

<p>Theme/Unit: 8.1</p> <p><u>What's Fair and Unfair?</u></p> <p>Enduring Understandings:</p> <p>-How do we deal with injustice? -How do we analyze effects of settings on characters? -Examining Historical Context-how accurate is historical fiction? -Is standing up against injustice worth the risk? What helps to create justice for all?</p>	<p>Reading Outcomes</p>	<p>Standards-Based Essential Skills to be Targeted Throughout the Unit</p> <p>RL.1. 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.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RL. 3 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.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RL.5 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.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. RI. 8 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.</p>	<p>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</p> <p>Practice pages Determining a theme- discussion Identifying genre-author represents diverse world culture Analyze how differences in points of view create suspense and humor (point of view chart) Synthesize conflicting evidence chart Contrasting and analyzing structure- Venn diagram Analyze the effect of setting on characters Modeling Revising and editing Journaling Essay Writing Writing and defending arguments Vocabulary-desk game Frayer model- for in depth vocab. analysis</p>	<p>Instructional Resources</p> <p><i>Shift 3: Staircase of Text Complexity</i></p> <p>Central Grade Appropriate Texts:</p>	
<p>Assessments:</p> <p><u>Formative – During Unit:</u></p> <p>Self-Assessment Logs Vocabulary and content knowledge quizzes Journaling Essays</p> <p><u>Summative – End of Unit:</u></p> <p>Unit Test</p> <p>Presentation: Powerpoint – research paper</p>	<p>Writing Outcomes</p>	<p>W.1 Write arguments to support claims with clear reasons and relevant evidence. W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences W.6 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.8.9 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. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>Literature Based Writing:</u></p> <p>Comparing and contrasting <i>A Day's Work</i> and <i>The Circuit</i> Letter of Resignation Apology to Japanese Americans</p> <p>Narrative- personal reminiscence</p> <p><u>Combined Lit and Info Based Writing:</u></p> <p>Essay about Cesar Chevez</p> <p>Argument paper: Is standing up to injustice worth the risk? Paper is based on non-fiction and fiction stories we have read.</p> <p><u>Informational Writing:</u></p> <p>Argument: Research Paper on fairness-crime and punishment in other cultures.</p>	<p>Poetry <i>Shift 5: Writing from Sources</i></p>	<p>Kenji- supplemental Rap/Poetry <i>In Response to Executive Order 9066</i> <i>Can't Tell</i> Angel Island Poetry</p>
<p>Other:</p> <p>Supplemental: Crosswalk Coach which covers all Common Core Standards *Strongly Targeted Literary Elements are introduced in this unit</p>	<p>Language/Listening and Speaking</p>	<p>L1.C Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. SL.4 Dialect exercise 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.</p>	<p>- Speaking and Listening practice sheet - Presentation on dialect - Youtube- accent tags</p>	<p>Focus Vocabulary <i>Shift 6: Academic Vocabulary</i></p>	<p>Tier 2 – Academic Vocabulary Dialogue Analyze Multiple Infer Historical Argument Illustrate Claim Response Opposing (rebuttal)</p> <p>Tier 3 – Content Vocabulary</p> <p>See attached</p>

<p>Theme/Unit: 8.2</p> <p><u>Roll of Thunder, Hear My Cry</u></p> <p>Enduring Understandings: -The importance of family -Hope in the face of destruction -Friendship at risk -Independence vs. self-respect -Racism and its effects -post antebellum South -The great Depression -Jim Crow Laws Plessy vs. Ferguson “Separate but Equal” Brown vs. Board of Education</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading Outcomes</p>	<p>Standards-Based Essential Skills to be Targeted Throughout the Unit</p>	<p>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</p>	<p>Instructional Resources</p>	
<p>Assessments:</p> <p><u>Formative – During Unit:</u></p> <p>Quizzes Discussions Group presentations</p> <p><u>Summative – End of Unit:</u></p> <p>Unit Test</p> <p><u>Presentation:</u> Powerpoint</p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing Outcomes</p>	<p>RL.7 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.</p> <p>RL.6 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.</p> <p>RL.4 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.</p> <p>RL.9 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.</p> <p>W.8.9 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. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p>	<p>Comparing the text to the movie version T-charts Character analysis Class Discussion Graphic organizers Journaling Essay Writing Oral debates</p> <p><u>Literature Based Writing:</u></p> <p>Students will write essays on characters and their motivations in the book. Students will incorporate Literary Terms.