Course Description: 8th grade English Language Arts--Reading is a course that focuses on creating thoughtful readers. This course emphasizes information literacy, critical thinking, elements of literature, text structures, and analysis of arguments. The ultimate goal is to produce life-long readers who can be successful in future endeavors.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3 Weeks</td>
<td>Communication in ELA</td>
<td>Topic 1: Communicating in a Professional Setting Topic 2: Rules of a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conversation/Group Dynamics Topic 3: Presentation Techniques</td>
</tr>
<tr>
<td>6-7 Weeks</td>
<td>Information Literacy and</td>
<td>Topic 1: Information Literacy</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking</td>
<td>Topic 2: Critical Thinking/Text Analysis</td>
</tr>
<tr>
<td>8-9 Weeks</td>
<td>Elements of Literature</td>
<td>Topic 1: Theme and Central Idea</td>
</tr>
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<td>Topic 2: Point of View and Characterization</td>
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<td></td>
<td></td>
<td>Topic 3: Analyzing Traditional and Modern Literature</td>
</tr>
<tr>
<td>4-5 Weeks</td>
<td>Text Structures</td>
<td>Topic 1: Building Background Knowledge</td>
</tr>
<tr>
<td>3-4 Weeks</td>
<td>Analysis of the Argument</td>
<td>Topic 1: Study of Arguments</td>
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<tr>
<td></td>
<td></td>
<td>Topic 2: Analysis to Aid Creation of an Argument</td>
</tr>
<tr>
<td>8-9 Weeks</td>
<td>Culminating Unit: What Does It Mean to Be A Reader?</td>
<td>Topic 1: Reading for Life</td>
</tr>
</tbody>
</table>

*This document contains the entire 8th Grade ELA--Reading 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 ELL 8th Grade ELA--Reading class.*
Curriculum Revision Tracking

Spring 2017
Unit 1:
- New experience 2 for Topic 2 (previous one was removed)
- Pacing for unit was lengthened
- Topic 3, Experience 1 was changed

Unit 4:
- New Unit Title

Spring 2016
Unit 1:
- Topic 2, Engaging Experience 2 removed
- Adjustments made to the Engaging Scenario
- Unit pacing shortened

Unit 2:
- Topic 1, Experience 2 adjusted
- Unit pacing lengthened
- Added Topic 3, Engaging Experience 3
- Engaging Scenario adjusted

Unit 3:
- Added an engaging Experience to Topic 3
- Engaging Scenario adjusted

Unit 4:
- All topics and engaging experiences have changed
- Engaging Scenario has changed

Unit 5:
- Addition of a new Topic 1
- Previous Topic 1 was moved to Topic 2
- Pacing adjusted
Unit 1: Communication in ELA

Subject: Reading
Grade: 8
Name of Unit: Communication in ELA
Length of Unit: 1-2 weeks

Overview of Unit: The theme of this unit (and an overarching theme for this year in both Writing and Reading) is the concept of “truth” and encouraging students to discover aspects of what truth is as well as how to find it different aspects of communication (writing, reading, and speaking & listening).

Priority Standards for unit:
● 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:
● 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.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.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.
● 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
● ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
● 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 - 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.
<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>consistent eye contact with a range of listeners when speaking.</td>
<td>Make</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>effective gestures to communicate a clear viewpoint and engage listeners</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.</td>
<td>Plan</td>
<td>Create</td>
<td>1</td>
</tr>
<tr>
<td>appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.</td>
<td>Deliver</td>
<td>Apply</td>
<td>4</td>
</tr>
</tbody>
</table>

**Essential Questions:**

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

**Enduring Understanding/Big Ideas:**

1. Effective communication involves coming to class prepared, following the rules of discussions, posing questions and responding 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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>delineate</td>
<td>Collaborate</td>
</tr>
<tr>
<td>coherent</td>
<td>Cooperate</td>
</tr>
<tr>
<td>engage</td>
<td>Present</td>
</tr>
<tr>
<td>evidence</td>
<td>Multi-Media</td>
</tr>
<tr>
<td>elaborate</td>
<td></td>
</tr>
<tr>
<td>multi-media</td>
<td></td>
</tr>
<tr>
<td>relevant</td>
<td></td>
</tr>
<tr>
<td>claims</td>
<td></td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

Students should be familiar with the following vocabulary development strategies from 7th grade and can determine which strategies work best for their individual learning styles:

- Lotus Diagram
- Concept Map
- Frayer Model
- Affinity Diagram
- Root Analysis
- Word Mapping
Engaging Experience 1

Title: Communicating in the Classroom

Suggested Length of Time: Two 45-minute 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:

● ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Detailed Description/Instructions: Students will research effective communication techniques and identify 5 of the most important rules. Then they will combine together with another group and consolidate until the class has reached a consensus of 10 rules. The team will eventually have a total list of about 10 rules for Communicating in ELA. These can be posted around the room.

Bloom’s Levels: Apply

Webb’s DOK: 3
Notes for teachers:

1. This is the experience where the thematic idea of truth can begin. To introduce the idea, choose a short text that ties into the idea of finding truth or truth being revealed. Possible choices: “Frankenstein” poem by Edward Field (Collections), “Hanging Fire” by Audre Lorde and “Teenagers” by Pat Mora (Collections), “To Be of Use” poem by Marge Piercy (Collections).

2. Using the anchor texts, students can engage in conversations while also applying some of the text analysis work that they will be doing throughout the year.

Engaging Experience 1

Title: Rules of a Conversation/Group Dynamics

Suggested Length of Time: Two 45-minute 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.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.
- 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 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 work together to flesh out the concept of truth in the texts. They should be assessed over following the rules of communication and speaking within the groups. Students should work in small groups first, and then discuss as a whole class. Options for whole class discussion include Fishbowl, Socratic Seminar, etc. Teacher should lead students to the understanding that truth can be a personal concept and can be (somewhat) universal based on cultural, historical, political, religious, scientific, etc. considerations.

Bloom’s Levels: Analyze/Create; Webb’s DOK: 2, 3
**Engaging Experience 2:**

**Title:** Shades of Truth Color Wheel

**Suggested Length of Time:** Two to three 45-minute 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.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 - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- 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 - 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:** Use guiding questions to introduce the concept of “shades of truth.” For example, offering a question set with complicated questions that students can only choose Yes or No (things like “people are basically good”, “the government is here to help us” etc.). Get students to understand that truth is complicated and that there are multiple ways of looking at something. From there, introduce the idea of darker and lighter shades of truth, wherein lighter shades represent positive things and darker shades represent negative things. This then leads to the notion of color symbolism in general. Students can do a short activity to discover common color symbols to build background knowledge, and then move into the Colors of Truth Wheel(s).

Split the class in half and then into smaller groups from there. Assign each group 1 or 2 colors to apply a symbolic significance within either personal truths (common human traits) and global truths (things that happen in the world). These colors should have both a “light” and a “dark” side. For example, within the personal truth, light green can represent the love of nature and appreciation for beauty, while dark green would represent greed or avarice. Upon the completion of the project, then, there will be 2 wheels (personal and global) that have dark and light shades.

