

Unit 3/Concept 1

Grade 8 ELA Grade 8 ELA

Start Date: January 27, 2014

End Date : February 28, 2014

<p>Unit Overview</p> <p>The Power of Argumentation</p>	<p>Content Elaborations</p> <p>Reading (I): The reader is able to separate the text into parts for individual study and look for evidence that helps the author convey the intended message to the audience. The reader also is tracing the development of the central idea and its relationship to supporting ideas. An author may develop a central idea by making connections in text among and between individuals and events. The reader understands that both print and non-print media can be used to present a message, perspective and/or argument.</p> <p>Writing: The writer is able to develop complete, logically sequenced text with relevant, credible evidence and detail while critically acknowledging opposing claims. This evidence can be in the form of facts, examples, details and/or statistics and should be presented logically so that writers can clarify relationships between and among ideas. Writers apply a multi-stage, reflective process that requires planning and revising. The stages in this process should consist of revision and refinement of text that clarifies the intended meaning, and enhances word choice, unity and the coherence of thoughts, ideas and details. Writers are able to activate prior knowledge</p>	<p>Unit Resources</p> <p>Lesson 1: "Zoos Connect Us To the Natural World"</p> <p>Lesson 2: "Zoos: Myth and Reality" IS: Pro/Con list: Credibility vs. Bias</p> <p>Lesson 3: "Gettysburg Address" (discovery education.com) IS: Interpret argumentative techniques with the context (time, social and political factors)</p> <p>Lesson 4: "Position on Dodgeball in Physical Education" (pg. 986-987) and "The Weak Shall Inherit the Gym" (988-990) IS: Compare/Contrast argumentative elements and techniques.</p> <p>Lesson 5: "Should the Driving Age Be Raised to 18?" (pg. 986-987)</p> <p>Lesson 6: Newspaper/Magazine editorials</p>
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	<p>and engage in the process of inquiry and research. As writers encounter and gather new and relevant information, they assess whether the evidence is sound and recognize when it is irrelevant.</p> <p>Speaking and Listening: Effective speakers prepare for a speech by considering audience and purpose. This awareness helps a speaker to compose and deliver presentations that are engaging, insightful and articulated in a clear, concise manner and to promote active audience engagement.</p> <p>Language: The focus of this topic is the understanding that knowing and using writing conventions and grammatical structures help students communicate clearly and concisely. Students also possess the knowledge that language conventions are understood and applied in oral, auditory, written or viewed expression.</p>	
<p>Unit Vocabulary See selections for associated vocabulary..</p>	<p>Enduring Understandings (Big Ideas) Lesson 1: How do readers distinguish between primary and secondary sources to determine and evaluate the credibility of the information used in a text?</p> <p>Lesson 2: How does an author use interview to develop a central idea of a text?</p>	<p>Connections</p>

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Lesson 3: How does an author's use of sound bites, quotations, and images impact the development of a central idea over the course of a text?

Lesson 4: How does bias influence the credibility of a text?

Lesson 5: How do readers evaluate the advantages and disadvantages of an author's use of various mediums to present a particular topic or idea?

Lesson 6: How do critical viewers assess and evaluate information and sources to make critical decisions?

Standards

CC_Common Core State Standards - English Language Arts/Literacy (2010) - Grade 8 English Language Arts

Strand CCSS.ELA-Literacy.R.8 Reading

CCSS.ELA-Literacy.RI.8 Informational Text

Key Ideas and Details

Anchor Standard RI.CCR.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.

Anchor Standard RI.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade Level Standard CCSS.ELA-Literacy.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.

Grade Level Standard CCSS.ELA-Literacy.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.

Craft and Structure

Anchor Standard RI.CCR.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.

Anchor Standard RI.CCR.6 Assess how point of view or purpose shapes the content and style of a text.

Grade Level Standard CCSS.ELA-Literacy.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.

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Grade Level Standard CCSS.ELA-Literacy.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.

Integration of Knowledge and Ideas

Anchor Standard RI.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standard RI.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Grade Level Standard CCSS.ELA-Literacy.RI.8.8 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.

Grade Level Standard CCSS.ELA-Literacy.RI.8.9 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.

Strand CCSS.ELA-Literacy.W.8 Writing

Text Types and Purposes

Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Anchor Standard W.CCR.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.

Grade Level Standard CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

Grade Level Standard CCSS.ELA-Literacy.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.

Research to Build and Present Knowledge

Anchor Standard W.CCR.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.

Anchor Standard W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade Level Standard CCSS.ELA-Literacy.W.8.8 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.

Grade Level Standard CCSS.ELA-Literacy.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Strand CCSS.ELA-Literacy.L.8 Language

Conventions of Standard English

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

Anchor Standard L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Grade Level Standard CCSS.ELA-Literacy.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Grade Level Standard CCSS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Student Assessment NWEA Map STAR/AR End of selection tests	Unit Reflection
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Unit 3/Concept 2

Content	Skills	Assessment
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<p>A. "Zoos Connect Us To the Natural World"</p> <p>B. "Zoos: Myth and Reality"</p> <p>C. "The Gettysburg Address"</p> <p>D. "Position On Dodgeball In Physical Education"</p> <p>E. "Should the Driving Age Be Raised To 18?"</p> <p>F. Newspaper/Magazine Editorials</p>	<p>A. "Zoos Connect Us To the Natural World"</p> <ol style="list-style-type: none">1. 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. RI8.92. Write arguments to support claims with clear reasons and relevant evidence. W8.13. Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on grade level topics, texts, and issues, building on others ideas and expressing their own clearly. SL8.14. Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. SL8.2 <p>B. "Zoos: Myth and Reality"</p> <ol style="list-style-type: none">1. 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. RI8.82. 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. W8.8 <p>C. "The Gettysburg Address"</p> <ol style="list-style-type: none">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. RI8.12. Determine a central idea of a text and analyze its develop over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI8.23. Determine author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. RI8.64. 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. RI8.95. Write informative/explanatory text to examine a topic and convey ideas, concepts, and information through the	
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selection, organization, and analysis of relevant content. W8.2

6. Draw evidence from literary or informational text to support analysis, reflection, and research. W8.9

D. "Position On Dodgeball In Physical Education"

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. RI8.1

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. RI8.2

3. 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. RI8.4

4. Determine author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. RI8.6

5. 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. RI8.8

6. 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. RI8.9

7. Write informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W8.2

E. "Should the Driving Age Be Raised To 18?"

1. 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. RI8.8

2. Write arguments to support claims with clear reasons and relevant evidence. W8.1

F. Newspaper/Magazine Editorials

1. Write arguments to support claims with clear reasons and relevant evidence. W8.1

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