**Course Description:** English Language Development 8th Grade English Language Arts--Writing is a course that focuses on creating thoughtful writers. This course emphasizes information literacy, research, critical thinking, elements of literature, text structures, and informational and argument writing. The ultimate goal is to produce life-long writers who can be successful in future endeavors.

**Scope and Sequence:**

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
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</table>
| 2-3 Weeks | Communication in ELA                     | Topic 1: Communicating in a Professional Setting  
Topic 2: Who am I as a Writer?  
Topic 3: Presentation of Knowledge and Ideas |
| 6-8 Weeks | Information Literacy: Research and Critical Thinking | Topic 1: Research  
Topic 2: Informational Writing |
| 3 Weeks   | Elements of Literature                   | Topic 1: Depth in Narrative Writing                                                   |
| 4-5 Weeks | Text Structures                           | Topic 1: Text Structures                                                              |
| 6-7 Weeks | Art of the Argument                      | Topic 1: Structure of an Argument  
Topic 2: Building & Supporting an Argument                                              |
| 4-5 Weeks | Culminating Unit: What Does It Mean to Be A Writer? | Topic 1: Examining the Past |

*This document contains the entire 8th Grade ELA--Writing curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the ELD 8th Grade ELA--Writing class.*
Curriculum Revision Tracking

**Spring, 2017**

Unit 1:
- Changed topic 3 in engaging experience 2 to have a more argumentative vs. opinion based topic
- Added in example PSDAs with engaging scenario

Unit 2:
- Added in mini lessons on designing research questions, using effective search terms, and practicing quoting, paraphrasing, and summarizing within the engaging experiences in topic 1
- Created a more detailed day by day outline of mini research project in topic 1 engaging experience 3
- Added in sample informative/expository writing rubric

Unit 3:
- Provided more specific information on the differences between literary elements and literary techniques in topic 1 engaging experience 1
- Provided two possible options for topic 1 engaging experience 2
- Added additional resources/potential engaging scenario rubric
- Tweaked engaging scenario to include archetypal characters/added an actual writing contest option

Unit 4:
- Took out “puzzle piece” activity in engaging experience 2 (topic 1); replaced with more writing options to focus on paragraph structures in different text structures in this way
- Revised engaging scenario to connect more with engaging experience 3
- Added rubrics/resources

Unit 5:
- Included option 2 for engaging experience 1 within topic 1
- Included additional rubrics/resources

**2017--additional rubrics, resources, and suggestions for convention practice now included throughout the curriculum**
Spring, 2016

Unit 1:
- The order of Topics 2 and 3 was switched
- Writing is focused on having a growth mindset
- Added ongoing Skill-Building for grammar and conventions

Unit 2:
- Eliminated Engaging Experience 1 in Topic 2
- Revised wording of informational thesis writing
- Timing for Topic 2 engaging experiences was shortened
- Added ongoing Skill-Building for grammar and conventions

Unit 3:
- Topic 1, Engaging Experience 2 was changed
- Length of unit was shortened to 3 weeks
- Added ongoing Skill-Building for grammar and conventions

Unit 4:
- Changed title from “Text Structures in Multi Media” to simply “Text Structures”
- Changed the Overview of the Unit
- Length of unit was slightly increased
- Added ongoing Skill-Building for grammar and conventions

Unit 5:
- Topic 1, Engaging Experience 1 was changed
- Topic 2, Engaging Experience 1 was deleted and Engaging experience 3 (now 2) was changed.
- Added ongoing Skill-Building for grammar and conventions

Unit 6:
- Added ongoing Skill-Building for grammar and conventions
Unit 1: Communication in ELA

Subject: Writing
Grade: 8
Name of Unit: Communication in English Language Arts
Length of Unit: 2-3 weeks

Overview of Unit: In this unit students will learn how to communicate both in speaking and in writing in the ELA classrooms. This will allow students to communicate effectively so that their ideas are understood by a variety of audiences, as well as understand the ideas of others. Ultimately, students will need to self-assess the essential skills of this unit in order to complete their final engaging scenario and set goals for the year.

Priority Standards for unit:
- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 8.SL.1.A. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.SL.2.C. Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

Supporting Standards for unit:
  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
  b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
  c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  e. 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.
- 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a Standard
citation system. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a Standard format for citation.

- 8.SL.2.A. Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.
- 8.SL.2.B. Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners
- 8.SL.1.C. Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- STE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>a writing process</td>
<td>Follow</td>
<td>Apply</td>
<td>2</td>
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<tr>
<td>clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience</td>
<td>Produce</td>
<td>Create</td>
<td>4</td>
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<tr>
<td>writing with narrative, expository, and argumentative techniques.</td>
<td>Develop</td>
<td>Create</td>
<td>4</td>
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**the relationships between information and ideas efficiently**

<table>
<thead>
<tr>
<th>Present</th>
<th>Apply</th>
<th>2</th>
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<tbody>
<tr>
<td>with others</td>
<td>Interact and collaborate</td>
<td>Evaluate</td>
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<tr>
<td>rules for collegial discussion and decision making</td>
<td>follow</td>
<td>Apply</td>
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<td>progress toward specific goals and deadlines</td>
<td>track</td>
<td>evaluate</td>
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<td>individual roles as needed</td>
<td>define</td>
<td>Apply</td>
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<td>appropriate presentations based on the task, audience, and purpose</td>
<td>Plan and deliver</td>
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<td>multimedia into presentations and evidence, and add interest.</td>
<td>integrating</td>
<td>Create</td>
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<td>information</td>
<td>clarify</td>
<td>Apply</td>
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<td>claims and evidence</td>
<td>strengthen</td>
<td>apply</td>
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<tr>
<td>interest</td>
<td>add</td>
<td>apply</td>
</tr>
</tbody>
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**Essential Questions:**

1. How should you communicate in an ELA (Reading & Writing) class?
2. Why is it important to communicate effectively?

**Enduring Understanding/Big Ideas:**

1. Effective communication involves coming to class prepared, follow the rules of discussions, pose questions and respond to others with relevant information. It also involves writing that is relevant, detailed, and coherent supported by a clear command of conventions to communicate ideas clearly.
2. It is important to communicate effectively so ideas are understood and the ideas of others are easily understood.

**Unit Vocabulary:** **These are words that may be discussed throughout the unit, but not all needs to be explicitly taught.**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>claim</td>
<td>argument writing</td>
</tr>
<tr>
<td>evidence</td>
<td>audience</td>
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<tr>
<td></td>
<td>coherent</td>
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<td></td>
<td>collaborative</td>
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<td></td>
<td>collegial</td>
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Resources for Vocabulary Development:
Students should be familiar with the following strategies from 7th grade:

- Lotus
- Concept Map
- Frayer Model
- Affinity Diagram
- Root Analysis
- Word Mapping

In 8th grade, students should be given the opportunity to choose strategies that work best for them.

Ongoing Skill Building

Standards Addressed

Priority:
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Detailed Description/Instructions:
- Students should be used to completing conventions warm-ups a couple of times each week throughout the year. Consider using sentence of the week warmups from Kelly Gallagher’s book “Write Like This.” Resources from this book can also be found online.
Topic 1: Communicating in a Professional Setting

Engaging Experience 1
Title: Communicating with Audience and Purpose in Mind
Suggested Length of Time: 4 class periods

Standards Addressed

Priority:

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

Supporting:

- 8.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience
  
  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
  
  b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
  
  c. Conventions of Standard English and usage: Demonstrate a command of conventions of Standard English grammar and usage, including spelling and punctuation.
  
  d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  
  e. Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
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- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
**Detailed Description/Instructions:** After a review of professional communication techniques in speaking and writing, students will draw at random their role in a simulated professional scenario. Students will find themselves as either employers or employees with a “problem” at the workplace. Students will formulate ideas and communicate professionally and effectively about the problem, with the goal of reaching a solution to the problem without hostility. Students should be expected to respond to emails at least twice (creating a four email total correspondence). The teacher should provide feedback on the quality and professionalism of their emails, focusing specifically on accurate conventions, audience awareness (mood, tone, connotation), and purpose. Students will reflect upon their ability to communicate with audience and purpose in mind, and how this will impact them in the future.

Note: This activity is best completed in Google Documents where students can record the back and forth conversation and teachers can provide feedback in quick and efficient ways.

**Bloom’s Levels:** Understand, Apply, Analyze, Evaluate

**Webb’s DOK:** 1, 2, 3
Topic 2: Who am I as a Writer?

Teacher Notes:
1. This unit will have a thematic focus on fixed vs. growth mindset. The larger concept for this unit is intelligence. Possible guiding questions for this concept include: What is intelligence? Is someone born with a fixed intelligence or can one’s overall intelligence shift and grow through experiences?
2. The purpose of this topic is to use these writing pieces as a diagnostic tool for students and teachers to determine students’ strengths and weakness with narrative, informational, and argument based writing at the beginning of the year. There is no expectation to instruct on tenets of these writing genres.

Engaging Experience 1
Title: Research on Fixed vs. Growth Mindset to Introduce the Thematic Concept of this Unit
Suggested Length of Time: 1-2 class periods
Standards Addressed
Priority:
- 8.SL.1.A. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Supporting:
- 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
Detailed Description/Instructions: Building upon their knowledge of learning modalities (styles) from 7th grade, students will learn the basics of fixed vs. growth mindset. Consider introducing this topic with an engaging “hook” video that depicts the ideas of these concepts, but does not directly explain what they are. With a partner or in a small group, students will then research more about fixed vs. growth mindset, using some sort of graphic organizer or note taking device. Make sure to review tenets of effective partner/group communication before partners begin their research. To differentiate, consider providing guiding questions for research for some students.

Bloom’s Levels: Understand
Webb’s DOK: 3

Engaging Experience 2
Title: Fixed vs. Growth Mindset Mini Informative Writing Piece
Suggested Length of Time: 1 class period

Standards Addressed

Priority:
● 8.W.2.A. Following a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

Supporting:
  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
  b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
  c. Conventions of Standard English and usage: Demonstrate a command of conventions of Standard English grammar and usage, including spelling and punctuation.
  d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
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● ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instruction: Students will be asked to write an informative writing piece on fixed vs. growth mindset. Ask students to consider what text structure might be best to complete this piece (compare/contrast and possibly cause/effect might be best). The purpose of this piece is for both teacher and students to evaluate their abilities as informative writers, so as few directions as possible are expected. This writing piece could be done on a Google Form for ease and speed of grading. After students have submitted responses and teachers have reviewed them, the teacher will showcase the best responses and explain why they met the “informative” criteria: relevant/accurate facts, examples, and details used; establish relationships between ideas and supporting evidence; clearly constructed introduction that catches the reader’s attention and previews what is to come; a conclusion that follows the piece naturally and includes some kind of “clincher” technique; 90% of the author’s piece is in his or her own words. Any words the author has taken directly from a source has quotations marks around it and give credit to the author in the text; a Works Cited page with correctly formatted MLA citations is used.

