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| **Content Area** | Reading, Writing, and Communicating | | | **Grade Level** | 8th Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Oral Expression and Listening | 1. Communication skills and interviewing techniques are required to gather information and to develop and deliver oral presentations | | | | | | RWC10-GR.8-S.1-GLE.1 |
| 1. A variety of response strategies clarifies meaning or messages | | | | | | RWC10-GR.8-S.1-GLE.2 |
| 1. Reading for All Purposes | 1. Quality comprehension and interpretation of literary texts demand self-monitoring and self-assessment | | | | | | RWC10-GR.8-S.2-GLE.1 |
| 1. Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment | | | | | | RWC10-GR.8-S.2-GLE.2 |
| 1. Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts | | | | | | RWC10-GR.8-S.2-GLE.3 |
| 1. Writing and Composition | 1. Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality | | | | | | RWC10-GR.8-S.3-GLE.1 |
| 1. Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality | | | | | | RWC10-GR.8-S.3-GLE.2 |
| 1. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document | | | | | | RWC10-GR.8-S.3-GLE.3 |
| 1. Research and Reasoning | 1. Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures | | | | | | RWC10-GR.8-S.4-GLE.1 |
| 1. Common fallacies and errors occur in reasoning | | | | | | RWC10-GR.8-S.4-GLE.2 |
| 1. Quality reasoning relies on supporting evidence in media | | | | | | RWC10-GR.8-S.4-GLE.3 |
| **Colorado 21st Century Skills** | | **Text Complexity** | | | | | |
| **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | |  | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
| Trials and Tribulations (Adversity) | | | 9 weeks | | | 1 | |
| The American Dream (Relationships) | | | 9 weeks | | | 2 | |
| Facebook or face-to-face? (Persuasion and Intent) | | | 9 weeks | | | 3 | |
| A World without Borders (Diversity) | | | 9 weeks | | | 4 | |

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| **Unit Title** | Trials and Tribulations | | | | **Length of Unit** | 9 weeks | | |
| **Focusing Lens(es)** | Adversity | **Standards and Grade Level Expectations Addressed in this Unit** | | RWC10-GR.8-S.1-GLE.1  RWC10-GR.8-S.1-GLE.2  RWC10-GR.8-S.2-GLE.1  RWC10-GR.8-S.2-GLE 3 | | | | RWC10-GR.8-S.3-GLE.1  RWC10-GR.8-S.3-GLE.3  RWC10-GR.8-S.4-GLE.1  RWC10-GR.8-S.4-GLE.2 |
| **Inquiry Questions (Engaging- Debatable):** | * How does adversity shape a person’s identity? * How does our perspective impact our perceptions of adversity? | | | | | | | |
| **Unit Strands** | Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
| identity, inner conflict, choice, sacrifice, perspective, beliefs/values, change, evidence | | Summary, inference, figurative language, theme, characterization, author’s purpose, fallacy, word choice, mood, tone, literary techniques, point of view | | | | conventions, point of view, imagery, focus, organization of thought, voice, tone, figurative language | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Authors create characters who deal with adversity in order to reflect universal human experiences and help readers establish empathetic connections (RWC10-GR.8-S.2-GLE.1-EO.a.iii). | What is adversity?  What is identity (RWC10-GR.8-S.2-GLE.3-EO.a.vi)?  What are character traits? | How has adversity affected your life, family, friends, and school?  How do readers connect to characters in text?  What do authors do to help students have vicarious experiences when reading? |