**Bloom’s Levels:** Evaluate, Create
Engaging Experience 1

Title: Communicating in a Professional Setting

Suggested Length of Time: Three 45-minute class periods

Standards Addressed

**Priority:**

- 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:**

- 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 - 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 should introduce the concept of darker truths within the world (for example, the Superbowl brings thousands of women and boys who are the victims of human trafficking to the city in which it happens). From there, students should decide on a topic related to a world problem or a humanitarian crisis that they would like to research.

They can watch and analyze TEDtalks or other formal presentations to help give them an idea of what they want to talk about. Then, students present about their topic in small groups. From there, students decide if they want to join with a group to work on one topic, or if they would like to work individually on the topic they chose. This work extends into the Engaging Scenario, as they will refine and perfect their work for the final.

**Bloom’s Levels:** Create

Webb’s DOK: 3
Engaging Scenario

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will conduct a formal presentation as a group to the class over the specifics of the world problem that their group agreed on. This should be considered a professional presentation and evaluated as such. This could be used for 2 purposes: students could vote on one problem at the end of the presentations to focus on as a whole class, OR students could be educating their classmates on the problem that their groups will be researching in Unit 2.
## 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>Communicating in a Professional setting</td>
<td>Communicating in the classroom</td>
<td>Students will research effective communication techniques to come up with a “Top 10 List.” Students will research and develop lists individually first. They will then share these presentations with a group and create a group presentation to share with the class. The class will then develop a “Top 10 List” of effective communication techniques to be posted and used in the classroom.</td>
<td>2 class periods</td>
</tr>
<tr>
<td>Rules of a Conversation/ Group Dynamics</td>
<td>Rules of a Conversation/ Group Dynamics</td>
<td>Students will discuss literature read in class, and then work through the concept of finding truth and shades of truth. To visualize this, they will create 2 “truth” color wheels that demonstrate the “light” and “dark” truths within humans and the world.</td>
<td>4 class periods</td>
</tr>
<tr>
<td>Presentation Techniques</td>
<td>Communicating in a Professional Setting</td>
<td>Students will research a topic of interest to them. They will complete a presentation of their choice - PowerPoint, song list, poster, scrapbook, bookmark, etc., including good presentation techniques (eye contact, volume, visuals, engaging the audience, etc.)</td>
<td>3 class periods</td>
</tr>
</tbody>
</table>
Subject: Reading  
Grade: 8  
Name of Unit: Information Literacy - Information Literacy and Critical Thinking  
Length of Unit: 6-7 weeks  

Overview of Unit: Students will come up with research rules and then apply them to a project on the topic of social justice. This connects to the overall theme of truth by demonstrating some of the darker sides of truth within the world. Many students are not aware of some of the negative things happening in the world, or of their ability to affect change in it. This unit forces them to confront some of the more uncomfortable truths about humanity and gives them a chance to see how they can work to change it, even from across the world.

Priority Standards for unit:
- 8.RI.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.RI.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.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.
- 8.RI.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 Standards for unit:
- 8.RI.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
- 8.RL.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
- 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.

<table>
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<tr>
<th>Unwrapped Concepts (Students need to know)</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td>Draw conclusions</td>
<td>Evaluate</td>
<td>4</td>
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<tr>
<td>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.</td>
<td>infer</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>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.</td>
<td>analyze</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>the central/main idea(s) of a text and its development over the course of a text; provide an objective summary of the text.</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>the central/main idea(s) of a text and its development over the course of a text; provide an objective summary of the text.</td>
<td>analyze</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>the central/main idea(s) of a text and its development over the course of a text; provide an objective summary of the text.</td>
<td>summarize</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>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.</td>
<td>Acknowledge</td>
<td>Analyze</td>
<td>3</td>
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</table>
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. qualify Evaluate 4

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. justify Evaluate 4

relevant information from multiple print and digital sources, Gather Analyze 3

search terms effectively; using Use 2

credibility and accuracy of each source assess Evaluate 3

data and conclusions of others while avoiding plagiarism and following a standard format for citation. quote apply 2

the data and conclusions of others while avoiding plagiarism and following a standard format for citation. paraphrase Apply 2

plagiarism and following a standard format for citation. avoid Apply 2

standard format for citation. follow Apply 2

Essential Questions:
1. How do you find information to support a given topic?
2. Why do you need to determine if information is credible and relevant?
3. How do you know if information is credible and relevant?
4. How do our experiences and what we read influence our thinking?

Enduring Understanding/Big Ideas:
1. To successfully find information, you must use appropriate search terms to locate information from a variety of print and digital resources.
2. Credible and relevant information is necessary to make informed, realistic, and
safe decisions.

3. You can recognize credible and relevant information by evaluating the author and source.

4. Our experiences help shape who we are as people and “color” our views on certain topics and situations.

**Unit Vocabulary:**

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<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>print source</td>
<td>informational text</td>
</tr>
<tr>
<td>digital source</td>
<td>literary text</td>
</tr>
<tr>
<td>informational text</td>
<td>citation</td>
</tr>
<tr>
<td>literary text</td>
<td>plagiarism</td>
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<tr>
<td>reflection</td>
<td>credibility</td>
</tr>
<tr>
<td>evidence</td>
<td>evidence</td>
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<tr>
<td>analysis</td>
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<td>citation</td>
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<tr>
<td>plagiarism</td>
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<tr>
<td>paraphrase</td>
<td></td>
</tr>
<tr>
<td>credibility</td>
<td></td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

Students should be familiar with the following vocabulary development strategies from 7th grade and can determine which strategies work best for their individual learning styles:

- Lotus Diagram
- Concept Map
- Frayer Model
- Affinity Diagram
- Root Analysis
- Word Mapping
Topic 1: Information Literacy

**Engaging Experience 1:**

**Title:** Rules of Research

**Suggested Length of Time:** One-two 45-minute class periods

**Standards Addressed**

**Priority:**

- 8.RI.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 - 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 work together to brainstorm and ultimately create a class list of research rules to be posted and utilized for future research activities.

**Bloom’s Levels:** Create

**Webb’s DOK:** 1

**Engaging Experience 2**

**Title:** Research Practice and Production

**Suggested Length of Time:** Two to three 45-minute class periods

**Standards Addressed**

**Priority:**

- 8.RI.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.RL.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
- 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 - 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 learn about search terms and how they influence/impact the strength of a search and the types of information that their terms will produce – there are lots of resources to help aid in search terms. This is also a good time to work with the Librarian and create coordinated lessons. A Google a Day is also a fun activity that can relate back to search terms to show them the power of specificity in their searches. Day 2 students analyze how the resources they find using specific search terms can be evaluated, either through extra research or through evaluation of the site itself. Day 3 Analysis of sources and their credibility- students make a poster featuring 2 fake websites and explain which is credible and which isn’t a credible source based on the different aspects of the websites. Then write about why it’s important to get information from credible sources.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2
Engaging Experience 1

Title: Text Annotation

Suggested Length of Time: One to two 45-minute class periods

Standards Addressed

Priority:

- 8.RI.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.RI.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.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.

Supporting:

- 8.RL.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
- 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.

Detailed Description/Instructions: Students find one piece of evidence for their topic and reflect on it in conjunction with the Ongoing Skill-Building readings. They can annotate their piece of evidence with specific guidance to identify the most valuable parts of it, and they can annotate the other readings for the same purpose – they can then work on this independently during the research portion of their engaging scenario.