Students will then self-assess their original response, which will guide the PDSA they will create during the Engaging Scenario. This is a formative assessment that should drive your instruction for the remainder of the year.

Bloom’s Levels: Apply
Webb’s DOK: 3

Engaging Experience 3
Title: Fixed vs. Growth Mindset Narrative Mini Writing Piece
Suggested Length of Time: 2 class periods
Standards Addressed
Priority:
● 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

Supporting:
a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
c. Conventions of Standard English and usage: Demonstrate a command of conventions of Standard English grammar and usage, including spelling and punctuation.
d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
e. Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
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- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**Detailed Description/Instructions:** Using their understanding of growth vs. fixed mindset, students will write a narrative piece relating to this concept. Consider having students write this piece from a mini memoir perspective. For example, their narrative piece could reflect on an experience in their life that caused them to have to demonstrate a growth mindset or caused them to learn/grow in some way. Consider giving students one day to brainstorm/outline their mini memoir and one day to write. **Note:** The purpose of this piece is for both teachers and students to evaluate their abilities as narrative writers, so as few directions as possible are expected. Ask students to write a narrative that is not to exceed two pages. This writing piece could be done on a Google Form for ease and speed of grading. After students have submitted responses and teachers have reviewed them, the teacher will showcase the best responses and explain why they met the “narrative” criteria: establish and maintain a consistent point of view, include clearly identified characters (characterization), well-structured event sequences (plot structure), narrative techniques (dialogue, theme, literary techniques such as figurative language, symbolism, allusions, etc.), and relevant descriptive details (sensory language) to describe setting.
characters, etc. Students will then self-assess their original response, which will guide the PDSA they will create during the Engaging Scenario. This is a formative assessment that should drive your instruction for the remainder of the year.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3
● ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

● ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**Detailed Description/Instructions:** Students will be asked to write a mini argument piece using the tenets of effective argument writing. The purpose of this assignment is for both the teacher and students to evaluate their abilities as argumentative writers, so as few directions as possible are expected. Consider having students argue a somewhat controversial issue/or even an unpopular position that requires a growth mindset to understand. (Provide a few possible topics to students to scaffold). Consider giving students 1 day to research this topic and one day to write about this topic. This writing piece could be done on a Google Form for ease and speed of grading. After students have submitted responses and teachers have reviewed, teachers will showcase the best responses and explain why they met the “argumentative” criteria: introducing and supporting a claim with clear reasons and relevant/credible evidence; acknowledging counterclaims/providing rebuttals; and establishing relationships among claims, counterclaims, and supporting evidence. Students will then self-assess their original response, which will guide the PDSA they will create during the Engaging Scenario. This is a formative assessment that should drive your instruction for the remainder of the year.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3
Topic 3: Presentation of Knowledge and Ideas

Engaging Experience 1
Title: Creating and Giving a Presentation on Fixed vs. Growth Mindset
Suggested Length of Time: 2-3 class periods

Standards Addressed

**Priority:**
- 8.SL.1.A. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.SL.2.C. Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

**Supporting:**
- 8.SL.2.A. Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace
- 8.SL.2.B. Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners
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- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
**Detailed Description/Instructions:** Building on their understanding of fixed vs. growth mindset, students will create a short presentation explaining how one could demonstrate a growth vs. a fixed mindset in a variety of school or life related scenarios--groups could be assigned specific scenarios. Another presentation option could be to have students engage in the following scenario: you are working for a company and your employer has asked you to create a presentation for your colleagues to explain the importance and benefits of demonstrating a growth mindset in the workplace. Student audience members will evaluate each other’s oral presentation skills based on presentation criteria. They will also complete a self-assessment of their own oral presentation skills.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3
Engaging Scenario

**Engaging Scenario** Students will complete PDSAs on their ability to communicate in a professional manner based on feedback given throughout the unit. This will include their ability to speak, listen and write argumentatively, informatively, and narratively. Their final project should include their goals for each type of communication for the year.

PDSA Example:
https://docs.google.com/a/parkhill.k12.mo.us/document/d/1xRKKaqsO6esa3fxUCm2yLcvvx_YJxogVwHx2p9-qBAg/edit?usp=sharing
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<td>Communicating in a Professional Setting</td>
<td>Communicating with Audience and Purpose in Mind</td>
<td>After a review of professional communication techniques in speaking and writing, students will draw at random their role in a simulated professional scenario. Students will find themselves as either employers or employees with a “problem” at the workplace. Students will formulate ideas and communicate professionally and effectively about the problem, with the goal of reaching a solution to the problem without hostility. Students should be expected to respond to emails at least twice (creating a four email total correspondence). The teacher should provide feedback on the quality and professionalism of their emails, focusing specifically on accurate conventions, audience awareness (mood, tone, connotation), and purpose. Students will reflect upon their ability to communicate with audience and purpose in mind, and how this will impact them in the future. Note: This activity is best completed in Google Documents where students can record the back and forth conversation and teachers can provide feedback in quick and efficient ways.</td>
<td>4 class periods</td>
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<td>Who am I as a Writer?</td>
<td>Research on Fixed vs. Growth Mindset to Introduce the Thematic Concept of this Unit</td>
<td>Building upon their knowledge of learning modalities (styles) from 7th grade, students will learn the basics of fixed vs. growth mindset. Consider introducing this topic with an engaging “hook” video that depicts the ideas of these concepts, but does not directly explain what they are. With a partner or in a small group, students will then research more about fixed vs. growth mindset, using some sort of graphic</td>
<td>1-2 class periods</td>
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organizer or note taking device. Make sure to review tenets of effective partner/group communication before partners begin their research. To differentiate, consider providing guiding questions for research for some students.

| Who am I as a Writer? | Fixed vs. Growth Mindset Mini-Informative Writing Piece | Students will be asked to write an informative writing piece on fixed vs. growth mindset. Ask students to consider what text structure might be best to complete this piece (compare/contrast and a bit of cause/effect would probably work best). The purpose of this piece is for both teacher and students to evaluate their abilities as informative writers, so as few directions as possible are expected. This writing piece could be done on a Google Form for ease and speed of grading. After students have submitted responses and teachers have reviewed them, the teacher will showcase the best responses and explain why they met the “informative” criteria. Students will then self-assess their original response, which will guide the PDSA they will create during the Engaging Scenario. This is a formative assessment that should drive your instruction for the remainder of the year. | 1 class period |
| Who am I as a Writer? | Fixed vs. Growth Mindset Narrative Mini-Writing Piece | Using their understanding of growth vs. fixed mindset, students will write a narrative piece relating to this concept. Consider having students write this piece from a mini memoir perspective. For example, their narrative piece could reflect on an experience in their life that caused them to have to demonstrate a growth mindset or caused them to learn/grow in some way. Consider giving students one day to brainstorm/outline their min memoir and one day to write. **Note: The purpose of this piece is for both teachers and students to evaluate their abilities as narrative writers, so as few directions as possible are expected. Ask students to write | 2 class periods |
a narrative that is not to exceed two pages. This writing piece could be done on a Google Form for ease and speed of grading. After students have submitted responses and teachers have reviewed them, the teacher will showcase the best responses and explain why they met the “narrative” criteria: establish and maintain a consistent point of view, include clearly identified characters (characterization), well-structured event sequences (plot structure), narrative techniques (dialogue, theme, literary techniques such as figurative language, symbolism, allusions, etc.), and relevant descriptive details (sensory language) to describe setting, characters, etc. Students will then self-assess their original response, which will guide the PDSA they will create during the Engaging Scenario. This is a formative assessment that should drive your instruction for the remainder of the year.

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<th>Who am I as a Writer</th>
<th>Fixed vs. Growth Mindset</th>
<th>Students will be asked to write a mini argument piece using the tenets of effective argument writing. The purpose of this assignment is for both the teacher and students to evaluate their abilities as argumentative writers, so as few directions as possible are expected. Consider having students argue a somewhat controversial issue/or even an unpopular position that requires a growth mindset to understand. (Provide a few possible topics to students to scaffold). Consider giving students 1 day to research this topic and one day to write about this topic. This writing piece could be done on a Google Form for ease and speed of grading. After students have submitted responses and teachers have reviewed, teachers will showcase the best responses and explain why they met the “argumentative” criteria: introducing and supporting a claim with clear reasons and relevant/credible evidence; acknowledging counterclaims/providing rebuttals; and</th>
<th>2 class periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed vs. Growth Mindset Mini Argumentative Writing Piece</td>
<td>Students will be asked to write a mini argument piece using the tenets of effective argument writing. The purpose of this assignment is for both the teacher and students to evaluate their abilities as argumentative writers, so as few directions as possible are expected. Consider having students argue a somewhat controversial issue/or even an unpopular position that requires a growth mindset to understand. (Provide a few possible topics to students to scaffold). Consider giving students 1 day to research this topic and one day to write about this topic. This writing piece could be done on a Google Form for ease and speed of grading. After students have submitted responses and teachers have reviewed, teachers will showcase the best responses and explain why they met the “argumentative” criteria: introducing and supporting a claim with clear reasons and relevant/credible evidence; acknowledging counterclaims/providing rebuttals; and</td>
<td>2 class periods</td>
<td></td>
</tr>
</tbody>
</table>
establishing relationships among claims, counterclaims, and supporting evidence. Students will then self-assess their original response, which will guide the PDSA they will create during the Engaging Scenario. This is a formative assessment that should drive your instruction for the remainder of the year.

| Presentation of Knowledge and Ideas | Creating and Giving a Presentation on Fixed vs. Growth Mindset | Building on their understanding of fixed vs. growth mindset, students will create a short presentation explaining how one could demonstrate a growth vs. a fixed mindset in a variety of school or life related scenarios—groups could be assigned specific scenarios. Another presentation option could be to have students engage in the following scenario: you are working for a company and your employer has asked you to create a presentation for your colleagues to explain the importance and benefits of demonstrating a growth mindset in the workplace. Student audience members will evaluate each other’s oral presentation skills based on presentation criteria. They will also complete a self-assessment of their own oral presentation skills. | 2-3 periods |
Unit 2: Information Literacy: Research and Critical Thinking

**Subject:** Writing

**Grade:** 8

**Name of Unit:** Information Literacy: Research and Critical Thinking

**Length of Unit:** 7-8 weeks

**Overview of Unit:** In this unit students will learn how to research effectively using multiple types of sources, determine credibility, and provide accurate citations to support informational writing.

**Priority Standards for unit:**

- 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
- 8.W.1.A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  - b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

**Supporting Standards for unit:**

  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
  - b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
  - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - e. 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.

