

SUBJECT	Grade 6	Grade 7	Grade 8		
Ideas students are learning	Content: character, conflict, change, challenge, courage, heritage, and family	Content: trust, family, friends, identity, belonging, and stereotypes	Content: honor, courage, freedom, loyalty, respect, acceptance, change, relationships, responsibility, and friendship		
Skills	Literary Skills: prepositions, conjunctions, interjections, drafting, revision, and editing Writing/Communication: point of view, imagery, sensory language, myth, and	Literary Skills: main idea, symbolism, flashback, mood, drafting, revision, and editing Writing/Communication: textual evidence and symbolism to support	Literacy Skills: connect ideas, compare and contrast ideas, themes, and issues; Writing/Communication: textual evidence and themes to support Response to		
Work and assignments to look for	Student created myth or fable: (1) depict an event that teaches others about courage under fire; (2) research a report of Civil Rights Movement, Civil	Response to Literature: (1)How effectively does Bloor create "realistic" families in the novel? (2) Explain the theme of <i>Where the Broken Heart Still Beats</i>	Response to Literature: (1) discuss central theme of <i>To Kill a Mockingbird</i> ; (2) write a character analysis from <i>Killer Angels</i> including comparisons to Sahara's		
Questions Parents Can Ask	How did you choose your topic for your myth and/or research report? What are the timelines and expectations for these reports?	How does your idea of family compare to the family in the book? What theme did you choose from <i>Where the Broken Heart Still Beats</i> ? How do you know it is a	How does reading <i>To Kill a Mockingbird</i> relate to the present day? Do the themes of the novel apply to us today?		
Special Notes	All students will have TAKS formatted assessments every six weeks.	All students will have TAKS formatted assessments every six weeks.	All students will have TAKS formatted assessments every six weeks.		