wonderland essay"; due next Friday!	Work on "Alice in Wonderland essay"; due next Friday!
Spelling List:	hiccups, performance, specific, dowdy, indicate, clause, failure, biology, hangar, quality, saucepan, invisible, classical, blurred, contestants, farfetched, bemused, clients, tightrope, innocent				
IEP Spelling List:	hiccups, specific, indicate, clause, failure, biology, quality, saucepan, invisible, classical, blurred, clients, tightrope, innocent				
"The Most Dangerous Game" online:	https://americanliterature.com/author/richard-connell/short-story/the-most-dangerous-game				
"The Hand" online:	https://americanliterature.com/author/guy-de-maupassant/short-story/the-hand				
"The Monkey's Paw" online:	https://americanliterature.com/author/w-w-jacobs/short-story/the-monkeys-paw				
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

Week 6	* In-class spelling bee to review words - 15 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	Spelling & Definition Test Today - 15 min
	* Show geography of South America, specifically Brazil and the Amazon. Show images of the area including wildlife - 20 min.	* Discuss the characters in "The Most Dangerous Game", setting, conflict, theme, and ethics - 20 min	* Quick Write: "Did you like <i>The Most Dangerous Game</i> ? Why or Why Not?" with three examples in one page - 20 min	* Read "The Hand" by Guy de Maupassant (15 min); students discuss what they think happened (10 min)	* Read "The Monkey's Paw" by W. W. Jacobs (30 min); discuss the story including events, characters, climax, setting (10 min)
	* Read "The Most Dangerous Game" by Richard Connell (27 pages total); Discuss the story in intervals so that it spans three days; create an Event Map to help organize the material from the story - 25 min each day			* Students complete a Sequencing Graphic Organizer about "The Hand" in small groups - 20 min	* Students complete a Cause-and-Effect Graphic Organizer about "The Monkey Paw" in small groups - 20 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?	What do you typically do when you have a "snow day" or long-weekend from school?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Work on "Alice in Wonderland essay"; due on Friday!	Share "The Most Dangerous Game" with your family? What did you think about it?	Study for Spelling & Definition Test Tomorrow; Alice in Wonderland Essay due tomorrow!	None

Unit: Halloween - "Dr. Jeckyll & Mr. Hyde" by Robert Louis Stevenson with project (essay, artwork, & technology)

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.

This is available as a FREE eBook via the following website: "www.learnlibrary.com/jekyll-hyde/"

Project:	Students will compare "good vs evil" in today's world and as found in the novel in three ways each (total of six ways). Three page minimum; students will then create a Prezi to describe their thoughts about good vs evil in the world today.				
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 7	* 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.	* Students will create a KWL of "Dr. Jeckyll & Mr. Hyde" - 20 min.	* (Part I of III) Illustrate, color, and write a caption for your picture of a scene from "Dr. Jeckyll & Mr. Hyde" - 40 min.
	* Introduce 19th Century England via images on Google; show styles of dress, location on map, and what buildings looked like; reference the King/Queen of England - 20 min.		* Discuss the setting, theme, characters, protagonist, antagonist, and mood - 20 min.	* Students will share their KWL with other students and discuss openly - 10 min.	
	* Begin reading "Dr. Jeckyll & Mr. Hyde" by Robert Louis Stevenson - 20 min.	* Read aloud "Dr. Jeckyll & Mr. Hyde" by Robert Louis Stevenson - 20 min.	* Read aloud "Dr. Jeckyll & Mr. Hyde" by Robert Louis Stevenson - 20 min.	* Read aloud "Dr. Jeckyll & Mr. Hyde" by Robert Louis Stevenson - 30 min.	* Read aloud "Dr. Jeckyll & Mr. Hyde" by Robert Louis Stevenson - 20 min.
Daily Journal Topic:	What is "Kujichagulia" and what does it mean to you?	What are some things that you are determined to do? What are your goals?	Do you speak up for yourself when you need to? Or do you let others speak for you? Why?	What is "honor" to you? Do you feel like you have a personal "code of honor" for yourself?	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	Go online and locate; Read the next chapter in "Jeckyll & Hyde"	None
Spelling List:	dignified, priority, delicate, applause, bargain, fortune, vocabulary, caterpillar, wistfully, annual, beckon, creation, dumbwaiter, unbearable, cupboard, dimension, initials, daunted, settee, digestive				
IEP Spelling List:	dignified, priority, delicate, bargain, vocabulary, caterpillar, annual, beckon, creation, dumbwaiter, cupboard, initials, digestive				
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 - 10 min
	* In-class spelling bee to review words - 15 min.	"Vocabulary Workshop" - 20 min.	"Vocabulary Workshop" - 20 min.	"Vocabulary Workshop" - 20 min.	
	* Venn Diagram to help compare two characters in "Dr. Jeckyll & Mr. Hyde"; do one together then students complete one individually - 25 min.	* (Part II of III) Illustrate, color, and write a caption for your picture of a scene from "Dr. Jeckyll & Mr. Hyde" - 30 min.	* (Part III of III) Illustrate, color, and write a caption for your picture of a scene from "Dr. Jeckyll & Mr. Hyde" - 20 min.	* Students will make predictions as to the outcome of the story; suggest foreshadowing - 20 min.	* Discuss the ethics behind the story and if it could happen nowadays - 20 min
	* Read aloud "Dr. Jeckyll & Mr. Hyde" by Robert Louis Stevenson - 20 min.	* Read aloud "Dr. Jeckyll & Mr. Hyde" by Robert Louis Stevenson - 20 min.	* Read aloud "Dr. Jeckyll & Mr. Hyde" by Robert Louis Stevenson - 20 min.	* Finish reading "Dr. Jeckyll & Mr. Hyde" by Robert Louis Stevenson - 20 min.	* Watch brief clips of the movie on YouTube to discuss elements of the story - 25 min.
	* All students will take a STAR test for AR on "Dr. Jeckyll & Mr. Hyde" - 15 min.				

Daily Journal Topic:	Do you celebrate Halloween?	Halloween used to be celebrated as a religious festival. Why do you think we don't do that in the USA?	Did you attend "Trunk 'n' Treat" last year at our school? Why or why not?	Did you attend the "Halloween Dance" last year at our school? Why or why not?	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	None
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 9	Journal Time - 10 min.	Journal Time - 10 min.	Journal Time - 10 min.	Journal Time - 10 min.	Create a story line highlighting the setting, main idea, intro, climax, conclusion, and foreshadowing in the novel. - 30 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.	* Discuss metaphors found in "Jekyll & Hyde"; students practice writing metaphors - 20 min	
	* Essay theme: Compare and contrast the duality of "good vs. evil" in <i>Dr. Jekyll & Mr. Hyde</i> against three examples in today's world; handwritten rough draft, typed final copy, minimum three pages - 40 min per day to work			* Students will create a Prezi (prezi.com) about their essay topic and discussion points - 40 min per day to work	
Daily Journal Topic:	What is your favorite type of candy? Why?	How are you on some days like Dr. Jekyll and on others like Mr. Hyde?	Which character in the story "Jekyll & Hyde" can you relate to the most?	Do you think the ending to "Jekyll & Hyde" is a fitting ending for the novel? How may you rewrite it?	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	Work on "Jekyll and Hyde" essay or Prezi; due next Friday!	Work on "Jekyll and Hyde" essay or Prezi; due next Friday!
Spelling List:	lounge, marooned, poisonous, vinegar, moisture, terrier, gymnastics, vertical, inlet, botany, linen, esteem, mildew, gourd, pitiful, concise, perimeter, thicket, naturalist, quashed				
IEP Spelling List:	lounge, marooned, vinegar, moisture, vertical, inlet, botany, linen, esteem, mildew, gourd, pitiful, concise, perimeter, thicket,				
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 - 10 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.	
	* Students will complete their Prezi (prezi.com) about their essay topic and discussion points - 40 min per day to work		* Students will present their Prezi to the class; minimum 3-5 minute speech / discussion about your belief		