Bloom’s Level: Understand /Apply; Webb’s DOK: 2

Engaging Experience 2

Title: Taking a Look at Social Injustice – proposed solutions

Suggested Length of Time: Approximately 1 ½ - 2 weeks

Standards Addressed

Priority:

- 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
- 8.RI.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:

- Interpret visual elements of a text 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-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 research things others have already done to attempt to solve their problem. They can create a guide to understanding these possible solutions and why they have not worked. They can then consider their proposed solutions and how they will be different from or similar to the current and past attempts to solve the problem. Students can also research organizations and/or people who are working to solve the problem – they could even communicate with those organizations or people to help increase their research and tie-in to the world at large. This could also factor into their final product and they can reflect on the differences between someone who is helping to solve a problem and someone who is involved in the problem (helping to solve or not).

Bloom’s Levels: Analyze, Evaluate
Webb’s DOK: 4

Engaging Experience 3
Title: Digital text and Media – differences and choices
Suggested Length of Time: 2-3 days
Standards Addressed
Priority:

- 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.
• 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.

Supporting:

• 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.

**Detailed Description/Instructions:** Students research different forms of digital text and media to determine which media they want to use for their final project. They can research and note the benefits of 2 or 3 different formats and then choose the one that they want to use. They would then research what the best of the best of their chosen media looks like as part of the final project. They should be able to articulate from their research what these look like and how they will incorporate them into their own work.

**Bloom’s Levels:** Analyze, Evaluate

**Webb’s DOK:** 4
Standards Addressed

 Supporting:
  - 8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

**Detailed Description/Instructions**: While researching and completing activities related to their world problem and research skills, students can read and analyze texts from multiple genres about human rights violations in history (e.g. the Holocaust—they can also do research on this topic to supplement these readings and tie in to the unit). These readings can use creative non-fiction, argumentative, poetry, informational, memoir, etc. and can help students connect their research to both literature and the world around them. The unit can begin through the use of literature circles that then drive the research. For example, if a student was interested in slavery from Unit 1, they could read *Sold* and then do research into one of the ideas presented in that novel.
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

You want to start a club at your high school designed to raise awareness of social justice issues in your school, community, and the world at large. In order to start this club, you have to prepare a presentation to show to your principal and a panel of parents and students. Choose a social justice issue that you are passionate about (slavery, racism, poverty, death penalty, religious persecution, access to education, access to healthcare, etc.) and create a presentation (PPT, Google Slide presentation, poster, brochure, video, etc.) explaining your stance on the issue using information from at least three credible sources. In this presentation, you must also detail how this club will raise awareness and help others dealing with this issue.
### 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>Information Literacy</td>
<td>Rules of Research</td>
<td>Students will work together to brainstorm and ultimately create a class list of research rules to be posted and utilized for future research activities.</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>Research Practice and Production</td>
<td>Students learn about search terms and how they influence/impact the strength of a search and the types of information that their terms will produce – there are lots of resources to help aid in search terms. This is also a good time to work with the Librarian and create coordinated lessons. A Google a Day is also a fun activity that can relate back to search terms to show them the power of specificity in their searches. Day 2 students analyze how the resources they find using specific search terms can be evaluated, either through extra research or through evaluation of the site itself. Day 3 Analysis of sources and their credibility- students make a poster featuring 2 fake websites and explain which is credible and which isn’t a credible source based on the different aspects of the websites. Then write about why it’s important to get information from credible sources.</td>
<td>2-3 class periods</td>
</tr>
<tr>
<td>Critical Thinking/Text Analysis</td>
<td>Text Annotation</td>
<td>Students find one piece of evidence for their topic and reflect on it in conjunction with the Ongoing Skill-Building readings. They can annotate their piece of evidence with specific guidance to identify the most valuable parts of it, and they can annotate the other readings for the same purpose – they can then work on</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td><strong>Critical Thinking/Text Analysis</strong></td>
<td><strong>Taking a Look at Social Injustice</strong></td>
<td>Students research things others have already done to attempt to solve their problem. They can create a guide to understanding these possible solutions and why they have not worked. They can then consider their proposed solutions and how they will be different from or similar to the current and past attempts to solve the problem. Students can also research organizations and/or people who are working to solve the problem – they could even communicate with those organizations or people to help increase their research and tie-in to the world at large. This could also factor into their final product and they can reflect on the differences between someone who is helping to solve a problem and someone who is involved in the problem (helping to solve or not).</td>
<td>Approximately 1 ½-2 weeks</td>
</tr>
<tr>
<td><strong>Critical Thinking/Text Analysis</strong></td>
<td><strong>Digital Text and Media—differences and choices</strong></td>
<td>Students research different forms of digital text and media to determine which media they want to use for their final project. They can research and note the benefits of 2 or 3 different formats and then choose the one that they want to use. They would then research what the best of the best of their chosen media looks like as part of the final project. They should be able to articulate from their research what these look like and how they will incorporate them into their own work.</td>
<td>2-3 class periods</td>
</tr>
</tbody>
</table>
Subject: Reading  
Grade: 8  
Name of Unit: Elements of Literature  
Length of Unit: 8-9 weeks  

Overview of Unit: Students will use literature to analyze the differences between topic and theme, the different points of view and elements of characterization, and study how traditional and modern literature relate to one another. Tying into the theme of truth, this unit challenges students to recognize that humans use literature as an escape from more uncomfortable truths, but also that literature serves to expose those truths to us. Horror literature especially sometimes provides a fun way for us to release tension, but it also demonstrates to us the depths of our insecurities and fears.

Priority Standards for unit:

- 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.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.A 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.

Supporting Standards for unit:

- 8.RL.2.D Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.
- 8.RL.2.B. Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
- 8.RL.3.A Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- 8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 8.RL.3.C Explain how themes reflect historical and/or cultural contexts.
- 8.RL.3.B Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.
- 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.

<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>theme or central idea of a text</td>
<td>Determine</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>development of theme or central idea over the course of the text</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>objective summary of the text</td>
<td>Summarize</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>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.</td>
<td>Determine</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>textual evidence that most strongly supports an analysis of what the text says explicitly</td>
<td>Cite</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>inferences drawn from the text</td>
<td>Cite</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**

1. How does literature impact daily life?
2. What does literature teach us about life?
3. How do characters we read about affect thought processes?
4. How are characters, themes, or settings for modern movies and TV shows related to characters in older literature?

**Enduring Understanding/Big Ideas:**

1. Literature is written to connect to the human spirit and to help readers understand how people deal with universal situations.
2. Literature brings people together over common themes, ideas, and human ideals present throughout history.
3. Well-written literature has the power to influence the reader and shape their thinking on various topics. Authors use different techniques to help shape the views, thoughts, emotions, and behaviors of readers.
4. Characters, themes, and settings in modern literature, movies, and television are derived from universal themes and human experiences originally explored in classic literature, and other forms of media.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>inference</td>
<td>point of view</td>
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<td>explicitly</td>
<td></td>
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<tr>
<td>summary cite</td>
<td>perspective character</td>
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<td>contrast</td>
<td>narrator</td>
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<td></td>
<td>setting</td>
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<td>plot</td>
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<td>theme</td>
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<td>central idea</td>
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<td>flashback</td>
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<td>foreshadowing</td>
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<td>allusion</td>
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<td>myth</td>
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<td>dialogue</td>
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<td></td>
<td>suspense</td>
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Resources for Vocabulary Development:

Students should be familiar with the following vocabulary development strategies from 7th grade and can determine which strategies work best for their individual learning styles:

- Lotus Diagram
- Concept Map
- Frayer Model
- Affinity Diagram
- Root Analysis
- Word Mapping
Engaging Experience 1
Title: Topic vs. Theme
Suggested Length of Time: One to two 45-minute class periods
Standards Addressed

Priority:
- 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.

