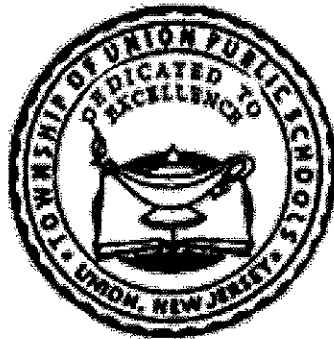


E-3A

# TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



English Department

**EN801**  
**8th Grade English**

**Adopted 06/20/2017**

Updated 4/2/20

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Course Description

Students continue to develop and master skills in the areas of reading, reading comprehension, writing, listening, thinking, grammar, vocabulary, and appreciation of literature. Students practice writing in several types of writing, including explanatory, narrative, argument, and persuasive. This class will expose students to a wide variety of literary genres and writing styles, in addition to providing opportunity to mastery literary analysis skills. Students further develop concepts regarding text analysis and textual evidence, as well as the beginnings of MLA-style writing and documentation

## Standards At-A-Glance

RL.8.2

	Reading	Writing	Speaking and Listening	Language
<b>Unit 1</b>	RL.8.2 RL.8.4 RL.8.6 RI.8.4 RI.8.7	W.8.2 (b and f) W.8.3 a-e W.8.4 W.8.5 W.8.7 W.8.8 W.8.10	SL.8.1 a-d SL.8.2 SL.8.4 SL.8.5 SL.8.6	L.8.1 a-d L.8.4 a,c,d L.8.5
<b>Unit 2</b>	RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.5 RL.8.6 RL.8.7 RL.8.10	W.8.2 W.8.2 a W.8.2 b W.8.2 c W.8.2 d W.8.2 e W.8.2 f W.8.4 W.8.5 W.8.6 W.8.7 W.8.10	SL.8.1 SL.8.1 a SL.8.1 b SL.8.1 c SL.8.1 d SL.8.2 SL.8.4 SL.8.6	L.8.1 L.8.3 L.8.4 L.8.4 a L.8.4 b L.8.4 c L.8.4 d L.8.5 L.8.5 b L.8.6
<b>Unit 3</b>	RL.8.10 RI.8.1 RI.8.3 RI.8.4 RI.8.5	W.8.1(a-e) W.8.2(a-f) W.8.3(a-e) W.8.4 W.8.5	SL.8.1(a,c,d) SL.8.2 SL.8.3 SL.8.4 SL.8.6	L.8.1 L.8.2 L.8.3 L.8.4 (a, b, c, d,)

	RI.8.6 RI.8.8 RI.8.9 RI.8.10	W.8.6 W.8.7 W.8.8 W.8.9 W.8.9b W.8.10		L.8.5(b,c) L.8.6
<b>Unit 4</b>	RL.8.1 RL.8.2 RL.8.4 RL.8.5 RL.8.6 RL.8.7 RL.8.9 RI.8.2 RI.8.3 RI.8.5 RI.8.6	W.8.2 (a,b,d,f) W.8.7 W.8.8 W.8.9 (a) W.8.10	S.L.8.1 (a-d) S.L.8.4 S.L.8.5 S.L.8.6	L.8.1 (a) L.8.4 (a-c) L.8.5 (b) L.8.6
<b>Unit 5</b>	RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.9 RL.8.10 RI.8.5 RI.8.6 RI.8.10	W.8.1 (a-c)	SL.8.1 (a-d) SL.8.2 SL.8.3 SL.8.4 SL.8.5 SL.8.6	L.8.1a L.8.2 L.8.2a L.8.2b L.8.2c L.8.4 (a-d) L.8.5 (a-c) L.8.6

#### Additional Standards

Unit	WIDA	Technology	21st Century / Career
1	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> <li>● 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</li> <li>● 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</li> </ul>	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

		<ul style="list-style-type: none"> <li>● 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</li> <li>● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</li> <li>● 8.1.8.D.4 Assess the credibility and accuracy of digital content.</li> </ul>	
2	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> <li>● 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</li> <li>● 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</li> <li>● 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</li> <li>● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</li> <li>● 8.1.8.D.4 Assess the credibility and accuracy of digital content.</li> </ul>	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
3	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> <li>● 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</li> <li>● 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</li> </ul>	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

		<ul style="list-style-type: none"> <li>● 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</li> <li>● 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</li> <li>● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</li> <li>● 8.1.8.D.4 Assess the credibility and accuracy of digital content.</li> <li>● 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.</li> </ul>	
4	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> <li>● 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</li> <li>● 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</li> <li>● 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</li> <li>● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</li> <li>● 8.1.8.D.4 Assess the credibility and accuracy of digital content.</li> </ul>	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
5	ELP STANDARD	<ul style="list-style-type: none"> <li>● 8.1.8.A.2 Create a document (e.g. newsletter, reports,</li> </ul>	Standard 9.1 All students will

	2: The Language of Language Arts	<p>personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p> <ul style="list-style-type: none"> <li>● 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</li> <li>● 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</li> <li>● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</li> <li>● 8.1.8.D.4 Assess the credibility and accuracy of digital content.</li> </ul>	demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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### Pacing Guide

	Anticipated Length of Time (days)
<b>Unit 1</b>	36 days
<b>Unit 2</b>	36 days
<b>Unit 3</b>	36 days
<b>Unit 4</b>	36 days
<b>Unit 5</b>	36 days

### Overview of Required Activities

	Required Activities	Novels
<b>Unit 1</b>	<p><b>Unit Activities:</b> Unit Goals Unit Reflection Academic Vocabulary</p> <p><b>Selection Activities:</b> Concept Vocabulary</p>	<p><b>Required:</b> <i>The House on Mango Street</i> <i>Rules of the Road</i> <i>All Quiet on the Western Front</i> <i>Captains Courageous</i> <i>Homeless Bird</i></p>

