

**Unit Goals- Stage 1**

Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.

**Unit Description: *Invention*:** In this unit, students will deepen their perspective about creativity and invention. Students will regularly use text-based evidence to build their knowledge on the different inventions through short writings, discussion, research, and possible multi- media presentations.

**Transfer Goals: SBAC Claims**

*Students will be able to independently use their learning to...*

1. *Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text. (Claim 1)*
2. *Students can produce effective writing for a range of purposes and audiences. (Claim 2)*
3. *Students can employ effective speaking and listening skills for a range of purposes and audiences. (Claim 3)*
4. *Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. (Claim 4)*

**Making Meaning**

**UNDERSTANDINGS**

*Students will understand that...*

**Thematic Understanding:**

Building something out of nothing is hard work.

**Reading Understanding:**

Readers support their conclusions (inferences and Interpretations) by citing appropriate evidence within text.

**Writing Understanding:**

Writer’s think logically when composing an argument.

**Language Understanding:**

Analyzing parts of a word can help the reader discover the meaning of the word.

**ESSENTIAL QUESTIONS:**

*Students will keep considering...*

**Unit Essential Question:**

Are inventions realized through inspiration or perspiration?

**Whole Class Learning: (Performance Task):**

Which text- “Uncle Marcos” or “To Fly- best describes the dream or fantasy of human flight?

**Small-Group Learning: (Small- Group Learning Performance Task: Speaking and Listening Focus)**

Are inventions realized through inspiration or perspiration?

**Performance-Based Assessment: Part 1 (On- Demand)**

Which invention described in this unit has had the biggest impact on humanity?

**Acquisition**

**KNOWLEDGE**

*Students will know...*

Whole Class Learning

1. Propelling the Action: Character RL 8.3 (pp. 459)
2. Word Study: Latin Suffix-ity L 8.4b (pp. 460)
3. Conventions: Subject Complements L 8.1 (pp. 461)
4. Writing to Sources: Critical Review W 8.1b (pp.462)
5. Text Structure: Expository Writing RI 8.3 and RI 8.5 (pp. 473)
6. Word Study: Prefix: fore- L 8.4b (pp. 474)
7. Conventions: Capitalization L 8.2 (pp. 475)
8. Writing to Sources: Argumentative Essay W 8.1 (pp. 476)
9. Performance Task: Write an Argumentative Essay W 8.1 (pp. 478-483)

Small Group Learning

10. Word Study: Multiple- Meaning Words L 8.4 (pp.491)
11. Text Structure: Biographical Writing RI 8.3 and RI 8.5 (pp. 492)
12. Conventions: Commas and Semicolons L 8.2 (pp. 493)
13. Word Study: Denotation and Connotation L 8.5 c ( pp. 505)
14. Word Choice: Figurative Language RL 8.4 (pp. 506)
15. Conventions: Comparative and Superlative Forms of Adjectives and Adverbs L 8.1 (pp. 507)
16. Writing to Compare: Compare and Contrast Essay W 8.1 (pp. 508-509)
17. Word Study: Latin Root-vers- L 8.4b (pp.516)
18. Author’s Purpose: Diction and Tone RI 8.4 (pp.517)
19. Conventions: Dashes and Ellipses L 8.2b (pp. 518)

**SKILLS**

*Students will be skilled at (Do)...*

Whole Class Learning

1. Analyzing how writers use of variety of techniques to portray characters
2. Defining words by analyzing the use of the suffix –ity.
3. Identifying the predicate noun, pronoun, or adjective in sentences, and describing its function.
4. Writing a critical review.
5. Analyzing how writers use a variety of methods to make ideas and information clear to readers.
6. Defining words by analyzing the use of the prefix- fore.
7. Identifying capital letters in sentences and justifying why each one is capitalized.
8. Writing an argumentative essay.
9. Writing an argumentative essay.

Small Group Learning

10. Analyzing words with multiple meanings
11. Analyzing the organization and development of ideas in a text.
12. Identifying commas or semicolons in writing and explaining the reasons why they are used in the sentence
13. Analyzing words and their connotations.
14. Analyzing how figurative language deepens the understanding of the text.
15. Identifying adjectives or adverbs in sentences and identifying the degree of comparison it indicates.
16. Writing a compare-and-contrast essay.
17. Defining words by analyzing the use of Latin Root-vers-.
18. Analyzing diction and tone.
19. Identifying examples of dashes and ellipses.

