



## Middle School 8th Grade English Language Arts--Reading Curriculum

**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:

Timeframe	Unit	Instructional Topics
	Communication in ELA	Topic 1: Communicating in a Professional Setting Topic 2: Rules of a Conversation/Group Dynamics Topic 3: Presentation Techniques
	Information Literacy and Critical Thinking	Topic 1: Information Literacy Topic 2: Critical Thinking/Text Analysis
	Elements of Literature	Topic 1: Theme and Central Idea Topic 2: Point of View and Characterization Topic 3: Analyzing Traditional and Modern Literature
	Text Structures	Topic 1: Building Background Knowledge
	Analysis of the Argument	Topic 1: Study of Arguments Topic 2: Analysis to Aid Creation of an Argument
	Culminating Unit: What Does It Mean to Be A Reader?	Topic 1: Reading for Life Topic 2: Modern Cultural Implications

## Unit 1: Communication in ELA

**Subject:** Reading

**Grade:** 8

**Name of Unit:** Communication in ELA

**Length of Unit:** 1-2 Weeks

**Overview of Unit:** In this unit students will learn how to communicate both formally and informally in the ELA classrooms. This will allow students to communicate effectively so that their ideas are understood by both peers and teacher, as well as having an ability to understand others in the classroom. This unit will flow thematically into Unit 2

**Priority Standards for unit:**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.  
(SL.1.A.8)
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.1.A.8)

**Supporting Standards for unit:**

- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (W.3.A.8.E)
- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (SL.1.C.8)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.) (SL.2.A.8)
- 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. (W.1.A.8)

- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)
- Students apply digital tools to gather, evaluate, and use information. (ISTE 3)
- Students demonstrate sound understanding of technology concepts, systems, and operations. (ISTE 6)

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
in collaborative discussions	Engage	Apply	3
claims and findings	Present	Apply	3
points in a clear, focused manner	Emphasize	Analyze	4
effective presentation techniques (eye-contact, volume, pronunciation)	Use	Apply	2

**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:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
collaborate cooperate engage present illustrate elaborate multi-media cite relevant coherent	

**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: Communicating in a Professional Setting

### Engaging Experience 1

**Title:** Communicating in the Classroom

**Suggested Length of Time:** Two 45 minute class periods

### **Standards Addressed**

#### *Priority:*

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.1.A.8)
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.1.A.8)

#### *Supporting:*

- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (W.3.A.8.E)
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)
- Students apply digital tools to gather, evaluate, and use information. (ISTE 3)
- Students demonstrate sound understanding of technology concepts, systems, and operations. (ISTE 6)

**Detailed Description/Instructions:** Students will research effective communication techniques with a group 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 has a total list of about 10 rules for Communicating in ELA

**Bloom's Levels:** Apply; **Webb's DOK:** 3

## Topic 2: Rules of a Conversation/Group Dynamics

### **Engaging Experience 1**

**Title:** Rules of a Conversation/Group Dynamics

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

**Standards Addressed:**

*Priority:*

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.1.A.8)

*Supporting:*

- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (W.3.A.8.E)

**Detailed Description/Instructions:** Students will identify a world problem (human rights violation, e.g. child labor) and create a short presentation about why this problem is important for us as Americans and humans to be concerned about or work to solve. In a small group, students will present their ideas and discuss which one is the most concerning or that they would like to do more research on as a group.

**Bloom's Levels:** Analyze/Create

**Webb's DOK:** 2/3

## Topic 3: Presentation Techniques

### **Engaging Experience 1**

**Title:** Communicating in a Professional Setting

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

#### **Standards Addressed**

*Priority:*

- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.(SL.2.A.8)

*Supporting:*

- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (W.3.A.8.E)
- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (SL.1.C.8)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.) (SL.2.A.8)
- 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. (W.1.A.8)
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)
- Students apply digital tools to gather, evaluate, and use information. (ISTE 3)
- Students demonstrate sound understanding of technology concepts, systems, and operations. (ISTE 6)

**Detailed Description/Instructions:** Day 1 students will watch a TEDtalk or other formal presentation about a topic to see how effective presenters operate, and they will establish a goal for their presentation. Day 2 students will collaborate and create the presentation that will educate their fellow classmates (or perhaps a larger group...or even a mock U.N. scenario) about

their chosen topic, either to convince them to vote for this or simply to make them aware of the problem. Day 3, students can continue to work on their presentations and should practice speaking in front of each other or different groups. All members should participate in the presenting, so they will be responsible for delineating the work and presentation.

