01_Strange Goings On

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **8 Weeks (40 Days)**
Status: **Published**

General Overview, Course Description or Course Philosophy

In the *Strange Goings on Unit,* students will complete an author study of Edgar Allan Poe, and connect his personal struggles to the many motifs and themes found within his horror, mystery and psychological short stories. Students will also study the short stories of other classic authors who also delve into the genre of horror, mystery and suspense. Students will be held accountable for examining literary elements, character analysis, and reading and writing critically. Students will also take a deep look at vocabulary, vocabulary in context and grammar. Students will also complete many different writing genres such as fan fiction, literary and character analysis and short writing responses.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Essential Question: How does an author's life inspire his/her writing?

Enduring understanding:

- Poe's personal struggles inspired his writing.
- Poe has inspired many writers.
- Short stories use themes to teach lessons to the reader.
- Short stories maintain a high level of character development through the various forms of characterization.
- Good writing requires a process.
- Understanding vocabulary in context is important to understanding the plot of a story.

CONTENT AREA STANDARDS

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

  A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

  B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

  C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

  D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

  A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

  B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

  C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

  D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E. Provide a conclusion that follows from and reflects on the narrated

experiences or events.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

  A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

  B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

  C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

  D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
	Social and political systems have protected and denied human rights (to varying degrees) throughout time.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

LA.W.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SOC.6.2.8.HistoryCC.4.d	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

WRK.K-12.P.4	Demonstrate creativity and innovation.
TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
	Brainstorming can create new, innovative ideas.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge sections.

Declarative Knowledge

Students will understand that:

- Authors use a variety of techniques in developing characters.
- Plot is essential to develop an interesting and readable story
- Themes of short stories are used to teach lessons to the readers.
- Literary devices are used to enrich the author's purpose for writing a story.
- Connecting an author's life to the story makes for deeper understanding.
- Writing involves a process.

Procedural Knowledge

Students will be able to:

- Make relevant connections to support analysis of what the text says explicitly.
- Make relevant connections to support analysis of what the text says inferentially.
- Connect themes and motifs in a story to an author's life.
- Read, analyze, and discuss the story related to big ideas/theme.
- Analyze characters through the use of direct and indirect characterization to explore the motivations and characters in a novel.
- Identify what the theme of a story is and cite evidence from the story to support their assertions.
- Make real world and personal connections to the themes of the story.
- Identify, analyze, and explain the different forms of literary elements in the story.
- Discuss how literary elements contribute to the story and theme.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- Engage effectively in a range of collaborative discussions.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Group Multimedia Projects
- Teacher/Student Conferences
- Alternate Rubrics
- Creating Alternate Endings

Formative Assessments

- Class discussions
- Reading quizzes
- Notes
- Homework
- Class discussion
- Group work

Summative Assessments

- Tests
- Projects
- Quizzes
- Long writes
- Essays
- Fan Fiction

Benchmark Assessments:

IXL

Edulastic

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources utilized but not limited to:

- An Edgar Allan Poe Reader-Core Text
- "The Landlady"

- "Lamb to Slaughter"
- "The Lottery"
- "Twilight Zone" Episodes
- [Common Lit](#)
- [IXL](#)

INTERDISCIPLINARY CONNECTIONS

Social Studies

- Students will learn about the Spanish Inquisition and how it relates to "The Pit and the Pendulum".
- Students will analyze the social relationships among people.

Technology/Multimedia

- Google
- Media Literacy
- Educational tech applications

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.