**Grade Level Standards – Stage 1**

**Standards build from one unit to the next. Once a standard has been addressed in a unit, it may appear in subsequent units on any assessment.**

*Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.*

Reading	Writing	Speaking & Listening	Language
<ul style="list-style-type: none"> <li>Standards in bold will be tested in the Unit Exam</li> </ul> <p><b>Literature</b></p> <p><b>Key Ideas and Details:</b></p> <p><u>RL.8.1</u> Cite strong textual evidence that mostly strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>RL.8.2</u> Determine 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><u>RL.8.3</u> <b>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.</b></p> <p><u>RL.8.4</u> <b>Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</b></p> <p><u>RL.8.5</u> <b>Compare and contrast the structure of two or more texts and analyze how the</b></p>	<ul style="list-style-type: none"> <li>Standards in bold will be tested in the Unit Exam</li> </ul> <p><b>Text Types and Purposes</b></p> <p><b>W.8.1 Write arguments to support claims with clear reasons and relevant evidence</b></p> <p><b>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</b></p> <p><b>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</b></p> <p><b>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</b></p> <p><b>d. Establish and maintain a formal style.</b></p> <p><b>e. Provide a concluding statement or section that follows from and supports the argument presented.</b></p> <p><b>Production and Distribution of Writing</b></p> <p>W.8.2 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><b>Production and Distribution of Writing</b></p> <p><b>W.8.4 Produce clear and coherent writing in which the development,</b></p>	<p><b>Comprehension &amp; Collaboration</b></p> <p><u>SL.8.1</u> 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>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.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><u>SL.8.2</u> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and</p>	<ul style="list-style-type: none"> <li>Standards in bold will be tested in the Unit Exam</li> </ul> <p><b>Conventions of Standard English</b></p> <p><u>L.8.1</u> <b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b></p> <p><b>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</b></p> <p><b>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</b></p> <p><b>b. Use an ellipsis to indicate omission</b></p> <p><b>c. Spell correctly</b></p> <p><b>Vocabulary Acquisition &amp; Use</b></p> <p><u>L.8.4</u> <b>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.</b></p> <p><b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as</p>

**Grade Level Standards – Stage 1**

**Standards build from one unit to the next. Once a standard has been addressed in a unit, it may appear in subsequent units on any assessment.**

*Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.*

Reading	Writing	Speaking & Listening	Language
<p><b>differing structure of each text contributes to its meaning and style.</b> <u>RL 8.9</u> 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 or describing how the material is rendered new.</p> <p><b>Range of Reading and Level of Text Complexity</b> <u>RL 8.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at high end of grades 6-8 text complexity band independently and proficiently.</p> <p><b>Informational Text</b> <u>Key Ideas and Details:</u> <u>RI.8.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <u>RI 8.3</u> Analyze how a text makes connections among and distinctions between individuals, ideas, or events ( e.g. through comparisons, analogies, or categories) <u>RI 8.4</u></p>	<p>organization, and style are appropriate to task, purpose, and audience. <u>W 8.5</u> 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. <u>W 8.6</u> Use technology, including the Internet, to produce and publish writing and present the relationship between information and ideas efficiently as well as to interact and collaborate with others. <b>Research to Build and Present Knowledge</b> <u>W 8.7</u> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. <u>W 8.8</u> 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. <u>W 8.9</u> Draw evidence from literary or informational text to support analysis, reflection, and research.</p>	<p>evaluate the motives (e.g., social, commercial, political) behind its presentation. <b>Presentation of Knowledge and Ideas:</b> <u>SL 8.3</u> 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. <u>SL.8.4</u> 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. <u>SL.8.5</u> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p><b>clues to the meaning of a word (e.g., precede, recede, and secede).</b> <u>L.8.5:</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li><b>Interpret figures of speech (e.g. verbal irony, puns) in context.</b></li> <li>Use the relationship between particular words to better understand each of the words.</li> <li><b>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</b></li> </ol> <p><u>L.8.6</u> 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>

**Grade Level Standards – Stage 1**

**Standards build from one unit to the next. Once a standard has been addressed in a unit, it may appear in subsequent units on any assessment.**

*Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.*

Reading	Writing	Speaking & Listening	Language
<p>Determine the meaning of words and phrases as they are used in text, including figurative and connotative, and technical meanings, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>Craft and Structure:</b></p> <p><u>RI.8.5</u> 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><u>RI.8.6</u> 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><b>Integration of Knowledge and Ideas</b></p> <p><b>Range of Reading and Level of Text Complexity:</b></p> <p><b>Range of Reading</b></p> <p><u>RI.8.10</u> 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.</p> <p><b>CCSS Standards Link:</b> <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a></p>	<p><b>Range of Writing</b></p> <p><u>W 8.10</u> Write routinely over extended time frames and short time frames for a range of discipline-specific tasks, purposed, and audiences.</p>		

**Evidence of Learning – Stage 2**

*Stage 2 of the Understanding by Design approach answers the questions, “How will we know if students have achieved the desired results and met the standards?” and “What will we accept as evidence of student understanding and proficiency?” Having a balance of formative and summative assessments helps to build a comprehensive portrait of student learning. Formative assessments serve as “assessments FOR learning,” giving the teacher information about students along the way, while summative assessments serve as “assessments OF learning,” helping to gauge final levels of mastery or proficiency.*