**Bloom's Levels:** Create

**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.)

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

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Communicating in a Professional setting	Communicating in the classroom	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.	2 class periods
Rules of a Conversation/ Group Dynamics	Rules of a Conversation/ Group Dynamics	On day 1, students will use post-its to brainstorm a list of rules for conversation and behavior while working in groups. Have them list as many things that they can think of putting a separate idea on each post it note. (Could use Linoit too if you’d like an online version.) Give about 10 minutes for this activity. After 10 minutes, have groups use an affinity diagram to group related ideas. Students will silently move cards until all notes are grouped, however, it is okay to have “loners” that don’t seem to fit into any particular category. Learners can move notes that someone else has moved and create extra sticky notes if an idea belongs in more than one category. On day 2, students will discuss their affinity diagrams and create a heading for each group of ideas. Groups will then be combined into “super groups” to combine ideas. Groups will narrow down ideas to share out with the class to come up with a class list.	2 class periods

Presentation Techniques	Communicating in a Professional Setting	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.)	3 class periods
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## Unit 2: Information Literacy and Critical Thinking

**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.

**Priority Standards for unit:**

- 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. (W.1.A.8)
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
  - b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). (SL.1.B.8)

**Supporting Standards for unit:**

- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (SL.1.B.8)
- Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (SL.1.B.8)
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)
- Students apply digital tools to gather, evaluate, and use information. (ISTE 3)
- Students demonstrate sound understanding of technology concepts, systems, and operations. (ISTE 6)

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
relevant information from multiple print sources	Gather	Understand	4
relevant information from multiple digital sources	Gather	Understand	4
search terms	Use	Apply	1
credibility of each source	Assess	Analyze	2
accuracy of each source	Assess	Analyze	2
data	Quote	Apply	2
conclusions	Quote	Apply	2
data	Paraphrase	Apply	2
conclusions	Paraphrase	Apply	2
plagiarism	Avoid	Understand	1
standard format for citation	Follow	Understand	1
evidence from literary texts to support analysis	Draw	Evaluate	3
evidence from informational texts to support analysis	Draw	Evaluate	3
evidence from literary texts to support reflection	Draw	Evaluate	3
evidence from informational texts to support reflection	Draw	Evaluate	3
evidence from informational texts to support research	Draw	Evaluate	3
evidence from literary texts to support research	Draw	Evaluate	3

**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:**

Academic Cross-Curricular Words	Content/Domain Specific
print source digital source informational text literary text reflection evidence analysis citation plagiarism paraphrase credibility	

**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:*

- 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. (W.1.A.8)

*Supporting:*

- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)
- Students apply digital tools to gather, evaluate, and use information. (ISTE 3)
- Students demonstrate sound understanding of technology concepts, systems, and operations. (ISTE 6)

**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-three 45 minute class periods

#### **Standards Addressed**

*Priority:*

- 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. (W.1.A.8)

*Supporting:*

- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (SL.1.B.8)
- Students apply digital tools to gather, evaluate, and use information. (ISTE 3)

**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

## Topic 2: Critical Thinking/Text Analysis

### **Engaging Experience 1**

**Title:** Text Annotation

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

#### **Standards Addressed**

*Priority:*

- Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
  - b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). (SL.1.B.8)"

*Supporting:*

- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (SL.1.B.8)

**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 1.5-2 weeks

#### **Standards Addressed**

*Priority:*

- Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

- b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). (SL.1.B.8)"

*Supporting:*

- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (SL.1.B.8)

**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 in to 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:*

- Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
  - b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). (SL.1.B.8)"

**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

## Ongoing Skill Building

### **Standards Addressed**

*Supporting:*

- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. (RI.3.D.8)
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (RL.3.D.8)

### **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.

## 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 create an informative product about the topic they have been researching. This could be a brochure, a PSA, infographic, or some other method of educating and informing the public about this problem and ways to solve it. This should reflect the research done over the course of the unit, with citations or records of research included. The information should NOT be argumentative in nature, but can include pictures, music, etc. that might help to convince the audience of their positions. The format of the product should be professional and researched – for example, if they choose to use an infographic, they should research what professional infographics look like and produce professional work. This project should span a few weeks for research, practice, and then finally presentations.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Information Literacy	Rules of Research	Students will work together to brainstorm and ultimately create a class list of research rules to be posted and utilized for future research activities.	1-2 class periods
Information Literacy	Research Practice and Production	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.	2-3 class periods
Critical Thinking/ Text Analysis	Text Annotation	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	1-2 class periods

