

## Unit Plan by Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	8	
<b>Unit of Study</b>	Argumentative	
<b>Duration of Unit</b>	9 weeks	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b>		
<b>ELAGSE8RI2</b> <u>Determine</u> a central idea of a text and <u>analyze</u> its development over the course of the text, including its relationship to supporting ideas; <u>provide an objective summary</u> of the text.		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
<ul style="list-style-type: none"> <li>Understand a central idea</li> <li>Practice constructing objective summaries that are completely free of editorial bias</li> </ul>	<ul style="list-style-type: none"> <li>Use your notes and annotations to physically sort connecting ideas from the text together</li> <li>Keep a record that can later be used to support your analysis of each piece of supporting evidence provided by the author for his or her claims</li> </ul>	2/2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will annotate the topic of each paragraph as well as the ideas, evidence, and diction in the text. When students have completed their analyses, place the central ideas identified on chart paper, then narrow the list to determine the central ideas that can be identified within the text. Students then construct a brief written analysis of how the author develops the central idea. Within the analysis, students must explain how supporting ideas develop the central idea.		How do supporting ideas develop the central idea?  Why is it important to annotate?
<b>Essential Unit Vocabulary</b>		

Summary  
Paraphrase  
Bias  
Editorial  
Subjective  
Objective  
Central idea  
Abstract  
Introduction  
Supporting Ideas  
Extraneous  
Technical Text  
Objective  
Theme  
Analyze  
Relationship

**Next step, create assessments and engaging learning experiences**

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<b>ELAGSE8RI4</b> <b>Determine</b> the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; <u>analyze</u> the impact of specific <u>word choices on meaning and tone</u> , including analogies or allusions to other texts.		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
<ul style="list-style-type: none"><li>• Analyze and evaluate the effect of sound, form, non-literal language such as idioms and figures of speech, and graphics to aid in comprehension of complex informational text</li><li>• Analyze and evaluate how an author’s use of words creates tone, mood, or focus in informational text</li></ul>	<ul style="list-style-type: none"><li>• Understand and apply knowledge of how diction changes for varying audiences and purposes</li><li>• Acquire and apply knowledge of domain-specific terms for certain kinds of informational texts such as contracts or applications</li><li>• Determine pronunciations, meanings, alternate word choices, parts of speech and etymologies of words as needed, using context to aid in identifying the meaning of unfamiliar words</li></ul>	2/2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
To scaffold and reinforce strategies for decoding complex technical documents, provide students with a variety of texts to paraphrase. In a class of 25 students, try giving 5 different texts so that students have a variety of works for comparison (each student will paraphrase only one, but he or she will have 4 peers with which to work in a group afterward for comparison). Students will use a legal contract, scientific procedure, or other unfamiliar		How does an author’s use of words create tone, mood or focus in informational text?  How do dictions change for varying audiences and purposes?

informational document and will attempt to provide an element-for-element translation/paraphrase into layman's terms (non-technical language) of the document's content. Students will then have collaborative discussions with their peers who paraphrased the same document to compare their understandings. Students will work together to provide one final, comprehensive "translation" that they agree is the best possible one. (This activity should be conducted without the use of reference materials, at least for the first draft.) Citing evidence from their document, students may trade their final translations and original documents with other groups to solicit feedback.

### Essential Unit Vocabulary

Domain-Specific  
Figurative  
Connotation/Connotative  
Denotation  
Concrete  
Literal  
Idiom  
Nuance  
Analogy  
Allusion  
Diction  
Tone  
Root  
Etymology  
Discipline

Next step, create assessments and engaging learning experiences

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<b>ELAGSE8RI8</b> <u>Delineate and evaluate</u> the argument and specific claims in a text, <u>assessing</u> whether the reasoning is sound and the evidence is relevant and sufficient; <u>recognize</u> when irrelevant evidence is introduced.		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
<ul style="list-style-type: none"> <li>• Apply knowledge of common organizational structures for arguments (cause and effect, for example)</li> <li>• Acquire or review knowledge of the types of logical fallacies commonly used in argument</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire or review knowledge of syllogisms, inductive reasoning, and deductive reasoning</li> <li>• Make it a practice to provide valid and logical evidence and support for all claims, formal or informal, and require the same from discourse with others</li> <li>• Extract extraneous information from an argument</li> </ul>	2/2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
As a way to evaluate arguments formally as well as to practice constructing valid arguments, have students organize, research, and conduct a formal academic debate abiding by all the rules of debate as outlined by the Oxford or Cambridge official formats for debate (for a more beginner-friendly site such as <a href="http://nd.edu/~sheridan/DebateElements.pdf">http://nd.edu/~sheridan/DebateElements.pdf</a> ). This will be a multi-step, academically rigorous process, subject to very strict parameters regarding evidence, citations, and rules of engagement. Students may watch a film such as The Great Debaters or view video of a national high school or college championship to build background knowledge. Additionally, students may video their own debate performance and critique it.		Why is it important to extract extraneous information from an argument?  What is the difference between inductive reasoning and deductive reasoning?