Evaluative Criteria	Assessment Evidence	Standards Assessed
<p>Student performance will be evaluated in terms of his/her ability to...            See Student Reading and Writing Portfolio for Writing Rubrics:</p> <ul style="list-style-type: none"> <li>• Write arguments to support claims with clear reasons and relevant evidence</li> <li>• Produce clear and coherent writing</li> <li>• Write routinely over extended time frames</li> <li>• Demonstrate a command of the conventions of Standard English</li> </ul>	<p><b><u>Performance Task – Writing Focus</u></b>            Argumentative Essay (pp 478- 483)</p> <p>Which text- “Uncle Marcos” or “To Fly”-best describes the dream or fantasy of human flight?</p> <p><u>Teacher guided processed paper</u></p>	<ul style="list-style-type: none"> <li>• W 8.1 a-e</li> <li>• W 8.4</li> <li>• W 8.5</li> <li>• W 8.10</li> <li>• L 8.1 a</li> </ul>
<ul style="list-style-type: none"> <li>• Engage effectively in a range of collaborative conversations.</li> <li>• Delineate a speakers argument and specific claims</li> <li>• Include multimedia components and visual displays.</li> </ul>	<p><b><u>Performance Task – Speaking and Listening Task 1:</u></b>            Debate (pp 524-525)</p> <p>Are inventions realized through inspiration or perspiration?</p> <p><u>Teacher facilitated small group presentation</u></p>	<ul style="list-style-type: none"> <li>• SL 8.1 a-d</li> <li>• SL 8.3</li> <li>• SL 8.4</li> </ul>
<p>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><b><u>Performance Based Assessment, Part 1</u></b>  <b>Writing to Sources: Argument</b>            Which invention described in this unit has had the biggest impact on humanity?            (pp 532-533)</p> <p><u>On-Demand/ Independent</u></p>	<ul style="list-style-type: none"> <li>• W 8.1 a-e</li> <li>• W 8.4</li> </ul>

**Evidence of Learning – Stage 2**

*Stage 2 of the Understanding by Design approach answers the questions, “How will we know if students have achieved the desired results and met the standards?” and “What will we accept as evidence of student understanding and proficiency?” Having a balance of formative and summative assessments helps to build a comprehensive portrait of student learning. Formative assessments serve as “assessments FOR learning,” giving the teacher information about students along the way, while summative assessments serve as “assessments OF learning,” helping to gauge final levels of mastery or proficiency.*

<ul style="list-style-type: none"> <li>Cite strong textual evidence to support analysis, reflections, and research.</li> </ul>	<p><b>Interim Unit Assessment:</b> Unit 5 Assessment (accessible in the Digital Tools to print out or to have students take online)</p> <p style="text-align: center;"><b>On-Demand/ Independent</b></p>	<ul style="list-style-type: none"> <li>RL 8.3, 8.4, 8.5</li> <li>RI 8.4, 8.5, 8.6, 8.10</li> <li>W 8.1 a-e</li> <li>L 8.1 a, 8.2, 8.2ab, 8.4, 8.4b, 8.5ac</li> </ul>
<b>Evaluative Criteria</b>	<b>Other Evidence – may also be used formatively</b>	
<ul style="list-style-type: none"> <li>Propelling the Action: Character</li> <li>Text Structure: Expository Writing</li> <li>Text Structure: Biographical Writing</li> <li>Author’s Purpose: Diction and Tone</li> </ul>	Analyze Craft and Structure ( pp. 459, 473, 492, 517 )	
<ul style="list-style-type: none"> <li>Cite strong and thorough textual evidence to support analysis of what the text says.</li> </ul>	Selection Texts (available in the Digital Tools to print out or to have students take online)	
<ul style="list-style-type: none"> <li>Cite strong and thorough textual evidence to support analysis of what the text says.</li> </ul>	Close Reading Techniques: Annotations, Comprehension Questions, Analyze the Text Questions, Close Read the Text Responses	
<ul style="list-style-type: none"> <li>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.</li> </ul>	Constructed Responses Students will 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.	
<ul style="list-style-type: none"> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</li> </ul>	Concept Vocabulary	
<ul style="list-style-type: none"> <li>Present information clearly, concisely, and logically</li> </ul>	<u>Speaking and Listening Task 2:</u> Performance Based Assessment, Part 2 (pp 534)	
<ul style="list-style-type: none"> <li>Come to discussions prepared referring to evidence on the topic and building on others’ ideas</li> <li>Pose and respond to specific questions with elaboration and detail</li> </ul>	Speaking and Listening - Collaborative Discussions Students are demonstrating accurate knowledge and speaking effectively about the topic. The teacher is actively participating in the discussions, observing, redirecting, and collecting evidence of students’ understanding of what is being discussed.	