Daily Journal Topic:	What does "Ujma" mean to you?	In your opinion, is it fair what happened to the Native Americans in our country?	Which world explorer do you think contributed the most to history?	What would the world be like if there was no Internet?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Finish your Prezi, due tomorrow!	Finish your "Jeekyll and Hyde" essay; due Friday!	Study for Spelling & Definition Test; "Jeekyll & Hyde" essay due tomorrow!	None

Unit: "Around the World in Eighty Days" by Jules Verne with essay, map, artwork, and presentation

This is available as a FREE eBook via the following website: "www.pagebypagebooks.com/Jules_Verne/Around_the_World_in_80_Days/"

Project:	<i>Students will write an essay researching one of the cities that Fogg travels to in the novel. They will then also present the information from that essay in a Power Point presentation that they will provide to the class. Lastly, students will use a world map to correctly label and plot all 22 regions that Fogg visited while drawing a line to each location along the route.</i>				
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 will create a KWL of "Around the World in 80 Days" - 20 min.	* (Part I of III) Illustrate, color, and write a caption for your picture of a scene from "Around the World in 80 Days" - 40 min.
	* Introduce the world of the 19th and early-20th Centuries via images on Google; show styles of dress, maps of what countries used to comprise, and what buildings looked like, and how it has changed since - 20 min.		* Discuss the setting, theme, characters, protagonist, antagonist, and mood - 20 min.	* Students will share their KWL with other students and discuss openly - 10 min.	
	* Begin reading "Around the World in 80 Days" by Jules Verne - 20 min.	* Read aloud "Around the World in 80 Days" by Jules Verne - 20 min.	* Read aloud "Around the World in 80 Days" by Jules Verne - 20 min.	* Read aloud "Around the World in 80 Days" by Jules Verne - 20 min.	* Read aloud "Around the World in 80 Days" by Jules Verne - 20 min.
Daily Journal Topic:	What did you do this weekend?	What is one way that you help to build and maintain your community?	If you could travel to anywhere in the world, where would you go? Why would you go there?	What did you like about using the Prezi software in your last ELA assignment?	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	Go online and look up "Around the World in 80 Days", read next chapter	Work on illustration of "Around the World in 80 Days"; do not finish
Spelling List:	microscope, cathedral, diligent, auction, sediment, fervently, bushel, clodhopper, unappealing, dandruff, pensive, gnarled, peculiar, cutlery, equestrian, oblivious, spatula, tuition, bedraggled, paisley				
IEP Spelling List:	microscope, cathedral, diligent, auction, sediment, bushel, clodhopper, unappealing, dandruff, pensive, cutlery, spatula, tuition,				
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
	* In-class spelling bee to review words - 15 min.	"Vocabulary Workshop" - 20 min.	"Vocabulary Workshop" - 20 min.	"Vocabulary Workshop" - 20 min.	
	* (Part II of III) Illustrate, color, and write a caption for your picture of a scene from "Around the World in 80 Days" - 30 min.	* Students will research one of the 22 locations that Fogg visited in the book and write an essay about that location and present it to the class via a Power Point Presentation. They must indicate if the city is still called the same name today, is safe to travel to today, provide its location on a map, identify its country, identify three main areas to visit in that city, identify that country's religion, provide the population of the city, and other attributes - 20 min.			
	* Read aloud "Around the World in 80 Days" by Jules Verne - 20 min.	* Read aloud "Around the World in 80 Days" by Jules Verne - 20 min.	* Read aloud "Around the World in 80 Days" by Jules Verne - 20 min.	* Read aloud "Around the World in 80 Days" by Jules Verne - 20 min.	* Read aloud "Around the World in 80 Days" by Jules Verne - 20 min.
Daily Journal Topic:	What is the youngest memory that you have of being a small child? Write about it.	What do you like about Thanksgiving? What do you dislike about it?	What does "Do not be afraid for I am with you" mean to you?	Pretend that you own a business. How would you keep it running and operating well?	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
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	Journal Time - 10 min.	Journal Time - 10 min.	Journal Time - 10 min.	Journal Time - 10 min.	* Watch approximately 80 minutes of the 1956 version of "Around the World in 80 Days". Watch as much as time
	* 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.	* Discuss metaphors, foreshadowing, and similes found in "Around the World in 80 Days" - 20 min.	

Week 13	* (Part III of III) Illustrate, color, and write a caption for your picture of a scene from "Around the World in 80 Days" - 20 min.	* Time to research their city for their essay or work on their Power Point Presentation will be provided. Students should also work on their maps and may begin writing their essays. - 30 min each day		* Discuss the geography and dangers within the world that Fogg would face if he did this trip today (Yeman, Gulf of Aden, Egypt) - 20 min.	permits. Do not watch the 2004 version as it is not inline with the book and poorly received. Try to continue off at the point that you ended when you began watching the movie to open the unit.
	* Read aloud "Around the World in 80 Days" by Jules Verne - 20 min.	* Read aloud "Around the World in 80 Days" by Jules Verne - 20 min.	* Finish reading "Around the World in 80 Days" by Jules Verne - 20 min.	* All students will take a STAR test for AR on "Around the World in 80 Days" - 15 min.	
Daily Journal Topic:	What is your favorite "Respected Arts" class? Why is it your favorite?	Which city in the book would you like to visit the most? Why?	What do you think was the biggest problem that Fogg faced in this novel?	Did you like the story "Around the World in 80 Days"? Why or why not?	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	Work on PPT project by logging into school account from home	None
Spelling List:	orchestra, satchel, herring, coronet, precursor, infuriating, suet, forfeit, partridge, arduous, mastiff, pauper, armadillo, reggae, marionette, algae, suttee, morbid, tortoise, foresight				
IEP Spelling List:	orchestra, satchel, herring, coronet, suet, mastiff, armadillo, reggae, algae, suttee, morbid, tortoise, foresight				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 14	Journal Time - 10 min. * In-class spelling bee to review words - 15 min.	Journal Time - 10 min. "No Red Ink" - 20 min.	Journal Time - 10 min. "No Red Ink" - 20 min.	Journal Time - 10 min. "No Red Ink" - 20 min.	Spelling & Definition Test Today - 10 min
	* Finish watching "Around the World in 80 Days" - 40 min	* In-class time to work on the Power Point Presentation of your city. Incorporate your map into the PPT - 45 min each day.		* Presentations of the cities to take place on both days. Students must present via PPT to the class.	
Daily Journal Topic:	Do you think that children should drink coffee? Why or why not?	What age do you feel should be the legal age to drive a car? Why do you think this age is appropriate?	Who was Saint Martin de Porres and what do you know about him?	If you were required to choose to go blind or deaf, which would you choose and why?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Work on PPT project from home by logging into school account.	PPT project due tomorrow! Finish it if it's not already complete!	Study for Spelling & Definition Test Tomorrow	None

Unit: "A Christmas Carol" by Charles Dickens with an essay, poster, and theme

This is available as a FREE eBook via the following website: "www.pagebypagebooks.com/Charles_Dickens/A_Christmas_Carol/"

