

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: In this unit, students will examine various literary and informational texts in order to deepen their understanding of the Holocaust. They will also examine the elements of an explanatory essay in order to craft an essay and present an oral presentation during the different performance tasks. Ultimately during all of the reading, writing, speaking & listening tasks, students will consider how we remember the past.

CCSS Anchor Standards:

Reading
Key Ideas and Details
1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure
4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6. Assess how point of view or purpose shapes the content and the style of a text.
Text Types and Purposes
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
10. Read and comprehend complex literary and informational texts independently and proficiently.
CCSS Anchor
Writing
Text Types
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Range of Writing

Transfer Goals: SBAC Claims

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

- Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text. (Claim 1)*
- Students can produce effective writing for a range of purposes and audiences. (Claim 2)*
- Students can employ effective speaking and listening skills for a range of purposes and audiences. (Claim 3)*
- 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:

- Literature can help us remember and honor victims of the Holocaust
- Great literature is intentionally crafted to explore enduring human themes transferable across time and place.

Reading Understanding:

- The use of rhetorical and literary devices can enhance writing and help to convey a theme and message.

Writing Understanding:

- Audience and purpose influence writer’s choice and organizational pattern, language and literary techniques to elicit and intended response from the reader.
- Good writers develop and refine their ideas for thinking, learning, and communicating.

Language Understanding:

- Proper use of conventions brings greater clarity and sophistication to writing.
- Conventions of language help readers understand what is being communicated.

ESSENTIAL QUESTIONS:

Students will keep considering...

Unit Essential Question:

How do we remember the past?

Whole Class Learning:

How are historical events reflected in the play *The Diary of Anne Frank*? **(Performance Task):**

Small-Group Learning:

How do the selections contribute to your understanding of the Holocaust and the ways in which we remember the past? **(Small- Group Learning Performance Task: Speaking and Listening Focus)**

Performance-Based Assessment:

How can literature help us remember and honor the victims of the Holocaust?

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10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting day or two) for a range of tasks, purposes, and audiences.

Language

Conventions of Standard English

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

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension and expression.

Acquisition

KNOWLEDGE

Students will know...

1. Dialogue and its function (pp 153)
2. Principal parts of verbs (pp 155)
3. Character motivations (pp 189)
4. Simple Tenses (pp 191)
5. Elements of an explanatory essay (pp 202)
6. Central idea and supporting details (pp 219)
7. Author’s style (pp 220)
8. Author’s purpose and point of view (pp. 227)
9. Perfect tenses and verbs (pp. 228)

SKILLS

Students will be skilled at (Do)...

1. Recognizing passages of dialogue for each function
2. Identifying verbs and label it present, present participle, past or past participle.
3. Analyzing character’s motivation
4. Labeling verbs as past, present, or future tense.
5. Composing an explanatory essay
6. Identifying the topic, central idea, and supporting details of a piece of text.
7. Identifying examples of author’s style in a selection.
8. Analyzing a speech and determine the author’s point of view and author’s purpose.
9. Identifying examples of present perfect tense in text and discuss the significance use of the present and perfect tense.

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.

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Reading	Writing	Speaking & Listening	Language
<p>Standards in bold will be tested in the Unit Exam</p> <p>Literature</p> <p>Key Ideas and Details</p> <p>RL.8.1 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.8.3 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.</p> <p>Craft and Structure</p> <p>RL.8.6 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>Integration of Knowledge and Ideas</p> <p>RL.8.7 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>Range of Reading and Level of Text Complexity</p> <p>RL.8.10 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.</p> <p>Informational Text</p> <p>Key Ideas and Details:</p> <p>RI.8.1 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>RI.8.2 Determine a central idea of a text and analyze its</p>	<p>Standards in bold will be tested in the Unit Exam</p> <p>Production and Distribution of Writing</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> <ul style="list-style-type: none"> W.8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. W.8.2.E Establish and maintain a formal style. W.8.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>Production and Distribution of Writing</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.8.5 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.</p>	<p>Comprehension & Collaboration</p> <p>SL.8.1 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> <ol style="list-style-type: none"> 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. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented. <p>SL.8.2 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.</p> <p>Presentation of Knowledge and Ideas:</p> <p>SL.8.4 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.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>Standards in bold will be tested in the Unit Exam</p> <p>Conventions</p> <p>L.8.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of verbal (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood. <p>L.8.3 Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p>Vocabulary Acquisition & Use</p> <p>L.8.4 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.</p> <ol style="list-style-type: none"> 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine

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Reading	Writing	Speaking & Listening	Language
<p>development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>Craft and Structure: <u>RI.8.4</u> 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><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>Range of Reading and Level of Text Complexity: <u>Range of Reading and Level of Text Complexity:</u> <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><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.</p> <p>Research to Build and Present Knowledge <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.</p> <p><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.</p> <p><u>W.8.9</u> Draw evidence from literary or informational text to support analysis, reflection, and research.</p> <p>Range of Writing <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>	<p><u>.SL.8.6</u> 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 here for specific expectations.)</p>	<p>or clarify its precise meaning or its part of speech.</p> <p><u>d.</u> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><u>L.8.5:</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). <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>

CCSS Standards Link:

<http://www.corestandards.org/ELA-Literacy/>

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><i>Student performance will be evaluated in terms of his/her ability to...</i> <i>See Student Reading and Writing Portfolio for Writing Rubrics:</i></p> <ul style="list-style-type: none"> • Write explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and the analysis of relevant content. 	<p>Performance Task – Writing Focus Explanatory Essay (pp 202-207) Teacher guided processed paper</p>	<ul style="list-style-type: none"> • W 8.2 a-f • W 8.4 • W 8.5
<ul style="list-style-type: none"> • Engage effectively in a range of collaborative conversations. • Present claims and findings. • Include multimedia components and visual displays. 	<p>Performance Task – Speaking and Listening Task 1: Present an explanatory multimedia presentation (pp 242-243) Teacher facilitated small group presentation</p>	<ul style="list-style-type: none"> • SL 8.4 • SL 8.5 • SL 8.6
<ul style="list-style-type: none"> • Write explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and the analysis of relevant content. • Develop the topic with relevant well-chosen facts, definitions, concrete details, quotations, or other information and examples. 	<p>Performance Based Assessment, Part 1 Writing to Sources: Explanatory Essay that synthesizes multiple sources within the unit that addresses the provided prompt (pp 249-251)</p>	<ul style="list-style-type: none"> • W 8.2 • W 8.10
<ul style="list-style-type: none"> • Cite strong and through textual evidence to support analysis, reflections, and research. • Write explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and the analysis of relevant content. 	<p>Interim Unit Assessment: Unit 2 Assessment (accessible in the Digital Tools to print out or to have students take online)</p>	<ul style="list-style-type: none"> • RL 8.1, 3, 6, • RI 8.2, 4, 6, 10 • L 8.1, 3, 4a, b, • W 8.2, 8.2c

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Evaluative Criteria	Other Evidence – may also be used formatively
<ul style="list-style-type: none"> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provide a decision Determine a central idea of a text and analyze its development over the course of a text. Determine the meaning of words and phrases as they are used in a text. 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. 	Analyze Craft and Structure (pp. 153, 189, 219, 227)
<ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says. 	Selection Texts (available in the Digital Tools to print out or to have students take online)
<ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says. 	Close Reading Techniques: Annotations, Comprehension Questions, Analyze the Text Questions, Close Read the Text Responses
<ul style="list-style-type: none"> 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. 	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"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 	Concept Vocabulary
<ul style="list-style-type: none"> Present information clearly, concisely, and logically 	<u>Speaking and Listening Task 2:</u> Performance Based Assessment, Part 2 (pp 252-253)
<ul style="list-style-type: none"> Come to discussions prepared referring to evidence on the topic and building on others’ ideas Pose and respond to specific questions with elaboration and detail 	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.