	<p>Word Study  Analyzing Craft &amp; Structure  Author's Style  Evidence Logs  Conventions &amp; Style</p>	
<b>Unit 2</b>	<p><b>Unit Activities:</b>  Unit Goals  Unit Reflection  Academic Vocabulary</p> <p><b>Selection Activities:</b>  Concept Vocabulary  Word Study  Analyzing Craft &amp; Structure  Author's Style  Evidence Logs  Conventions &amp; Style</p>	<p><b>Optional:</b>  <i>The Devil's Arithmetic</i>  <i>The Boy in the Striped Pajamas</i>  <i>Diary of Anne Frank</i>  <i>Night</i></p>
<b>Unit 3</b>	<p><b>Unit Activities:</b>  Unit Goals  Unit Reflection  Academic Vocabulary</p> <p><b>Selection Activities:</b>  Concept Vocabulary  Word Study  Analyzing Craft &amp; Structure  Author's Style  Evidence Logs  Conventions &amp; Style</p>	<p><b>Required:</b>  <i>Summer of My German Soldier</i>  <i>Warriors Don't Cry</i>  <i>Sojourner Truth</i>  <i>My Sister's Keeper</i>  <i>Nothing But the Truth</i>  <i>A Break With Charity</i>  <i>Roll of Thunder, Hear My Cry</i>  <i>Does My Head Look Big in This</i>  <i>Farewell to Manzanar</i></p>
<b>Unit 4</b>	<p><b>Unit Activities:</b>  Unit Goals  Unit Reflection  Academic Vocabulary  Write an informative speech  Deliver a multimedia presentation  Review evidence for an informational essay  Write an informative essay and deliver a speech</p> <p><b>Selection Activities:</b>  Concept Vocabulary  Word Study  Analyzing Craft &amp; Structure: Development of Themes, Memoir and Reflective Writing, Poetic Structures  Author's Style  Evidence Logs  Conventions &amp; Style: Direct</p>	<p><b>Required:</b>  <i>Ender's Game</i>  <i>Mango-Shaped Space</i>  <i>Queen's Own Fool</i>  <i>Flowers for Algernon</i>  <i>Jekyll and Hyde</i>  <i>An Abundance of Katherines</i></p>



	<p>and Indirect objects,  Subject-Verb Agreement,  Pronoun case, Participle and  Infinitive Phrases  Writing to Compare  Research: Informational  Report</p>	
<b>Unit 5</b>	<p><b>Unit Activities:</b>  Unit Goals  Unit Reflection  Academic Vocabulary  <b>Selection Activities:</b>  Concept Vocabulary  Word Study  Analyzing Craft &amp; Structure  Author's Style  Evidence Logs  Conventions &amp; Style</p>	<p><b>Optional:</b>  <i>Time Machine</i>  <i>Boy: Tales From Childhood</i>  <i>Shoeless Joe</i>  <i>The Story of the Pony Express</i>  <i>20,000 Leagues Under the Sea</i>  <i>Boy: Tales of Childhood</i>  <i>Heroes, Gods, and Monsters of the Greek Myths</i>  <i>Percy Jackson and the Lightning Thief</i></p>

## Unit 1: Rites of Passage

### Unit Summary

The unit goals were backwards designed from the Performance-Based Assessment at the end of the unit and the Whole Class and Small-Group Performance Tasks. Students will practice and become proficient in evaluating nonfiction narratives, arguments, informative essays, and fictional narratives in order to study the way authors express ideas. The students will learn the elements of nonfiction narrative. Students will write for a variety of reasons, including to organize and share ideas, reflect on experiences, and gather evidence. They will research to clarify and explore ideas. Students will study grammar, including mood verbs. They will practice demonstrating command of the English language in their own writing. They will work to build on one another's ideas, develop consensus, and communicate with one another. Because the content is focused on rites of passage, which our students are currently experiencing in their everyday lives, the skills taught and assessed will be more engaging and relevant to our students.

### Essential Questions

- What are some milestones on the path to growing up?

### READING

Critical Knowledge and Skills	Standards
<ul style="list-style-type: none"> <li>• Read and analyze how authors express point of view in nonfiction narrative</li> <li>• Expand your knowledge and use of academic and concept vocabulary</li> </ul>	R.L. 8.2 R.L. 8.4 R.L. 8.6 R.I. 8.4 R.I. 8.7
Suggested Materials/Educational Resources	
<ul style="list-style-type: none"> <li>• Close Reading Notes and Practice</li> <li>• Article - "Medicine Bags" - <a href="http://www.thewildwest.org/">http://www.thewildwest.org/</a></li> </ul>	

### WRITING

Critical Knowledge and Skills	Standards
<ul style="list-style-type: none"> <li>• Write a nonfiction narrative in which you develop experiences and events using effective techniques</li> <li>• Conduct research projects of various lengths to explore a topic and clarify meaning</li> </ul>	W. 8.2 (b and f) W. 8.3 a-e W. 8.4 W. 8.5 W. 8.7 W. 8.8 W.8.10
Suggested Materials/Educational Resources	
<ul style="list-style-type: none"> <li>• Engaging Introduction Practice</li> <li>• "Write What You Know" Worksheet and Video</li> </ul>	

- Dialogue Practice Worksheet
- Sensory Details Practice
- Peer Editing Worksheet
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<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<ul style="list-style-type: none"> <li>• Collaborate with your team to build on the ideas of others, develop consensus, and communicate</li> <li>• Integrate audio, visuals, and text in presentations</li> </ul>	SL.8.1 a-d SL. 8.2 SL.8.4 SL.8.5 SL.8.6
<b>Suggested Materials/Educational Resources</b>	
<ul style="list-style-type: none"> <li>• Teach Back Analysis activity (approaching Socratic Seminar)</li> <li>• "How To" presentation guide to accompany Small Group</li> </ul>	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar and usage, including the usage of different moods of verbs</li> </ul>	L.8.1 a-d L.8.4 a,c,d L.8.5
<b>Suggested Materials/Educational Resources</b>	
<ul style="list-style-type: none"> <li>• Kahoot - Unit Vocabulary</li> <li>• Quizizz - Verb Moods</li> </ul>	