| To ascertain an author’s purpose and meaning, readers frequently must deconstruct figurative language (RWC10-GR.8-S.2-GLE.1-EO.b.i). | What is figurative language (RWC10-GR.8-S.2-GLE.3-EO.b.iii)?  What is the author’s purpose (RWC10-GR.8-S.2-GLE.3-EO.a.ii)? | How does an author use language to construct meaning purpose? (RWC10-GR.8-S.2-GLE.3-EO.a.ii)  How does the author’s purpose provoke discussion? |
| A reader’s personal experiences impact the interpretation of texts (RWC10-GR.8-S.3-GLE.1-EO.a.i). | How do you identify the author’s point of view  Define perspective (RWC10-GR.8-S.2-GLE.3-EO.a.vi). | When a writer constructs a text, how do they consider and create multiple points of view (RWC10-GR.8-S.3-GLE.1-EO.b.i)?  How do you read various viewpoints with an open mind (RWC10-GR.8-S.2-GLE.1-EO.b.iii)? |
| Authors use intentional word choice and sentence structure to create an intended mood and tone and engage the reader (RWC10-GR.8-S.2-GLE.3-EO.a.iii) and (RWC10-GR.8-S.3-GLE.1-EO.a.viii) | What is mood?  What is tone?  When reading (text) identify and provides examples of different types of sentences (RWC10-GR.8-S.3-GLE.3-EO.a.viii) and (RWC10-GR.8-S.3-GLE.3-EO.b). | Why should writers use intentional word choice and sentence structure? (RWC10-GR.8-S.2-GLE.3-EO.a.iii)  How does interpreting tone help readers recognize the author’s purpose? (RWC10-GR.8-S.2-GLE.3-EO.a.iii) |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Components of the narrative structure (RWC10-GR.8-S.3-GLE.1-EO.a.i). * Effective usage and technique of dialogue (RWC10-GR.8-S.3-GLE.1-EO.a.ii). * Organizational structure of narrative (RWC10-GR.8-S.3-GLE.1-EO.a.vi). * Literary techniques and devices (RWC10-GR.8-S.3-GLE.1-EO.a.vii). * The difference between plagiarism and paraphrasing (RWC10-GR.8-S.1-GLE.2-EO.d). * The definition of inference (RWC10-GR.8-S.2-GLE.1-EO.a.i). * Rules for citation (RWC10-GR.8-S.2-GLE.1-EO.a.i). * The definition of theme and its relationship to text (RWC10-GR.8-S.2-GLE.2-EO.a). * The differing points-of-view in text (RWC10-GR.8-S.2-GLE.1-EO.b.iii). * Definitions of tone, voice, and mood (RWC10-GR.8-S.2-GLE.3-EO.a). * Parts of speech, including verbs, adjectives, and adverbs (RWC10-GR.8-S.3-GLE.3-EO.a). * Sentence parts, such as subject and predicate, and main and subordinate clauses RWC10-GR.8-S.3-GLE.3-EO.a). * The uses of reasoning and evidence are used to support positions (RWC10-GR.8-S.4-GLE.3-EO.a) | * Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence (RWC10-GR.8-S.3-GLE.1). * Paraphrase speaker’s meaning (RWC10-GR.8-S.1-GLE.2-EO.d). * Cite textual evidence to support a position or inference (RWC10-GR.8-S.2-GLE.1-EO.a.i). * Determine a theme in literary text (RWC10-GR.8-S.2-GLE.2-EO.a.ii). * Analyze difference in points of view of characters (RWC10-GR.8-S.2-GLE.1-EO.b.iii). * Examine how authors use language to influence meaning (RWC10-GR.8-S.2-GLE.3-EO.a.iii). * Demonstrate command of standard English grammar and usage when writing or speaking (RWC10-GR.8-S.3-GLE.3-EO.a) * Take a position on an issue and support it with reasoning and support (RWC10-GR.8-S.4-GLE.3-EO.a). * Engage effectively in a range of collaborative discussions with diverse partners-building on others’ ideas and expressing their own ideas clearly. (RWC10-GR.8-S.1-GLE.1-EO.a) * Determine / clarify the meaning of unknown or multiple meaning points (RWC10-GR.8-S.3-GLE.3-EO.a) * Analyze a case in which two or more texts provide conflicting information on the same topic (RWC10-GR.8-S.2-GLE-2-EO.c.iii) * Determine a theme or central idea of a text (RWC10-GR.8-S.2-GLE.1-EO.a-ii) |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *“The author of ‘Eleven’ tells the story from a child’s point-of-view by using simple sentence construction.”* |