Project / Essay Requirements:	Students will read "A Christmas Carol" by Charles Dickens. They will then watch "Mickey's Christmas Carol" by Disney. Students will write a comparative essay in Google Docs comparing and contrasting the two versions of the same story. Essays should be at least one page in length with at least four supporting details and following the correct "1-3-1" style of essay writing. Students must have an introductory and closing paragraph. The body of the essay must provide the support of how the two stories connect. Essays to be written in 12-font, Times New Roman, and double-spaced. Share your essay with your Teacher when complete or by the due date, whichever comes first.				
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.	* Discuss metaphors (specifically the three ghosts) found in "A Christmas Carol" - 20 min.	* Read aloud "A Christmas Carol" by Charles Dickens - 20 min.
	Students to complete a KWL on "A Christmas Carol" (5K, 4W, 3L); students to only the 5K and 4W at this point; discuss openly with class when complete; class to finish the 3L portion at a later date - 20 min	* Introduce and discuss the project with this book: Students will watch Disney's "Mickey's Christmas Carol" and write a comparative essay comparing and contrasting the book vs. cartoon - 20 min	Students in pairs, use a T-Chart to compare and contrast Bob Crckett (left) and Ebenezer Scrooge (right); students to highlight more than just personality traits; what meanings may the author be creating with these characters? Discuss and share as a class - 25 min	Students in groups of 3 or 4, use a concept map to link together at least three characters and their qualities; students to choose any three characters from the novel to incorporate; how are they similar yet different? Share and discuss as a class - 20 min	Illustrate, color, and write a descriptive caption of your vision of what one of the four ghosts in the story looks like. Explain in detail (min. one paragraph) why you believe this. - 40 min.
Daily Journal Topic:	What do you like most about Christmas time?	Do we, as an American culture, focus too much on material things at Christmas time? Why or why not?	What is your favorite Christmas gift of all time? Why?	What do you think about Juan Diego and Mary meeting years ago?	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	Do you think that Scrooge should be able to do what he wants with his money? Or should he share it with the poor? Why do you think that?	Which person do you relate to more in the story, Cracker or Scrooge? Why is that?
Spelling List:	varsity, antidote, emperor, mystic, resonate, zodiac, ravine, hovel, sentries, rendition, nonviolent, enchantment, perilous, servitude, derelict, charismatic, heredity, prosthetic, treatise, avian				
IEP Spelling List:	varsity, antidote, emperor, mystic, resonate, zodiac, ravine, hovel, rendition, nonviolent, enchantment, derelict, heredity, avian				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 16	Journal Time - 10 min.	Journal Time - 10 min.	Journal Time - 10 min.	Journal Time - 10 min.	Spelling & Definition Test Today - 10 min
	* In-class spelling bee to review words - 15 min.	"Vocabulary Workshop" - 20 min.	Finish reading "A Christmas Carol" by Charles Dickens - 20 min.	"Vocabulary Workshop" - 20 min.	
	Discussion: Who was Morley? How does he foreshadow events in the story? What does Morley wear forever because of his sins? What do you think Morley did similar to Scrooge to have this fate? What may Scrooge have done that was worse than Morley? Why do you think Morley was sent to Scrooge? - 25 min	Discussion: as a class, create a "Sequence" graphic organizer of eight different events; students to assist in placing the events in the correct order and discuss their importance; Teacher to randomly choose two more events, students to properly place those events into the "Sequence" as well; review the content of the story so far and make predictions based upon the chain of events - 25 min	Students in pairs, after finishing the novel students will select three characters; create a flow chart for EACH character as they progress through the story; share with the class and discuss - 30 min.	Students in groups of 3 or 4, use a Venn Diagram to compare & contrast Scrooge at the beginning and end of the novel in three ways per section (nine total statements); share with the class and discuss - 25 min.	Watch "MICKEY'S CHRISTMAS CAROL" on YouTube (32:05 min) and discuss the movie verses the novel; students to take notes regarding differences vs. the novel while watching - 40 min.
	* Read aloud "A Christmas Carol" by Charles Dickens - 20 min.	* Read aloud "A Christmas Carol" by Charles Dickens - 20 min.	"Vocabulary Workshop" - 20 min.	* All students will take a STAR test for AR on "A Christmas Carol" - 15 min.	* Begin essay of comparing the novel to the Disney version - 30 min.
Daily Journal Topic:	What person in today's world do you think would be Mr. Scrooge and why?	Which ghost do you think effected Scrooge the most and why?	What is one event that you wish that you could change the outcome of in your life? Why is that?	Did you like the story "A Christmas Carol"? Why or why not?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Go online and locate "A Christmas Carol"; read the next chapter	Finish the next two pages in your "Vocabulary Workshop" book	Study for Spelling & Definition Test Tomorrow	None
"A Visit from Saint Nicholas" online:	https://poets.org/poem/visit-st-nicholas				

Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 17	Journal Time - 10 min.	Journal Time - 10 min.	Journal Time - 10 min.	Journal Time - 10 min.	In-class time to work on your essay; due tomorrow - 30 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.	Read "A Visit from Saint Nicholas" by Clement Clarke Moore - 10 min.	Students will read their own modified version of "A Visit from Saint Nicholas" to a PreK or Kindergarten student. They should color a picture of Santa Claus together with the child and provide Christmas candy - 45 min.
	In-class time to work on the comparative essays between "A Christmas Carol" vs. "Mickey's Christmas Carol" - 45 min	In-class time to work on the comparative essays between "A Christmas Carol" vs. "Mickey's Christmas Carol" - 45 min	In-class time to work on the comparative essays between "A Christmas Carol" vs. "Mickey's Christmas Carol" - 45 min	* Discuss the descriptive words in the poem; Note how Moore makes Santa, his sleigh, and the scene clear; students will rewrite the poem in their own words - 60min	
Daily Journal Topic:	What are your plans for Christmas Break?	Which holiday do you like better: Christmas or Easter? Why?	Which break do you like better in the school year: Christmas Break or Easter Break? Why?	If you were Santa Claus, what animal would you use to pull your sleigh? Why?	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	Finish your rewrite of "A Visit from Saint Nicholas" for tomorrow's PreK / Kindergarten visit.	"Christmas Carol" essay due tomorrow! Share with your Teacher when complete
Spelling List:	indifference, epithets, compatriots, petrifying, tremendous, engineering, alliance, discreetly, enumerated, feckless, implacable, opinionated, javelin, lyre, artillery, stratagems, austere, venerable, Icarus, oracle				
IEP Spelling List:	indifference, tremendous, alliance, feckless, opinionated, javelin, lyre, artillery, Icarus, oracle				
"My People" online:	https://allpoetry.com/poem/8495469-My-People-by-Langston-Hughes				
"Let America be America Again" online:	https://poets.org/poem/let-america-be-america-again				
"Still I Rise" online:	https://www.poetryfoundation.org/poems/46446/still-i-rise				

"Caged Bird" online:	https://www.poetryfoundation.org/poems/48989/caged-bird				
"We Real Cool" online:	https://www.poetryfoundation.org/poetrymagazine/poems/28112/we-real-cool				
"Won't You Celebrate with Me?" online:	https://www.poetryfoundation.org/poems/50974/wont-you-celebrate-with-me				
"We Should Make a Documentary About Spades" online:	https://poets.org/poem/we-should-make-documentary-about-spades				
"Hurricane" online:	https://poets.org/poem/hurricane-0				
"Lift Every Voice and Sing" online:	https://www.poetryfoundation.org/poems/46549/lift-every-voice-and-sing				
"Ballad of Birmingham" online:	https://www.poetryfoundation.org/poems/46562/ballad-of-birmingham				
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.	* Read "Lift Every Voice and Sing" by James Weldon Johnson and "Ballad of Birmingham" by Dudley Randall; compare & contrast each as telling stories of Black History in two distinct ways; open dialogue with both - 20 min.
	* Read "My People" and "Let America be America Again" by Langston Hughes; discuss the poems and have open dialogue as to their meaning - 20 min.	* Read "Still I Rise" and "Caged Bird" by Maya Angelou; discuss the meanings of the poems, the verbiage used, and the metaphors to life then & today - 25 min.	* Read "We Real Cool" by Gwendolyn Brooks and "Won't You Celebrate with Me?" by Lucille Clifton; how do they say similar messages? Compare & contrast; open discussion - 25 min.	Read "We Should Make a Documentary about Spades" by Terrance Hayes and "Hurricane" by Yona Harvey; compare how both make connections to life with metaphors; open dialogue - 20 min.	