<b>ASSESSMENT PLAN</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
Unit Goals Academic Vocabulary Word Network Summary QuickWrite Concept Vocabulary First Read (Guide) Close Read (Guide) Comprehension Check Evidence Log Analyze the Text Analyze Craft and Structure Conventions Writing to Sources	Performance Based Assessment

Speaking and Listening Close Review Writing to Compare/Drafting Author's Style Whole-Class Learning Performance Task Small-Group Learning Performance Task Selection Tests Unit Reflection		
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
<i>My Perspectives</i> (consumable and online) Pearson Writer's Coach <i>The House on Mango Street</i> <i>Rules of the Road</i> (currently unavailable) <i>All Quiet on the Western Front</i> (currently unavailable) <i>Captains Courageous</i> (available via Pearson online) <i>Homeless Bird</i>		
<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
PBA 1	Nonfiction Narrative Writing	Grammar/Mechanics

<b>Suggested Modifications</b>
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- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

**Interdisciplinary Connections**

- Historical influence of time periods in which texts were written and/or represent
- sociology
- psychology
- social/historical constructs

**INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS**

- Close Reading and Annotation Guide
- Evidence Log Guide
- Word Network Model
- Research Guide Grades 6-8
- Writing Narrative Grades 6-8

## Unit 2: The Holocaust

### Unit Summary

The unit goals were backwards designed from the Performance-Based Assessment at the end of the unit and the Whole Class and Small-Group Performance Tasks. Students will read and evaluate informative essays. They will also read nonfiction narratives and arguments to better understand the way writers express ideas. Students will learn the elements of writing an informative essay. Students will write for a number of reasons, including reflecting on experiences and gathering evidence. They will conduct research to clarify and explore ideas. Students will develop understanding of the conventions of standard English grammar and usage. They will practice usage of verbs and conjunctions here in their own writing. Students will work together to build on one another's ideas, and communicate with one another. Students will also learn to incorporate audio, visuals and text in presentations.

### Essential Questions

How do we remember the past?

READING	
Critical Knowledge and Skills	Standards
<ul style="list-style-type: none"> <li>● Read and Analyze how authors discuss a cause, event, or condition that produces a specific result.</li> <li>● Expand your knowledge and use of academic and concept vocabulary.</li> </ul>	RL 8.1 RL 8.2 RL 8.3 RL 8.4 RL 8.5 RL 8.6 RL 8.7 RL 8.10
Suggested Materials/Educational Resources	
<ul style="list-style-type: none"> <li>● Tour of Anne Frank's House - <a href="https://www.annefrank.org/en/">https://www.annefrank.org/en/</a></li> <li>● United States Holocaust Museum Encyclopaedia and Propaganda Website: <a href="https://www.ushmm.org/">https://www.ushmm.org/</a></li> <li>● WebQuest for WWII</li> <li>● Propaganda WebQuest</li> <li>● Visual Organizer: Characters' Internal and External Motivation</li> </ul>	

WRITING	
Critical Knowledge and Skills	Standards
<ul style="list-style-type: none"> <li>● Write an explanatory essay in which you show the connections between historical events and a dramatic adaptation of a historical document</li> <li>● Conduct research projects of various lengths to explore a topic</li> </ul>	W 8.2 W 8.2 a W 8.2 b W 8.2 c W 8.2 d

and clarify meaning	W 8.2 e W 8.2 f W. 8. 4 W 8.5 W 8.6 W 8.7 W 8.10
<b>Suggested Materials/Educational Resources</b>	
<ul style="list-style-type: none"> <li>• Peer Editing worksheet</li> <li>• Group open-ended response practice for analysis questions</li> <li>• Worksheet - warm-up whole group learning writing task with individual conferences</li> </ul>	

<b>SPEAKING AND LISTENING</b>	
Critical Knowledge and Skills	Standards
<ul style="list-style-type: none"> <li>• Collaborate with your team to build on the ideas of others, develop consensus, and communicate</li> <li>• Integrate audio, visuals, and text in presentations</li> </ul>	SL 8.1 SL 8.1 a SL 8.1 b SL 8.1 c SL 8.1 d SL 8.2 SL 8.4 SL 8.6
<b>Suggested Materials/Educational Resources</b>	
<ul style="list-style-type: none"> <li>• <u>Maus Listenwise</u>: <a href="https://listenwise.com/lessons/345-the-cover-of-graphic-novel-maus">https://listenwise.com/lessons/345-the-cover-of-graphic-novel-maus</a></li> <li>• <u>The Diary of Anne Frank</u> series</li> <li>• Teach Back analysis activity for Acts 1 and 2</li> </ul>	

<b>LANGUAGE</b>	
Critical Knowledge and Skills	Standards
<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar and usage, including correct usage of verbs and conjunctions.</li> </ul>	L 8.1 L 8.3 L 8.4 L 8.4 a L 8.4 b L 8.4 c L 8.4 d L 8.5 L 8.5 b L 8.6
<b>Suggested Materials/Educational Resources</b>	
<ul style="list-style-type: none"> <li>• Kahoot for Unit 2 Vocabulary; Verbs Practice</li> <li>• Quizizz - Principal Parts of Verbs; Verb Tenses; Perfect Tenses</li> </ul>	