| **Academic Vocabulary:** | Analyze, evaluate, figurative language, summary, generalizations, reasoning, determine, define | |
| **Technical Vocabulary:** | Mood, tone, sentence structure (simple, compound, complex), logical fallacy, word choice, voice, passive voice, adjectives, adverbs, point-of-view | |

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| **Unit Title** | The American Dream | | | | **Length of Unit** | 9 weeks | | |
| **Focusing Lens(es)** | Relationship | **Standards and Grade Level Expectations Addressed in this Unit** | | RWC10-GR.8-S.1-GLE.2  RWC10-GR.8-S.2-GLE.1  RWC10-GR.8-S.2-GLE.2  RWC10-GR.8-S.2-GLE.3 | | | | RWC10-GR.8-S.3-GLE.2  RWC10-GR.8-S.3-GLE.3  RWC10-GR.8-S.4-GLE.2  RWC10-GR.8-S.4-GLE.3 |
| **Inquiry Questions (Engaging- Debatable):** | * How does a reader develop perspective (RWC10-GR.8-S.2-GLE.1-N.1)? * How do you recognize bias in your everyday lives (RWC10-GR.8-S.4-GLE.2-IQ.3)? | | | | | | | |
| **Unit Strands** | Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
| identity, citizenship, sacrifice, greed, perspective, fairness, justice, innovation, influence, system, diversity, conflict, values, beliefs , evidence | | Summary, inference, *figurative language*, theme, characterization, author’s purpose, fallacy, interpretation, *audience*, *context, point of view* | | | | conventions, organization, topic, transitions, language, support, reasoning, synthesis, thesis, *point of view, context, audience* | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Authors create characters and relationships that cross time periods and places in order to represent timeless themes or universal messages (RWC10-GR.8-S2-GLE.1-EO.c.iv). | What is Westward expansion?  What were the “roaring 20s”?  What was the Great Depression?  What is the “American Dream”?  \*all are background knowledge for (RWC10-GR.8-S.2-GLE.2-EO.a.iii) | How do you connect prior knowledge with new information (RWC10-GR.8-S.3-GLE.2-N.1)?  How can bias influence the reader (RWC10-GR.8-S.2-GLE.2-IQ.3)?  How do themes transcend time and place? |
| To demonstrate deep understanding of a topic, writers construct informative or explanatory texts based on a synthesis of diverse and varied information/perspectives (RWC10-GR.8-S.3-GLE.2-EO.b.i-ii). | What does it mean to synthesize? (RWC10-GR.8-S.2-GLE.3-EO.a.vi-vii).  When must you use facts, definitions, details, quotations, and examples to develop a topic? (RWC10-GR.8-S.3-GLE.2-EO.b.ii)  What is the structure of informative/ explanatory writing? (RWC10-GR.8-S.3-GLE.3-EO.d) | How do you select a topic for writing (RWC10-GR.8-S.3-GLE.2-EO.b.i)?  How does the use of correct grammar, usage, and mechanics add clarity to writing (RWC10-GR.8-S.3-GLE.3-IQ.1)?  How do you construct a thesis statement? (RWC10-GR.8-S.3-GLE.2-EO.b.i) |
| Figurative language and word choice influences a reader’s relationship to the text (RWC10-GR.8-S.2-GLE.3-EO.b.i-iii) | What is a words’ connotation? (RWC10-GR.8-S.2-GLE.3-EO.a.vi-vii)  What is a word’s denotation?  What is figurative language (idioms, metaphors, similes, etc.)? | How does the author use language to influence the readers? (RWC10-GR.8-S.2-GLE.3-EO.a.iii)  How does the author’s use of language inspire change? (RWC10-GR.8-S.2-GLE.3-EO.b.ii-iii)  How does the reader’s understanding of language affect his or her interpretation of the text? (RWC10-GR.8-S.3-GLE.3-IQ.3) |