		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.	
Critical Thinking/ Text Analysis	Taking a Look at Social Injustice	<p>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.</p> <p>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 in to 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).</p>	Approximately 1.5-2 weeks
Critical Thinking/ Text Analysis	Digital Text and Media— differences and choices	<p>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.</p>	2-3 Days

## Unit 3: Elements of Literature

**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.

**Priority Standards for unit:**

- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (RL.3.D.8)
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (RL.2.B.8)
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.1.A.8)
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL.2.B.8)
- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (RL.3.C.8)

**Supporting Standards for unit:**

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). (RL.1.B.8)
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)
- Students apply digital tools to gather, evaluate, and use information. (ISTE 3)
- Students demonstrate sound understanding of technology concepts, systems, and operations. (ISTE 6)

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
theme or central idea of a text	Determine	Understand	2
development of theme or central idea over the course of the text (including relationship to characters, setting, and plot)	Analyze	Analyze	3
objective summary of the text	Provide	Understand	2
how differences in the points of view of the characters create effects such as suspense or humor	Analyze	Analyze	3
how differences in the points of view of the audience create effects such as suspense or humor	Analyze	Analyze	3
how differences in the points of view of the reader create effects such as suspense or humor	Analyze	Analyze	3
textual evidence that most strongly supports an analysis of what the text says explicitly	Cite	Apply	3
inferences drawn from the text	Cite	Apply	3
how particular lines of dialogue or incidents in a story or drama propel the action	Analyze	Analyze	3
how particular lines of dialogue or incidents in a story or drama reveal aspects of a character	Analyze	Analyze	3
how particular lines of dialogue or incidents in a story or drama provoke a decision	Analyze	Analyze	3
how a modern work of fiction draws on themes myths, traditional stories, or	Analyze	Analyze	3

religious works such as the Bible			
how a modern work of fiction draws on patterns of events myths, traditional stories, or religious works such as the Bible	Analyze	Analyze	3
how a modern work of fiction draws on character types from myths, traditional stories, or religious works such as the Bible	Analyze	Analyze	3
how material rendered is new	Describe	Understand	1

**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:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
inference explicitly summary cite contrast	point of view perspective character narrator setting plot theme central idea flashback foreshadowing allusion myth dialogue suspense

**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: Theme and Central Idea

### **Engaging Experience 1**

**Title:** Topic vs. Theme

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

**Standards Addressed**

*Priority:*

- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (RL.3.D.8)

*Supporting:* N/A

**Detailed Description/Instructions:** Assign video for students to watch for homework about topic vs. theme. (Examples: <https://www.youtube.com/watch?v=9H6GCe7hmmA> or <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:*

- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (RL.3.D.8)

*Supporting:* N/A

**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:** 3-4 45 minute class period

#### **Standards Addressed**

*Priority:*

- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (RL.3.D.8)

*Supporting:*

- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)
- Students apply digital tools to gather, evaluate, and use information. (ISTE 3)
- Students demonstrate sound understanding of technology concepts, systems, and operations. (ISTE 6)

**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:** 3-4 45 minute class periods

#### **Standards Addressed**

*Priority:*

- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (RL.2.B.8)

*Supporting:* N/A

**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 Show

**Suggested Length of Time:** 3-4 days

#### **Standards Addressed**

*Priority:*

- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL.2.B.8)

*Supporting:* N/A

**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

## Topic 3: Analyzing Traditional and Modern Literature

### **Engaging Experience 1**

**Title:** Frankenstein's Monster

**Suggested Length of Time:** 5-6- 45 minute class periods

### **Standards Addressed**

*Priority:* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (RL.3.C.8)

*Supporting:* Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

**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 out casted based on circumstances beyond their control). Students then find modern interpretations/iterations of the Frankenstein monster (e.g. Ultron, Jurassic Park).