<b>ASSESSMENT PLAN</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
<p>First read guide, close read guide, evidence logs, quick writes, word networks, analyzing craft and structure questions and discussions, author's style graphic organizers, performance based assessment prep: review evidence for comparison essay, unit goals and reflection</p>	<p>Performance Based Assessment Unit 2</p>
<p style="text-align: center;"><b>District/School Texts</b></p> <p><i>My Perspectives (consumable and online)</i>  <i>Pearson Writer's Coach</i>  <i>Diary of Anne Frank</i>  <i>Summer of My German Soldier</i>  <i>I Know Why the Caged Birds Sings</i>  <i>A Little Princess</i>  <i>The Devil's Arithmetic</i>  <i>The Boy in the Striped Pajamas</i></p>	<p style="text-align: center;"><b>District/School Supplementary Materials</b></p> <p>Scope Magazine- The Holocaust</p> <p>The Movie "Boy in Striped Pajamas"</p> <p>The Movie "Diary of Anne Frank"</p> <p>"I Survived the Holocaust"  <a href="https://www.youtube.com/watch?v=dU7q04r5iW4">https://www.youtube.com/watch?v=dU7q04r5iW4</a></p> <p>"36 Holocaust Images You Must See" (For Picture Walkthrough  <a href="https://www.youtube.com/watch?v=fCfaP-h1jl8">https://www.youtube.com/watch?v=fCfaP-h1jl8</a></p> <p>"Anne Frank a Life in Pictures"  <a href="https://www.youtube.com/watch?v=5Rv0TB4CevM">https://www.youtube.com/watch?v=5Rv0TB4CevM</a></p> <p>An extra resource:  <a href="http://www.annefrank.org/en/Subsites/Home/">http://www.annefrank.org/en/Subsites/Home/</a>            (Look through Annex, find bio information etc).</p> <p>World War II Crash Course with John Green  <a href="https://www.youtube.com/watch?v=Q78COTwT7nE">https://www.youtube.com/watch?v=Q78COTwT7nE</a>  <a href="https://www.youtube.com/watch?v=H-2q-QMUIgY">https://www.youtube.com/watch?v=H-2q-QMUIgY</a></p>



	Newsela articles CommonLit texts	
<b>District/School Writing Tasks</b>		
<b>Task</b>	<b>Primary Focus</b>	<b>Secondary Focus</b>
PBA 1	Writing an Explanatory Essay (Writing Process and Product)	Grammar/Mechanics

<b>Suggested Modifications</b>
<ul style="list-style-type: none"> <li>- Modified assessment tasks/rubrics</li> <li>- Additional time for completion</li> <li>- Paired activities</li> <li>- Reading written instructions</li> <li>- Providing notes/study guides</li> <li>- Modeling and providing examples</li> <li>- Non-verbal cues</li> <li>- Bilingual dictionary use</li> <li>- Pairing visual prompts with verbal presentations</li> <li>- Highlighting key words and key strategies</li> <li>- Preferred seating</li> <li>- RTI</li> <li>- Scaffolding complexity level of questioning</li> <li>- Differentiated assignment of novels and short readings</li> <li>- Assist with organization/planning</li> <li>- Provide graphic organizers/partially completed activities</li> <li>- Others as determined appropriate by IEP/504/I&amp;RS plan/RTI plan/classroom instructor</li> </ul>
<b>Interdisciplinary Connections</b>
<ul style="list-style-type: none"> <li>- Historical influence of time periods in which texts were written and/or represent</li> <li>- sociology</li> <li>- psychology</li> <li>- social/historical constructs</li> </ul>

<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>
Close Reading and Annotation Guide

Evidence Log Guide

Word Network Model

Research Guide Grades 6-8

Writing Informational/Explanatory Grades 6-8

### Unit 3: What Matters

#### **Unit Summary**

Students will continue to practice and become more proficient in evaluating nonfiction, multimedia, and argumentative essays (problem and solution essays). Students will learn and incorporate the elements of an argumentative essay (problem and solution essay) into their own writing. Within this unit, the students will learn about the various techniques and styles author's use within their argumentative essays (problem and solution essays) and incorporate these techniques and styles within their own writing. Furthermore, students will continue to research to clarify and explore ideas. Students will also view and use visuals (multimedia) to express their ideas. Students will study grammar including nouns, pronouns, clauses, types of sentences, adjectives, and adverbs, which they will use within their own writing. Students will continue to grow their academic vocabulary. Students will work together to build on one another's ideas, develop consensus, and communicate with one another, especially through the small-group learning section of this unit.

#### **Essential Questions**

When is it right to take a stand?

READING	
Critical Knowledge and Skills	Standards
Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1
Analyze how the text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparison, analogies, or categories.),	RI.8.3
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	RI.8.5
Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	RI.8.6
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	RI.8.8
Analyze a case in which two or more texts	RI.8.9

provide conflicting information on the same topic and identify where the texts disagree on matters of factor interpretation.	
By the end of the year, read and comprehend literary nonfiction at the high end of grades 6-8 text complexity band independently and proficiently.	RI.8.10
<b>Suggested Materials/Educational Resources</b>	
<ul style="list-style-type: none"> <li>● Anticipation set for <i>Warriors Don't Cry</i></li> <li>● Excerpt from <i>Brown v. Board of Education</i></li> <li>● Film: Little Rock Central: 50 Years Later</li> <li>● Barrington Irving websites: <a href="http://www.experienceaviation.org/">http://www.experienceaviation.org/</a> and <a href="http://flyingclassroom.com/">http://flyingclassroom.com/</a></li> <li>● Voting Intelligence Test</li> <li>● Video: Nez Perce Tribe <a href="https://www.youtube.com/watch?v=3OZrQf-BLIE">https://www.youtube.com/watch?v=3OZrQf-BLIE</a></li> </ul>	

<b>WRITING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Write arguments to support claims with clear reasons and relevant evidence.	W.8.1
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	W.8.1a
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	W.8.1b
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	W.8.1c
Provide a concluding statement or section that follows from and supports the argument presented.	W.8.1e
Write narratives. to develop real or imagined experiences or events using effective technique, relevant descriptive details, ad well-structured event sequences.	W.8.3
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters, organize an event sequence	W.8.3a

that unfolds naturally and logically.	
Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	W.8.3b
Use precise words and phrases, relevant descriptive details, and sensory language to capture the actions and convey experience and events.	W.8.3d
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.	W.8.5
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	W.8.7
Draw evidence from literary and informational texts to support analysis, reflection, and research.	W.8.9
Apply grade 8 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	W.8.9b
<b>Suggested Materials/Educational Resources</b>	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Engage effectively in a range of collaborative discussions (one-one-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on other's ideas and expressing their own clearly.	SL.8.1
Come to discussions prepared, having read or researched material under study;	SL.8.1a