</p> <p><u>Combined Lit and Info Based Writing:</u></p> <p>Student will base journals on non-fiction articles pertaining to the subject that week.</p> <p><u>Informational Writing:</u></p> <p>Students will research issues during the great depression and write journals and essays.</p>	<p>Shift 3: Staircase of Text Complexity</p> <p>Central Grade Appropriate Texts: Novel: <i>Roll of Thunder, Hear My Cry</i></p> <p><u>Literature</u></p> <p>Shift 1: Balance of Informational and Literacy Text</p> <p><i>Novel Roll of Thunder, Hear My Cry</i> <i>Song of the Trees by Mildred Taylor</i> <i>I Have a Dream by Martin Luther King</i></p> <p><u>Poetry</u> Shift 5: Writing from Sources</p> <p>Poem <i>Roll of Thunder, Hear My Cry</i></p> <p><i>Slavery and Opression poetry</i> <i>Rungate, Rungate</i> <i>Poems about Harriet Tubman</i> <i>I Too Sing America by Langston Hughes</i></p> <p><u>Informational</u> Shift 2 Knowledge of Disciplines</p> <p>Copy of the Jim Crow Laws Roll of Thunder, Hear My Cry background</p>
<p>Prior Knowledge:</p> <p>Students will have already had prior knowledge of the history of the South from other Units. Students will be able to identify several causes of racism present, prior to the setting of the novel.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Language/Listening and Speaking</p>		<p>SL.1 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.</p> <p>SL.2 Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively</p> <p>SL. 4 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</p> <p>SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest</p> <p>SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Oral Discussion Class and group discussion Power Point Presentation</p>	<p>Vocabulary- compiled among the unit.</p>

Theme/Unit: 8.3		Standards-Based Essential Skills to be Targeted Throughout the Unit	Strategies or Best Practices Used to Explicitly Teach Skills and Concepts	Instructional Resources	
<p><u>Holocaust</u></p> <p>Enduring Understandings: -Democratic Institutions and values are not automatically sustained but need to be appreciated, nurtured, and protected -silence and indifference to the suffering of others, or to the infringement of civil rights in any society, can-however unintentionally-serve to perpetuate the problems -the Holocaust was not an accident in history-it occurred because individuals, organizations and governments made choices that not only legalized discrimination but that allowed prejudice, hatred, and ultimately mass murder to occur -the dangers of remaining silent, apathetic, and indifferent in the face of others' oppression</p>	Reading Outcomes	<p>RI/L.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RLI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept</p> <p>RL. 7 movies for both books 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.</p> <p>RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.2 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.</p> <p>RI.8 propaganda 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.</p> <p>RI.6 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.</p>	<p>Determining theme Analyzing different points of view Venn Diagrams Analyzing the effect of setting on characters Dissecting connotative meanings Synthesizing conflicting evidence Analyzing the extent to which a filmed story or drama stays faithful to or departs from the text</p>	<p><i>Shift 3: Staircase of Text Complexity</i></p> <p>Central Grade Appropriate Texts: See Below</p>	
<p style="text-align: center;">Assessments:</p> <p><u>Formative – During Unit:</u></p> <p>Quizzes on content and vocabulary Essays Research project Journaling Self-assessments</p> <p><u>Summative – End of Unit:</u></p> <p>Unit Test</p> <p><u>Presentation:</u></p> <p>Holocaust Poster/presentation</p>	Writing Outcomes	<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6 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.</p> <p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p>	<p><u>Literature Based Writing:</u></p> <p>Essay comparing and Contrasting characters and their motives</p> <p>Essay analyzing concepts in <i>The Boy in the Striped Pajamas</i></p> <p>Writing on opposing opinions in <i>The Ball</i></p> <p><u>Combined Lit and Info Based Writing:</u></p> <p>Essay comparing an article on Crystal Night RI.3</p> <p><u>Informational Writing:</u></p> <p>Research paper based on a particular aspect of the Holocaust</p>	<p style="text-align: center;"><u>Poetry</u></p> <p style="text-align: center;"><i>Shift 5: Writing from Sources</i></p>	<p><i>On Weisel's Night</i> <i>Family Album</i> <i>Then They Came for Me</i></p>