- 8.R1.1.D. Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- 8.RI.2.D. Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 8.RI.3.D Read and comprehend informational text independently and proficiently.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>research to answer a question (including a self-generated question)</td>
<td>Conduct</td>
<td>Apply/Possibly Create</td>
<td>2/4</td>
</tr>
<tr>
<td>search terms</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>relevant, credible sources, print and digital</td>
<td>Gather</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>information using a standard citation system.</td>
<td>Integrate</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>relevant information from multiple print and digital sources,</td>
<td>Gather</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>assess the credibility and accuracy of each source;</td>
<td>Assess</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>the data and conclusions of others while...</td>
<td>Quote or paraphrase</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>plagiarism</td>
<td>Avoiding</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>a standard format for citation.</td>
<td>Following</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>a writing process</td>
<td>Follow</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>clear and coherent writing in</td>
<td>Produce</td>
<td>Create</td>
<td>4</td>
</tr>
</tbody>
</table>
which the development, organization, style, and voice are appropriate to the task, purpose, and audience

writing with expository techniques.

informative/explanatory writing to

a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

<table>
<thead>
<tr>
<th>Essential Questions:</th>
<th>Develop</th>
<th>Create</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How do writers create well developed informational writing?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How do writers support well-developed informational writing?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Why is it essential to find credible and reliable resources?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Why is it important to give credit to resources?</td>
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</tr>
</tbody>
</table>

Enduring Understanding/Big Ideas:

1. A well-developed informative piece contains a strong thesis, clear organization, concrete details, relevant facts, appropriate transitions, and precise language.
2. Writers support information writing by conducting short research projects where they focus on collecting relevant information from multiple print and digital sources, using search terms effectively.
3. It is essential to assess the credibility and accuracy of each source in order to draw evidence to support analysis, reflection and research.
4. Sources should always be quoted or paraphrased to avoid plagiarism. This requires the use of a standard format for citation.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>informative</td>
<td>transitions</td>
</tr>
<tr>
<td>plagiarism</td>
<td>thesis</td>
</tr>
<tr>
<td>credible</td>
<td></td>
</tr>
<tr>
<td>citations</td>
<td></td>
</tr>
<tr>
<td>reliable</td>
<td></td>
</tr>
<tr>
<td>relevant</td>
<td></td>
</tr>
<tr>
<td>research</td>
<td></td>
</tr>
</tbody>
</table>
Resources for Vocabulary Development:
Students should be familiar with the following strategies from 7th grade:

- Lotus
- Concept Map
- Frayer Model
- Affinity Diagram
- Root Analysis
- Word Mapping

In 8th grade, students should be given the opportunity to choose strategies that work best for them.

Ongoing Skill Building

Standards Addressed

Priority:

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Detailed Description/Instructions:

- Students should be used to completing conventions warm-ups a couple of times each week throughout the year. Consider using sentence of the week warmups from Kelly Gallagher’s book “Write Like This.” Resources from this book can also be found online.
Engaging Experience 1

Title: Information Literacy

Suggested Length of Time: 3-4 class periods

Standards Addressed

Priority:

- 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
- 8.W.1.A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Supporting:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Note: Before beginning this unit, consider giving a pre-test to assess students’ research and expository writing skills.

Day 1: Teacher will instruct students about what makes an internet source credible/reliable (credible author information/about us page; up to date information; .org .edu, .govs=typically credible; no broken links or typos; relevant/credible outside sources cited; accurate, unbiased information included that is consistent with information from other sources; checks out as not a “fake” page, etc.) and where to look for those credible sources (online, databases, etc.). Teachers may want to collaborate with their school library media specialist to teach the locating of resources or on how to use databases.

Day 2: Students will then evaluate the credibility, reliability and relevance of various internet sources related to a specific topic of teacher choice. Make sure to choose some credible and some not so credible sources.

Day 3: Teachers will then use credible the websites from day two to review correctly citing electronic sources in MLA formatting, both in-text and in a Works Cited page. Teachers may provide a few examples of citations then have students create further citations for the other websites provided.
Bloom’s Levels: Apply, Analyze, Evaluate
Webb’s DOK: 3, 4

Engaging Experience 2
Title: How to Research Using Print Sources
Suggested Length of Time: 4 class periods (180 minutes)
Standards Addressed

Priority:

● 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.

● 8.W.1.A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Supporting:

● ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

● ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

● ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: The teacher will collaborate with the library media specialist to direct instruct students on how to conduct research using print sources. Students will learn how to use the library catalog, where to locate sources within the library, how to examine print sources and pull relevant information accordingly, and how to cite print sources (using MLA format). Following instruction, students will be placed in small groups to create a short video presentation that could be used in the library to teach other students how to research using print sources.

Bloom’s Levels: Analyze, Apply
Webb’s DOK: 3, 4

Engaging Experience 3
Title: Researching in Practice - Mini Research Project
Suggested Length of Time: 7 class periods
Standards Addressed
Priority:
- 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
- 8.W.1.A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Supporting:
- 8.R1.1.D. Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- 8.RI.2.D. Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 8.RI.3.D Read and comprehend informational text independently and proficiently.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions:
**Day 1:** Students will determine a topic of choice (or guided by teacher) and generate a research question that will guide their exploration. (Teachers may need to provide a mini lesson on how to create an effective research question that is not too broad or too narrow). Students will also generate a list of 5-7 additional guiding questions before beginning their research in order to further their investigation. This is step 1 of the big 6 research process if you are choosing to teach this model within this unit.

**Day 2:** Engage students in a mini lesson reviewing/further detailing dos and don’ts of effective search terms learned in 7th grade. This is step 2 of the big 6 research process if you are choosing to teach this model within this unit. Examples: Do=use keywords from research question; use synonyms for words within your research question if you cannot find what you are looking for; make sure your search terms are not too broad or too narrow; Don’t=don’t type in an entire question. Consider playing some kind of game to practice/review search term rules. Then, have students create between 3-5 possible search terms for their research question from day

**Day 3:** Have students find credible sources to support their research question. Ultimately, students must have gathered evidence from 3-4 different print and digital sources in order to
answer their guiding research question. This is step 3 of the big 6 research process if you are choosing to teach this model within this unit.

**Day 4-5:** Engage students in a mini lesson and practice quoting, paraphrasing, and summarizing sources. Then have students take notes on the 3-4 sources found above for their research. This is step 4 of the big 6 research process if you are choosing to teach this model within this unit.

**Day 6-7:** Students will then create a project (an infographic, a presentation, a short writing piece, etc.) that illustrates the answer to their guiding question and proves the credibility of their sources. Sources must be accurately cited using MLA format and project must avoid plagiarism. Teacher should provide formative feedback on students’ research abilities (information literacy skills) based on their performance on this project.

**Bloom’s Levels:** Apply, Evaluate
**Webb’s DOK:** 1, 2, 4
Teacher Notes:
This topic is designed to guide students in crafting purely informational writing. The piece that students develop should not be argumentative in nature.

Engaging Experience 1
Title: Building a Thesis Statement
Suggested Length of Time: 2-3 class periods
Standards Addressed

Priority:
- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  - b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Supporting:
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Teacher will review with students how to write and build a strong informative/expository thesis statement, as learned in 7th grade. Students should understand the purpose of a thesis statement, that a thesis introduces the topic, in an informative piece it is not an opinion, and where to place it within their writing. Students will practice writing several mock thesis statements for various informative topics. Then students will select a topic for their upcoming informational essay and develop an effective, appropriate thesis statement. Students can then peer conference with the thesis statements to revise for effectiveness and clarity. Thesis statements may be submitted to the teacher for approval.

Bloom’s Levels: Understand, Apply, Create
Webb’s DOK: 2, 3, 4
Engaging Experience 2

Title: Planning for Informational Writing

Suggested Length of Time: 4-5 class periods

Standards Addressed

Priority:
- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  - Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Supporting:
- 8.R1.1.D. Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- 8.R1.3.D Read and comprehend informational text independently and proficiently.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instruction:
Once students have a solid thesis statement, they may begin researching information to support their thesis statements, using the skills learned in the previous topic. Consider providing students with a guided template for researching, such as the one included below:

https://docs.google.com/a/parkhill.k12.mo.us/document/d/1SsyKXWkhiXWFVrgyX4TitMfaarzw_FgORbqIZEUq/edit?usp=sharing

Students should create credible search terms, compile information from at least 4 resources from multiple print and digital sources and record source information to be used later in a Works Cited page. They should then note take, using quoting, paraphrasing, and summarizing techniques.

Teacher can choose to use the outline building method used in the corresponding 7th grade unit, or another effective outline building method.

Students will build an outline for their essays that includes the thesis statement, 3 unique subtopics that will support their thesis statements, and supporting facts for their subtopics. Students will conference again with a partner to determine if their outlines are logical and evidence is relevant. Outline option is also found in this link.

https://docs.google.com/a/parkhill.k12.mo.us/document/d/1SsyKXWkhiXWFVrgyX4TitMfaarzw_FgORbqIZEUq/edit?usp=sharing

Bloom’s Levels: Apply; Webb’s DOK: 3
**Engaging Experience 3**

**Title:** Writing an Information Piece

**Suggested Length of Time:** 5-7 class periods

**Standards Addressed**

*Priority:*

- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  
b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

*Supporting:*

  
a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
  
b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
  
c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  
d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  
e. 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.

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**Detailed Description/Instructions:** Students will complete the writing process to compose/revise and edit an informational writing piece that is focused on a clear thesis.
(developed during Experience 1), is organized in a logical order around supporting subtopics (developed during Experience 2), and elaborated upon by including relevant and credible information documented through both in-text citations and an MLA formatted Works Cited page.

**Bloom’s Levels:** Apply, Create

**Webb’s DOK:** 3, 4
Engaging Scenario

**Engaging Scenario: Option 1:** How has history influenced _________? Students will choose to fill in the blank with an item of interest (rap music, politics, fashion, technology, etc.) and utilize effective research skills to collect information on their chosen topic and produce a project or essay that represents their findings. Projects should contain images, graphics, and precise text. Students will be expected to cite sources using MLA format. Students will then participate in a gallery walk to view and comment on the projects of others. Projects may also be posted on student/teacher web pages, or displayed in the classroom.

**Option 2:** Have students research an urban legend or myth, including the origin of this legend/myth and why this legend/myth might have taken hold. For example, what were the social, economic, and cultural conditions that contributed to the popularity of this myth? Students should utilize effective research skills to collect information on their chosen legend/myth and produce a project or essay that represents their findings. Students will be expected to cite sources using MLA format.

(Option two inspired by a project within Kelly Gallagher’s book, *Write Like This* (2011)).