| Societal norms and systems may influence personal beliefs and values that inform the understanding and appreciation of a given text (RWC10-GR.8-S.2-GLE.2-IQ.3) | What is meant by the term “societal norms” (RWC10-GR.8-S.2-GLE.3-EO.a.vi-vii)  What are personal beliefs and values?  What does it mean to be biased? | When students are reading text, how do they monitor clarity and bias in reading? (RWC10-GR.8-S.4-GLE.2-IQ.3)  Why do listeners need to recognize the contributions and backgrounds of others? (RWC10-GR.8-S.1-GLE.2-N.1) |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * The significance of evidence in the support of claims/assertions (RWC10-GR.8-S.2-GLE.2-EO.a.i) and (RWC10-GR.8-S.2-GLE.2-EO.a.i) * Key words that identify/suggest bias (RWC10-GR.8-S.2-GLE.2-RA2) * The relationship between personal perspectives and the understanding/interpretation of a text (RWC10-GR.8-S.2-GLE.3-N.1) * Precise meanings and underlying meanings of words in context (RWC10-GR.8-S.2-GLE.2-EO.b.i). * Multiple and differing points of view on a given topic (RWC10-GR.8-S.2-GLE.2-EO.b.iii) * Text structure and organization for informative/explanatory writing (RWC10-GR.8-S.3-GLE.2-EO.b.i-vii) * Details and information about varying time periods based on research and good, relevant evidence (RWC10-GR.8-S.4-GLE.1) * The definition of reasoning (RWC10-GR.8-S.4-GLE.3) * The importance of using standard grammar when writing and speaking (RWC10-GR.8-S.3-GLE.3-EO.a) | * Present claims and findings (RWC10-GR.8-S.1-GLE.2-EO.a). * Read for credibility and bias in authors (RWC10-GR.8-S.2-GLE.2-RA.2). * Analyze how a text makes connections among and distinctions between individuals (RWC10-GR.8-S.2-GLE.1-EO.a.iii). * Determine the connotation and denotation of words as they are used in a text (RWC10-GR.8-S.2-GLE.2-EO.b.i) * Recognize that there are multiple points of view on the same topic (RWC10-GR.8-S.2-GLE.3-N.1). * Explore a variety of authors and literature to develop a relationship with literature for personal interest selection (RWC10-GR.8-S.2-GLE.1-RA.2) * Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through synthesis of content (RWC10-GR.8-S.3-GLE.2-EO.b.i-vii). * Connect prior knowledge to new information (RWC10-GR.8-S.3-GLE.2-N.1). * Practice and review reasoning to determine if it is reliable (RWC10-GR.8-S.3-GLE.3-RA.3). * Determine strengths and weaknesses of their thinking and thinking of others (RWC10-GR.8-S.4-GLE.2-EO.b) * Compare / contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style (RWC10-GR.8-S.2-GLE.1-EO.b.ii) * Develop and share interpretations of literary works (RWC10-GR.8-S.2-GLE.1-EO.c) * Read and comprehend grade level texts of various genres (RWC10-GR.8-S.2-GLE.1-EO.d.) |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *“After reading and synthesizing texts on the ‘American Dream,’ there is evidence to support that the American Dream has not changed since the foundation of the country.”* |
| **Academic Vocabulary:** | Interpretation, connection, perspective, relationship, synthesis, analyze, values, beliefs, support, context, construct, justice, evidence | |
| **Technical Vocabulary:** | Audience, transitions, conventions, tone, mood, Greek/Latin roots | |

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| **Unit Title** | Facebook or face-to-face? | | | | **Length of Unit** | 9 weeks | | |
| **Focusing Lens(es)** | Persuasion/Intent | **Standards and Grade Level Expectations Addressed in this Unit** | | RWC10-GR.8-S.1-GLE.1  RWC10-GR.8-S.2-GLE.1  RWC10-GR.8-S.2-GLE.2  RWC10-GR.8-S.2-GLE.3 | | | | RWC10-GR.8-S.3-GLE.2  RWC10-GR.8-S.3-GLE.3  RWC10-GR.8-S.4-GLE.1  RWC10-GR.8-S.4-GLE.2  RWC10-GR.8-S.4-GLE.3 |