<p style="text-align: center;">Other:</p>	Language/Listening and Speaking	<p>S.L2 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</p> <p>S.L4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Analyze the purpose of information presented in divers media formats (political) Propaganda</p> <p>Presenting claims and findings</p>	<p style="text-align: center;"><u>Informational</u></p> <p style="text-align: center;"><i>Shift 2 Knowledge of Disciplines</i></p>	<p>Tier 2 – Academic Vocabulary Perpetuate black market apathetic Jewish Empathy</p> <p>Tier 3 – Content Vocabulary: NAZI, Scapegoat, Aryan Race, Final Solution, genocide, ghetto, Concentration Camp, Third Reich, resistance, Nuremburg Laws, dictator, propaganda, menorah, mercurial, conspicuous, ration</p>

Theme/Unit: 8.4		Standards-Based Essential Skills to be Targeted Throughout the Unit	Strategies or Best Practices Used to Explicitly Teach Skills and Concepts	Instructional Resources	
<p><u>Figurative Language/Poetry 8</u></p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> -Figurative Language creates different effects in writing and a reader’s comprehension -Different Points of View are expressed in poetry -Relationships between particular words can be used to better understand each of the words -Poetry fosters personal expression -It is necessary to interpret figures of speech in context for understanding and comprehension 	Reading Outcomes	<p>RL.4 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</p> <p>L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>RL.6 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</p>	<p>Class discussion</p> <p>Modeling</p> <p>Visual- charts</p> <p>Venn diagram</p> <p>Reading poetry aloud and silently</p> <p>Practice questions</p> <p>Analyzing poetry in small groups</p>	<p><i>Shift 3: Staircase of Text Complexity</i></p> <p>Central Grade Appropriate Texts:</p>	
<p>Assessments:</p> <p><u>Formative – During Unit:</u></p> <p>Quizzes</p> <p>Tests</p> <p>Essays</p> <p>Journaling</p> <p>Poetry projects</p> <p>Self-assessments</p> <p><u>Summative – End of Unit:</u></p> <p>Unit Test</p> <p>Poetry Analysis</p> <p><u>Presentation:</u></p> <p>“I Am” posters student poems</p>	Writing Outcomes	<p>W.2b Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.7 research paper to answer a question</p> <p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</p>	<p><u>Literature Based Writing:</u></p> <p>Poetry Response Forms</p> <p>Writing original similes, metaphors, and personifications</p> <p><u>Combined Lit and Info Based Writing:</u></p> <p>Analyzing arguments for/against Poe’s demise based on informational article- persuasive</p> <p><u>Informational Writing:</u></p>	Literature	<p><i>Shift 1: Balance of Informational and Literacy Text</i></p> <p><i>A Gentleman Rather the Worse for Wear</i></p> <p><i>Articles about the lives of different authors</i></p> <p><i>Alex the Terror</i></p>
Other:	Language/Listening and Speaking	<p>S.L.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>S.L. 4, 5, 6 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</p>	<p>Class discussions centered around poetry</p> <p>Poetry Presentations</p>	Poetry	<p><i>Shift 5: Writing from Sources</i></p> <p>“The Listeners” Walter de la Mare</p> <p>“April” Sara Teasdale</p> <p>“Autumn” Emily Dickinson</p> <p>“Buffalo Dusk” Carl Sandburg</p> <p>“The Dream Keeper” Langston Hughes</p> <p>“A Dream Deferred”</p> <p>“Mother to Son”</p> <p>“Stopping by Woods on a Snowy Evening” Robert Frost</p> <p>“Fire and Ice”</p> <p>“Annabel Lee” Edgar A. Poe</p> <p>“Are You Digging on My Grave?” Thomas Hardy</p>
				Informational	<p><i>Shift 2 Knowledge of Disciplines</i></p> <p>Informational Article- “Cause of Death Unknown”</p> <p>Articles on the life of Edgar Allan Poe</p>
				Focus Vocabulary	<p><i>Shift 6: Academic Vocabulary</i></p> <p>Tier 2 – Academic Vocabulary</p> <p>Figurative Language</p> <p>Literal Language</p> <p>Poetry</p> <p>Response</p> <p>Tier 3 – Content Vocabulary</p> <p>Stanza Narrative Poetry onomatopoeia</p> <p>Imagery Lyrical Poetry hyperbole</p> <p>Rhythm simile idiom</p> <p>Free verse metaphor</p> <p>Personification alliteration</p>

<p>Theme/Unit: 8.5</p> <p><u>Research Paper</u></p> <p>Enduring Understandings: -MLA Format -Sources are not always credible -Information can be relevant or irrelevant -Information must come from a variety of sources Debate using supporting details, facts, evidence, etc. -Arguments are backed by valid examples and points</p>	<p>Reading Outcomes</p>	<p>Standards-Based Essential Skills to be Targeted Throughout the Unit</p> <p>RI.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. RI.9 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. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p>	<p>How? Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</p> <p>Determine point of view of the author Determine how the author responds to conflicting evidence or viewpoints Analyze various persuasive essays Distinguish between relevant and irrelevant information in groups and individually</p>	<p>Instructional Resources</p> <p><i>Shift 3: Staircase of Text Complexity</i></p> <p>Central Grade Appropriate Texts:</p>	