**Possible Rubric Option for Engaging Scenario:**  
[https://docs.google.com/a/parkhill.k12.mo.us/document/d/1r3jC5zPF4LLdOpK-I2lpVx6Aw18PmcIFLW_tjiph3o/edit?usp=sharing](https://docs.google.com/a/parkhill.k12.mo.us/document/d/1r3jC5zPF4LLdOpK-I2lpVx6Aw18PmcIFLW_tjiph3o/edit?usp=sharing)
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>How to Research Using the Internet</td>
<td>Teacher will instruct students about what makes an internet source credible/reliable (credible author information/about us page; up to date information; .org .edu, .govs=typically credible; no broken links or typos; relevant/credible outside sources cited; accurate, unbiased information included that is consistent with information from other sources; checks out as not a “fake” page, etc.) and where to look for those credible sources (online, databases, etc.). Teachers may want to collaborate with their school library media specialist to teach the locating of resources or on how to use databases.</td>
<td>3-4 class periods</td>
</tr>
<tr>
<td>Research</td>
<td>How to Research Using Print Sources</td>
<td>The teacher will collaborate with the library media specialist to direct instruct students on how to conduct research using print sources. Students will learn how to use the library catalog, where to locate sources within the library, how to examine print sources and pull relevant information accordingly, and how to cite print sources (using MLA format). Following instruction, students will be placed in small groups to create a short video presentation that could be used in the library to teach other students how to research using print sources.</td>
<td>4 class periods</td>
</tr>
<tr>
<td>Research</td>
<td>Researching in Practice - Mini Research Project</td>
<td>Students will determine a topic of choice (or guided by teacher) and generate a research question that will guide their exploration. (Teachers may need to provide a mini lesson on how to create an effective research question that is not too broad or too narrow). Students will also generate a list of 5-7 additional guiding questions before beginning their research in order to further their investigation. This is step 1 of the big 6 research process if you are choosing to teach this model within this unit.</td>
<td>7 class periods</td>
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</tr>
<tr>
<td>Informational Writing</td>
<td>Building a Thesis Statement</td>
<td>Teacher will review with students how to write and build a strong thesis statement, as learned in 7th grade. Students should understand the purpose of a thesis statement, that a thesis introduces the topic, it is not an opinion but can include voice, and where to place it within their writing. Students will practice writing several mock thesis statements for various informative topics. Then students will select a topic for their upcoming informational essay and develop an effective, appropriate thesis statement. Students can then peer conference with the thesis statements to revise for voice, effectiveness and clarity. Thesis statements may be submitted to the teacher for approval.</td>
<td>2-3 class periods</td>
</tr>
<tr>
<td>Informational Writing</td>
<td>Planning for Informational Writing</td>
<td>Once students have a solid thesis statement, they may begin researching information to support their thesis statements, using the skills learned in the previous topic. Consider providing students with a guided template for researching, such as the one included</td>
<td>4-5 class periods</td>
</tr>
</tbody>
</table>
Students should create credible search terms, compile information from at least 4 resources from multiple print and digital sources and record source information to be used later in a Works Cited page. They should then note take, using quoting, paraphrasing, and summarizing techniques.

Teacher can choose to use the outline building method used in the corresponding 7th grade unit, or another effective outline building method. Students will build an outline for their essays that includes the thesis statement, 3 unique subtopics that will support their thesis statements, and supporting facts for their subtopics. Students will conference again with a partner to determine if their outlines are logical and evidence is relevant. Outline option is also found in this link.

| Informational Writing | Writing an Information Piece | Students will complete the writing process to compose/revise and edit an informational writing piece that is focused on a clear thesis (developed during Experience 2), conveys the author’s voice (examined during Experience 1), organized in a logical order around supporting claims (developed during Experience 3), and 5-7 class periods |

https://docs.google.com/a/parkhill.k12.mo.us/document/d/1SsyKXWkhiXWFVirgyX4TitMfaarzw_FgORbqlZEUpQ/edit?usp=sharing.
| elaborate upon by including relevant and credible information documented through both in-text citations and an MLA formatted Works Cited page. |
Unit 3: Elements of Literature

Subject: Writing
Grade: 8
Name of Unit: Elements of Literature
Length of Unit: 3 weeks
Overview of Unit: In this unit students will learn how to write effective narratives that contain depth created by thoughtful structure, allusions, symbolism, and figures of speech (irony, puns, word nuances, etc.)

Priority Standards for unit:
- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
- 8.RI.1. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 8.RL.2.D. Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.

Supporting Standards for unit:
  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
  b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
  c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  e. 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.
- **8.RL.1.A** Draw conclusion, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **8.RL.1.D** Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- **8.RL.3.D** Read and comprehend literature, including stories, dramas, and poems independently and proficiently.
- **ISTE-EMPOWERED LEARNER.1:** Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- **ISTE - KNOWLEDGE CONSTRUCTOR.3:** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- **ISTE - CREATIVE COMMUNICATOR.6:** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- **ISTE - GLOBAL COLLABORATOR.7:** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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<td>clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience</td>
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<td>clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.</td>
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<td>the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-</td>
<td>Determine</td>
<td>Analyze</td>
<td>3</td>
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</table>
specific meanings using context, affixes, or reference materials

how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.

Analyze

Analyze

3

**Essential Questions:**

1. What makes a piece of writing narrative?
2. How does a writer add depth and meaning to a narrative piece?

**Enduring Understanding/Big Ideas:**

1. Narrative writing develops a real or imagined experience using literary elements such as dialogue, pacing and sequence, characterization, point of view, sensory language and transitions.
2. A writer adds depth to a narrative with the addition of literary devices such as figurative language, symbolism, irony, allusions, complex language, and in the way the structure of the story flows.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tr>
<td>relevant</td>
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<td>conclusion</td>
<td>characterization</td>
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<td>sensory language</td>
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<td>figurative language</td>
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<td>word nuances</td>
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<td></td>
<td>setting</td>
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<td>character types</td>
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</table>
Resources for Vocabulary Development:
Students should be familiar with the following strategies from 7th grade:

- Lotus
- Concept Map
- Frayer Model
- Affinity Diagram
- Root Analysis
- Word Mapping

In 8th grade, students should be given the opportunity to choose strategies that work best for them.
Ongoing Skill Building

Standards Addressed

Priority:

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Detailed Description/Instructions:

- Students should be used to completing conventions warm-ups a couple of times each week throughout the year. Consider using sentence of the week warmups from Kelly Gallagher’s book “Write Like This.” Resources from this book can also be found online.
Engaging Experience 1

Title: Analyzing Narrative Techniques

Suggested Length of Time: 5 class periods

Standards Addressed:

Priority:
- 8.RI.1. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 8.RL.2.D. Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.

Supporting:
- 8.RL.1.A Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RL.1.D Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- 8.RL.3.D. Read and comprehend literature, including stories, dramas, and poems independently and proficiently.

Detailed Description/Instructions: After reviewing/practicing literary elements and literary device vocabulary (literary elements are the universal elements of literature, such as plot, characterization, setting, theme, and point of view; they can be found in any written or oral story. Literary devices/techniques, however, are not universal in the sense that not all works contain instances of them; literary devices add depth and meaning to narrative writing. Figurative language, irony, and symbolism are examples of literary devices), students will examine different examples of narrative writing and analyze/evaluate the effectiveness of elements and devices used. Specifically, students will be provided between one and three different examples of narrative writing and annotate for literary elements, such as plot, characterization, setting, theme, and point of view, and possibly dialogue, as well as literary devices such as figurative language, symbolism, irony allusion, sensory language, etc. Teachers should consider breaking down these annotations over two or more days and discussing the use of various literary elements or techniques within the piece(s) in more depth.

The ultimate goal of this engaging experience is to create an understanding of what it means to
have a “deep” narrative. Meaning, it should be more complex than just a surface level, traditional, beginning/middle/end story.

**Note:** Consider using Collections resources for this assignment. Possible short story/memoir options include “One Last Time” (found in Collections) “The Gift of the Magi” and Ray Bradbury’s “All Summer in a Day.”

**Bloom’s Levels:** Apply, Analyze  
**Webb’s DOK:** 2

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**Engaging Experience 2**  
**Title:** Adding Depth to Narrative Writing  
**Suggested Length of Time:** 2-3 class periods  
**Standards Addressed**

**Priority:**
- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  - Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
- 8.RI.1. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 8.RL.2.D. Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.

**Supporting:**
  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
  - Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - 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.

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**Detailed Description/Instructions: Option 1:** To practice adding depth to narratives, students will receive one of 4 to 5 short story prompts. In groups of 4 or 5, students will write for one minute to create the introduction to their story. Students will then pass their story to the left. The second student to add to the story should add an additional literary element or device to the story (as identified in Experience 1) with the intention of creating deeper meaning. As students continue to pass the story around, each additional paragraph would have to add a new literary element or device to the story. Teachers will need to supply students with the required list of literary elements/devices to be added in. When finished, students can share their co-crafted stories with the class. Audience members can rank their classmates on a “depth” meter for their additions to the story and discuss the meaning it adds.

**Option 2:** To practice adding depth to narratives, students will take basic, classic tales or folklore and rework and add to them to create deeper meaning with the use of stronger, more deliberate narrative techniques--literary elements and devices (as identified in Experience 1). For example, students could take the basic storyline of the *Three Little Pigs* or *The Princess and the Pea* and alter one of these stories to create a more complex narrative by changing the point of view, adding figures of speech such as irony and word nuances, creating symbolism or allusions to other classic tales, myths, or religious works. Students can choose the storyline they want to alter or the teacher can provide them, along with required list of modifications to be made for depth. Students can share their modified stories with the class. Audience members can rank their classmates on a “depth” meter for their additions to the story and the meaning it adds.

Possible documents for this option:

https://docs.google.com/a/parkhill.k12.mo.us/document/d/12bt5Kc9cD3bwvQpHNE1p_VBZfJkWSByvLrgwdz5K10/edit?usp=sharing
https://docs.google.com/a/parkhill.k12.mo.us/document/d/1QMc0QD7CjwpFol6x3PZAMrdcOfEKuDnBI893VTafGKe/edit?usp=sharing

**Bloom’s Levels:** Apply, Create

**Webb’s DOK:** 3
Title: Planning for a Narrative

Suggested Length of Time: 2-3 class periods

Standards Addressed:

Priority:

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.

- 8.RL.2.D. Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.

Supporting:

  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
  b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
  c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  e. Use technology, including the Internet, to produce and publish writing and
  f. Present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
**Detailed Description/Instructions:** Teacher will instruct students on how to create a “storyboard” for a narrative piece of writing by providing examples and modeling the completion of one. Then, students will be provided with a blank storyboard to practice storyboarding by laying out the plot of a major life event (such as their most memorable birthday), and identifying elements and devices that would be most effective in creating a deep narrative on that topic.

These same storyboard templates will be used to plan for the narrative piece that will be written for the Engaging Scenario. Note: Consider providing students initial story ideas and giving them a few brainstorming options before they complete the Engaging Scenario narrative storyboard. Options for each included below.

**Story Ideas:**
https://docs.google.com/document/d/1W1oUQG9RtgGPeXICO8JXWCKpKhXFhAWhR8j7WNgTi0/edit?usp=sharing

**Brainstorming Options:**
https://docs.google.com/a/parkhill.k12.mo.us/document/d/113qhEiUDUaNhK18Zy2UTWutUdO611MMkkLv5y0Y4Is/edit?usp=sharing
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https://docs.google.com/a/parkhill.k12.mo.us/document/d/1vuiS0ltQCoL_KsoN0vLhABm-FU2HA70cRNS6xUBuQd8/edit?usp=sharing

**Storyboard Options:**
https://docs.google.com/a/parkhill.k12.mo.us/document/d/184LqArRNEtVVbFQGHbHQlgnzYxYdgsF94tn4Rw5Q/edit?usp=sharing

**Bloom’s Levels:** Understand, Apply, Create

**Webb’s DOK:** 3
Engaging Scenario

You will be entering a short story writing contest. (Note: Consider giving students the option of actually submitting their narrative pieces to the Scholastic Art and Writing Awards Contest—see the following link for more details: http://www.artandwriting.org/what-we-do/). In order to present your story in unique and reputable ways, you need to demonstrate an understanding of great fiction writing. In famous fiction, there are often characters that are so well developed, they begin to define the other kinds of characters in a variety of settings (other fiction, TV, movies, etc.). These types of characters are known as archetypes (Note: a lesson over archetypal characters may be needed prior to the engaging scenario). Write a short story that includes at least two of these archetypal characters as well as an allusion to traditional stories, the Bible, etc. Additionally, make sure to focus on including the literary elements and devices discussed throughout the unit within your narrative piece to add depth and meaning.