	Students in pairs, using a T-Chart compare the two poems; what messages is the author expressing? How is he trying to promote culture and positivity? What do you think about each poem? Share as a class - 20 min	Students in pairs, review each poem and try to rewrite the metaphors in the poems; why did the author use metaphors? How does this usage make a better read? What does each poem mean to you? Discuss as a class - 20 min	Students in pairs, use a Venn Diagram to compare & contrast each poem in two distinct ways for each section (six total statements); review and discuss as a class; what messages are the authors trying to express in each poem? - 20 min	Students in pairs, create a list for each poem of three DISTINCT things mentioned or meanings in the poems (total of six statements); share lists as a class and review interpretations of the poems; how is each poem trying to send a message? - 20 min	Students will review the poems that were read this week; students will try to write their own poem that is indicative of their culture, gender, or beliefs in a similar style to an author discussed or reviewed; share with the class as desired - 40 min
Daily Journal Topic:	What did you do this weekend?	What does "My People" by Langston Hughes mean to you?	Do you like poetry? Why or why not?	Which poem that we've read do you like the most so far and why?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Writing due tomorrow: Which author's writings do you prefer - Angelou or Hughes?	Writing due tomorrow: Which poem that we read today "spoke to you" more and why?	Study for Spelling & Definition Test Tomorrow	None

Unit : "The Watsons Go to Birmingham" by Christopher Paul Curtis with essay and presentation

Project Theme:	Consider the people & events discussed in class to the events of the "Watsons" novel; write a minimum three-page story about your family living in 1965 Birmingham or 1968 Cleveland; students will read their story to the class; should be school appropriate.				
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.	Use an "Event Map" graphic organizer to help students with names, places, etc. in "Watsons" - 20 min	* Discuss Louis Stokes and his role in Cleveland history (see Wikipedia) - 20 min
	* Discuss the 16th Street Baptist Church bombing on 09/15/1963; show photos; discuss the impact on civil rights of this event - 20 min.	* Discuss life in the 1960's in Cleveland; show photos of the Hough / Glenville riots; discuss the civil rights movement in Cleveland - 20 min	* Discuss Rosa Parks and her role in the civil rights movement (more than just the bus) - 20 min.	* Discuss Nelson Mandela and his role in the civil rights movement - 20 min.	Quick write: what are your thoughts about the information on civil rights that we discussed this week? - 20 min

	Begin reading the novel "The Watsons go to Birmingham" - 20 min.	* Read aloud "The Watsons go to Birmingham" - 20 min.	* Read aloud "The Watsons go to Birmingham" - 20 min.	* Read aloud "The Watsons go to Birmingham" - 20 min.	* Read aloud "The Watsons go to Birmingham" - 20 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?	Which character in "The Watsons go to Birmingham" do you relate to most? Why?	What does "Nia" mean to you?	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	Go online and locate "The Watsons go to Birmingham"; read the next chapter	None
Spelling List:	antiquated, pearlescent, bestial, tenaciously, cavalcade, burglarious, scrumptiously, boulevards, marvelous, vulpine, catastrophic, quandary, Honolulu, laburnums, uranium, collision, alpinist, mahogany, neutron, insulin				
IEP Spelling List:	boulevards, marvelous, quandary, Honolulu, uranium, collision, alpinist, mahogany, neutron, insulin				
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.	"Vocabulary Workshop" - 20 min.	* Civil Rights organizations in Cleveland in the 1960's: NAACP, Urban League, CORE, and Black Panther Party (including here at our parish) - 30 min
	* Who is W.E.B. DuBois? Discuss the founding of the NAACP - 20 min.	* Who is John F. Kennedy (JFK) and what was his role in civil rights? Show photos / videos - 15 min	* Who is Lyndon Johnson and what was his role in civil rights? - Discuss Civil Rights Act of 1964 - 15 min	* Dr. Martin Luther King in Cleveland, speeches he gave, & his influence here - 20 min	
* Read aloud "The Watsons go to Birmingham" - 20 min.	* Read aloud "The Watsons go to Birmingham" - 25 min.	* Read aloud "The Watsons go to Birmingham" - 25 min.	* Read aloud "The Watsons go to Birmingham" - 20 min.	* Read aloud "The Watsons go to Birmingham" - 30 min.	
Daily Journal Topic:	How do you work with others to help restore/fix things in your life?	Are you a good Christian? Why or why not?	Do you pray to God everyday? If so, how often? If not, why not?	What does "Forgive as the Lord forgave you" mean to you?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Research and write one-paragraph for tomorrow: Who is Carl Stokes? What are his accomplishments?	Research and write one-paragraph for tomorrow: Who was Malcom X? What are his accomplishments?	Study for Spelling & Definition Test Tomorrow	None
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, 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.	* Spelling Words (Definitions, 5x each, use in a sentence) - 20 min.	* Read aloud "The Watsons go to Birmingham" - 30 min.

Week 21	* Introduce project: Consider the people & events discussed in class to the events of the "Watsons" novel; write a minimum three-page story about your family living in 1965 Birmingham or 1968 Cleveland; students will read their story to the class; should be school appropriate - 20 min			* In-class time to work on essay - 20 min each day		* In-class time to work on essay - 30 min
	* Read aloud "The Watsons go to Birmingham" - 20 min.	* Read aloud "The Watsons go to Birmingham" - 20 min.	* Read aloud "The Watsons go to Birmingham" - 30 min.	* Read aloud "The Watsons go to Birmingham" - 30 min.		
Daily Journal Topic:	Who is your favorite character in "The Watsons go to Birmingham" and why?	What are your thoughts about the story of Saint Bernadette at Lourdes?	What is your favorite thing that you learned about in science this year?	Who is your favorite teacher this school year and why?	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	Work on your essay	None	
Spelling List:	allegiance, perpetrator, avalanche, bedlam, mylar, exquisite, assailant, functionary, inadvertent, Mandarin, physicists, Einstein, tremulous, aperture, unscrupulous, concussion, legitimately, vagabonds, affectionately, habanero					
IEP Spelling List:	bedlam, mylar, functionary, Mandarin, Einstein, tremulous, concussion, legitimately, vagabonds, habanero					
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.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.		
	Complete reading, discuss, and review the novel "The Watsons go to Birmingham" - 45 min.	* All students will take a STAR test for AR on "Watsons go to Birmingham" - 15 min. * In-class time to work on essay - 25 min	* In-class time to work on essay - 40 minutes	* In-class time to work on essay - 40 minutes	* Students are grouped into Lit Circles of 3 or 4 students each; each student reads their story to the other children; they discuss each story and components together - 60 min	
Daily Journal Topic:	What animal is more scary: a tiger or a shark? Why do you think this?	If people made a movie about you, what actor would portray you? Why?	How can you promote "Kumba"?	What are your thoughts about Saint Josephine Bahkita and her story?	No journal today	
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Work on your essay; due this Friday!	Work on your essay; due this Friday!	Study for Spelling & Definition Test Tomorrow	None	

Unit: "The Great Gatsby" by F. Scott Fitzgerald with Google Slides Presentation project