Supporting:
- Explain how themes reflect historical and/or cultural contexts.
- 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.

Detailed Description/Instructions: Assign video for students to watch for homework about topic vs. theme. (Examples: [https://www.youtube.com/watch?v=9H6G6e7hmmA](https://www.youtube.com/watch?v=9H6G6e7hmmA) or [https://www.youtube.com/watch?v=F9s8vqztKUk](https://www.youtube.com/watch?v=F9s8vqztKUk)). This will give students a review about how a topic and theme differ and how to identify themes in literature. In class the following day, students can participate in stations reading different texts, or read texts as a class to and analyze the theme from there. This can also be used to analyze the central idea of individual paragraphs and differentiate that from theme.

Bloom’s Levels: Analyze
Webb’s DOK: 2

Engaging Experience 2
Title: Theme in a Bottle
Suggested Length of Time: Two-three 45-minute class periods
Standards Addressed

Priority:
- 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.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.
Supporting:

- 8.RL.2.D Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.
- 8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 8.RL.3.C Explain how themes reflect historical and/or cultural contexts.
- 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 select a main character from one of the texts used in Engaging Experience 1 (or their own selection). Each student writes a letter from the character’s point of view. Using support from the text, the character should refer to feelings, thoughts or life lessons learned. Text theme should be specifically addressed in the context of the letter. Students decorate containers with symbols and scenery appropriate to the text and its theme. Plastic two-liter pop bottles work best as containers. Distribute these theme bottles to another class for peer evaluation. Both classes should be working on the same project with the same or similar texts. Each student should receive a bottle to evaluate. Students complete the peer assessment forms. After all the evaluations are complete, pair up students. Have the partners discuss the project they evaluated.

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 3
Title: Picture the Central Idea
Suggested Length of Time: Three to four 45-minute class periods

Standards Addressed
Priority:

- 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.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.

Supporting:
● 8.RL.3.C Explain how themes reflect historical and/or cultural contexts.
● 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.
● 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:** To review topic of central idea, have students find an image (from internet, phone, etc.) and write one sentence giving what they believe to be the main idea (the “who” and the “what”) of the image. Students share images with partner. Then, choose one of the passages from Engaging Experience 1 (or other student or teacher selected literature) and have students create a graphic organizer or other presentation (Prezi, slide presentation, paper, etc.) identifying main idea and analyzing how the main idea is developed over the course of the text.

Note: This engaging experience is to help differentiate theme from main idea.

**Bloom's Levels:** Analyze

**Webb’s DOK:** 3
# Topic 2: Point of View and Characterization

## Engaging Experience 1
**Title:** Impact of Point of View  
**Suggested Length of Time:** Three to four 45-minute class periods  
**Standards Addressed**

**Priority:**
- 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.

**Supporting:**
- 8.RL.2.B. Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.

**Detailed Description/Instructions:** Teachers will need to review the different types of POV prior to starting this experience. Read a story in small groups or as a class and analyze the Point of View of the story. Then, read an excerpt with a different POV and compare/contrast. Students could rewrite one of the works in a new POV and reflect on how it changes the narrative.  
**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 3

## Engaging Experience 2
**Title:** Characterization Talk how  
**Suggested Length of Time:** 3–4 class periods  
**Standards Addressed**

**Priority:**
- 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.

**Supporting:**
- 8.RL.2.D Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.  
- 8.RL.3.A Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.  
- 8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.  
- 8.RL.2.B. Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
- **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 Directions/Instructions:** Students can pick a character from a story read previously (or a new story) and put them on a talk show with that character as the guest. They can take turns being interviewed with each student as a different character. They can record this “talk show” or perform it live. They can emulate an already popular show or create their own.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
Engaging Experience 1
Title: Frankenstein’s Monster
Suggested Length of Time: Five to six 45-minute class periods

Standards Addressed

Priority:
- 8.RL.1.A 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.

Supporting:
- 8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 8.RL.3.C Explain how themes reflect historical and/or cultural contexts.
- 8.RL.3.B Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.
- 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.

Detailed Description/Instructions: Read 3 chapters of Mary Shelley’s *Frankenstein* and analyze the condition of the monster in the text. What does the character of the monster represent for Frankenstein? (A creation that should serve some purpose, but gets out of control.) For the Creation? (Those in our society outcast based on circumstances beyond their control). Students then find modern interpretations/iterations of the Frankenstein monster (e.g. Ultron, Jurassic Park). This can then be compared to other character archetypes within our culture, and even others (Collections, “Man-Made Monsters”)

Bloom’s Levels: Analyze

Webb’s DOK: 3
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

After reading 1-3 novels/short stories/etc., create a project (anything at all - video, presentation, infographic, etc.) that demonstrates the impact of literature on daily life. How do characters we read about influence thought processes? How are characters, themes, or settings for modern movies and TV shows related to characters in older literature? Etc. The goal is a thorough presentation of the impact of literature on society/humans.