Possible Rubric Option for Engaging Scenario:
https://docs.google.com/a/parkhill.k12.mo.us/document/d/1dBI004F6roTJA8A8BuLoOJ5k1YVEVPy6iYKJZ4S6Q1A/edit?usp=sharing
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<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<td>Depth in Narrative Writing</td>
<td>Analyzing Narrative Techniques</td>
<td>After reviewing/practicing literary elements and literary device vocabulary (literary elements are the universal elements of literature, such as plot, characterization, setting, theme, and point of view; they can be found in any written or oral story. Literary devices/techniques, however, are not universal in the sense that not all works contain instances of them; literary devices add depth and meaning to narrative writing. Figurative language, irony, and symbolism are examples of literary devices), students will examine different examples of narrative writing and analyze/evaluate the effectiveness of elements and devices used. Specifically, students will be provided between one and three different examples of narrative writing and annotate for literary elements and devices from each/discuss why the author used these elements/devices and how they contributed to the story’s depth. First, students should read each narrative and write a paragraph initial reaction to each - What happened in the narrative? (Summarize). How did it make you feel-- i.e. what was the piece’s mood? Then, students will break the piece down by annotating the text for literary elements, such as plot, characterization, setting, theme, and point of view, and possibly dialogue, as well as literary devices such as figurative language, symbolism, irony allusion, sensory language, etc. Teachers should consider breaking down</td>
<td>5 class periods</td>
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To practice adding depth to narratives, students will receive one of 4 to 5 short story prompts. In groups of 4 or 5, students will write for one minute to create the introduction to their story. Students will then pass their story to the left. The second student to add to the story should add an additional literary element or device to the story (as identified in Experience 1) with the intention of creating deeper meaning. As students continue to pass the story around, each additional paragraph would have to add a new literary element or device to the story. Teachers will need to supply students with the required list of literary elements/devices to be added in. When finished, students can share their co-crafted stories with the class. Audience members can rank their classmates on a “depth” meter for their additions to the story and discuss the meaning it adds.

**Option 2:** To practice adding depth to narratives, students will take basic, classic tales or folklore and rework and add to them to create deeper meaning with the use of stronger, more deliberate narrative techniques—literary elements and devices (as identified in Experience 1). For example, students could take the basic storyline of the Three Little Pigs and alter it into a more complex narrative by changing the point of view, adding figures of
| Depth in Narrative Writing | Planning for a Narrative | Teacher will instruct students on how to create a “storyboard” for a narrative piece of writing by providing examples and modeling the completion of one. Then, students will be provided with a blank storyboard to practice storyboarding by laying out the plot of a major life event (such as their most memorable birthday), and identifying elements and devices that would be most effective in creating a deep narrative on that topic. These same storyboard templates will be used to plan for the narrative piece that will be written for the Engaging Scenario. Note: Consider providing students initial story ideas and giving them a few brainstorming options before they complete the Engaging Scenario narrative storyboard. Options for each included below. Story Ideas: [link](https://docs.google.com/document/d/1W1oUG9RtgGPeXICO8JXWCKpKhXWhAWhR8j) | 2-3 class periods |

speech such as irony and word nuances, creating symbolism or allusions to other classic tales, myths, or religious works. Students can choose the storyline they want to alter or the teacher can provide them, along with required list of modifications to be made for depth. Students can share their modified stories with the class. Audience members can rank their classmates on a “depth” meter for their additions to the story and the meaning it adds.

Possible documents for this option:
[link](https://docs.google.com/a/parkhill.k12.mo.us/document/d/12bt5Kc9cD3bwvQpHNE1p_VBZfJkWSByvIrgwdz5K10/edit?usp=sharing)
[link](https://docs.google.com/a/parkhill.k12.mo.us/document/d/1QMc0QD7CjwpFoI6x3PZAMrdcOfEKuDnB1893VTafGKc/edit?usp=sharing)
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<th>storyboard Options:</th>
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Unit 4: Text Structures

Subject: Writing
Grade: 8
Name of Unit: Text Structures
Length of Unit: 4-5 weeks

Overview of Unit: In this unit, students will review the elements of structures and learn the function of paragraphs within those text structures. They will apply this knowledge to structure of information presented in multiple mediums and be able to create various text structures to achieve a specific purpose and reach an intended audience.

Priority Standards for unit:
- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with expository techniques.
- 8.RI.2.A. Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.
- 8.RI.2.C. Analyze how word choice and sentence structure contribute to meaning and tone.

Supporting Standards for unit:
- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  - b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
  - A. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
  - B. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
  - C. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - D. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - E. 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

- 8.RI.1.C. Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

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<td>Analyze</td>
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</tr>
<tr>
<td>how word choice and sentence structure contribute to meaning and tone.</td>
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<td>Analyze</td>
<td>3</td>
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<td>a writing process</td>
<td>Follow</td>
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<td>2</td>
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<tr>
<td>clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience</td>
<td>Produce</td>
<td>Create</td>
<td>4</td>
</tr>
</tbody>
</table>

**Essential Question:**
1. Why is it important to consider which text structure you will use when you are writing?

**Enduring Understanding/Big Idea:**
1. It is important to consider which text structure (organizational system) you will use in your writing, because the correct text structure helps you to communicate your message
the most clearly. For example, if you want to evaluate (judge) what type of phone someone should get, you should probably write a compare/contrast piece showing the similarities and differences of two or more phones. A cause and effect piece would not be helpful for this subject. Your purpose for writing determines which text structure you will use.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>compare/contrast</td>
<td>text structure</td>
</tr>
<tr>
<td>task</td>
<td>writing style</td>
</tr>
<tr>
<td>purpose</td>
<td></td>
</tr>
<tr>
<td>audience</td>
<td></td>
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<tr>
<td>problem/solution</td>
<td></td>
</tr>
<tr>
<td>sequence</td>
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</tr>
<tr>
<td>multimedia</td>
<td></td>
</tr>
<tr>
<td>claim</td>
<td></td>
</tr>
<tr>
<td>evidence</td>
<td></td>
</tr>
<tr>
<td>outline</td>
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<tr>
<td>illustrate</td>
<td></td>
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<tr>
<td>analyze</td>
<td></td>
</tr>
<tr>
<td>cause/effect</td>
<td></td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

Students should be familiar with the following strategies from 7th grade:

- Lotus
- Concept Map
- Frayer Model
- Affinity Diagram
- Root Analysis
- Word Mapping
Ongoing Skill Building

Standards Addressed

Priority:

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Detailed Description/Instructions:

- Students should be used to completing conventions warm-ups a couple of times each week throughout the year. Consider using sentence of the week warmups from Kelly Gallagher’s book “Write Like This.” Resources from this book can also be found online.
Topic 1: Text Structures

Engaging Experience 1

Title: Overview of Text Structure/Analyzing Text Structures

Suggested Length of Time: 3-4 class periods

Standards Addressed

Priority:

• 8.RI.2.A. Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.
• 8.RI.2.C. Analyze how word choice and sentence structure contribute to meaning and tone.

Supporting:

• 8.RI.1.C. Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
• ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
• ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
• ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
• ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students will review the different types of text structures learned in seventh grade: compare and contrast, problem/solution, cause and effect, and sequence. Next, students will read 4 different expository articles and identify/analyze text structures used in each, discussing signal words used and paragraph structures. Teachers may choose to provide examples of each text structure on the same/similar topics so that students can examine how text structure impacts the information presented and how it is communicated. Students should keep notes on the characteristics of each text structure and analysis for use in the following experiences and Engaging Scenario.

Possible resources below:
https://docs.google.com/a/parkhill.k12.mo.us/document/d/1Ij7KLKSmp_JsUKgEkC2qFSFrMYFZTW4vgOVa8AE9vhE/edit?usp=sharing
https://docs.google.com/a/parkhill.k12.mo.us/document/d/1INvNuROGhDpfak6VbXTSeRgYqCFYdiUJ0smIM34dvU/edit?usp=sharing --Articles can be cut down for time sake.

Bloom’s Levels: Remember, Analyze; Webb’s DOK: 3
Engaging Experience 2
Title: Purpose of Paragraphs within Text Structures--Practice Writing Pieces
Suggested Length of Time: 10 class periods
Standards Addressed

Priority:
- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with expository techniques.
- 8.RI.2.A. Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.
- 8.RI.2.C. Analyze how word choice and sentence structure contribute to meaning and tone.

Supporting:
- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
  b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
  c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  e. 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
- 8.RI.1.C. Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
● ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
● ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
● ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
● ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Using notes and mentor texts from engaging experience 1 as a guide, students should complete two short practice writing pieces using 2 of the 4 text structures noted in engaging experience 1, focusing on effective paragraph structure and organization for each of these types of text structures. Consider having students write a compare/contrast and a cause/effect piece since problem/solution writing could be tied in with the argumentative writing unit and sequential writing may have been done in science through the writing of lab report procedures. Students may choose topics or teachers may provide options. Consider taking a week to plan, draft, and peer revise/edit/workshop each of these writing pieces. When students are finished with these writing pieces, consider giving them a brief knowledge check that includes 5-7 writing prompts and asks them to simply explain which text structure would be the most effective for the purpose and audience of each particular prompt. This may be done as a collaborative game.

Bloom’s Levels: Analyze, Create
Webb’s DOK: 2, 3, 4

Engaging Experience 3
Title: Structures in Media - Commercials
Suggested Length of Time: 2 class periods

Standards Addressed:

Priority:
● 8.R1.2.A. Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.
● 8.R1.2.C. Analyze how word choice and sentence structure contribute to meaning and tone.

Supporting:
● 8.R1.1.C. Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
● ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

● ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: After ensuring students understand various text structures and their impact on communication (essential question), students will apply their knowledge to structures in multimedia. This will be tied into the Engaging Scenario. After a discussion of how structure is influenced by the medium through which it is presented, students will view a variety of popular television commercials. While viewing, students will analyze the intentional structural decisions made by companies to promote or sell their products or ideas. For example, a commercial for a makeup product would use a cause and effect structure to show the look a person could achieve with the product. On the other hand, a computer commercial might use a problem/solution structure to show the advantages of that particular computer, while a commercial for a weight loss product or gym membership would use sequence to show the progress of successful health related achievements. The goal is for students to be able to apply their knowledge of text structure to media. Teachers could choose to further explore this experience with news broadcasts, TED Talks, YouTube videos, or presentations. This activity is even more effective when students work in collaborative groups to discuss their responses to the text structures used in each type of media presented by the teacher.