Online Novel:	https://www.planetebook.com/free-ebooks/the-great-gatsby.pdf				
Project Theme:	<p><i>Research a previously existing place in Cleveland or Greater Cleveland from the Golden Age of Cleveland (the 1920's through the 1970's). Create a fifteen-slide presentation in Google Slides about your selected location. Your research on this location must include answers to the following: When was this structure built? When was it demolished (if ever?) If this feature not longer exists, what is there now? Where was this location found (example: address, intersection, famous site)? What was this location famous for? What significance in the history of Cleveland did this site hold? What group of people or what culture of people used to frequent this site? Provide three photos of this location. Name three famous events that occurred here. Students may not duplicate themes, each child must choose a different site than others.</i></p>				
Project Locations:	<p><i>Cleveland Trust Rotunda, The Arcade, Cleveland Armory (aka Gray's Armony), Church of the Transfiguration, Franklin Castle, Warner and Swasey Observatory, Colonial Hotel, West Side Market, Terminal Tower, Tower City, Severance Hall, The Hanna Theater at Playhouse Square, Crop Bistro, Wade Memorial Chapel, Old Stone Church, Cleveland Public Auditorium</i></p>				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 23	Journal Time - 10 min.	Journal Time - 10 min.	Journal Time - 10 min.	Journal Time - 10 min.	Introduce project and discuss requirements of it - 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.	Students and Teacher to go to the following website " www.cleveland.com/business/2017/11/john_d_rockefeller_remade_clev.html " and read about John D. Rockefeller; what type of person was he? How did he become the richest person in the world? Where in Cleveland did he live? What sites in Cleveland was he affiliated with? Where is his name seen at today? - 20 min.	Show images of places that used to be in Cleveland 100 years ago and discuss; Ex. Cleveland Trust Rotunda, The Arcade, Franklin Castle, Terminal Tower, and Severance Hall; what made these places famous and great in Cleveland? - 20 min
	Discuss "The Roaring Twenties" and show photos; why was this a thriving time? Discuss how people squandered money; people were flamboyant; led to The Great Depression; discuss and show Google Images of Millionaires Row in Cleveland (Euclid Ave.) and how many famous people used to live here (photos Andrews Folly); explain that some still exist (Children's Museum or part of CSU) - 20 min	Students in pairs, make a list of all the imagery Fitzgerald uses to describe Gatsby's estate; Include words and phrases in the list; why do you think the author is so descriptive of things? Share and discuss the opulence of his home together as a class - 20 min	Discussion: As a class discuss how plot is the easiest part of a novel to comprehend; Have the students discuss how the past lives of the character contribute to their understanding the plot; review the characters thus far; ask the students if Fitzgerald's choice to reveal both past and present events is an effective method for revealing the plot to the reader; why or why not? Share opinions on the story thus far - 20 min	Divide the class into three groups, Teacher to assign each group one character from the story; groups to discuss if that character has achieved the "American Dream"; what makes them successful? Predict if they will achieve higher success; How does this person's interactions with others lead to future success? Share results with the class - 25 min	Watch "The Roaring 20's: Crash Course US History #32" on YouTube (13:12 min) and discuss how the USA was booming economically at this time; what features in the video displayed the 1920's as an exciting and vibrant time? What political elements happened that steered the economy? What eventually lead to the economic downfall of this time? - 20 min

	*Begin reading "The Great Gatsby" by F. Scott Fitzgerald - 20 min.	* Read aloud "The Great Gatsby" by F. Scott Fitzgerald - 20 min.	* Read aloud "The Great Gatsby" by F. Scott Fitzgerald - 20 min.	* Read aloud as a class "The Great Gatsby" by F. Scott Fitzgerald - 20 min.	* Read aloud "The Great Gatsby" by F. Scott Fitzgerald - 20 min.
Daily Journal Topic:	Do you consider Valentine's Day a holiday or just a "special day"?	Why do you think the 1920's in the USA was called "The Roaring Twenties"?	Discuss how Nick is a participant in the story and how this affects his point of view of events and characters	What does the phrase "the American Dream" mean to you? Can you achieve it?	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	Did Gatsby feel successful with the American Dream he found? Why or why not?	Discuss Mr. and Mrs. Wilson's views on materialism and wealth. Do they see eye to eye on the matter of money? How do their attitudes affect their marriage?
Spelling List:	vengeance, gladiatorial, inconceivable, pilgrimages, Holocaust, nuisance, hypotenuse, machete, undulating, silhouette				
IEP Spelling List:	vengeance, pilgrimages, Holocaust, nuisance, hypotenuse, machete,				
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.	"Vocabulary Workshop" - 20 min.	"Vocabulary Workshop" - 20 min.	"Vocabulary Workshop" - 20 min.	Students in pairs, use a "Sequence" graphic organizer to outline eight different events from the novel; discuss and place them in order; review together as a class - 20 min
	Students in pairs, create two T-Charts; one is for Tom and Gatsby and the other is for Mr. and Mrs. Wilson; compare each set of characters but also discuss how all four characters relate to and are involved in each other's rivalries; share your thoughts as a class - 25 min	Discussion: Discuss the affect that the sight of Dan Cody's yacht had on Gatsby the first time he sees it on Lake Superior; How did Gatsby's actions on that day influence the rest of his life? How did living with Dan Cody for five years change Gatsby from a penniless farm boy into a wealthy citizen? How would it effect you? Compare yourself to Gatsby - 25 min	Students in groups of 3 or 4, discuss the historical role of women during the 1920's; Does Fitzgerald give a realistic portrayal of the women in the novel? Describe the role of each of the women and how they fit into society; could any of the women have been portrayed in a more realistic manner? Give examples and discuss as a class - 25 min	Discussion: Lonliness is a common theme to this story; Divide the class into groups and assign the groups two chapters to examine. Write down all the instances in which Gatsby exhibits lonliness or expresses his lonliness in words. Discuss these passages with the whole class; Imagine that Jay Gatsby would go to a psychiatrist, what may this person say about Gatsby? Why do you think that? - 25 min	Students in pairs, discuss the role of the major and minor characters in the novel; Ask the students who they believe is the protagonist of the story; Have them give reasons, citing situations from the novel; Discuss who the antagonist is and give evidence of how they decided on this character; share your thoughts aloud with the class - 25 min

	* Read aloud "The Great Gatsby" by F. Scott Fitzgerald - 20 min.	* Read aloud "The Great Gatsby" by F. Scott Fitzgerald - 20 min.	* Read aloud "The Great Gatsby" by F. Scott Fitzgerald - 20 min.	* Read aloud "The Great Gatsby" by F. Scott Fitzgerald - 20 min.	* Read aloud "The Great Gatsby" by F. Scott Fitzgerald - 20 min.
Daily Journal Topic:	Discuss all the aspects of Tom and Gatsby's rivalry. How does their rivalry for Daisy have an impact on Daisy, Nick, and the Wilsons?	Discuss the final scenes of Gatsby's death and funeral	Would you have liked to have lived in the 1920's? Why or why not?	How do the social issues from "The Great Gatsby" differ and how are they the same in today's society?	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	Make a list of all the conflicts in the story, including conflicts involving minor characters. Write how each one of the conflicts is resolved
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 25	Journal Time - 10 min.	Journal Time - 10 min.	Journal Time - 10 min.	Journal Time - 10 min.	* All students will take a STAR test for AR on "The Great Gatsby" - 15 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.		
	Discussion: Discuss Daisy's involvement in Mrs. Wilson's death; students to share what they believe Daisy told Tom about the accident; Discuss if they believe Tom knew Daisy was driving the car and told Mr. Wilson it was Gatsby, or did Daisy lie to Tom? Peruse the novel and write down any other incidents where the reader is left to his or her own devices as to the outcome of the scene, what is your interpretation of them? Share and discuss - 25 min	Divide the class into groups, assign each group the name of one of the characters that Fitzgerald mentions regarding criminal activity, for example, Jordan Baker, Meyer Wolfsheim, and Jay Gatsby; Ask the groups to discuss the criminal activity and how serious the crime would have been during the 1920's; what groups were famous in Cleveland for these crimes in the 1920's? Refer to the following article for Cleveland-based organized crime in this era and beyond: "www.cleveland.com/entertainment/2015/11/the_cleveland_mafia_the_end_of.html"; discuss as a class - 25 min	Discussion: Discuss the time period following Gatsby's murder; What is the mood that Fitzgerald conveys during Gatsby's funeral and at the conclusion of the story? Ask the students how the final chapter of the novel emotionally impacted them. Describe imagery and vocabulary that Fitzgerald used to convey emotions; is it possible that Gatsby faked his death? Discuss the facts Nick reveals about himself and compare these facts to his revelations about the other characters; Is Nick honest about himself and his beliefs? - 25 min	In-class time to work on the "Cleveland-based Great Gatsby" projects - 60 minutes	In-class time to work on the "Cleveland-based Great Gatsby" projects - 60 minutes