**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 multiple texts as a whole class, students can be given a list of possible works to read as a small group, or individually. They can annotate the text of the story and then complete an assessment of the standards addressed – this can be a more traditional assessment aligned with a project where students express something significant about the story they’ve read in terms of the impact of the characters and/or examples of the same elements in modern media. This project can encompass multiple standards and formats.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Theme and Central Idea	Topic vs. Theme	<p>Assign video for students to watch for homework about topic vs. theme.</p> <p>(Examples:  <a href="https://www.youtube.com/watch?v=9H6GCe7hmmA">https://www.youtube.com/watch?v=9H6GCe7hmmA</a> or  <a href="https://www.youtube.com/watch?v=F9s8vqztKUK">https://www.youtube.com/watch?v=F9s8vqztKUK</a>).</p> <p>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.)</p>	1 or 2 class periods
Theme and Central Idea	Theme in a Bottle	<p>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</p>	2 or 3 class periods

		<p>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.</p>	
Theme and Central Idea	Picture the Main Idea	<p>To review topic of main idea, have students find an image (from internet, phone, etc.) and write <b>one sentence</b> 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.</p>	3-4 class periods
Point of View and Characterization	Impact of Point of View	<p>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.</p>	3-4 class periods
Point of View and Characterization	Characterization Talk Show	<p>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</p>	3-4 Days

		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.	
Analyzing Traditional and Modern Literature	Frankenstein’s Monster	Read 3 chapters of Mary Shelley’s <i>Frankenstein</i> 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 outcasted based on circumstances beyond their control). Students then find modern interpretations/iterations of the Frankenstein monster (e.g. Ultron, Jurassic Park).	5-6 class periods

## Unit 4: Text Structures

**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.

**Priority Standards for unit:**

- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (RI.3.A.8)
- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (RI.1.B.8)
- 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.1.B.8)

**Supporting Standards for unit:**

- 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. (RL.3.A.8)
- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (RI.3.A.8)
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)
- Students apply digital tools to gather, evaluate, and use information. (ISTE 3)
- Students demonstrate sound understanding of technology concepts, systems, and operations. (ISTE 6)

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
structure of two or more texts	Compare	Analyze	2
structure of two or more texts	Contrast	Analyze	2
how the differing structure of each text contributes to its meaning and style	Analyze	Analyze	2
structure of a specific paragraph in a text (including the role of particular sentences)	Analyze (in detail)	Analyze	2

in developing and refining a key concept)			
meaning of words and phrases as they are used in a text (including figurative and connotative meanings)	Determine	Apply	1
impact of specific word choices on meaning (including analogies or allusions to other texts)	Analyze	Analyze	2
impact of specific word choices on tone (including analogies or allusions to other texts)	Analyze	Analyze	2

**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:**

Academic Cross-Curricular Words	Content/Domain Specific
Analyze Compare Contrast Structure Analogy multimedia	figurative meaning connotation allusion tone word choice

**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: Building Background Knowledge

### **Engaging Experience 1:**

**Title:** Creating a Reference Guide

**Suggested Length of Time:** 3-4- 45 minute class periods

#### **Standards Addressed**

*Priority:* Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (RI.3.A.8)

*Supporting:*

- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.(RI.3.A.8)
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)
- Students apply digital tools to gather, evaluate, and use information. (ISTE 3)

**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:** 3-4 45 minute class periods

#### **Standards Addressed**

*Priority:* Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (RI.3.A.8)

*Supporting:*

- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.(RI.3.A.8),
- 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. (RL.3.A.8)

**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:** 3-45 minute class periods

**Standards Addressed**

*Priority:* 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.1.B.8)

*Supporting:* N/A

**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.1.B.8)

#### **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

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Building Background Knowledge	Creating a Reference Guide	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.	3- 4 class periods
Building Background Knowledge	Which Works Best—Maya	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.	3-4 class periods
Building Background Knowledge	Words, Words, Words	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.	3-4 class periods

## 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 construct a debate over a Public Forum topic using both evidence and logic.

