

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: *Human Intelligence*: In this unit, students are involved in a deep study on ways in which humans express intelligence. Students will regularly use text-based evidence to build their knowledge on the different ways people can show their intelligence 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:

1. There are an infinite number of ways in which humans express intelligence.
2. Real and imagined stories teach us about the human experience,

Reading Understanding:

1. Character qualities change as a result of conflict.
2. Point of view influences the message and the style of text

Writing Understanding:

1. Audience and purpose influence writer’s choice of organizational pattern, language, and literary techniques to elicit an intended response from the reader.

Language Understanding:

1. Proper use of conventions brings greater clarity and sophistication to writing.

ESSENTIAL QUESTIONS:

Students will keep considering...

Unit Essential Question:

In what different ways can people be intelligent?

Whole Class Learning: (Performance Task):

What has happened to you so far as a result of the experiment, and what do you predict will happen to you as time progresses?

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

How does each selection highlight a different way to be intelligent?

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

In what different ways can people be intelligent?

Acquisition

KNOWLEDGE

Students will know...

1. Theme (pp. 381) **RL 8.2, RL 8.6**, and RL 8.9
2. Latin prefix: sub (pp. 382) **L 8.4 b**
3. Direct and Indirect Objects (pp. 383) **L 8.1**
4. Elements of an Informative Speech (pp. 390-395) **W 8.2**
5. Central idea (pp. 409) **RI 8.2**, RI 8.3 & RI 8.6
6. Pronoun Case (pp. 410) **L 8.1**
7. Word Study: Multiple Meaning Words (pp. 422) L 8.4
8. Poetic Structure (pp. 423) **RL 8.5**
9. Participial and Infinitive Phrases (pp. 424) **L 8.1**

SKILLS

Students will be skilled at (Do)...

1. Analyzing how the author develops the theme using story elements and/or literary devices.
2. Determining the meaning of unknown words with the prefix: sub.
3. Identifying and labeling direct and indirect objects in sentences.
4. Writing an informative speech
5. Analyzing an author's reflective writing to determine the central ideas.
6. Identifying and labeling the correct pronouns and their cases.
7. Analyzing words that have multiple meanings
8. Comparing and contrasting the structure of two poems
9. Identifying participial and infinitive phrases and their modifiers.

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
<ul style="list-style-type: none"> Standards in bold will be tested in the Unit Exam <p>Literature</p> <p>Key Ideas and Details:</p> <p>RL.8.1 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>RL.8.2 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>RL.8.4 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.</p> <p>RL.8.5 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.</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>RL.8.7 Analyze the extent to which a filmed or live production of a story or play is faithful to or departs from the text or script, evaluating the choices made by the directors or actors.</p> <p>RL.8.9 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 or describing how the material is rendered new.</p>	<ul style="list-style-type: none"> Standards in bold will be tested in the Unit Exam <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</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>	<ul style="list-style-type: none"> Standards in bold will be tested in the Unit Exam <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 verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. <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, and 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 or clarify its precise meaning or its part of speech. <p>L.8.5: 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.

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Reading	Writing	Speaking & Listening	Language
<p>Range of Reading and Level of Text Complexity <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>Informational Text <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.8.2</u> 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. <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) Craft and Structure: <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. <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. Integration of Knowledge and Ideas RI.8.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea. Range of Reading and Level of Text Complexity: Range of Reading <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</p>	<p>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. 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. <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. 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>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>). <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>

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Reading	Writing	Speaking & Listening	Language
text complexity band independently and proficiently.			
<p>CCSS Standards Link: http://www.corestandards.org/ELA-Literacy/</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><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> <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><u>Performance Task – Writing Focus</u> Informative Speech (pp 390-395)</p> <p>You have read about Charlie’s intellectual transformation, the research he is part of, and the knowledge he gains from his experience. Imagine yourself as Charlie at the beginning of June, ten weeks after the experimental surgery. Write an informative speech on this question: What has happened to you so far as a result of the experiment, and what do you predict will happen as time progresses?</p> <p style="text-align: center;"><u>Teacher guided processed paper</u></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><u>Performance Task – Speaking and Listening Task 1:</u> Present an oral presentation (pp 426-427) How does each selection highlight a different way to be intelligent?</p> <p style="text-align: center;"><u>Teacher facilitated small group presentation</u></p>	<ul style="list-style-type: none"> • SL 8.1 • SL 8.5 • SL 8.6
<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><u>Performance Based Assessment, Part 1</u> Writing to Sources: Write an informative essay in which you address the Essential Question: In what ways can people be intelligent? (pp 433-435)</p> <p style="text-align: center;"><u>On-Demand/ Independent</u></p>	<ul style="list-style-type: none"> • W 8.2 • W 8.10

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<ul style="list-style-type: none"> • Cite strong textual evidence to support analysis, reflections, and research. 	<p>Interim Unit Assessment: Unit 4 Assessment (accessible in the Digital Tools to print out or to have students take online)</p> <p style="text-align: center;">On-Demand/ Independent</p>	<ul style="list-style-type: none"> • RL 8.2, 8.4, 8.5, 8.6 • RI 8.2, 8.10 • W 8.2 • L 8.1, 8.4
Evaluative Criteria	Other Evidence – may also be used formatively	
<ul style="list-style-type: none"> • Theme • Central Idea • Poetic Structure 	Analyze Craft and Structure (pp. 381, 409, 423)	
<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. 	<p>Constructed Responses</p> <p>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.</p>	
<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 	<p><u>Speaking and Listening Task 2:</u></p> <p>Performance Based Assessment, Part 2 (pp 436)</p>	
<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 	<p>Speaking and Listening - Collaborative Discussions</p> <p>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.</p>	