Possible Resource Included:
https://docs.google.com/a/parkhill.k12.mo.us/presentation/d/1QnqHAvgEP1PHroDspAv3uvjzl6DMz-eCKDFrXyJILBg/edit?usp=sharing

Bloom’s Levels: Apply, Analyze
Webb’s DOK: 2, 3
Engaging Scenario

Engaging Scenario:
Based on their understanding of text structures in multimedia from engaging experience 3, students will be asked to write a commercial script for their own product. They could also choose to revise or improve upon a commercial for a product that already exists. The script should include stage directions, setting, character dialogue and follow a specific text structure(s) that would be best suited for their audience and purpose.

To fully assess each of the text structures discussed in this unit, the teacher may also choose to have students write 4 short commercial options, each using a different text structure.

After the script(s) is/are written, students will get in to groups of 4-5. They will then evaluate 1 of each of their commercials, and determine which commercial most effectively utilizes a clear text structure that is appropriate for purpose and audience, which commercial is most persuasive/unique, and which would be the most realistic to film. Students will then plan and implement the filming of this commercial in their small groups.

Possible Resources:
https://docs.google.com/a/parkhill.k12.mo.us/document/d/12w5KKjvHW7hWdEnHNCszHuFq2xjrEsjUyP6zG6d9O4M/edit?usp=sharing Script Outline
Rubrics:
https://docs.google.com/a/parkhill.k12.mo.us/document/d/1xBB9l9bGisFFwb7U8SUk_XtxLkNqNeBiwORdbJqyGys/edit?usp=sharing Script Rubric
https://docs.google.com/a/parkhill.k12.mo.us/document/d/1BPE3lPfEbYDVR1XKXS5Eioky5_Guejzq4UXkUvO__EE/edit?usp=sharing Filmed Commercial Rubric
# Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structures in Multimedia</td>
<td>Overview of Text Structure/Analyzing Text Structures</td>
<td>Students will review the different types of text structures learned in seventh grade: compare and contrast, problem/solution, cause and effect, and sequence. Next, students will read 4 different expository articles and identify/analyze text structures used in each, discussing signal words used and paragraph structures. Teachers may choose to provide examples of each text structure on the same/similar topics so that students can examine how text structure impacts the information presented and how it is communicated. Students should keep notes on the characteristics of each text structure and analysis for use in the following experiences and Engaging Scenario.</td>
<td>3-4 class periods</td>
</tr>
<tr>
<td>Text Structures in Multimedia</td>
<td>Purpose of Paragraphs within Text Structures--Practice Writing Pieces</td>
<td>Using notes and mentor texts from engaging experience 1 as a guide, students should complete two short practice writing pieces using 2 of the 4 text structures noted in engaging experience 1, focusing on effective paragraph structure and organization for each of these types of text structures. Consider having students write a compare/contrast and a cause/effect piece since problem/solution writing could be tied in with the argumentative writing unit and sequential writing may have been done in science through the writing of lab report procedures. Students may choose topics or teachers may provide options. Consider taking a week to plan, draft, and revise/edit/workshop each of these writing pieces.</td>
<td>10 class periods</td>
</tr>
<tr>
<td>Text Structures in Multimedia</td>
<td>After ensuring students understand various text structures and their impact on communication (essential question), students will apply their knowledge to structures in multimedia. This will be tied into the Engaging Scenario. After a discussion of how structure is influenced by the medium through which it is presented, students will view a variety of popular television commercials. While viewing, students will analyze the intentional structural decisions made by companies to promote or sell their products or ideas. For example, a commercial for a makeup product would use a cause and effect structure to show the look a person could achieve with the product. On the other hand, a computer commercial might use a problem/solution structure to show the advantages of that particular computer, while a commercial for a weight loss product or gym membership would use sequence to show the progress of successful health related achievements. The goal is for students to be able to apply their knowledge of text structure to media. Teachers could choose to further explore this experience with news broadcasts, TED Talks, YouTube videos, or presentations.</td>
<td>2 class periods</td>
<td></td>
</tr>
</tbody>
</table>
Unit 5: Art of the Argument

Subject: Writing
Grade: 8
Name of Unit: Art of the Argument
Length of Unit: 6-7 weeks
Overview of Unit: Students will review the basic elements of an argument then compose strong arguments with solid organization, claims, reasons, and evidence at a deeper level than in seventh grade.

Priority Standards for unit:
- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  - c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.
- 8.RI.2.D Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Supporting Standards for unit:
  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
  - b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
  - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - e. 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.
- 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
- 8.W.1.A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- 8.R1.2.B Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience</td>
<td>Follow</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>a writing process</td>
<td>Produce</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>claim</td>
<td>Introducing</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>claim with clear reasons and evidence</td>
<td>Supporting</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>relationships among claims, counterclaims, and supporting evidence.</td>
<td>Acknowledging</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>an author's argument</td>
<td>Establishing</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>whether the reasoning is sound and the evidence is relevant and</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>4</td>
</tr>
</tbody>
</table>
When irrelevant evidence is introduced.

**Essential Questions:**
1. How do claims and counterclaims support an argument?
2. How does a writer choose evidence to support his/her opinions?
3. How does audience impact the style and organization of an argument?

**Enduring Understanding/Big Ideas:**
1. Claims work to inform the audience of the stance on a topic. They are presented in a clear and concise manner and provide the audience with a road map to the rest of your argument.
   Counterclaims work to acknowledge the opposing viewpoint without discrediting the work of the claim. They let the audience know you have done your research and have a well-informed opinion. Additionally, counterclaims allow you to provide a rebuttal and explain why your claim is better than the counterclaim.
2. A writer chooses relevant evidence that is credible and supports his/her claim/reasons for his/her claims clearly. A writer focuses his/her argument by choosing only the strongest, mostly timely evidence and citing it appropriately.
3. The audience of an argument determines the writer’s choice of organization, voice, style, and formality. For instance, an author would not write the same style of argument for an editorial as they would a complaint letter.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>claim</td>
<td>warrant</td>
</tr>
<tr>
<td>counterclaim</td>
<td>rebuttal</td>
</tr>
<tr>
<td>citation</td>
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<tr>
<td>argument</td>
<td></td>
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<tr>
<td>evidence</td>
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<tr>
<td>research</td>
<td></td>
</tr>
<tr>
<td>quote</td>
<td></td>
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<tr>
<td>paraphrase</td>
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<tr>
<td>plagiarism</td>
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</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**
Students should be familiar with the following strategies from 7th grade:
- Lotus
- Concept Map
- Frayer Model
In 8th grade, students should be given the opportunity to choose strategies that work best for them.

Ongoing Skill Building

Standards Addressed

Priority:

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Detailed Description/Instructions:

- Students should be used to completing conventions warm-ups a couple of times each week throughout the year. Consider using sentence of the week warmups from Kelly Gallagher’s book “Write Like This.” Resources from this book can also be found online.
Topic 1: Structure of an Argument

Engaging Experience 1
Title: Elements of an Argument/Logical Fallacies vs. Specific Evidence
Suggested Length of Time: 6-7 class periods
Standards Addressed:
  
  **Priority:**
  
  - 8.RI.2.D Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
  
  **Supporting:**
  
  - 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
  - 8.W.1.A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
  - ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
  - ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
  - ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Teachers will review basic elements of an argument such as thesis, claim, counterclaim, rebuttal, introduction, conclusion, reasons, supporting evidence, warrant etc. learned in seventh grade. Next, students will delve into the differences between logical fallacies and specific evidence in order to understand the importance of including specific evidence instead of fallacious reasoning within their argumentative speaking and writing. *Note: Based on either experience option, students should walk away with an understanding that logical fallacies are flaws in reasoning within an argument; fallacies make your argument less credible. In contrast, evidence includes facts, statistics, quotes from experts, and examples that are true and logical; evidence helps add credibility to your argument.

**Option 1:** Students will attempt to find real-world examples of each type of evidence (anecdotes, facts, statistics, quotations, and examples) and definitions/ real-world examples of logical fallacies (circular reasoning, ad hominem, red herring, etc.)
Assign students one of three options to research in further detail: 1. Fallacies (bandwagon,
emotional appeal, generalization, circular reasoning, and red herring) 2. Fallacies (strawman, stacking the deck, post-hoc, slippery slope, ad hominem) 3. Evidence (facts, statistics, quotes, examples, anecdotes). Students should create personal definitions for each term, find a real world example, then create their own example of each. After doing this research independently, students will get into homogenous small groups (groups who researched the same terms as them) of 4-5 to compare definitions/examples and come up with their best definitions/examples as a group. Teachers may choose to have students make flashcards with their best definitions/examples. After students have finished meeting with a group that researched the same terms, they will jigsaw with students from groups with different terms to receive additional information and make flashcards for the remaining terms. Teachers may also choose to have students create independent presentations instead of flashcards in which students further describe the best definitions/real world examples of each term. Advanced students may choose to do a video “mash-up” to display their understanding of fallacies/evidence.

Option 2: 1. Have students independently find definitions/real world examples and create their own examples of the logical fallacies and types of evidence mentioned about.  
https://docs.google.com/a/parkhill.k12.mo.us/document/d/1O2Vmq58gGSn080FQ8xOuR8vzZWJrJPBFu0TZI6TgrDQ/edit?usp=sharing
2. Get in groups of 4 to compare definitions/examples and create flashcards with the best definitions/examples from that group.
3. Practice identifying/analyzing fallacies vs. evidence in argumentative writing, using flashcards for scaffolding.
https://docs.google.com/a/parkhill.k12.mo.us/document/d/1YHjUYGpWtIBTFsFt5Ca1VI1GuBjY1VkJvxqAHAAb73fM/edit?usp=sharing --see example argumentative paragraphs for analysis
4. Practice identifying/analyzing logical fallacies vs. evidence in commercials/persuasive speeches, etc.
5. Have students take a formative quiz which assesses their ability to identify/analyze logical fallacies vs. evidence.  
https://docs.google.com/a/parkhill.k12.mo.us/document/d/1N-DyYVoI_0i67dF-OnV6GMTT3C_FJSUFPKl9I4w/edit?usp=sharing

Bloom’s Levels: Remember, Understand, Apply, Analyze
Webb’s DOK: 2,3,4

Engaging Experience 2
Title: Identifying and Writing Claims
Suggested Length of Time: 2-3 class periods
Standards Addressed

8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

a. Argumentative: Develop argumentative writing by introducing and
supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.

Supporting:

- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**Detailed Description/Instructions:** After reviewing what a claim is and examining how it functions within an argumentative text, students will practice identifying claims within a text by completing a claim scavenger hunt. Teacher will provide students with task cards with various statements on controversial topics. One statement on each card will be a claim while others will be poorly crafted opinions, supporting reasons or evidence. Students will use clues to identify the claim. First student to complete the hunt correctly wins! Teacher will follow up by providing task cards that have supporting reasons and evidence, but no claims. Students will need to craft their own claims using what they know about strong claims and the examples from previous task cards as models. Students can compare claims to a classmate’s and critique each other’s for soundness and clarity.