**Priority Standards for unit:**

- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RL.3.B.8)
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (SL.1.B.8)
- Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (SL.1.B.8)

**Supporting Standards for unit:**

- Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.2.B.8)
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)
- Students apply digital tools to gather, evaluate, and use information. (ISTE 3)
- Students demonstrate sound understanding of technology concepts, systems, and operations. (ISTE 6)

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb's DOK
Two or more texts providing conflicting information on the same topic	Analyze	Analyze	3
Where the texts disagree on matters of fact or interpretation	Identify	Understand	3
argument and specific claims in a text	Delineate	Analyze	3

argument and specific claims in a text	Evaluate	Evaluate	3
whether reasoning is sound	Assess	Evaluate	3
whether evidence is relevant	Assess	Evaluate	3
whether evidence is sufficient	Assess	Evaluate	3
when irrelevant evidence is introduced	Recognize	Understand	4
a speaker's argument and specific claims	Delineate	Analyze	3
soundness of the reasoning	Evaluate	Evaluate	3
relevance of the evidence	Evaluate	Evaluate	3
sufficiency of the evidence	Evaluate	Evaluate	3
when irrelevant evidence is introduced	Identify	Understand	1

**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:**

Academic Cross-Curricular Words	Content/Domain Specific
fact interpretation evidence analyze reasoning argument	claim point of view author's purpose

**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: Study of Arguments

### **Engaging Experience 1**

**Title:** Cinderella's stepmother on trial

**Suggested Length of Time:** 4 45 minute class periods

#### **Standards Addressed**

*Priority:*

- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (SL.1.B.8)

*Supporting:*

- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)
- Students apply digital tools to gather, evaluate, and use information. (ISTE 3)
- Students demonstrate sound understanding of technology concepts, systems, and operations. (ISTE 6)

**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:** 3 45 minute class periods

#### **Standards Addressed**

*Priority:* Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (SL.1.B.8)

*Supporting:*

- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)
- Students apply digital tools to gather, evaluate, and use information. (ISTE 3)
- Students demonstrate sound understanding of technology concepts, systems, and operations. (ISTE 6)

**Detailed Description/Instructions:** 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.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

## Topic 2: Analysis to aid Creation of an Argument

### **Engaging Experience 1**

**Title:** Find the irrelevant evidence

**Suggested Length of Time:** 2 45 minute class periods

#### **Standards Addressed**

*Priority:* Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (SL.1.B.8)

*Supporting:*

- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)
- Students apply digital tools to gather, evaluate, and use information. (ISTE 3)
- Students demonstrate sound understanding of technology concepts, systems, and operations. (ISTE 6)

**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:** 5 45 minute class periods

#### **Standards Addressed**

*Priority:* Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (SL.1.B.8)

*Supporting:* Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.2.B.8)

**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:* Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RL.3.B.8)

*Supporting:* Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.2.B.8)

**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.

**Bloom's Levels:** Assess, Analyze, Identify

**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.)

A (somewhat) formal, Public Forum style debate over a chosen topic (a complete list of these topics is available at <http://www.speechanddebate.org/asp/Nav.aspx?navid=144> ). The timing for various speeches and the official NFL rules in PF debate can be found here: <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.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Study of Arguments	Cinderella’s stepmother on trial	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	4 class periods
Study of Arguments	The trial of Queenie Volupides	Students will read and look at <a href="#">the picture</a> 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.	3 class periods
Analysis to aid Creation of an Argument	Find irrelevant evidence	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.	2 class periods
Analysis to aid Creation of an Argument	Build your case	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	5 class periods

		<p>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.</p>	
<p>Analysis to aid Creation of an Argument</p>	<p>Refine your case</p>	<p>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.</p>	<p>2 class periods</p>

## 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 a zombie apocalypse and learn about the cultural significance of zombies

**Priority Standards for unit:**

- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.(RI.3.D.8)
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (RL.3.D.8)

**Supporting Standards for unit:**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.1.A.8)
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.1.A.8)
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (SL.1.B.8)
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (SL.1.B.8)
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (RL.1.A.8)

- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (RL.2.B.8)
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.1.A.8)
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL.2.B.8)
- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.(RL.3.C.8)
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (RI.3.A.8)
- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (RI.1.B.8)
- 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.1.B.8)
- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RL.3.B.8)
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)
- Students apply digital tools to gather, evaluate, and use information. (ISTE 3)
- Students demonstrate sound understanding of technology concepts, systems, and operations. (ISTE 6)

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently	Read	Remember	1
literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently	Comprehend	Understand	4

literature (including stories, dramas, and poems) at the high end of grades 6-8 text complexity band independently and proficiently	Read	Remember	1
literature (including stories, dramas, and poems) at the high end of grades 6-8 text complexity band independently and proficiently	Comprehend	Understand	4

**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:**

Academic Cross-Curricular Words	Content/Domain Specific
see Unit 1-5	see Unit 1-5