explicitly draw on that preparation by referring to evidence on the topic, text,, or issue to probe and reflect on ideas under discussion.	
Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	SL.8.1c
Acknowledge new information expressed by others, and when warranted, qualify or justify their own views in light of the evidence presented.	SL.8.1d
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercials, political) behind its presentation.	SL.8.2
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	SL.8.3
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.8.4
<b>Suggested Materials/Educational Resources</b>	
<ul style="list-style-type: none"> <li>• Listenwise: <a href="https://listenwise.com/current_events/159-racial-integration-in-little-rock-decades-later">https://listenwise.com/current_events/159-racial-integration-in-little-rock-decades-later</a></li> <li>• Barrington Irving TED Talk: <a href="https://www.youtube.com/watch?v=lugsmigAl5Y">https://www.youtube.com/watch?v=lugsmigAl5Y</a></li> </ul>	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Demonstrate command of conventions of standard English grammar and usage when writing or speaking.	L.8.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.8.2
Spell correctly.	L.8.2c

Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.8.3
Determine or clarify the meaning of unknown multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	L.8.4
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	L.8.4b
Consult general and specialized material (e.g., dictionaries, glossaries, thesaurus) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	L.8.4c
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.8.5
Use relationship between particular words to better understand each of the words.	L.8.5b
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.8.6
<b>Suggested Materials/Educational Resources</b>	

<b>Suggested Modifications</b>
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- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

**Interdisciplinary Connections**

- Historical influence of time periods in which texts were written and/or represent
- sociology
- psychology
- social/historical constructs
- The Civil Rights movement

<b>ASSESSMENT PLAN</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
Whole Class Learning Performance Task Small Group Learning Performance Task Word Network Summary Quick Write Evidence Log Comprehension check Analyze Craft and Structure Concept Vocabulary Word Study Conventions	Performance Based Assessment



Speaking and Listening First Read (Guide) Close Read (Guide) Selection Tests Unit Goals and Reflection		
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
<i>MyPerspectives</i> (consumable and online texts) <i>Pearson Writer's Coach</i> <i>Summer of My German Soldier</i> <i>Warrior's Don't Cry</i> <i>Sojourner Truth</i> <i>My Sister's Keeper</i> <i>Nothing But the Truth</i> <i>A Break With Charity</i> <i>Roll of Thunder, Hear My Cry</i> <i>Does My Head Look Big in This</i> <i>Farewell to Manzanar</i>	<i>Remember the Titans</i> (movie)  <i>My Sister's Keeper</i> (movie)  Scope, "The Brave Boys of Greensboro" <a href="https://webmail.twpunionschools.org/owa/edir.aspx?C=Ac-ui-E1100-2EenEkROzJ-PPpiRodQliQM-q9O4u6UQGY1qSqK1kZMg1a_LxBcfQxBIqNf5pYk.&amp;URL=http%3a%2f%2fmrsjwalrus.edublogs.org%2ffiles%2f2013%2f02%2fThe-Brave-Boys-of-Greensboro-1qbvrbk.pdf">https://webmail.twpunionschools.org/owa/edir.aspx?C=Ac-ui-E1100-2EenEkROzJ-PPpiRodQliQM-q9O4u6UQGY1qSqK1kZMg1a_LxBcfQxBIqNf5pYk.&amp;URL=http%3a%2f%2fmrsjwalrus.edublogs.org%2ffiles%2f2013%2f02%2fThe-Brave-Boys-of-Greensboro-1qbvrbk.pdf</a>  Scope, "The Boys of Greensboro" Quiz <a href="http://www.lavelleprep.org/common/pages/DisplayFile.aspx?itemId=2482193">http://www.lavelleprep.org/common/pages/DisplayFile.aspx?itemId=2482193</a>  Quantum Leap, "The Color of Truth" <a href="http://www.nbc.com/classic-tv/quantum-leap/video/the-color-of-truth---august-8-1955/n3618">http://www.nbc.com/classic-tv/quantum-leap/video/the-color-of-truth---august-8-1955/n3618</a>	
<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
PBA 1	Argumentative writing	Grammar/Mechanics

<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>
<a href="#">Close Reading and Annotation Guide</a> <a href="#">Evidence Log Guide</a> <a href="#">Word Network Model</a> <a href="#">Research Guide Grades 6-8</a> <a href="#">Writing Argument Grades 6-8</a>

## Unit 4: Human Intelligence

### Unit Summary

The unit goals were backward designed from the performance based assessment at the end of the unit, and the whole class and small-group performance tasks, which all focus on informational essays, speeches, and multimedia presentations. Students will read a variety of text types, including nonfiction, fiction, and poetry in order to better understand the way writers express ideas. Students will study the elements of an informational text and then write their own informational speech. Students will write for a number of reasons, including organizing and sharing ideas, reflecting on experiences, and gathering evidence. They will conduct research to clarify and explore ideas. Students will develop a deeper understanding of the conventions of standard English grammar and usage, and then practice those conventions in their own writing. Students will work together to build on one another's ideas, develop consensus, and communicate with one another. They will also learn to incorporate audio, visuals, and text in presentations.

### Essential Questions

- In what different ways can people be intelligent?