**Bloom’s Levels:** Understand, Evaluate, Create

**Webb’s DOK:** 2, 3

**Engaging Experience 3**

**Title:** Writing Counterclaims

**Suggested Length of Time:** 2-3 class periods

**Standards Addressed**

**Priority:**

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  - c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.

**Supporting:**

- 8.R1.2.B Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
**Detailed Description/Instructions:** Review with students what a counterclaim is and look at several examples. Discuss what a counterclaim does for an argument. Point out how a counterclaim makes the author more credible without disproving his/her claim and allows one to create a rebuttal to the counterclaim. Ask students to explain how the author is able to do that based on a few examples the teacher has provided. Give students the same task cards from Experience 2, but this time, have them identify the counterclaims within each using the clues on the card and what they know about counterclaims. Then have students write counterclaims for the claims they wrote in Experience 2, and again share with a partner to compare and evaluate the soundness and clarity.

**Bloom’s Levels:** Understand, Evaluate, Create

**Webb’s DOK:** 2, 3
**Topic 2: Building & Supporting an Argument**

**Engaging Experience 1**

**Title:** How to Include Relevant Evidence to Support Reasons - Making the Match  
**Suggested Length of Time:** 5 class periods  
**Standards Addressed**

**Priority:**
- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  - c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.
- 8.RI.2.D Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

**Supporting:**
  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
  - b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
  - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - e. 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.
- 8.R1.2.B Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation.
● ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

● ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

● ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

● ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**Detailed Description/Instructions:** To teach students how to organize evidence and match pieces of relevant evidence to support a reason, they will play a Dating Game called “Match.” Students will create a Match online profile complete with their Name (subject/topic), About Me (a piece of evidence provided by the teacher), What they are looking for in a match (what other kind of evidence would support theirs), Hometown (the source of the evidence), and Interests/Other information. Profiles will be posted electronically, and students will peruse the site to find their “match” or who they are dating -- the evidence that would fit best with their own evidence. Once matches are found, teacher will display the matches on the board. Then students will work with their match to create a “Match Success Story”, like the ones seen on online dating commercials. This “success story” can be presented in a medium of students’ or teacher’s choice, but should include an explanation of “how they met” and “why they work well together” which will demonstrate how to best organize the evidence. These stories can be shared with the class.

**Bloom’s Levels:** Analyze, Evaluate

**Webb’s DOK:** 3, 4

**Engaging Experience 2**

**Title:** Citation Review

**Suggested Length of Time:** 1 class period

**Standards Addressed**

*Priority:*

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  
  c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.
Supporting:

  
  A. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
  
  B. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
  
  C. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  
  D. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  
  E. 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.

- 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.

- 8.W.1.A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students will review the major components of quality research practices. Students will play Citation Showdown. Using an online resource like Nearpod, create a presentation that has a series of engaging, fun, and simple topics for students to research. Place student into groups of 2-3 and for each topic that you display, students will
have 2 minutes to complete a series of tasks:
1. Write an argumentative claim about the topic.
2. Find a credible and relevant resource that supports the claim.
3. Write one sentence that meets alternating criteria:
   a. paraphrase part of the resource and create a correct in-text citation
   b. directly quote part of the resource and create a correct in-text citation
4. Create an appropriate Works Cited citation

Students will submit their answers to Nearpod. Points will be awarded based on the completion and correctness of each step. 4 points possible for each topic. Award the winning group at the end of the game.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 3
Title: Building a Strong Argument
Suggested Length of Time: 1-2 class periods
Standards Addressed

Priority:
● 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
   c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.

Supporting:
   a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
   b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
   c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
   d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
   e. 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.

- 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
- 8.W.1.A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**Detailed Description/Instructions:** Provide students with an example graphic organizer for writing an argument. Based on the example, and the information learned in prior engaging experiences, students will create their own graphic organizer for planning and building a strong, solid argument, using credible sources/relevant evidence to support claims. The organizer must include spaces for a claim/thesis, reasons, evidence to support each reason, warrants to explain how evidence supports their reasons, counterclaim, rebuttal, introduction, conclusion, etc. This is the organizer the student will use to construct their argument in the Engaging Scenario.

**Bloom’s Levels:** Apply, Create

**Webb’s DOK:** 1, 4
Engaging Scenario

**Engaging Scenario** Your task is to change the world. This could be your school, your home, your community, or the world at large. You will select an issue that you believe matters and will develop a research-based proposal targeted to an appropriate audience arguing the best means of addressing the issue. The final product must include:

1. A clear argument for your proposal
2. Any potential counterclaims that may exist.
3. Clearly cited research from multiple digital and/or print sources (in-text citations AND a Works Cited page).

**Rubric for Engaging Scenario:**
https://docs.google.com/a/parkhill.k12.mo.us/document/d/1oHwg94esF_M00EJfsH3Vt9Lye8Rh9o1WO-BDosmTeOc/edit?usp=sharing
# Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure of an Argument</td>
<td>Elements of an Argument/Logical Fallacies vs. Specific Evidence</td>
<td>Teachers will review basic elements of an argument such as thesis, claim, counterclaim, rebuttal, introduction, conclusion, reasons, supporting evidence, warrant etc. learned in seventh grade. Next, students will delve into the differences between logical fallacies and specific evidence in order to understand the importance of including specific evidence instead of fallacious reasoning within their argumentative speaking and writing. *Note: Based on either experience option, students should walk away with an understanding that logical fallacies are flaws in reasoning within an argument; fallacies make your argument less credible. In contrast, evidence includes facts, statistics, quotes from experts, and examples that are true and logical; evidence helps add credibility to your argument.</td>
<td>6-7 class periods</td>
</tr>
<tr>
<td>Structure of an Argument</td>
<td>Identifying and Writing Claims</td>
<td>After reviewing what a claim is and examining how it functions within an argumentative text, students will practice identifying claims within a text by completing a claim scavenger hunt. Teacher will provide students with task cards with various statements on controversial topics. One statement on each card will be a claim while others will be poorly crafted opinions, supporting reasons or evidence. Students will use clues to</td>
<td>2 or 3 class periods</td>
</tr>
<tr>
<td>Structure of an Argument</td>
<td>Writing Counterclaims</td>
<td>Building and Supporting an Argument</td>
<td>Building and Supporting an Argument</td>
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<td>identify the claim. First student to complete the hunt correctly wins! Teacher will follow up by providing task cards that have supporting reasons and evidence, but no claims. Students will need to craft their own claims using what they know about strong claims and the examples from previous task cards as models. Students can compare claims to a classmate’s and critique each other’s soundness and clarity.</td>
<td>Review with students what a counterclaim is and look at several examples. Discuss what a counterclaim does for an argument. Point out how a counterclaim makes the author more credible without disproving his/her claim, while also allowing the author to provide a rebuttal. Ask students to explain how the author is able to do that based on a few examples the teacher has provided. Give students the same task cards from Experience 2, but this time, have them identify the counterclaims within each using the clues on the card and what they know about counterclaims. Then have students write counterclaims for the claims they wrote in Experience 2, and again share with a partner to compare and evaluate the soundness and clarity.</td>
<td>To teach students how to organize evidence and match pieces of relevant evidence to support a reason, they will play a Dating Game called “Match.” Students will create a Match online profile complete with their Name (subject/topic), About Me (a piece of evidence provided by the teacher), What they are looking for in a match (what other kind of evidence would support theirs), Hometown (the source of evidence)</td>
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<td>2 or 3 class periods</td>
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</tbody>
</table>
the evidence), and Interests/Other information. Profiles will be posted electronically, and students will peruse the site to find their “match” or who they are dating -- the evidence that would fit best with their own evidence. Once matches are found, teacher will display the matches on the board. Then students will work with their match to create a “Match Success Story”, like the ones seen on online dating commercials. This “success story” can be presented in a medium of students’ or teacher’s choice, but should include an explanation of “how they met” and “why they work well together” which will demonstrate how to best organize the evidence. These stories can be shared with the class.

| Building and Supporting an Argument | Citation Review | Students will review the major components of quality research practices. Students will play Citation Showdown. Using an online resource like Nearpod, create a presentation that has a series of engaging, fun, and simple topics for students to research. Place student into groups of 2-3 and for each topic that you display, students will have 2 minutes to complete a series of tasks:
1. Write an argumentative claim about the topic.
2. Find a credible and relevant resource that supports the claim.
3. Write one sentence that meets alternating criteria:
   a. paraphrase part of the resource and create a correct in-text citation
   b. directly quote part of the resource and create a correct in-text citation | 1 Day |
| Building and Supporting an Argument | Building a Strong Argument | Provide students with an example graphic organizer for writing an argument. Based on the example, and the information learned in prior engaging experiences, students will create their own graphic organizer for planning and building a strong, solid argument, using credible sources/relevant evidence to support claims. The organizer must include spaces for a claim/thesis, reasons, evidence to support each reason, warrants to explain how evidence supports their reasons, counterclaim, rebuttal, introduction, conclusion, etc. This is the organizer the student will use to construct their argument in the Engaging Scenario. | 1-2 class periods |

4. Create an appropriate Works Cited citation
Students will submit their answers to Nearpod. Points will be awarded based on the completion and correctness of each step. 4 points possible for each topic. Award the winning group at the end of the game.
Unit 6: Culminating Unit - What does it Mean to be a Writer?

Subject: Writing
Grade: 8
Name of Unit: Culminating Unit - What Does It Mean to Be a Writer?
Length of Unit: 4-5 weeks

Overview of Unit: The purpose of this unit is to engage students one last time with all of the major writing standards for this grade level. Students will do this by communicating to their future selves in a variety of ways on grade relevant topics and current events. The engaging experiences within each topic all lead into creating the final products for the ending Engaging Scenario.

Priority Standards for unit:
- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
  b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
  c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.

Supporting Standards for unit:
  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
  b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
  c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
e. 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.

- **8.W.1.A** Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **ISTE-EMPOWERED LEARNER.1**: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- **ISTE-DIGITAL CITIZEN.2**: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- **ISTE - KNOWLEDGE CONSTRUCTOR.3**: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- **ISTE - CREATIVE COMMUNICATOR.6**: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- **ISTE - GLOBAL COLLABORATOR.7**: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

### Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom’s Taxonomy Levels | Webb's DOK
--- | --- | --- | ---
a writing process | Follow | Apply | 2
clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience | Produce | Create | 4

### Essential Questions:
1. How does communication impact the world around me?
2. How does popular culture influence my point of view during communication?
3. Why is it important to set goals?
**Enduring Understanding/Big Ideas:**

1. Communication impacts the world around me by keeping me an informed citizen and participant. Communication allows me to establish understanding, generate ideas, and make predictions.