	* Read aloud "The Great Gatsby" by F. Scott Fitzgerald - 20 min.	* Read aloud "The Great Gatsby" by F. Scott Fitzgerald - 20 min.	* Finish reading aloud "The Great Gatsby" by F. Scott Fitzgerald - 20 min.		
Daily Journal Topic:	Presume that you were a private investigator hired by Nick Carraway to find out what Tom really knew about Daisy's involvement in killing Mrs. Wilson. Write a report of your findings and whether the police should interrogate Tom	How do people cope with the struggles of life, death, morality, survival, and loyalty? How does this come up in "The Great Gatsby"?	What was Meyer Wolfsheim's involvement in the fixing of the 1919 World Series? This really did happen, it was called the "Black Sox Scandal"	Did you like the story "The Great Gatsby"? Why or why not?	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	Discuss the climax of the novel and the falling action that leads to the resolution of the story. How is the conflict between Tom and Jay resolved?	Work on the "Cleveland Area-based Great Gatsby Project"; it is due in one week!
Spelling List:	sanctum sanctorum, churlish, mandrill, ascetic, pugnacious, gesticulations, decrepitude, promulgate, constable, syncope				
IEP Spelling List:	churlish, mandrill, ascetic, constable, syncope				
"The Gift of the Magi" online:	https://americanliterature.com/author/o-henry/short-story/the-gift-of-the-magi				
"The Necklace" online:	https://americanliterature.com/author/guy-de-maupassant/short-story/the-necklace				
"To Build a Fire" online:	https://americanliterature.com/author/jack-london/short-story/to-build-a-fire				
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.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	Students in pairs, use a "Concept Map" to discuss irony and link together the irony found in each of the three stories read this week; include characters and the setting; what links can you find between the three stories? Share your thoughts and results aloud with the class - 25 min
	Read "The Gift of the Magi" by O. Henry and discuss - 25 min	Read "The Necklace" by Guy de Maupassant and discuss (25 min)	Teacher to use Google Images to review on a map "The Yukon" territory in Canada; show photos and discuss; use this information to create a setting for the story; what may life be like here? What may be difficult to find? - 10 min	Watch "Jack London - To build a fire (audiobook)" on YouTube (42:29 min) and discuss the story;	

	Students in pairs, use a Venn Diagram to compare & contrast "The Gift of the Magi" to "The Great Gatsby"; what similarities do you notice? Use your information from your journal to assist; share thoughts and discuss as a class - 20 min	Discuss what is irony? Provide examples of irony in life; what are examples of irony in the two short stories just read? - 20 min	Read "To Build a Fire" by Jack London; discuss characters, theme, and irony; what importance do you think the setting will hold? Why is the man so arrogant? What may the dog know that the man is forgetting? Discuss thoughts as a class - 30 min	How is this story similar yet different to the previous two short stories we just read in terms of irony? How does the ending of "To Build a Fire" present two very ironic things? - 45 min	Quick write: Identify the irony in each of the three short stories that we just read; provide specific details as to how each story provided ironic situations but also how the theme in all three stories is common within; use your "Concept Map" to help; students to refer to the readings as needed - 40 min
Daily Journal Topic:	Were you accepted to your first or second choice high school? What are your thoughts about this?	Why do you think the story yesterday was titled "The Gift of the Magi"?	What is something ironic that has happened in your life?	Where do you parents want you to go to high school? What are your thoughts about that?	If you were the man in "To Build a Fire", what may have you done differently in the story? Why?
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Written response: which story did you enjoy more, "The Gift of the Magi" or "The Necklace"? Why? One paragraph min.	Written response: what are your thoughts about "To Build a Fire"? One paragraph min.	Study for Spelling & Definition Test Tomorrow	Finish your "Cleveland Area-based Great Gatsby project"; it is due tomorrow!

Unit: "The Westing Game" by Ellen Raskin with project

Online Version:	https://archive.org/details/TheWestingGame-English/mode/2up
Project Part I:	Students will simulate that they have \$1,000 to invest in the Stock Market. Students will choose three companies in the NYSE or NASDAQ and they must select from options provided; students will track the stock's progress over the next several weeks on a line graph to further understand the variations in the stock market and how financial gain or loss can occur similar to Mr. Westing.
Stocks to Choose From:	Apple (AAPL), Exxon Mobile (XOM), Tesla Inc. (TSLA), Domino's Pizza (DPZ), Yum! Brands, Inc. (YUM), Nathan's Famous, Inc. (NATH), Bank of America (BAC), JP Morgan Chase & Co. (JPM), AT&T (T), Roku, Inc. (ROKU), Pfizer Inc. (PFE), Amazon.com, Inc. (AMZN), Merck & Co., Inc. (MRK), American Eagle Outfitters (AEO), United Parcel Service, Inc. (UPS), FedEx Corporation (FDX), General Electric (GE), Intel (INTC), Verizon (VZ)
Project Part II:	Choose two of the eight boxes below to complete individually (acting segment requires a group); each section must be completed in full to receive full credit; students are to do each section individually unless the box specifically says that it is done with a group.

Project Topics:	<i>Create Most Wanted posters for five of the suspects from the story. Use the descriptions from the book to help you. Be sure to include a brief written description under each picture. Don't forget to include a reward!</i>	<i>Create a children's book about the life of Sam Westing. Be sure to use information from the book to document his life. All pages must include writing and an illustration.</i>	<i>Be a travel agent for Westingtown. Design a brochure to attract travelers to Westingtown for vacation. Use the book to get started, but be creative! Include: 1. Three points of interest 2. Three price packages 3. References from previous guests</i>		<i>Construct a timeline, with pictures, of events in the book. Include the events which mark key points in the story. (For interest, try creating an oval timeline.)</i>
	<i>Create a 3-D model of Sunset Towers based on the description from the book. Label the apartments and the names of the tenants that occupy each one.</i>	<i>Design a crossword puzzle using graph paper or the iPad / Chromebook about the sixteen heirs to the Westing Estate.</i>	<i>Act out a scene from the book. Your scene should be at least two-minutes long but no longer than five-minutes. You may film this scene using an iPad or act it out in class.</i>		<i>Create a Character Biography of all of "The Westing Game" characters. Be prepared to share it with the class.</i>
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 27	Journal Time - 10 min.	Journal Time - 10 min.	* Students to check their stocks and record on their line graphs - 10 min	* Students to check their stocks and record on their line graphs - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* 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.	* Spelling Words (Definitions, 5x each, use in a sentence) - 20 min.	Use a Herringbone Graphic Organizer to discuss material from "Westing Game" - 20 min.
	* What is the Stock Market? How does it effect our country? How can you make money on the Stock Market? How can you lose money on the Stock Market? - 10 min	* Introduce 1st part of the project - Choose three companies in the NYSE or NASDAQ; provide options; track their progress over the next several weeks on a line graph; help students set up graphs - 20 min	* Review the characters in "The Westing Game" and their relationship; discuss protagonist, potential antagonists, setting, etc.; discuss motive for the game itself - 15 min		
	* Begin reading aloud "The Westing Game" by Ellen Raskin - 30 min	* Read aloud "The Westing Game" by Ellen Raskin - 20 min	* Read aloud "The Westing Game" by Ellen Raskin - 30 min	* Read aloud "The Westing Game" by Ellen Raskin - 30 min	* Students to check their stocks and record on their line graphs - 10 min * Read aloud "The Westing Game" by Ellen Raskin - 20 min
Daily Journal Topic:	Where did your best-friend get accepted to high school? What do you think about that?	What do you know about the Stock Market?	No journal today	No journal today	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	Written response: At this stage of the story, which character do you think did the crime? Why?	None