READING	
Critical Knowledge and Skills	Standards
<ul style="list-style-type: none"> <li>● Gather information and ideas from a variety of texts</li> <li>● Expand your knowledge and use of academic and concept vocabulary</li> </ul>	RL.8.1 RL.8.2 RL.8.4 RL.8.5 RL.8.6 RL.8.7 RL.8.9 RI.8.2 RI.8.3 RI.8.5 RI.8.6
<b>Suggested Materials/Educational Resources</b>	
<a href="https://www.edutopia.org/article/brain-based-learning-resources">https://www.edutopia.org/article/brain-based-learning-resources</a>	

WRITING	
Critical Knowledge and Skills	Standards
<ul style="list-style-type: none"> <li>● Write an informative essay in which you examine a topic and convey ideas, concepts, and information</li> <li>● Conduct research projects of varying lengths in order to explore a topic and clarify meaning</li> </ul>	W.8.2 (a,b,d,f) W.8.7 W.8.8 W.8.9 (a) W.8.10
<b>Suggested Materials/Educational Resources</b>	

<https://www.edutopia.org/article/brain-based-learning-resources>

**SPEAKING AND LISTENING**

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<ul style="list-style-type: none"> <li>Collaborate with a team to build on the ideas of others, develop consensus, and communicate</li> <li>Integrate audio, visuals, and text in presentations</li> </ul>	SL.8.1 (a-d) SL.8.4 SL.8.5 SL.8.6
<b>Suggested Materials/Educational Resources</b>	
<a href="https://www.edutopia.org/article/brain-based-learning-resources">https://www.edutopia.org/article/brain-based-learning-resources</a>	

**LANGUAGE**

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<ul style="list-style-type: none"> <li>Demonstrate command of standard English grammar and usage, including correct agreement of nouns and verbs</li> </ul>	L.8.1 (a) L.8.4 (a-c) L.8.5 (b) L.8.6
<b>Suggested Materials/Educational Resources</b>	
<a href="https://www.edutopia.org/article/brain-based-learning-resources">https://www.edutopia.org/article/brain-based-learning-resources</a>	

**ASSESSMENT PLAN**

<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
First read guide, close read guide, evidence logs, word networks, analyzing craft and structure questions and discussions, author's style graphic organizers, performance based assessment prep: review evidence for an informative essay, unit goals and reflection	Performance Based Assessment Part 1 Performance Based Assessment Part 2
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>
<i>MyPerspectives</i> (consumable and online texts) <i>Pearson Writer's Coach</i> <i>Ender's Game</i> by Orson Scott Card <i>Flowers for Algernon</i> by Daniel Keyes <i>An Abundance of Katherines</i> by John Green <i>Jekyll &amp; Hyde</i> by Robert Louis Stevenson	Scholastic's <i>Scope</i> magazine  <i>Flowers for Algernon</i> and <i>Charly</i> (films, 2000 and 1968, respectively)

<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
PBA 1 & 2	Writing an Informative Essay	Delivering an informative speech

<b>Suggested Modifications</b>
<ul style="list-style-type: none"> <li>- Modified assessment tasks/rubrics</li> <li>- Additional time for completion</li> <li>- Paired activities</li> <li>- Reading written instructions</li> <li>- Providing notes/study guides</li> <li>- Modeling and providing examples</li> <li>- Non-verbal cues</li> <li>- Bilingual dictionary use</li> <li>- Pairing visual prompts with verbal presentations</li> <li>- Highlighting key words and key strategies</li> <li>- Preferred seating</li> <li>- RTI</li> <li>- Scaffolding complexity level of questioning</li> <li>- Differentiated assignment of novels and short readings</li> <li>- Assist with organization/planning</li> <li>- Provide graphic organizers/partially completed activities</li> <li>- Others as determined appropriate by IEP/504/I&amp;RS plan/RTI plan/classroom instructor</li> </ul>
<b>Interdisciplinary Connections</b>
<ul style="list-style-type: none"> <li>- Historical influence of time periods in which texts were written and/or represent</li> <li>- sociology</li> <li>- psychology</li> <li>- social/historical constructs</li> </ul>

<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>
<a href="#">Close Reading and Annotation Guide</a> <a href="#">Evidence Log Guide</a> <a href="#">Word Network Model</a> <a href="#">Research Guide Grades 6-8</a> <a href="#">Writing Informational/Explanatory Grades 6-8</a>



## Unit 5A: Invention

### Unit Summary

Students will read to learn about invention and inspiration. They will also read various genres to study the ways writers express ideas. Students will also learn the elements of argumentative writing. They will write their own argument, and they will also write for a number of reasons, including organize and share ideas, reflect on experiences, and gather evidence. They will conduct research to clarify and explore ideas. Combining sentences, using gerunds and participles, will be the primary language goal. Students will work to develop a consensus and communicate with one another.

### Essential Questions

Are inventions realized through inspiration or perspiration?

READING	
Critical Knowledge and Skills	Standards
<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences made from text.</p> <p>Determine the 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.</p> <p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character or provoke a decision.</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Analyze how a modern work of fiction draws on a theme, 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.</p>	<p>RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.9 RL.8.10 RI. 8.5 RI. 8.6 RI. 8.10</p>

<p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the end of grades 6-8 text complexity band independently and proficiently.</p> <p>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>Determine an author's point of view or purpose in text and analyse how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>By the end of the year, read and comprehend literary nonfiction at the high end of 6-8 text complexity band independently and proficiently.</p>	
<b>Suggested Materials/Educational Resources</b>	
<p><a href="http://www.space.com/30557-jeff-bezos-billionaires-private-spaceflight.html">http://www.space.com/30557-jeff-bezos-billionaires-private-spaceflight.html</a>  <a href="http://video.cnbc.com/gallery/?video=3000210905">http://video.cnbc.com/gallery/?video=3000210905</a>  <a href="http://www.decadirect.org/2014/10/01/shark-tank-twitter-marketing-classroom-activity/">http://www.decadirect.org/2014/10/01/shark-tank-twitter-marketing-classroom-activity/</a></p>	

<b>WRITING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>W. 8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons with evidence logically.</p> <p>b. Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrate an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion.</p>	8.1 (a-c)
<b>Suggested Materials/Educational Resources</b>	

<https://www.bing.com/videos/search?q=tet+talk+kevin+bacon&view=detail&mid=24D17CF3B46F7BD8E8C424D17CF3B46F7BD8E8C4&FORM=VIRE>

<http://abcnews.go.com/GMA/video/shark-tank-life-kid-preneurs-edition-28427763>  
<https://www.bing.com/videos/search?q=Good+Shark+Tank+Pitches&&view=detail&mid=EACECFF320A6EA3442FAEACECFF320A6EA3442FA&FORM=VRDGAR>