Book trailers comparing old w/new text? Impact on society/humans…
<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>Theme and Central Idea</td>
<td>Topic vs. Theme</td>
<td>Assign video for students to watch for homework about topic vs. theme. (Examples: <a href="https://www.youtube.com/watch?v=9H6GCe7hm">https://www.youtube.com/watch?v=9H6GCe7hm</a> mA or <a href="https://www.youtube.com/watch?v=F9s8vqztKU">https://www.youtube.com/watch?v=F9s8vqztKU</a> k). This will give students a review about how a topic and theme differ and how to identify themes in literature. In class the following day, students will participate in stations where they read various short pieces of text to determine the theme and analyze how the theme was developed over the course of each text. Teachers might want to choose texts with a strong message (Aesop’s Fables, Grimm’s tales, poems, etc.)</td>
<td>1 or 2 class periods</td>
</tr>
<tr>
<td>Theme and Central Idea</td>
<td>Theme in a Bottle</td>
<td>Students select a main character from one of the texts used in Engaging Experience 1 (or their own selection). Each student writes a letter from the character’s point of view. Using support from the text, the character should refer to feelings, thoughts or life lessons learned. Text theme should be specifically addressed in the context of the letter. Students decorate containers with symbols and scenery appropriate to the text and its theme. Plastic two-liter pop bottles work best as containers. Distribute these theme bottles to another class for peer evaluation. Both classes should be working on the same project with the same or similar texts. Each student should receive a bottle to evaluate. Students complete the peer assessment forms. After all the evaluations are complete, pair up students. Have the partners discuss the project they evaluated.</td>
<td>2 or 3 class periods</td>
</tr>
<tr>
<td>Theme and Central Idea</td>
<td>Picture the Central Idea</td>
<td>To review topic of main idea, have students find an image (from internet, phone, etc.) and write one sentence giving what they believe to be the main idea the “who” and the “what”) of the image. Students share images with partner. Then, choose one of the passages from Engaging Experience 1 (or other student or teacher selected literature) and have students create a graphic organizer or other presentation (Prezi, slide presentation, paper, etc.) identifying main idea and analyzing how the main idea is developed over the course of the text.</td>
<td>3-4 class periods</td>
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</tr>
<tr>
<td>Point of View and Characterization</td>
<td>Impact of Point of View</td>
<td>Teachers will need to review the different types of POV prior to starting this experience. Read a story in small groups or as a class and analyze the Point of View of the story. Then, read an excerpt with a different POV and compare/contrast. Students could rewrite one of the works in a new POV and reflect on how it changes the narrative.</td>
<td>3-4 class periods</td>
</tr>
<tr>
<td>Point of View and Characterization</td>
<td>Characterization Talk Show</td>
<td>Students can pick a character from a story read previously (or a new story) and put them on a talk show with that character as the guest. They can take turns being interviewed with each student as a different character. They can record this “talk show” or perform it live. They can emulate an already popular show or create their own.</td>
<td>3-4 class periods</td>
</tr>
<tr>
<td>Analyzing Traditional and Modern Literature</td>
<td>Frankenstein’s Monster</td>
<td>Read 3 chapters of Mary Shelley’s <em>Frankenstein</em> and analyze the condition of the monster in the text. What does the character of the monster represent for Frankenstein? (a creation that should serve some purpose, but gets out of control) For the Creation? (Those in our society outcast based on circumstances beyond their control). Students then find modern interpretations/iterations of the Frankenstein monster (e.g. Ultron, Jurassic Park).</td>
<td>5-6 class periods</td>
</tr>
</tbody>
</table>
Subject: Reading  
Grade: 8  
Name of Unit: Text Structures  
Length of Unit: 4-5 weeks

Overview of Unit: Students will analyze multiple types of texts and information to determine the benefits of using different structures. They will also examine the words authors use to strengthen writing and examine how choosing words affects writing. This unit should examine how an author expresses the truth they are trying to tell through the structures of their writing.

Priority Standards for unit:
- 8.W.2.A Analyze how an author’s choice concerning a text’s organization or overall structure contributes to meaning
- 8.W.1.B 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.

Supporting Standards for unit:
- 8.W.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 8.W.3.A Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
- 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.

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<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>Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
</tbody>
</table>

Board Approved: January 11, 2018
| information presented in different mediums and how the techniques unique to each medium contribute to meaning. | Compare and contrast | Understand | 3 |
| 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. | analyze | Analyze | 3 |

**Essential Questions:**

1. How does the structure of writing affect the reader’s experience with it?
2. Why is it necessary to understand the structure of a piece of writing?

**Enduring Understanding/Big Ideas:**

1. Different structures of information appeal to different methods of readers’ understanding.
2. Understanding the working parts of a text aids in the understanding of the author’s purpose.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze</td>
<td>figurative meaning</td>
</tr>
<tr>
<td>Compare</td>
<td>connotation</td>
</tr>
<tr>
<td>Contrast</td>
<td>allusion</td>
</tr>
<tr>
<td>Structure</td>
<td>tone</td>
</tr>
<tr>
<td>Analogy</td>
<td>word choice</td>
</tr>
<tr>
<td>multimedia</td>
<td>Analogy</td>
</tr>
<tr>
<td></td>
<td>Structure</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

Students should be familiar with the following vocabulary development strategies from 7th grade and can determine which strategies work best for their individual learning styles:

- Lotus Diagram
- Concept Map
- Frayer Model
- Affinity Diagram
- Root Analysis
- Word Mapping
Engaging Experience 1:
Title: Creating a Reference Guide
Suggested Length of Time: Three to four 45-minute class periods

Standards Addressed

Priority:
- 8.W.1.B 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.

Supporting:
- 8.W.3.A Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
- 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: After a series of lessons on allusions, character types, traditional works that are commonly found in modern culture, and common allusions, students will produce a reference guide for these features. This can incorporate the Ongoing Skill- building, and can require students to create an infographic or other visual product to keep and use for the rest of the unit.

Bloom's Levels: Analyze; Webb's DOK: 2

Engaging Experience 2
Title: Which Works Best – Maya Angelou
Suggested Length of Time: Three to four 45-minute class periods

Standards Addressed

Priority:
- 8.W.2.A Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning
- 8.W.1.B Determine the meaning of words and phrases as they are used in the text,
text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

Supporting:

- 8.W.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 8.W.3.A Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
- 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: Read a poem, a speech, and an excerpt of a prose by Maya Angelou. Students compare her style in each work, focusing on the different structure and how that creates or changes her meaning and style (tone, word choice, allusions, etc.). Students should be deconstructing and comparing the three texts using a guided notes sheet and/or reflection page. They can use this to help them in Experience 3.

Bloom’s Levels: Analyze
Webb’s DOK: 2

Engaging Experience 3
Title: Words, Words, Words
Suggested Length of Time: Three 45-minute class periods

Standards Addressed

Priority:

- 8.W.1.B 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.

Supporting:

- 8.W.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 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.

Detailed Description/Instructions: Look at a few famous speeches (e.g. “I Have a Dream”, Winston Churchill’s speech during WWII, etc.) and remove the allusions present. They would then replace the allusions with their own; they should change the meaning of the speech through these allusions.

Bloom’s Levels: Determine/analyze
Webb’s DOK: 1, 2
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will choose a children’s story from a list of possibilities. Their job will be to add “depth” to it through the use of themes, patterns of events or character types from myths, traditional stories, or religious works such as the Bible. They should keep the basic story intact, but include multiple new components that “spice up” the story itself. Students will create a movie trailer of this story where they also determine the structure in terms of genre (horror, biopic, romantic comedy, teen comedy, Oscar bait drama, etc.) and explain how that influences their choice of allusion, character types, etc.

Ongoing Skill Building

Standards Addressed

Supporting:

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

Detailed Description/Instructions: Allusion – a Day: each day in this unit, project a commonly found allusion on the board. Students can then race or use this as a warm-up and look for the origin, how it’s used commonly, and one popular example of the allusion in culture. Students can also have a Glogster or Wikispace (or Schoology) that holds all of the allusions and can operate as a reference sheet.
## 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>Building Background Knowledge</td>
<td>Creating a Reference Guide</td>
<td>After a series of lessons on allusions, character types, traditional works that are commonly found in modern culture, and common allusions, students will produce a reference guide for these features. This can incorporate the Ongoing Skill-building, and can require students to create an infographic or other visual product to keep and use for the rest of the unit.</td>
<td>3-4 class periods</td>
</tr>
<tr>
<td>Building Background Knowledge</td>
<td>Which Works Best—Maya</td>
<td>Read a poem, a speech, and an excerpt of a prose by Maya Angelou. Students compare her style in each work, focusing on the different structure and how that creates or changes her meaning and style (tone, word choice, allusions, etc.). Students should be deconstructing and comparing the three texts using a guided notes sheet and/or reflection page. They can use this to help them in Experience 3.</td>
<td>3-4 class periods</td>
</tr>
<tr>
<td>Building Background Knowledge</td>
<td>Words, Words, Words</td>
<td>Look at a few famous speeches (e.g. “I Have a Dream”, Winston Churchill’s speech during WWII, etc.) and remove the allusions present. They would then replace the allusions with their own; they should change the meaning of the speech through these allusions.</td>
<td>3-4 class periods</td>
</tr>
</tbody>
</table>
Unit 5: Analysis of the Argument

Subject: Reading  
Grade: 8  
Name of Unit: Analysis of the Argument  
Length of Unit: 3-4 weeks  
Overview of Unit: Students will analyze and debate over a variety of topics to sharpen their skills in researching, discussion, and argumentative skills. This ties back to the theme of truth because it helps students confront the search for truth and the defense of truth against an opponent. It also allows students the chance to debate a subjective question that doesn’t necessarily have a right and wrong answer in order to demonstrate the complexity of truths in today’s world.