<p>Assessments:</p> <p><u>Formative – During Unit:</u></p> <p>Develop: outline, source cards, works cited page, and rough copy</p> <p><u>Summative – End of Unit:</u></p> <p>Research Paper MLA Format</p>	<p>Writing Outcomes</p>	<p>W.1 Write arguments to support claims with clear reasons and relevant evidence W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed W.6 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.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 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p><u>Informational Writing:</u></p> <p>Throughout the unit students will take notes from the sources they find. They will then determine whether or not the information is relevant.</p> <p>RI.7 Exercise on using graphics in presentation Ie. The Human Respiratory System</p> <p><u>Combined Lit and Info Based Writing</u></p> <p><u>Informational Writing:</u></p>	<p><u>Literature</u></p>	<p><i>Shift 1: Balance of Informational and Literacy Text</i></p> <p><i>Jonathon Swifts A Modest Proposal</i></p>
<p>Other:</p> <p>Students will make several visits to the library, where Miss Z will assist with research tips and MLA formatting.</p>	<p>Language/Listening and Speaking</p>	<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Throughout the unit, students will be constantly revising and editing their work according to the Language Common Core Standards.</p>	<p><u>Poetry</u> <i>Shift 5: Writing from Sources</i></p> <p><u>Informational</u> <i>Shift 2 Knowledge of Disciplines</i></p> <p><u>Focus Vocabulary</u> <i>Shift 6: Academic Vocabulary</i></p>	<p>na</p> <p>Informational article about wolves-debate Persuasive essays and debates: <i>Middle Schools Should Start Later</i> <i>Why Choose Science?</i> <i>Safety on Wheels</i> <i>In Favor of School Uniforms</i> <i>Is Technology Messing with Your Brain?</i></p> <p>Tier 2 – Academic Vocabulary Claim MLA style Credible plagiarism Author encyclopedia reliable Publisher dictionary parenthesis Validity thesaurus</p> <p>Tier 3 – Content Vocabulary</p> <p>Works Cited Font parenthetical citations Source database MLA Format Infotrac Noodle Tools ProQuest Format Ebsco Host</p>

Theme/Unit: 8.6 <u>Making A Difference</u> Enduring Understandings: -Theme can be determined by what characters do and say -How do we make a difference in someone else's life? -How do we make a difference in the natural world? -How do we make a difference in the community?	Reading Outcomes	Standards-Based Essential Skills to be Targeted Throughout the Unit RL.1 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.2 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. RI.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. RL/1.5 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. R.I 3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)	Strategies or Best Practices Used to Explicitly Teach Skills and Concepts Comparing and contrasting structure Determining and analyzing theme through class discussion Synthesizing conflicting evidence Recognizing Point of View Determining how dialogue and/or incidents propel action – T Chart Visual Aids Cooperative learning	Instructional Resources <i>Shift 3: Staircase of Text Complexity</i> Central Grade Appropriate Texts: <i>Shift 1: Balance of Informational and Literacy Text</i> <i>Thank you, M'am</i> <i>Nate 'Tiny' Archibald</i> <i>The Boy With Yellow Eyes</i> <i>The Old Woman Who Lived With Wolves</i> <i>Forest Fire</i> <i>Drama: Belva Lockwood</i> <i>Drama: Freedom Train</i> <i>Always to Remember The Vision of Maya Ying Lin</i>	
Assessments: <u>Formative – During Unit:</u> Self-assessments Journaling Cooperative learning Quizzes Essays <u>Summative – End of Unit:</u> Unit Test	Writing Outcomes	W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.6 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	<u>Literature Based Writing:</u> <i>Comparing and contrasting Nate 'Tiny' Archibald and Shaquille O'Neil</i> <u>Combined Lit and Info Based Writing:</u> Comparing and contrasting the structure of a narrative essay and an informational essay- <i>Weedon and Forest Fire</i> <u>Informational Writing:</u> Informational Essay supported by facts	Poetry <i>Shift 5: Writing from Sources</i>	<i>Paul Revere's Ride</i> <i>Rungate, Rungate (Harriet Tubman)</i> <i>Runaway Train</i> <i>Weedon</i> <i>The Declaration of Independence</i> <i>The S.A.V.E. Program of Baldwin High</i> <i>Always Remember: The Vision of Maya Yin Lin</i>
Other: * Several writing assignments will come from former State Exams to supplement the writing from the textbook.	Language/Listening and Speaking	L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Active an Passive Voice Skills practice Vary Sentence Beginnings	Focus Vocabulary <i>Shift 6: Academic Vocabulary</i>	Tier 2 – Academic Vocabulary Activist Civic Mentor Influence Ethical Moral Character Tier 3 – Content Vocabulary Each story has it's own Vocab. See Textbook.