| **Inquiry Questions (Engaging- Debatable):** | * Why is it important to critique an author’s credentials to understand intent (RWC10-GR.8-S.2-GLE.2-IQ.6)? * Why do authors persuade readers (RWC10-GR.8-S.3-GLE.2-IQ.2)? * What are common fallacies found in print and non-print? (RWC10-GR.8-S.4-GLE.2-IQ.4) | | | | | | | |
| **Unit Strands** | Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
| Design, influence, system, perspective, bias, balance, connections, interaction, value, innovation, relevance, desire | | theme, diction, textual support, author’s purpose, reasoning, subject matter, medium, media, interpretation, conflict, inference, *appeals (ethos, pathos, logos),* | | | | argument, thesis, persuasion, evidence, comparison, claims, counterclaims, *appeals (ethos, pathos, logos),* rhetorical techniques, style, purpose, audience | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Authors create conflict in text through diction, voice, and choice of subject matter in order to persuade and engage readers (RWC10-GR.8-S.2-GLE-2.EO.c.ii-iii) and (RWC10-GR.8-S.2-GLE.3-EO.a.ii). | What is the author’s intent? (RWC10-GR.8-S.2-GLE.2-EO.b.iii)  What are the dynamics of discussion? (RWC10-GR.8-S.1-GLE.2-EO.c-e)  What is conflict? | Why challenge the status quo?  What needs to happen to move from discussion to action? (RWC10-GR.8-S.1-GLE.2-RA.1) |
| Writers create/construct persuasive arguments through careful consideration of purpose(s) and audience (RWC10-GR.8-S.3-GLE.2-EO.a.i-xi). | How do you determine your audience (RWC10-GR.8-S.3-GLE.3-EO.d)?  How do you choose an appropriate voice for your audience (RWC10-GR.8-S.3-GLE.3-EO.e)? | Why is determining an audience essential in writing (RWC10-GR.8-S.3-GLE.2-EO.a.x)?  Why does a writer use claims and reasoning to persuade an audience (RWC10-GR.8-S.3-GLE.2-EO.a.vii)? |
| Readers use reasoning and evaluation to recognize a writer’s persuasive intent and methods (RWC10-GR.8-S.2-GLE.2-EO.b.i-iii) and (RWC10-GR.8-S.4-GLE.2-EO.a-d). | What does it mean to make an appeal?  What do the terms ethos, pathos, logos mean? (RWC10-GR.8-S2-GLE.3-EO.a.vi) | Why is the credibility of an author important? (RWC10-GR.8-S.2-GLE.2-RA.2)  Why is it important for a reader to evaluate online information and effectively locate reliable information sources? (RWC10-GR.8-S.2-GLE.2-RA.4) |
| The reach of social media provides a powerful venue through which individual’s may seek to manipulate or influence others’ beliefs and values (RWC10-GR.8-S.4-GLE.3-EO.a-d). | What does “social media” include/entail? (RWC10-GR.8-S2-GLE.3-EO.a.vi)  What is intention? (RWC10-GR.8-S.2-GLE.2-EO.b.i-iii) | Does quality reasoning enhance media? (RWC10-GR.8-S.4.GLE-3-N.1)  How does someone determine the logic of an issue and support it with reasoning? (RWC10-GR.8-S.4-GLE.3-IQ.1) |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Different mediums for presenting information (RWC10-GR.8-S.2-GLE.2-EO.c.i) * Elements of argumentation and claim structures (RWC10-GR.8-S.2-GLE.2-EO.c.ii). * Evidence or manifestations of author credibility (RWC10-GR.8-S.2-GLE.2-RA.2) * Text structures used for argumentative/persuasive texts (RWC10-GR.8-S.3-GLE.2-EO.a.i-xi) * Rhetorical and reasoning strategies (RWC10-GR.8-S.4-GLE.3-IQ.1) * The importance and purpose of writing conventions (RWC10-GR.8-S.3-GLE.3-EO.b-c) * Presentation skills and techniques for delivering information (RWC10-GR.8-S.1-GLE.2-EO.a) * What