Priority Standards for unit:

- 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.W.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:

- 8.W.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
- 8.W.3.A Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
- 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.
<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 speaker’s argument and claims, and sufficiency of evidence in order to that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</td>
<td>Delineate</td>
<td>analyze</td>
<td>3</td>
</tr>
<tr>
<td>a speaker’s argument and claims, and sufficiency of evidence in order to that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</td>
<td>evaluating reasoning</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</td>
<td>pose questions</td>
<td>Create</td>
<td>4</td>
</tr>
</tbody>
</table>

**Essential Questions:**

1. How are strong claims formulated?
2. Why is it important to analyze an argument and determine its soundness?

**Enduring Understanding/Big Ideas:**

1. The best claims are supported through the use of thorough, objective evidence.
2. It is important to analyze arguments and claims presented in order to determine the difference between fact and interpretation, identify irrelevant evidence, and make individual opinions strongly supported and reasonable.
Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>fact</td>
<td>claim</td>
</tr>
<tr>
<td>interpretation</td>
<td>point of view</td>
</tr>
<tr>
<td>evidence</td>
<td>author’s purpose</td>
</tr>
<tr>
<td>analyze</td>
<td>fact</td>
</tr>
<tr>
<td>reasoning</td>
<td>argument</td>
</tr>
<tr>
<td>argument</td>
<td></td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development:

Students should be familiar with the following vocabulary development strategies from 7th grade and can determine which strategies work best for their individual learning styles:

- Lotus Diagram
- Concept Map
- Frayer Model
- Affinity Diagram
- Root Analysis
- Word Mapping
Engaging Experience 1
Title: Cinderella’s stepmother on trial
Suggested Length of Time: Four 45-minute class periods
Standards Addressed

Priority:
- 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- 8.W.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:
- 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.

Detailed Description/Instructions: Students will read a courtroom trial of Cinderella’s stepmother to determine if she is guilty of forcible confinement and/or unlawful exploitation. Students can take on roles as the different characters in the courtroom and ultimately the jury can give a verdict and decide a reason for their decision. During reading, students analyze the argument and development.

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 2
Title: The Trial of Queenie Volupides
Suggested Length of Time: Three 45-minute class periods
Standards Addressed

Priority:
- SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- 8.W.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.3.A Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
- 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 - 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: Students will read and look at the picture of Queenie. They will put her “on trial” with groups for the prosecution and defense, a jury and judges. Students write their argumentative statements and work to build up their arguments. Students may also discuss the difference between the picture and written account, in terms of reliability, what it demonstrates, how to use it as evidence, etc.

Bloom’s Levels: Analyze

Webb’s DOK: 3
Engaging Experience 1

Title: Find the irrelevant evidence

Suggested Length of Time: Two 45-minute class periods

Standards Addressed

Priority:

- 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- 8.W.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.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
- 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 - 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 read and analyze argumentative writing. They can evaluate the argument of each one and compare them to each other. This can be done through a T-chart. Students can draw on Unit 2 and look for the most valuable pieces of evidence in each argument, and then determine from there if irrelevant evidence is introduced. Bring in another resource that does not have enough evidence or a lot of irrelevant evidence and compare that to the Collections work.

Bloom’s Levels: Analyze

Webb’s DOK: 3
Engaging Experience 2  
**Title:** Build your case  
**Suggested Length of Time:** Five 45-minute class periods  
**Standards Addressed**

*Priority:*  
- 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.  
- 8.W.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.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.  
- 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.

**Detailed Description/Instructions:** Students will begin constructing their own case by gathering evidence for their debate topic. Teacher scaffolds the idea of evidentiary relevance and students reevaluate their evidence to determine its usefulness, ultimately leaving them with a smaller, highly useful set of resources and the knowledge to find more upon further research. Look at a text wherein the author has acknowledged his/her opponent’s position and responded to it. Students will evaluate how that affected the argument and then work to see how this could be included in their own cases and debates.  

**Bloom’s Levels:** Assess, evaluate, analyze  
**Webb’s DOK:** 3
Engaging Experience 3
Title: Refine your case
Suggested Length of Time: 2 class periods

Standards Addressed
Priority:

- 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- 8.W.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.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
- 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: Students will watch debates and determine what kinds of conflicts take place in the debate (e.g. a definition clash, a value clash, etc.). Students evaluate if this conflicting information is a matter of fact or interpretation, and how that ultimately was resolved (if at all). Students will also look at texts that disagree on a specific topic and find any common facts that are interpreted differently. Students will use these new skills to refine their own debate cases, looking specifically for matters of interpretation that could be strengthened through the introduction of more facts.

** This would be a great time to assess the ISTE standard 3 **

Bloom’s Levels: Assess, Analyze, Identify
Webb’s DOK: 3
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

A (somewhat) formal, Public Forum style debate over a chosen topic (a complete list of these topics is available at http://www.speechanddebate.org/aspx/nav.aspx?navid=144). The timing for various speeches and the official NFL rules in PF debate can be found here but can be shortened for the purposes of this activity: http://debate-central.ncpa.org/understand-public-forum-debate/

Students will gather evidence in pairs and evaluate each source for credibility, soundness of argument, and usefulness. They will construct two speeches- one each in affirmation and negation of the resolution- and have evidence prepared to respond to counter arguments.