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>Engage effectively in a range of collaborative discussions.</p> <p style="padding-left: 20px;">Come to discussions prepared (having read and researched material).</p> <p style="padding-left: 20px;">Follow rules of collegial discussion and decision making. Track progress and define individual roles.</p> <p style="padding-left: 20px;">Pose questions that connect the ideas of several speakers and texts.</p> <p>Acknowledge new information by others and when warranted qualify and justify their own views in light of new evidence.</p> <p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>Present claims and findings in a focused and cohesive manner with relevant evidence, valid reasons, and well chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims, and evidence, add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SL.8.1 (a-d)</p> <p>SL.8.2</p> <p>SL.8.3</p> <p>SL.8.4</p> <p>SL.8.5</p> <p>SL.8.6</p>
<b>Suggested Materials/Educational Resources</b>	



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<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>Explain the functions of verbals in general and their function in a sentence.</p> <p>Demonstrate command of the conventions of standard English when writing.</p> <p>Use punctuations to indicate a pause or break.</p> <p>Use an ellipsis to indicate omission.</p> <p>Spell correctly.</p> <p>Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies</p> <p>Use context as a clue to the meaning of a word or phrase.</p> <p>Use common Greek and Latin roots as clues to the meaning of a word.</p> <p>Consult general and specialized reference material, both print and digital, to find pronunciation of a word or determine its meaning or part of speech</p> <p>Verify the preliminary determination of the meaning of a word or phrase.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech in context.</p> <p>Use relationships between particular words to better understand each word.</p>	<p>L. 8.1a</p> <p>L. 8.2</p> <p>L. 8.2a</p> <p>L. 8.2b</p> <p>L. 8.2c</p> <p>L. 8.4 (a-d)</p> <p>L. 8.5 (a-c)</p> <p>L. 8.6</p>

<p>Distinguish among the connotations of words with similar denotations.</p> <p>Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<b>Suggested Materials/Educational Resources</b>	

<b>ASSESSMENT PLAN</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
<p>First read guide, close read guide, evidence logs, word networks, analyzing craft and structure questions and discussions, author's style graphic organizers, checklists performance based assessment prep: review evidence for an informative essay, unit goals and reflection.</p> <p>Performance Based Assessment Part 1 Argument Essay, "Which invention in this unit has had the biggest impact on humanity"</p> <p>Performance Task Part 2: Students create and participate in a small group debate.</p>	<p>Performance Task Part 3: Write and argument essay in which the student can state and defend a claim about which invention described within the unit has had the biggest impact on humanity.</p>
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>
<p><i>My Perspectives (consumable and online)</i>  <i>Pearson Writer's Coach</i>  <i>Shoeless Joe</i>  <i>The Time Machine</i>  <i>20,000 Leagues Under the Sea</i></p>	<p><i>Field of Dreams (movie)</i>  <i>20,000 Leagues Under the Sea (movie)</i>  <i>The Time Machine (movie)</i>    <i>Scope</i></p>

<b>District/School Writing Tasks</b>		
<b>Task</b>	<b>Primary Focus</b>	<b>Secondary Focus</b>
PBA 1	Argument Writing	Grammar/Technique

<b>Suggested Modifications</b>
<ul style="list-style-type: none"> <li>- Modified assessment tasks/rubrics</li> <li>- Additional time for completion</li> <li>- Paired activities</li> <li>- Reading written instructions</li> <li>- Providing notes/study guides</li> <li>- Modeling and providing examples</li> <li>- Non-verbal cues</li> <li>- Bilingual dictionary use</li> <li>- Pairing visual prompts with verbal presentations</li> <li>- Highlighting key words and key strategies</li> <li>- Preferred seating</li> <li>- RTI</li> <li>- Scaffolding complexity level of questioning</li> <li>- Differentiated assignment of novels and short readings</li> <li>- Assist with organization/planning</li> <li>- Provide graphic organizers/partially completed activities</li> <li>- Others as determined appropriate by IEP/504/I&amp;RS plan/RTI plan/classroom instructor</li> </ul>
<b>Interdisciplinary Connections</b>
<ul style="list-style-type: none"> <li>- Historical influence of time periods in which texts were written and/or represent</li> <li>- science and tech</li> </ul>

<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>
<ul style="list-style-type: none"> <li><u>Close Reading and Annotation Guide</u></li> <li><u>Evidence Log Guide</u></li> <li><u>Word Network Model</u></li> <li><u>Research Guide Grades 6-8</u></li> <li><u>Writing Argument Grades 6-8</u></li> </ul>

## Unit 5B (Choice 2): Legends and Myths

### Unit Summary

The unit goals were backwards designed from the Performance-Based Assessment at the end of the unit and the Whole Class and Small-Group Performance Tasks. Students will practice and become proficient in evaluating articles, opinion pieces, persuasive speeches, fictional narratives, videos, and myths in order to study the way authors express ideas. Students will analyze reading selections with the intention of developing understanding of character, theme and symbolism. The students will learn the elements of argumentative and expository essays. Students will write for a variety of reasons, including to organize and share ideas, reflect on experiences, and gather evidence. They will research to clarify and explore ideas. Students will study grammar, including correct usage of verbs, subject complements, predictive nouns and pronouns, and proper use of capitalization. They will practice demonstrating command of the English language in their own writing. They will work to build on one another's ideas, develop consensus, and communicate with one another. Because the content is focused on standing up for what matters to each individual, students will be engaged in the process of determining what matters to them while also learning how to use speech and writing to stand up for those beliefs.

### Essential Questions

How do myths help us better understand human behavior and the surrounding world?