makes a generalization valid or faulty (RWC10-GR.8-S.4-GLE.2-EO.d) * The evaluation process for determining validity of information (RWC10-GR.8-S.4-GLE.2) * The purpose of valid reasoning (RWC10-GR.8-S.4-GLE.3-RA.4) | * Evaluate the advantages and disadvantages of using different mediums (RWC10-GR.8-S.2-GLE.2-EO.c.i) * Delineate and evaluate an argument and specific claims in a text (RWC10-GR.8-S.2-GLE.2-EO.c.ii) * Determine the credibility of an author (RWC10-GR.8-S.2-GLE.2-RA.2) * Write an argumentative/persuasive essay with clear reasons and relevant evidence (RWC10-GR.8-S.3-GLE.2-EO.a.i-xi) and (RWC10-GR.8-S.3-GLE.2-N.2) * Demonstrate a command of conventions through punctuation and spelling (RWC10-GR.8-S.3-GLE.3-EO.b-c) * Present claims and findings in a brief presentation using evidence and reasoning (RWC10-GR.8-S.1-GLE.2-EO.a) * Differentiate between valid and faulty generalizations (RWC10-GR.8-S.4-GLE.2-EO.d) * Evaluate online information to determine validity (RWC10-GR.8-S.4-GLE.2-RA.3). * Prove reasoning is helpful when explaining an opinion (RWC10-GR.8-S.4-GLE.3-RA.4) * Use technology, including the Internet, to produce and publish writing and present information and/or ideas (RWC10-GR.8-S.3-GLE.3-EO.f) |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | | | | | | | | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | | | ***“****The intention of social media is to create a more connected society; however, the lack of face-to face interaction makes this claim false.”* | | | | | | |
| **Academic Vocabulary:** | | Subliminal, intention, thesis, conflict, interpretation, influence, interaction, relevancy, ascertain, cogent, claim/counterclaim, warrant, evaluate, demonstrate, determine | | | | | | | | |
| **Technical Vocabulary:** | | Appeals (ethos, pathos, logos), rhetorical techniques, style, diction | | | | | | | | |
| **Unit Title** | A World without Borders | | | | | | **Length of Unit** | 9 weeks | | |
| **Focusing Lens(es)** | Diversity | | **Standards and Grade Level Expectations Addressed in this Unit** | | | RWC10-GR.8-S.1-GLE.1  RWC10-GR.8-S.2-GLE.1  RWC10-GR.8-S.2-GLE.2  RWC10-GR.8-S.2-GLE.3 | | | | RWC10-GR.8-S.3-GLE.2  RWC10-GR.8-S.3-GLE.3  RWC10-GR.8-S.4-GLE.1  RWC10-GR.8-S.4-GLE.3 |
| **Inquiry Questions (Engaging- Debatable):** | * How does the changing diversity of a nation impact how that nation views citizenship? (RWC10-GR.8-S.4-GLE 1) * How does research of the past influence our perspective of today? | | | | | | | | | |
| **Unit Strands** | Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning | | | | | | | | | |
| **Concepts** | **In content:** | | | | **In reading:** | | | | **In writing:** | |
| identity, inner conflict, citizenship, relationships, system, perspective, interaction, tolerance, arguments, claims | | | | summary, research, reflect, implication, inference, allusions | | | | communication, speech, discussion, questioning, justification, presentation, verbal, non-verbal, research | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Tolerance, understanding and respect for diverse perspectives helps meaningful relationships emerge amongst individuals (RWC10-GR.8-S.2-GLE.1-RA.1). | What is a global society?  What is tolerance? | Do we need tolerance? Why or why not?  How do our actions affect each other? |
| Relevant arguments and claims in research projects communicate a writer’s position and inform the intended audience (RWC10-GR.8-S.4-GLE.1-EO.b.i-iii). | What does it mean to be relevant?  What is the structure of a research project?  What is a valid source? (RWC10-GR.8-S.4-GLE.1-IQ.1)  What is the difference between a primary and secondary source? (RWC10-GR.8-S.4-GLE.1-IQ.2) | Why is clear communication necessary in research?  What makes an effective research project (RWC10-GR.8-S.4-GLE.1-N.1)? |