Students will take notes over their opponents’ case during the debate in an attempt to respond to each argument and deconstruct it through reasoning and presentation of evidence. Students will determine the 1st and 2nd speaker in their debate and speak accordingly. Crossfire (both teams asking questions of each other in a rapid fire style) will allow students to ask questions of their opponents and find holes in the logic of their cases.
<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>Study of Arguments</td>
<td>Cinderella’s stepmother on trial</td>
<td>Students will read a courtroom trial of Cinderella’s stepmother to determine if she is guilty of forcible confinement and/or unlawful exploitation. Students can take on roles as the different characters in the courtroom and ultimately the jury can give a verdict and decide a reason for their decision. During reading, students analyze the argument and development.</td>
<td>4 class periods</td>
</tr>
<tr>
<td>Study of Arguments</td>
<td>The trial of Queenie Volupides</td>
<td>Students will read and look at the picture of Queenie. They will put her “on trial” with groups for the prosecution and defense, a jury and judges. Students write their argumentative statements and work to build up their arguments.</td>
<td>3 class periods</td>
</tr>
<tr>
<td>Analysis to aid Creation of an Argument</td>
<td>Find irrelevant evidence</td>
<td>Students will read and analyze argumentative writing. They can evaluate the argument of each one and compare them to each other. This can be done through a T-chart. Students can draw on Unit 2 and look for the most valuable pieces of evidence in each argument, and then determine from there if irrelevant evidence is introduced. Bring in another resource that does not have enough evidence or a lot of irrelevant evidence and compare that to the Collections work.</td>
<td>2 class periods</td>
</tr>
<tr>
<td>Analysis to aid Creation of an Argument</td>
<td>Build your case</td>
<td>Students will begin constructing their own case by gathering evidence for their debate topic. Teacher scaffolds the idea of evidentiary relevance and students reevaluate their evidence to determine its usefulness, ultimately leaving them with a smaller, highly useful set of resources and the knowledge to find more upon further research. Look at a text.</td>
<td>5 class periods</td>
</tr>
</tbody>
</table>
wherein the author has acknowledged his/her opponent’s position and responded to it. Students will evaluate how that affected the argument and then work to see how this could be included in their own cases and debates.

| Analysis to aid Creation of an Argument | Refine your case | Students will watch debates and determine what kinds of conflicts take place in the debate (e.g. a definition clash, a value clash, etc.). Students evaluate if this conflicting information is a matter of fact or interpretation, and how that ultimately was resolved (if at all). Students will also look at texts that disagree on a specific topic and find any common facts that are interpreted differently. Students will use these new skills to refine their own debate cases, looking specifically for matters of interpretation that could be strengthened through the introduction of more facts. | 2 class periods |
Unit 6: Culminating Unit: What Does it Mean to Be a Reader?

Subject: Reading
Grade: 8
Name of Unit: What Does it Mean to Be a Reader?
Length of Unit: 8-9 weeks

Overview of Unit: Students will survive an apocalypse with various monsters, while examining the cultural implications of monsters and their origins. The theme of truth culminates here with the notion that society creates imagined monsters to escape from reality, but the monsters they create end up showing society its fears and insecurities. It also allows students to confront the truths of humanity acting monstrously (much like in Unit 2) and beg the question - why would society dream up stories about fictional creatures when the reality of the darkness in humanity is so monstrous?

Priority Standards for unit:
● 8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Supporting Standards for unit:
● 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.
● 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.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.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.
● 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
● 8.RI.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.RI.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.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.
- 8.RI.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
- 8.RL.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a 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.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.A 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.
- 8.W.2.A Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.
- 8.W.1.B 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.W.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 8.W.3.A Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
- 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.W.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.W.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
- 8.W.3.A Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
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<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>8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.</td>
<td>Read</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.</td>
<td>Comprehend</td>
<td>Analyze</td>
<td>4</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How does our culture use zombies as a symbol of our fears?
2. How do people change/adapt to extreme circumstances?
3. What can we do in the event of a disaster?

**Enduring Understanding/Big Ideas:**
1. As a species, humans project their fears and anxieties into external realities, like zombies, willfully suspending disbelief in the process.
2. The best plans come from careful study of the facts available: the more you know/can figure out, the better
3. People must adapt and change to function under changing circumstances
Unit Vocabulary:

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

Resources for Vocabulary Development:

Students should be familiar with the following vocabulary development strategies from 7th grade and can determine which strategies work best for their individual learning styles:

- Lotus Diagram
- Concept Map
- Frayer Model
- Affinity Diagram
- Root Analysis
- Word Mapping
Engaging Experience 1
Title: The monsters are coming
Suggested Length of Time: Two 45-minute class periods

Standards Addressed
Priority:
● 8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Supporting:
● 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.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
● 8.RI.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.RI.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.W.1.B 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.
● 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.

Detailed Description/Instructions: Students will read manufactured sources about a mysterious virus breaking out, and break down that information into what is useful, what is potentially useful, and what may not be of use. Students do not know yet why they are reading this, but they should be annotating/analyzing as they would any other type of text. By the end of the second class period, there should be enough information for them to realize that a zombie apocalypse is occurring. After this, students can decide which “monster” they would like to work with for the duration of the unit; this can include werewolves, vampires, witches, zombies, aliens, etc. and base other activities off of their choice and choose a book for literature circles based on it as well.

Bloom’s Levels: Comprehend, remember
Webb’s DOK: 4, 1

Engaging Experience 2

Title: Plan your survival

Suggested Length of Time: Four 45-minute class periods

Standards Addressed

Priority:

- 8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Supporting:

- 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.
- 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.
- 8.RI.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.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 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 research and put together their own survival plan in groups after receiving their occupations and extra skills. This group’s skills will determine what supplies are available to students in their plan. They must provide details and evidence to support their plans to stay in an area, leave and go to another place, or stay in a vehicle and remain nomadic. They must also provide a list of provisions with an explanation as to the reasonableness of that list (e.g. why they include it and how they can physically contain it)

**Bloom’s Levels:** Remember, Understand;

**Webb’s DOK:** 1, 4
Engaging Experience 3
Title: Adapt your plan
Suggested Length of Time: Two to three 45-min class periods
Standards Addressed

Priority:
- 8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Supporting:
- 8.RL.2.D Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.
- 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.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.
- 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 be given randomly chosen scenarios which include several possible events (e.g. shelter burning down, finding water, zombie bite). Each student must respond to this scenario with a personal journal entry (on a school blog) using the appropriate point of view and figurative language. Then, students collaborate as a group to adapt their plan accordingly. They can compare their situation to that of the characters in their lit circle book.

Bloom’s Levels: Comprehend

Webb’s DOK: 4
**Engaging Experience 1**

**Title:** Zombie symbols

**Suggested Length of Time:** Three 45-minute class periods

**Standards Addressed**

*Priority:*

- 8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

*Supporting:*

- 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.RI.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.RI.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.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.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.A 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.
- 8.RL.2.B. Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
- 8.RL.3.A Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- 8.RL.3.C Explain how themes reflect historical and/or cultural contexts.
- 8.RL.3.B Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.
- 8.W.2.A Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning
- 8.W.1.B 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.W.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 8.W.3.A Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
- 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.

**Detailed Description/Instructions:** Students will be told to complete a menial task of some kind (e.g. stringing paper clips together, folding sheets of paper, etc.) with no talking and no questions. If a student attempts to ask a question or make a comment, they are immediately quieted and told to continue. After a time, students may stop and discuss with their peers what they felt or experienced during that time. The teacher should guide students to the idea of monotony and mindlessness, and how unappealing those concepts are. Then, the teacher will show a clip of the comedy “Shaun of the Dead” that demonstrates the connection between menial jobs that produce a mindless workforce and our current iteration of zombies (hordes, unthinking groups, etc.).

Students should understand that in this way, zombies are a powerful symbol in our society. They can then work through the symbolism of their monsters and discuss/present the fears that their monster represents.