Spelling List:	crustaceans, eucalyptus, remonstrance, tetanus, cayenne, castellated, nautilus, outre', pterodactyl, toccata				
IEP Spelling List:	crustaceans, tetanus, cayenne, nautilus, toccata				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 28	* Students to check their stocks and record on their line graphs - 10 min	* Students to check their stocks and record on their line graphs - 10 min	* Students to check their stocks and record on their line graphs - 10 min	* Students to check their stocks and record on their line graphs - 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.	* Students to check their stocks and record on their line graphs - 10 min
	* Introduce 2nd part of the project - Choose two of the eight boxes to complete individually (acting segment requires a group); provide time in class to work on it - 25 to 30 minutes each day			Use Three Paragraph & Main Idea Graphic Organizer to assist students with "Westing Game" - 20 min	* Time to work on project - 30 minutes
	* Read aloud "The Westing Game" by Ellen Raskin - 20 min	* Read aloud "The Westing Game" by Ellen Raskin - 20 min	* Read aloud "The Westing Game" by Ellen Raskin - 20 min	* Read aloud "The Westing Game" by Ellen Raskin - 20 min	* Read aloud "The Westing Game" by Ellen Raskin - 20 min
Daily Journal Topic:	No journal today	No journal today	No journal today	No journal today	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Complete the next two pages of your "Vocabulary Workshop" book	Complete the next two pages of your "Vocabulary Workshop" book	Study for Spelling & Definition Test Tomorrow	None
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 29	* Students to check their stocks and record on their line graphs - 10 min	* Students to check their stocks and record on their line graphs - 10 min	* Students to check their stocks and record on their line graphs - 10 min	* Students to check their stocks and record on their line graphs - 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.	Use a Cause & Effect Graphic Organizer to discuss material from "Westing Game" - 20 min.	* Students to check their stocks and record on their line graphs - 10 min
	* Time to work on project - 25 minutes	* Time to work on project - 25 minutes	* Time to work on project - 25 minutes	* Time to work on project - 25 minutes	* Time to work on project - 25 minutes

	* Read aloud "The Westing Game" by Ellen Raskin - 20 min	* Read aloud "The Westing Game" by Ellen Raskin - 20 min	* Read aloud "The Westing Game" by Ellen Raskin - 20 min	* Read aloud "The Westing Game" by Ellen Raskin - 20 min	* Read aloud "The Westing Game" by Ellen Raskin - 30 min
Daily Journal Topic:	No journal today	No journal today	No journal today	No journal today	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	Work on your project	None
Spelling List:	rheumatic, tumulus, phrenologists, ague, recherche', au fait, wallah, supererogation, reveille, a posteriori				
IEP Spelling List:	tumulus, ague, au fait, wallah, reveille,				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 30	* Students to check their stocks and record on their line graphs - 10 min	* Students to check their stocks and record on their line graphs - 10 min	* Students to check their stocks and record on their line graphs - 10 min	Finish Part I of project and submit - 20 min.	* Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	* All students will take a STAR test for AR on "The Westing Game" - 15 min.	* Students to analyze their data from their line graphs and write an analysis of each of their three companies. They are to provide theories as to what effected the companies and may look up recent history to help them; they should redo their graphs if it is sloppy - 60 min	* Present projects (Part II only) to the class - 50 minutes	
	* Finish reading aloud "The Westing Game" by Ellen Raskin - 20 min	* Time to work on project - 45 minutes			
	* Time to work on project - 25 minutes				* Present projects (Part II only) to the class - 50 minutes
Daily Journal Topic:	No journal today	No journal today	No journal today	No journal today	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Work on project - due Thursday!	Work on project - due Tomorrow!	Study for Spelling & Definition Test Tomorrow	None

Unit: "Monster" by Walter Dean Myers with essay

Project: *Students are to write a three-page essay thoroughly answering in their opinion one of these three questions:*

1	Using specific examples, describe and contextualize the way the author uses the word "monster" in this book. Be sure to consider how the author means it literally as well as metaphorically or symbolically, and be sure to discuss to which character(s) this word applies.				
2	Life in prison is a big adjustment for Steve and has a major impact on the way he feels about himself. Describe the details of prison life that most affect Steve, including at least six specific examples from the text. You should include information and analysis on how prison changes or does not change Steve.				
3	One major theme of this novel is teenage violence. Explain the role violence between teenagers and violence perpetrated by teenagers plays in the plot and characterization of this novel. Describe at least three ways in which the author explores this theme. Be sure to indicate what you think the author is trying to communicate to the reader about teenage violence, using at least three different specific textual examples.				
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.		
	* What is genre? Does "Monster" fit into a certain genre? Read the prologue to help? - 20 min	* Review "Monster" so far; discuss how it's written as a journal; ask students how keeping a journal helped them in the past - 15 min	Class Discussion: What does the cursive-like or handwriting-like style of this book make you think of? Who do you think is writing it? How does the graphic/font style stress certain thoughts or feelings of this character? Why might an author choose to use this format? Have you ever read anything in this format before?	Class Discussion, what kind of storyteller is Steve? Is he reliable? Is he trustworthy? What are the things you know he is telling the truth about? (10 min) Group Activity: In groups, compare & contrast each writing style, screenplay and journal, in terms of how the reader accesses information. What kind of information do we get in each? How are they similar or different? Write up the comparisons / contrasts on the board in a Venn diagram (20 min); discuss Steve as a psychologist might, review his emotion state and how he tells the story (10 min)	Partner Activity: In pairs, close read the flashback scene of Steve and his brother. Discuss what does this scene specifically add to your understanding of Steve as a character? What about the way he tells his story? Does this scene change anything about Steve or how you feel about him? Would this scene have a greater or lesser impact if it had come first? (15 min); Group Activity: Come up with a question about Steve's past. It can be any question. Then, as a group, write another flashback into Steve's screenplay that answers or addresses your question about his past.
	* Begin reading aloud "Monster" by Walter Dean Myers - 20 min	* Read aloud "Monster" by Walter Dean Myers - 30 min	* Read aloud "Monster" by Walter Dean Myers - 30 min	* Read aloud "Monster" by Walter Dean Myers - 20 min	* Read aloud "Monster" by Walter Dean Myers - 30 min

Daily Journal Topic:	Did you enjoy "The Westing Game"? Why or why not?	In the prologue, Steve says "they say you get used to being in jail." What is Steve's take on this passage?	Do you know anyone who has ever gone to jail? How do you feel about that situation?	What does Steve say happens if anyone knows you are crying in prison?	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	Written Response: How might a psychologist view Steve? How may they view Steve's story? One paragraph minimum	None
Spelling List:	(* Note - These are all Famous Greeks) Aristotle, Socrates, Pericles, Archimedes, Xenophon, Plutarch, Hippocrates, Pythagoras, Aesop, Aristophanes				
IEP Spelling List:	Aristotle, Socrates, Pericles, Archimedes, Plutarch, Aesop,				
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.	
	Class Discussion: What is setting? How does an author make a place "real" and believable for the reader? What are some of the ways an author like Walter Dean Myers might describe a prison or a court room? (10 min); Individual Activity: Students will make two lists: one for prison and one for courtroom. List several expected characteristics of each setting. For example, what are the details they would expect to find? (10 min)	Class Discussion: Define self-determination and powerlessness. What kinds of power over his own life or destiny does Steve have? What kind does he have before he is arrested? What kinds of power does he hold now? What choices over his own life is Steve empowered to make? (10 min)	Class Discussion: What is a white lie? What is a lie of omission? Can you think of any examples of these (white lie or lies of omission) in this book? (10 min);	Class Discussion: The conflict arc of this book has to do with Steve's guilt or innocence in several senses. If he is found guilty, he may be sentenced to death. How is Steve's reaction to the death penalty different than his reaction to life in prison? What does he feel, if anything, at the news? How should a teenager respond to the news that he may be sentenced to death? What do you think of Myers' description? Is it believable? Do you think that a court would really sentence a teenager to death? (10 min)	Class Discussion: What do you make of the role reversal between Steve and his father? What do you notice about Steve's family in this section, as well as in his mother's reactions to the trial? (10 min); Partner Activity: In pairs, scan the whole book for any other interactions between Steve and his father. Compare and contrast them: Which character appears stronger? Which character is more in touch with his feelings? (10 min)
	* Read aloud "Monster" by Walter Dean Myers - 30 min	* Read aloud "Monster" by Walter Dean Myers - 30 min	* Read aloud "Monster" by Walter Dean Myers - 30 min	* Read aloud "Monster" by Walter Dean Myers - 30 min	* Read aloud "Monster" by Walter Dean Myers - 40 min