**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: Reading for Life

### **Engaging Experience 1**

**Title:** The Zombies are coming

**Suggested Length of Time:** 2 -45 minute class periods

#### **Standards Addressed**

*Priority:*

- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.(RI.3.D.8)

*Supporting:*

- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (RL.1.A.8)
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (SL.1.B.8)

**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.

**Bloom’s Levels:** Comprehend, remember

**Webb’s DOK:** 4, 1

### **Engaging Experience 2**

**Title:** Plan your survival

**Suggested Length of Time:** 4- 45 minute class periods

#### **Standards Addressed**

*Priority:*

- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.(RI.3.D.8)
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (RL.3.D.8)

*Supporting:*

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

- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.1.A.8)
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.1.A.8)
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)
- Students apply digital tools to gather, evaluate, and use information. (ISTE 3)
- Students demonstrate sound understanding of technology concepts, systems, and operations. (ISTE 6)

**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:** 2-3 45 min class periods

#### **Standards Addressed**

*Priority:*

- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.(RI.3.D.8)
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (RL.3.D.8)

*Supporting:*

- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.1.A.8)
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details;

use appropriate eye contact, adequate volume, and clear pronunciation.  
(SL.1.A.8)

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.1.A.8)

**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 (humans use 1st person, zombies and ghosts use 3rd). Then, students collaborate as a group to adapt their plan accordingly.

**Bloom's Levels:** Comprehend

**Webb's DOK:** 4

## Topic 2: Modern Cultural Implications

### **Engaging Experience 1**

**Title:** Zombie symbols

**Suggested Length of Time:** 3 - 45 minute class periods

### **Standards Addressed**

#### *Priority:*

- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. (RI.3.D.8)
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (RL.3.D.8)

#### *Supporting:*

- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.1.A.8)

**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.

*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:** 3-45 minute class periods

### **Standards Addressed**

#### *Priority:*

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

#### *Supporting:*

- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (RL.1.A.8)
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (RL.2.B.8)
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.1.A.8)
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (RI.3.A.8)
- 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.1.B.8)
- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RL.3.B.8)

**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, 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:** 10-45 minute class periods

#### **Standards Addressed**

*Priority:*

- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.(RI.3.D.8)
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (RL.3.D.8)

*Supporting:*

- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (RL.1.A.8)
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (RL.2.B.8)
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.1.A.8)
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL.2.B.8)
- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.(RL.3.C.8)
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)
- Students apply digital tools to gather, evaluate, and use information. (ISTE 3)
- Students demonstrate sound understanding of technology concepts, systems, and operations. (ISTE 6)

**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.

**Bloom’s Levels:** Comprehend

**Webb’s DOK:** 4

## 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 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.

**Rubric for Engaging Scenario:** To be created

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
The Plan	The zombies are coming	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.	2 class periods
The Plan	Plan your survival	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)	4 class periods
The Plan	Adapt your plan	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	2 or 3 class periods

		appropriate point of view (humans use 1st person, zombies and ghosts use 3rd). Then, students collaborate as a group to adapt their plan accordingly.	
Zombies in culture	Zombie symbols	<p>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.</p> <p>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.</p>	3 class periods
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	3 class periods

		<p>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.</p>	
Zombies in culture	Monsters, monsters, everywhere	<p>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.</p>	10-45 min class periods



<b>Assessment Leveling Guide</b>		
<b>Grade: 8, ELA--Reading</b>		
<b>ADVANCED</b>	<b>In addition to PROFICIENT, in-depth inferences or applications.</b>	
	<b>Approaching Advanced</b>	In addition to PROFICIENT performance, in-depth inferences and applications with partial success.
<b>PROFICIENT</b>	<b>The student exhibits no major errors or gaps in the TOPIC PRIORITY STANDARDS (complex ideas and processes).</b>	
	<b>Approaching Proficiency</b>	No major errors or gaps in BASIC content and partial knowledge in PROFICIENT content.
<b>BASIC</b>	<b>The student exhibits no major errors or gaps in the simpler details and processes.</b>	
	<b>Approaching Basic</b>	Partial understanding of the BELOW BASIC content with major errors or gaps in PROFICIENT content.
<b>BELOW BASIC</b>	<b>The student exhibits major errors or gaps in the simpler details and processes. The student cannot independently provide evidence of learning the content.</b>	
<b>NO EVIDENCE</b>	<b>The student has produced no evidence.</b>	

## Unit of Study Terminology

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

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

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

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

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

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

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

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

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