**Disease Day:** (This works well when students are being given information about disease from Life Ed. curriculum or Science class, especially). Students will sit in a circle with their eyes closed. The teacher “chooses” someone by tapping them on the head (but in reality, picks no one). The students then open their eyes and try to decide who was chosen by the teacher. How did they come to that decision? Have students write or discuss. Then, students should talk about how it feels to be accused of having been chosen, to be a kind of outcast. They will read information about the concept of patient 0 and answer questions about the impact and importance of that concept. They can connect this to the reading that includes the story of patient 0 in the manufactured sources, but they can also discuss its connection to zombies as a function of our fear of disease, and of difference.

**Bloom’s Levels:** comprehend; **Webb’s DOK: 4**
Engaging Experience 2

Title: Reading Jigsaw

Suggested Length of Time: Three 45-minute class periods

Standards Addressed

Priority:

- 8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Supporting:

- 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.
- 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.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.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.
- 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- 8.RI.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.RI.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.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.
- 8.W.2.A Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.
- 8.W.1.B 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.W.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- 8.W.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.W.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
- 8.W.3.A Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
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- 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 be divided into groups of 3-4. They will read and analyze a text about the symbolic and/or cultural significance of zombies or other monsters, answering specific questions about the text. Then, students break from their expert groups into another group of 3-4 wherein they are the sole expert of their material (or there are only 2 of them who read one of the texts). Students must explain the content and details of the text (using the answers to their questions as a support) while the other students in the group create a rough outline in order to understand the content of the texts they did not read. Then students may have a class-wide discussion about the function of zombies in popular culture. The next day, after reading about them, students can research and find examples of these symbolically significant zombies.

**Bloom’s Levels:** comprehend

**Webb’s DOK:** 4
Engaging Experience 3
Title: Monsters, monsters, everywhere
Suggested Length of Time: Ten 45-minute class periods
Standards Addressed

Priority:
- 8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Supporting:
- 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.
- 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.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.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.
- 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- 8.RI.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.RI.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.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.
- 8.RI.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
- 8.RL.2.B Analyze how the author acknowledges and responds to
conflicting evidence or points of view in a 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.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.A 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.

- 8.RL.2.B. Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.

- 8.RL.3.A Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

- 8.RL.3.C Explain how themes reflect historical and/or cultural contexts.

- 8.RL.3.B Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.

- 8.W.2.A Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.

- 8.W.1.B 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.W.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

- 8.W.3.A Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.

- 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

- 8.W.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.W.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.

- 8.W.3.A Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
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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:** Students will read a book in the monster genre of their choice. They will analyze the literature with Socratic Questions for the monsters’ symbolic significance, and do research on the cultural history, prevalence, and significance of the monster in American culture and other cultures around the world. During this time, students can also be reading anchor texts and comparing them. This book should be a different one from their first novel.

**Bloom’s Levels:** Comprehend

**Webb’s DOK:** 4
Engaging Scenario

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will have the ability to create the storyboard for a zombie movie or a set of infographics about different types of zombies, survival gear, tips for survival, etc. There are also questions and analysis evidence required with the storyboard/infographic. Students may also study monster literature to accompany their creation of the movie.
<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>The Plan</td>
<td>The zombies are coming</td>
<td>Students will read manufactured sources about a mysterious virus breaking out, and break down that information into what is useful, what is potentially useful, and what may not be of use. Students do not know yet why they are reading this, but they should be annotating/analyzing as they would any other type of text. By the end of the second class period, there should be enough information for them to realize that a zombie apocalypse is occurring.</td>
<td>2 class periods</td>
</tr>
<tr>
<td>The Plan</td>
<td>Plan your survival</td>
<td>Students will research and put together their own survival plan in groups after receiving their occupations and extra skills. This group’s skills will determine what supplies are available to students in their plan. They must provide details and evidence to support their plans to stay in an area, leave and go to another place, or stay in a vehicle and remain nomadic. They must also provide a list of provisions with an explanation as to the reasonableness of that list (e.g. why they include it and how they can physically contain it)</td>
<td>4 class periods</td>
</tr>
<tr>
<td>The Plan</td>
<td>Adapt your plan</td>
<td>Students will be given randomly chosen scenarios which include several possible events (e.g. shelter burning down, finding water, zombie bite). Each student must respond to this scenario with a personal journal entry (on a school blog) using the appropriate point of view (humans use 1st person, zombies and ghosts use 3rd). Then, students collaborate as a group to adapt their plan accordingly.</td>
<td>2 or 3 class periods</td>
</tr>
<tr>
<td>Zombies in culture</td>
<td>Zombie symbols</td>
<td>Students will be told to complete a menial task of some kind (e.g. stringing paper clips together, folding sheets of paper, etc.) with no talking and no questions. If a student attempts to ask a question or make a comment, they are immediately quieted and told to continue. After a time, students may stop and discuss with their peers what they felt or experienced during that time. The teacher should guide students to the</td>
<td>3 class periods</td>
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</tbody>
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idea of monotony and mindlessness, and how unappealing those concepts are. Then, the teacher will show a clip of the comedy “Shaun of the Dead” that demonstrates the connection between menial jobs that produce a mindless workforce and our current iteration of zombies (hordes, unthinking groups, etc.). Students should understand that in this way, zombies are a powerful symbol in our society.

<p>| Zombies in culture | Reading jigsaw | Students will be divided into groups of 3-4. They will read and analyze a text about the symbolic and/or cultural significance of zombies, answering specific questions about the text. Then, students break from their expert groups into another group of 3-4 wherein they are the sole expert of their material (or there are only 2 of them who read one of the texts). Students must explain the content and details of the text (using the answers to their questions as a support) while the other students in the group create a rough outline in order to understand the content of the texts they did not read. Then students may have a class-wide discussion about the function of zombies in popular culture. The next day, after reading about them, students can research and find examples of these symbolically significant zombies. | 3 class periods |
| Zombies in culture | Monsters, monsters, everywhere | Students will read a book in the monster genre of their choice. They will analyze the literature with Socratic Questions for the monsters’ symbolic significance, and do research on the cultural history, prevalence, and significance of the monster in American culture and other cultures around the world. | Ten 45 min class periods |</p>
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVANCED</td>
<td>In addition to PROFICIENT, in-depth inferences or applications.</td>
</tr>
<tr>
<td></td>
<td>Approaching Advanced: In addition to PROFICIENT performance, in-depth inferences and applications with partial success.</td>
</tr>
<tr>
<td>PROFICIENT</td>
<td>The student exhibits no major errors or gaps in the TOPIC PRIORITY STANDARDS (complex ideas and processes).</td>
</tr>
<tr>
<td></td>
<td>Approaching Proficiency: No major errors or gaps in BASIC content and partial knowledge in PROFICIENT content.</td>
</tr>
<tr>
<td>BASIC</td>
<td>The student exhibits no major errors or gaps in the simpler details and processes.</td>
</tr>
<tr>
<td></td>
<td>Approaching Basic: Partial understanding of the BELOW BASIC content with major errors or gaps in PROFICIENT content.</td>
</tr>
<tr>
<td>BELOW BASIC</td>
<td>The student exhibits major errors or gaps in the simpler details and processes. The student cannot independently provide evidence of learning the content.</td>
</tr>
<tr>
<td>NO EVIDENCE</td>
<td>The student has produced no evidence.</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**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.

**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.

**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.

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

**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.

**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.

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

**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.

**Symbols:**

- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

- 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.