Daily Journal Topic:	Is Steve Harmon really a monster? Why or why not?	Even though he went into the drugstore, looked around, and went out as he was expected to by Bobo and James King, Steve thinks that he is not really guilty of a crime. Why does he think this? What does this tell us about his personality?	At the end of Monster Steve says that "My father is no longer sure of who I am." Why would Steve's father be unsure?	What might have happened to Steve if the prosecution had seen his screenplay and notes?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Complete the next two pages of "Vocabulary Workshop" book	Complete the next two pages of "Vocabulary Workshop" book	Study for Spelling & Definition Test Tomorrow	None
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.	* Read aloud "Monster" by Walter Dean Myers - 45 min	* Read aloud "Monster" by Walter Dean Myers - 45 min
	Class Discussion: Who are Steve's peers? What are some of the characteristics of his distinct peer groups? What kinds of peer pressure, if any, does Steve experience? (10 min); Partner Activity: In pairs, read the section where Steve notices the junior high class attending his trial. Discuss what you see in this passage and consider: Does Steve consider himself the peers of these other children? How does he think they see him? (10 min)	Class Discussion: What are some examples of Steve's development and maturation in this novel? What does he want to prove about himself to the guys on the street before he is in prison? (10 min); Group Activity: Read aloud the section describing the prison mopping scene. Pay particular attention to the words: "strong smell of disinfectant," and, "I couldn't breathe. I tried to suck the air into my lungs, but I got was the odor of disinfectant," "gray, dirty water," "swirls of stinking, brown water." Each group should consider the literal meanings of these words and phrases, but also investigate them deeper and think about what they mean symbolically. (10 min)	* Read aloud "Monster" by Walter Dean Myers - 40 min	Class Activity: Draw a Venn diagram on the board that compares and contrasts Steve and King. Write up and list any and all characteristics of each boy you can come up with. (10 min); Partner Activity: Answer - What are the things about Steve & King that are the same? Do they look similar? Do they behave in the same way? What is King's alleged role in the crime? (10 min)	Class Discussion: What is punishment? How is Steve being punished? Do you think that the way he is suffering is appropriate punishment? What is guilt? Be sure to elicit both the legal definition of guilt, as well as a moral one. Can Steve be guilty even if he is found innocent? (20 min)

	* Read aloud "Monster" by Walter Dean Myers - 30 min	* Read aloud "Monster" by Walter Dean Myers - 25 min			
Daily Journal Topic:	How honest with himself is Steve?	Is it immoral for a lawyer to defend a guilty client?	Why would Miss O'Brien put up such a good defense if she thought her client was guilty?	Is Steve's action—checking out the drugstore before the robbery—criminal enough to make him guilty of accessory to murder?	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: Can Steve be morally guilty of a crime, even if the judge finds him innocent? One paragraph minimum	None
Spelling List:	(* Note - These are all related to Ancient Rome) Crassus, Caesar, Cleopatra, Agrippa, Pantheon, Augustus, Tiberius, Caligula, Claudius, Colosseum				
IEP Spelling List:	Crassus, Caesar, Cleopatra, Agrippa, Pantheon, Augustus, Caligula,				
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.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	
	Partner Activity: In pairs, students should find at least ten passages reflecting a type of punishment Steve suffers. They can be passages that 1) Explicitly reflect punishment, 2) Show something that Steve considers punishment but that the student does not, or 3) Show something you consider punishment but Steve may not. (20 min)	Class Discussion: What does Steve's race have to do with this book? What do you make of the comments such as, "you're just another black boy in prison," etc? Why has Walter Dean Myers, an African American author, chosen to write a book about a black teenager in jail? Is this a positive portrayal of black youth? Why or why not? Does it seem like it might be a realistic portrayal of black youth? Why or why not? (10 min)	Class Discussion: What does film and film technique contribute to this story on a symbolic level? What does Steve's participation in the film club show about him as a young man? What does the film club's faculty sponsor say about Steve at the trial? (10 min); Partner Activity: In pairs, ask students to read the sections of Bobo's dialogue. What do you notice about the way he behaves himself on the stand? How does he answer questions? What do you make of Brigg's attempt to trip him up? Why does Brigg's attempt fail? (10 min)	Class Discussion: What does 'innocent' mean in the eyes of the law? What does it mean to be innocent in your own eyes? Can you be innocent and guilty at the same time? What does the expression "convicted in the media" mean? Do you think that the phrase "convicted in the media" describes Steve and his case? Why or why not? (15 min)	Group Activity: In groups, ask students to read the section where Kathy O'Brien refuses Steve's hug. Then ask them to discuss, considering the following questions: Why does Steve want to hug his lawyer? What emotions is he feeling when he does it? Why does Kathy refuse the hug? What are Kathy feelings? Would it be appropriate to hug your lawyer? Would Kathy's response have been different if Steve were a girl instead of a boy? (15 min)
	* Read aloud "Monster" by Walter Dean Myers - 30 min	* Read aloud "Monster" by Walter Dean Myers - 30 min	* Read aloud "Monster" by Walter Dean Myers - 20 min	* Read aloud "Monster" by Walter Dean Myers - 30 min	* Read aloud "Monster" by Walter Dean Myers - 20 min

Daily Journal Topic:	Would you have voted to find Steve innocent or guilty?	Would you have voted to find James King innocent or guilty?	Steve's teacher says he is an upright young man, yet Steve tells us that he hangs out with criminals, and he even challenges Osvaldo to a fight. How do you account for the two different perceptions of Steve?	Steve's film teacher characterizes him as a very sensitive young man. How sensitive is Steve?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Written response: What are your thoughts/feelings about Kathy O'Brien? One paragraph minimum	Written response: Can you both innocent and guilty at the same time? One paragraph minimum	Study for Spelling & Definition Test Tomorrow	None
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 35	Journal Time - 10 min. * Finish reading aloud "Monster" by Walter Dean Myers - 30 min	Journal Time - 10 min. "Vocabulary Workshop" - 20 min.	Journal Time - 10 min. "Vocabulary Workshop" - 20 min.	Journal Time - 10 min. "Vocabulary Workshop" - 20 min.	Journal Time - 10 min.
	Group Activity: Generate ten questions to ask fellow students and teacher about the ending of this book. Once each group has had a chance to generate the questions, they should ask them of the whole class and teacher in round robin style. Teachers should feel free to answer or direct particular questions to particular students. (30 min)	Class Discussion: What do you think of the ending of this book? Is it a happy ending? A sad one? What are the elements of this ending that are hopeful or happy? (15 min) * All students will take a STAR test for AR on "Monster" - 15 min.	* Students are to write a three-page essay thoroughly answering in their opinion one of these three questions: 1. Using specific examples, describe and contextualize the way the author uses the word "monster" in this book. Be sure to consider how the author means it literally as well as metaphorically or symbolically, and be sure to discuss to which character(s) this word applies. 2. Life in prison is a big adjustment for Steve and has a major impact on the way he feels about himself. Describe the details of prison life that most affect Steve, including at least six specific examples from the text. You should include information and analysis on how prison changes or does not change Steve. 3. One major theme of this novel is teenage violence. Explain the role violence between teenagers and violence perpetrated by teenagers plays in the plot and characterization of this novel. Describe at least three ways in which the author explores this theme. Be sure to indicate what you think the author is trying to communicate to the reader about teenage violence, using at least three different specific textual examples. - 45 - 70 minutes given each day		
	Daily Journal Topic:	During one of his mother's visits to Steve in prison, it seems to him that "she was mourning me as if I were dead." Why would he think this? Why would his mother be mourning him?	After Steve's acquittal, his lawyer, Miss O'Brien, turns away from his hug. He asks himself, "What did she see that caused her to turn away?" What did she see? Why would she not be happy to have won a difficult case?	Will Steve avoid criminals in the future, or will he get into trouble again?	Miss O'Brien says that closing arguments do not win cases. In what part of the trial does she win Steve's case?
Daily Homework:	Finish "Monster" if you were absent or missed any sections	Complete the next two pages of "Vocabulary Workshop" book	Complete the next two pages of "Vocabulary Workshop" book	Work on your essay for Monster; due tomorrow!	None