READING	
Critical Knowledge and Skills	Standards
<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences made from text.</p>	
<p>Determine the 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.</p>	<p>RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.9 RL.8.10</p>
<p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character or provoke a decision.</p>	<p>RI. 8.5 RI. 8.6 RI. 8.10</p>
<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone,</p>	

<p>including analogies or allusions to other texts.</p> <p>Analyze how a modern work of fiction draws on a theme, 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.</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the end of grades 6-8 text complexity band independently and proficiently.</p> <p>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>Determine an author's point of view or purpose in text and analyse how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>By the end of the year, read and comprehend literary nonfiction at the high end of 6-8 text complexity band independently and proficiently.</p>	
<b>Suggested Materials/Educational Resources</b>	

<b>WRITING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>W. 8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>d. Introduce claim, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons with evidence logically.</p> <p>e. Support claims with logical</p>	<p>8.1 (a-c)</p>

<p>reasoning and relevant evidence, using accurate, credible sources and demonstrate an understanding of the topic or text.</p> <p>f. Use words, phrases, and clauses to create cohesion.</p>	
<b>Suggested Materials/Educational Resources</b>	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>Engage effectively in a range of collaborative discussions.</p> <p style="padding-left: 20px;">Come to discussions prepared (having read and researched material).</p> <p style="padding-left: 20px;">Follow rules of collegial discussion and decision making. Track progress and define individual roles.</p> <p style="padding-left: 20px;">Pose questions that connect the ideas of several speakers and texts.</p> <p>Acknowledge new information by others and when warranted qualify and justify their own views in light of new evidence.</p> <p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>Present claims and findings in a focused and cohesive manner with relevant evidence, valid reasons, and well chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims, and evidence, add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SL.8.1 (a-d)</p> <p>SL.8.2</p> <p>SL.8.3</p> <p>SL.8.4</p> <p>SL.8.5</p> <p>SL.8.6</p>

**Suggested Materials/Educational Resources**

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>Explain the functions of verbals in general and their function in a sentence.</p> <p>Demonstrate command of the conventions of standard English when writing.</p> <p>Use punctuations to indicate a pause or break.</p> <p>Use an ellipsis to indicate omission.</p> <p>Spell correctly.</p> <p>Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies</p> <p>Use context as a clue to the meaning of a word or phrase.</p> <p>Use common Greek and Latin roots as clues to the meaning of a word.</p> <p>Consult general and specialized reference material, both print and digital, to find pronunciation of a word or determine its meaning or part of speech</p> <p>Verify the preliminary determination of the meaning of a word or phrase.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech in context.</p> <p>Use relationships between particular</p>	<p>L. 8.1a</p> <p>L. 8.2</p> <p>L. 8.2a</p> <p>L. 8.2b</p> <p>L. 8.2c</p> <p>L. 8.4 (a-d)</p> <p>L. 8.5 (a-c)</p> <p>L. 8.6</p>

<p>words to better understand each word.</p> <p>Distinguish among the connotations of words with similar denotations.</p> <p>Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<b>Suggested Materials/Educational Resources</b>	
www.noredink.com	

<b>ASSESSMENT PLAN</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
<p>First read guide, close read guide, evidence logs, quick writes, word networks, analyzing craft and structure questions and discussions, author's style graphic organizers, performance based assessment prep: review evidence for comparison essay, unit goals and reflection</p>	<p>Performance Based Assessment Unit 5 Vlog, Flipgrid, video presentation etc. where students can choose their own method of delivery to re-enact an already existing myth or create an original tale and compare it to another myth.</p>
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>
<p><i>Heroes, Gods, and Monsters of the Greek Myths</i>  <i>Percy Jackson and the Lightning Thief</i></p>	<p><i>Excerpts - The Odyssey</i>  <u><a href="#">TED Mythology Playlist</a></u>  <i>Percy Jackson and the Lightning Thief</i> (film)  <i>Percy Jackson and the Sea Monsters</i> (film)  <i>Excerpts - Clash of the Titans</i> (film)  <i>Excerpts - Wrath of the Titans</i> (film)  <i>Excerpts - Hercules</i> (1997 film)  <u><a href="#">Hadestown Soundtrack</a></u>  <u><a href="#">Greeking Out Podcast</a></u> from National Geographic            Excerpts from <i>The Iliad</i>            Common Lit / Scope/ Newsela  <u><a href="http://teacher.scholastic.com/writewit/mff/myths.htm">http://teacher.scholastic.com/writewit/mff/myths.htm</a></u></p>



	<u>Myths and Legends of the North American Indians</u> <u>Myths of the Norsemen</u> <u>Myths and Legends of Japan</u> <u>Myths of Mexico and Peru</u> <i>Charmed: "Oh my Goddess Parts I and II"</i> <i>Hercules: The Legendary Journeys</i> <a href="https://digitalcommons.trinity.edu/cgi/viewcontent.cgi?referer=&amp;httpsredir=1&amp;article=1190&amp;context=educ_understandings">https://digitalcommons.trinity.edu/cgi/viewcontent.cgi?referer=&amp;httpsredir=1&amp;article=1190&amp;context=educ_understandings</a> <i>Percy Jackson Novel Unit</i>
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<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
PBA 5	Argument Writing	Grammar/Technique

<b>Suggested Modifications</b>
<ul style="list-style-type: none"> <li>- Modified assessment tasks/rubrics</li> <li>- Additional time for completion</li> <li>- Paired activities</li> <li>- Reading written instructions</li> <li>- Providing notes/study guides</li> <li>- Modeling and providing examples</li> <li>- Non-verbal cues</li> <li>- Bilingual dictionary use</li> <li>- Pairing visual prompts with verbal presentations</li> <li>- Highlighting key words and key strategies</li> <li>- Preferred seating</li> <li>- RTI</li> <li>- Scaffolding complexity level of questioning</li> <li>- Differentiated assignment of novels and short readings</li> <li>- Assist with organization/planning</li> <li>- Provide graphic organizers/partially completed activities</li> <li>- Others as determined appropriate by IEP/504/I&amp;RS plan/RTI plan/classroom instructor</li> </ul>
<b>Interdisciplinary Connections</b>
<ul style="list-style-type: none"> <li>- Historical influence of time periods in which texts were written and/or represent</li> <li>- science and tech</li> <li>- culture and sociology of various peoples</li> </ul>

- Connections between mythology and climate/earth science.
- Social studies-- Ancient cultures

**INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS**

Research Guide Grades 6-8

Writing Argument Grades 6-8