2. Events of popular culture influence my point of view by giving my background knowledge to formulate an opinion on a topic or event. The way that I interpret current events, music, art, technology, etc. influences how I view information and communicate my ideas.

3. Setting goals allows a person to identify what he/she is working toward and the motivation to do so. By setting goals, I can measure my progress, take deliberate action toward that goal, and be more likely to achieve it.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>see Units 1-5</td>
<td>see Units 1-5</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

Students should be familiar with the following strategies from 7th grade:

- Lotus
- Concept Map
- Frayer Model
- Affinity Diagram
- Root Analysis
- Word Mapping
Ongoing Skill Building

Standards Addressed

*Priority:*

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**Detailed Description/Instructions:**

- Students should be used to completing conventions warm-ups a couple of times each week throughout the year. Consider using sentence of the week warmups from Kelly Gallagher’s book “Write Like This.” Resources from this book can also be found online.
Engaging Experience 1

Title: Goal Setting

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

Supporting:

  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
  b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
  c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  e. 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.

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: The teacher will begin with a discussion of goal setting -- what it is, how it is done, why it is important. Students should already be experienced in SMART goal setting with their learning goals. Discuss the differences between personal and academic
goals. These discussions will be followed by an inspiring, teacher-supplemented video, TED Talks, picture, article, etc. that will be used as a prompt and example of how people communicate and set powerful goals, and then work to achieve them. Students can respond to the item(s) shared orally or in writing. Students can also reflect on any goals they had set for themselves this year.

**Bloom’s Levels:** Understand  
**Webb’s DOK:** 3

**Engaging Experience 2**  
**Title:** Does History Repeat Itself?  
**Suggested Length of Time:** 1 class period  
**Standards Addressed**

**Priority:**
- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

**Supporting:**
  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
  b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
  c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  e. 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.

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
• ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will begin by making three lists: the things most important to themselves, the things most important to their school, and the things most important to their community/world. Encourage students to have at least 10 items on each list. Students can share and compare lists. Then ask students to re-write their lists as if it is five years in the future. Students can share and compare again, noting how their lists change. How have their personal values changed? Their school's values? The community or world’s values? Why do they think the values changed in the way they did?

Bloom’s Levels: Apply
Webb’s DOK: 3

Engaging Experience 3
Title: Researching My Middle School World
Suggested Length of Time: 3 class periods
Standards Addressed

Priority:
• 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

Supporting:
  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
  b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
  c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  e. 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.

• 8.W.1.A Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate
information using a standard citation system. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**Detailed Description/Instructions:** This is when students will begin doing some research to create their final products (see the Engaging Scenario). Students will choose three of the following: major events, products/innovations, technology, or celebrities/artists that have been relevant or influential during their middle school years. They need to collect information that will be helpful in explaining what it is and how it impacted their lives and/or what they learned from it. It may be helpful to provide a research organizer that allows students to document the information collected, MLA citation, and notes on the personal impact/learning experience.

**Bloom’s Levels:** Apply, Evaluate

**Webb’s DOK:** 4

**Engaging Experience 4**

**Title:** My World in Art

**Suggested Length of Time:** 1-2 class periods

**Standards Addressed**

*Priority: N/A

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**Detailed Description/Instructions:** In this experience, students will begin planning for their final art piece (see Engaging Scenario). Students will create a graphic organizer, such as a mind map, for items they want to include in their piece of art for the time capsule. The art piece can be in any medium the student chooses (drawing, painting, sculpture, collage, etc.) but should illustrate an item (or two) researched that influenced his/her middle school experience. Students
will need to create a plaque to pair with the art piece that describes and analyzes the art for viewers.

**Bloom’s Levels:** Apply, Analyze, Create  
**Webb’s DOK:** 1, 4

**Engaging Experience 5**  
**Title:** Middle School Memoirs  
**Suggested Length of Time:** 3-4 class periods  
**Standards Addressed**

*Priority:*

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

* Supporting: *

  
  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
  
  b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
  
  c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  
  d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  
  e. 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.
**Detailed Description/Instructions:** In this experience, students will begin planning for their Letters to Me (See Engaging Scenario). This will begin with a discussion of current events in both the students’ personal lives, school, and in the world. Students will brainstorm by acting as “fortune tellers” -- making predictions for their own successes and for current events. Then, students will write two, six-word memoirs as building blocks for their “Letter to Me.” The first will describe their middle school experiences and the second will describe their aspirations for high school. This will help students brainstorm for their letters, which will include personal information about the middle school experiences, goals for the future, current events, and predictions for the future of the community/world. Students may also choose to include the memoirs in their letters. Letters should be detailed and well written, citing sources when necessary.

**Bloom’s Levels:** Analyze, Create

**Webb’s DOK:** 2, 3

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**Engaging Experience 6**

**Title:** My World in Film

**Suggested Length of Time:** 3-4 class periods

**Standards Addressed**

**Priority:**

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  
  a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
  
  b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
  
  c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.

**Supporting:**

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
**Detailed Description/Instructions:** In this experience, students will begin planning for their time capsule audio/video (See Engaging Scenario). The video can be informative, narrative, or persuasive, but should share information about a researched item from Engaging Experience 3, a prediction based on that research, key characters significant to them, etc. Students will brainstorm by creating a video storyboard that outlines the shots, script, music, etc. of the video. The expectation is that students could take the storyboard and begin practicing/filming the video. Teachers may want to show examples or model the creation of a storyboard.

**Bloom’s Levels:** Analyze, Create

**Webb’s DOK:** 2, 3
**Engaging Scenario:*** Students will be communicating with their future 18-year-old selves about current issues and events in the world and their personal lives. There will be three final products -- a “Letter to Me”, a Video/Audio recording, and a piece of art -- each of which will demonstrate the student’s ability to communicate narratively, informatively, and persuasively in the 21st century. Products will require students to connect to their world, make predictions about the future, and set goals. The products will be kept in a “time capsule” by the Language Arts teacher, to be returned upon graduation from high school. Time capsules could be physical (kept in storage) or digital (flash drive, email, Google Drive).
# Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Years in Middle School</td>
<td>Goal Setting</td>
<td>The teacher will begin with a discussion of goal setting -- what it is, how it is done, why it is important. Students should already be experienced in SMART goal setting with their learning goals. Discuss the differences between personal and academic goals. These discussions will be followed by an inspiring, teacher-supplemented video, TED Talks, picture, article, etc. that will be used as a prompt and example of how people communicate and set powerful goals, and then work to achieve them. Students can respond to the item(s) shared orally or in writing. Students can also reflect on any goals they had set for themselves this year.</td>
<td>2 class periods</td>
</tr>
<tr>
<td>My Years in Middle School</td>
<td>Does History Repeat Itself?</td>
<td>Students will begin by making three lists: the things most important to themselves, the things most important to their school, and the things most important to their community/world. Encourage students to have at least 10 items on each list. Students can share and compare lists. Then ask students to re-write their lists as if it is five years in the future. Students can share and compare again, noting how their lists change. How have their personal values changed? Their school's values? The community or world’s values? Why do they think the values changed in the way they did?</td>
<td>1 class period</td>
</tr>
<tr>
<td>My Years in Middle School</td>
<td>Researching My Middle School World</td>
<td>This is when students will begin doing some research to create their final products (see the Engaging Scenario). Students will choose three of the following: major events, products/innovations, technology, or celebrities/artists that have been relevant or influential during their middle school years. They need to collect information that will be helpful in explaining what it is and how it impacted their lives and/or what they learned from it. It may be helpful to provide a research organizer that allows students to document the information collected, MLA citation, and notes on the personal impact/learning experience.</td>
<td>3 class periods</td>
</tr>
<tr>
<td>My Years in Middle School</td>
<td>My World in Art</td>
<td>In this experience, students will begin planning for their final art piece (see Engaging Scenario). Students will create a graphic organizer, such as a mind map, for items they want to include in their piece of art for the time capsule. The art piece can be in any medium the student chooses (drawing, painting, sculpture, collage, etc.) but should illustrate an item (or two) researched that influenced his/her middle school experience. Students will need to create a plaque to pair with the art piece that describes and analyzes the art for viewers.</td>
<td>1 or 2 class periods</td>
</tr>
<tr>
<td>My Years in Middle School</td>
<td>Middle School Memoirs</td>
<td>In this experience, students will begin planning for their Letters to Me (See Engaging Scenario). This will begin with a discussion of current events in both the students’ personal lives, school, and in the world. Students will brainstorm by acting as “fortune tellers” -- making predictions for their own successes and for current events. Then, students will write two, six-word</td>
<td>3 or 4 class periods</td>
</tr>
</tbody>
</table>
memoirs as building blocks for their “Letter to Me.” The first will describe their middle school experiences and the second will describe their aspirations for high school. This will help students brainstorm for their letters, which will include personal information about the middle school experiences, goals for the future, current events, and predictions for the future of the community/world. Students may also choose to include the memoirs in their letters. Letters should be detailed and well written, citing sources when necessary.

<p>| My Years in Middle School | My World in Film | In this experience, students will begin planning for their time capsule audio/video (See Engaging Scenario). The video can be informative, narrative, or persuasive, but should share information about a researched item from Engaging Experience 3, a prediction based on that research, key characters significant to them, etc. Students will brainstorm by creating a video storyboard that outlines the shots, script, music, etc. of the video. The expectation is that students could take the storyboard and begin practicing/filming the video. Teachers may want to show examples or model the creation of a storyboard. | 3 or 4 class periods |</p>
<table>
<thead>
<tr>
<th>Assessment Leveling Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: 8, ELA--Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADVANCED</th>
<th>In addition to PROFICIENT, in-depth inferences or applications.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approaching Advanced</td>
</tr>
<tr>
<td></td>
<td>In addition to PROFICIENT performance, in-depth inferences</td>
</tr>
<tr>
<td></td>
<td>and applications with partial success.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFICIENT</th>
<th>The student exhibits no major errors or gaps in the TOPIC PRIORITY STANDARDS (complex ideas and processes).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approaching Proficiency</td>
</tr>
<tr>
<td></td>
<td>No major errors or gaps in BASIC content and partial knowledge in PROFICIENT content.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BASIC</th>
<th>The student exhibits no major errors or gaps in the simpler details and processes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approaching Basic</td>
</tr>
<tr>
<td></td>
<td>Partial understanding of the BELOW BASIC content with major errors or gaps in PROFICIENT content.</td>
</tr>
</tbody>
</table>

| BELOW BASIC | The student exhibits major errors or gaps in the simpler details and processes. The student cannot    |
|             | independently provide evidence of learning the content.                                                |

| NO EVIDENCE | The student has produced no evidence.                                                                   |
Unit of Study Terminology

**Unit of Study**: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Priority Standards**: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards**: Additional standards that support the learning within the unit.

**Essential Questions**: Engaging, open-ended questions that teachers can use to engage students in the learning.

**Big Ideas/Enduring Understandings**: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Unit Vocabulary**: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Engaging Scenario**: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Topic**: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Engaging Experience**: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Symbols:**
- ![Symbol](image-url) This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- ![Symbol](image-url) This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.