

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: *What Matters*: In this unit, students are involved in a deep study on what really matters in life. Students will regularly use text-based evidence to build their knowledge and will be able to argue whether or not it is important for people to make their own choices in life 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:

Sometimes standing up means refusing to back down.

Reading Understanding:

1. Genre characteristics influence text purpose and structure.
2. Point of view influences the message and the style of text

Writing Understanding:

1. Writers use a variety of stylistic techniques to engage and persuade their reader.
2. Writers think logically when composing an argument.

Language Understanding:

1. 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: (Performance Task):

What is a problem you think needs to be solved? *How would you solve it?*

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

When you take a stand, how much does winning matter?

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

Is it important for people to make their own choices in life?

Acquisition

KNOWLEDGE

Students will know...

1. **Characterization in non-fiction (page 271) RI 8.3**
2. Suffixes (-ful) (page 272) L 8.4 b
3. Nouns and pronouns (page 273) L 8.1 a
4. **Author’s argument (page 283) RI 8.6 and RI 8.8**
5. Latin roots (-just) (page 284) L 8.4b
6. Clauses (page 285) L 8.1 a
7. **Conflicting Arguments (page 291) RI 8.8. and RI 8.9**
8. Prefixes (-ex,) (page 292) L 8.4b
9. Sentence Structure (page 293) L 7.1 b
10. **Elements of an Argument (page 296 -301) W 8.1**
11. **Persuasive Technology and Word Choice (page 311) RI 8.4**
12. **Descriptive Writing (page 321) RI 8.5**
13. Adjectives and Adverbs (page 322) L 8.1

SKILLS

Students will be skilled at (Do)...

1. Analyzing examples of characterization in non-fiction text
2. Defining words that contain the suffix (-ful)
3. Identifying and labeling the various types of pronouns
4. Identifying the author’s argument and analyzing its reasoning
5. Defining words that contain the Latin root word (-just)
6. Identifying and labeling each type of clause.
7. Analyzing conflicting arguments
8. Defining words that contain the pre-fix (ex-)
9. Identifying the type of sentences.
10. Composing a problem-and-solution essay.
11. Analyzing an author’s persuasive techniques in an argument
12. Analyzing how the author’s use of description reveals his/her point of view and creates specific mood, or emotional atmosphere.

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"> Standards in bold will be tested in the Unit Exam <p>Informational Text</p> <p><u>Key Ideas and Details:</u></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 development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3 Analyze how text makes connections among and distinctions between individuals, ideas, and events.</p> <p><u>Craft and Structure:</u></p> <p>RI.8.4 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>RI.8.5 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>RI.8.6 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><u>Integration of Knowledge and Ideas</u></p> <p>RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.8.9</p>	<ul style="list-style-type: none"> Standards in bold will be tested in the Unit Exam <p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><u>Production and Distribution of Writing</u></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>W.8.6 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><u>Research to Build and Present Knowledge</u></p> <p>W.8.7 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>W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of</p>	<p><u>Comprehension & Collaboration</u></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> <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>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><u>Presentation of Knowledge and Ideas:</u></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>	<ul style="list-style-type: none"> Standards in bold will be tested in the Unit Exam <p><u>Conventions</u></p> <p>L.8.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission</p> <p>c. Spell correctly.</p> <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><u>Vocabulary Acquisition & Use</u></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> <p>a. 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</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>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.</p> <p>Range of Reading and Level of Text Complexity:</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>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</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>	<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><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 arguments to support claims with clear reasons and relevant evidence 	<p>Performance Task – Writing Focus Problem-and-Solution Essay (pp 296-301) What is a problem you think needs to be solved? How would you solve it? Teacher guided processed paper</p>	<ul style="list-style-type: none"> W 8.1 a-e 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 oral presentation(pp 328-329) When you take a stand, how much does winning matter? Teacher facilitated small group presentation</p>	<ul style="list-style-type: none"> SL 8.1 SL 8.5 SL 8.6
<ul style="list-style-type: none"> Write arguments to support claims with clear reasons and relevant evidence a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 	<p>Performance Based Assessment, Part 1 Writing to Sources: Argument that synthesizes multiple sources within the unit that addresses the provided prompt (pp 336-337) Is it important for people to make their own choices in life?</p>	<ul style="list-style-type: none"> W 8.1 W 8.10
<ul style="list-style-type: none"> Cite strong textual evidence to support analysis, reflections, and research. Write arguments to support claims with clear reasons and relevant evidence a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 	<p>Interim Unit Assessment: Unit 3 Assessment (accessible in the Digital Tools to print out or to have students take online)</p>	<ul style="list-style-type: none"> RI 8.1,3, 4,5, 6,8 ,9,10 L 8.1, 3, 4a, b, W 8.1

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	Other Evidence – may also be used formatively
<ul style="list-style-type: none"> • Characterization in non-fiction • Author’s argument • Conflicting Arguments • Persuasive Technology and Word Choice • Descriptive Writing 	Analyze Craft and Structure (pp. 271, 283, 291, 311, 321)
<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 338)
<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.