| Expression through verbal and non-verbal cues communicates a speaker’s purpose and deepens audience understanding (RWC10-GR.8-S.1-GLE.1-EO.a.vii-viii). | What are verbal cues (RWC10-GR.8-S.1-GLE.1-EO.a.vii-viii)?  What are non-verbal cues (RWC10-GR.8-S.1-GLE.1-EO.a.vii-viii)? | How do we hone our presentation skills (RWC10-GR.8-S.1-GLE.1-RA.2)?  Do actions speak louder than words (RWC10-GR.8-S.1-GLE.2-RA.1)? |
| Synthesis of personal history, life experiences, and sources promotes a deeper understanding of (diverse) perspectives/issues (RWC10-GR.8-S.4-GLE.1-EO.c.i-ii). | What is diversity? (RWC10-GR.8-S.2-GLE.3-EO.vii).  How is diversity portrayed in (text)? | How are our views of diversity today a reflection of the past?  After research, do our views on diversity change? (RWC10-GR.8-S.4-GLE.2-EO.a) |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * The format for formal presentation (RWC10-GR.8-S.1-GLE.1-EO.a). * What mediums are used in presentation (RWC10-GR.8-S.2-GLE.2-EO.c.i-ii). * Grade level academic and domain specific language for presentation or research topics (RWC10-GR.8-S.2-GLE.3-EO.c). * The components of a research project (RWC10-GR.8-S.4-GLE.1-EO.a). * The components of research writing (RWC10-GR.8-S.4-GLE.1-EO.a.b.) and (RWC10-GR.8-S.1-GLE.1-IQ.3). * The difference between paraphrasing and direct quotes (RWC10-GR.8-S.4-GLE.1-EO.a.i). * Techniques used in synthesizing information (RWC10-GR.8-S.1-GLE.1-EO.b) and (RWC10-GR.8-S.1-GLE.1-EO.a.v-vi) and (RWC10-GR.8-S.3-GLE.2-EO.b.i-vii) | * Give a planned oral presentation to a specific audience for an intended purpose (RWC10-GR.8-S.1-GLE.1-EOa.vii-viii). * Evaluate using different mediums for presentation (RWC10-GR.8-S.2-GLE.2-EO.c.i-ii). * Use grade level appropriate academic language in their presentation and research project (RWC10-GR.8-S.2-GLE.3-EO.c). * Conduct a research project to answer a question (RWC10-GR.8-S.4-GLE.1-EO.a) * Write reports based on research (RWC10-GR.8-S.4-GLE.1-EO.b.i-iii) and (RWC10-GR.8-S.4-GLE.1-EO.a) and (RWC10-GR.8-S.1-GLE.1-IQ.3). * Differentiate between paraphrasing and direct quotes (RWC10-GR.8-S.4-GLE.1-EO.a.i) * Use evidence from literary and informational texts to support analysis, reflection, and research (RWC10-GR.8-S.4-GLE.1-EO.c.i-ii) * Synthesize information from history, literature, informational texts, interviews and personal experience to create a multi-media presentation on their findings (RWC10-GR.8-S.1-GLE.1-EO.b) and (RWC10-GR.8-S.1-GLE.1-EO.a; RA.4) and (RWC10-GR.8-S.3-GLE.2-EO.b.i-vii). * Delineate and evaluate a speaker’s claims in a speech (RWC10-GR.8-S.1-GLE.1-EO.c). * Use context and/or Greek and Latin roots as clues to the meaning of a word or phrase (RWC10-GR.8-RWC10-GR.8-S.2-GLE.3-EO.a.iv) and (RWC10-GR.8-RWC10-GR.8-S.2-GLE.3-EO.a.v) * Evaluate of a speaker’s claim (RWC10-GR.8-S.1-GLE.1-EO.c). |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *“Martin Luther King’s I have a Dream Speech shows that verbal and non-verbal communication are equally important in formal speech delivery.”* |
| **Academic Vocabulary:** | Tolerance, diversity, speech, multimedia, justification, research, ethical and unethical, interview, delineate, enunciation, posture, tone, claims, gesturing, synthesis | |
| **Technical Vocabulary:** | Allusions, allegories | |