## **Essential Unit Vocabulary**

**Claim  
Reasoning  
Evidence  
Support  
Valid  
Logic  
Logical Fallacy  
Pathos  
Logos  
Ethos  
Bandwagon  
Hasty Generalization  
Induction  
Deduction  
Syllogism  
Argument  
Extraneous  
Premise  
Rebuttal  
Delineate  
Evaluate**

**Next step, create assessments and engaging learning experiences**



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Grade/Course	8	
Unit of Study	Argumentative	
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<b>ELAGSE8RI9</b>		
<b>Analyze</b> a case in which two or more texts provide conflicting information on the same topic and <u>identify</u> where the <u>texts disagree</u> on matters of fact or interpretation.		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
<ul style="list-style-type: none"><li>• Employ knowledge of organizational structures relevant to multiple or competing information or points of view (e.g., similarities/differences, compare/contrast, cause/effect)</li><li>• Read a wide variety of texts across genres, historical periods, styles, and points of view, but also ready a wide of variety of texts on single topics or current topics of debate in our country and in the world in order to make a considered assessment of alternative points of view</li></ul>	<ul style="list-style-type: none"><li>• Make it a practice to construct your own assessment of the validity of a claim or assertion without relying on the “experts” – or even the newscasters or journalists – but relying instead on your own ability to identify fallacies and unsupported claims versus solid arguments</li></ul>	2/2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Assign students to conduct a close examination of the visual text of a newscast as a homework assignment. Alternatively, students may watch recorded news programming within the classroom. Students will annotate the visual text by notating each major topic presented and a brief summary of what was reported. If done for homework, students should be assigned various news networks to view, especially those with a reputation for politically biased reporting (for example, many cable news networks, both left- and right-leaning). Students will come to class prepared to provide a summary of the news report, including which stories led, which adjectives and other modifiers were used to describe events and individuals, and a summary of what the viewer perceived to be the “truth” or main idea of the story. Students will compare their notes on similar stories from different news		<p>Why is it important to rely on your own ability to identify fallacies versus solid arguments?</p> <p>What is the difference between comparing and contrasting ideas?</p>

networks (for example, the perceived winner of a presidential debate). An extension of this activity might include a fact-checking assignment to vet the facts as reported in conflicting reports.

### **Essential Unit Vocabulary**

**Compare/contrast**

**Spin**

**Bias**

**Venn Diagram**

**Interpretation**

**Conflict**

**Case**

**Point of view**

**Fact**

**Validity**

**Rhetoric**

**Analyze**

**Next step, create assessments and engaging learning experiences**



# ELAGSE8RI10

Content Area	English Language Arts and Reading		
Grade/Course	8th		
Unit of Study	Unit 2: Informational/Argumentative		
Duration of Unit	9 weeks October 25 - January 18		
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. ( <b>address “supporting” standards in daily lesson plans</b> )			
<b>ELAGSE8RI10: By the end of the year, read and comprehend <u>literary non-fiction</u> at the high end of grades 6-8 text complexity band <u>independently</u> and <u>proficiently</u>.</b>			
<b>Skills</b> (what must be able to do)		<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
<ul style="list-style-type: none"><li>● Practice careful and attentive reading of both assigned texts and independent text choices</li><li>● Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects</li><li>● Use annotation and note-taking</li><li>● Read within appropriate time frame for extended text</li><li>● Choose works from multiple genres, cultures, and historical periods</li><li>● Consider keeping a notebook of texts read with notes, annotations, and any relevant student work produced</li><li>● Use self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting)</li><li>● Read with a rhythm, flow, and meter that sounds like everyday speech (prosody)</li></ul>		<ul style="list-style-type: none"><li>● Analyze</li><li>● Support analysis</li><li>● Support reflection</li></ul>	2/2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none"><li>● Read and comprehend literary non-fiction at the high end of grades 6-8 text complexity band independently and proficiently.</li></ul>		<ul style="list-style-type: none"><li>● What is your current Lexile level and your literacy goal?</li><li>● Can you create a notebook which includes notes and personal commentary on each text you read?</li></ul>	

Essential Unit Vocabulary
claim annotation memoir evidence informational biography non-fiction summary autobiography genre analysis journal literary non-fiction

## Unit Plan by Prioritized Standards

Content Area	ELA Writing	
Grade/Course	8	
Unit of Study	Informational/Explanatory	
Duration of Unit	9 weeks	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSE8W2 <u>Write</u> informative/explanatory texts to <u>examine</u> a topic and <u>convey</u> ideas, concepts, and information through the <u>selection, organization, and analysis</u> of <u>relevant content</u> .		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
<ul style="list-style-type: none"><li>• Use appropriate transitions for optimal clarity and coherence</li><li>• Exclude extraneous, irrelevant, or overly trivial information</li><li>• Use sophisticated strategies for closure (such as a call to action), and avoid reiterating the points of your argument</li><li>• Use sophisticated strategies for introduction, such as a powerful anecdotal story, and avoid listing the points you will make in your argument</li><li>• Artfully employ the exploration of counterclaims and knowledge of audience bias in your arguments</li></ul>	<ul style="list-style-type: none"><li>• Argument</li><li>• Claim</li><li>• Reaons</li><li>• Evidence</li><li>• Counterclaim</li><li>• Bias</li><li>• Clarity</li><li>• Coherence</li><li>• Rhetorical strategies and structural strategies, such as parallel structure or purposeful repetition</li><li>• Appropriate organizational structures for argument writing that include a focus for audience and purpose</li><li>• Strategies for closure (call to action)</li><li>• Strategies for introduction</li></ul>	2/2



The Big Idea:	<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>What is a “reluctant” hero?</li> <li>How can we use text evidence of the author’s use of elements such as diction, imagery, syntax, and figurative language to support the writer’s claim?</li> </ul>
<b>Essential Unit Vocabulary</b>	
Argument   Claim   Evidence   Credible   Valid   Fallacy   Counterclaim   Phrase   Clause Transition   Formal Style (APA, MLA)   Bias   Introduction   Cohesion   Body   Acknowledge Conclusion   Distinguish   Rhetoric	
<b>Next step, create assessments and engaging learning experiences</b>	
<p>Writing impassioned arguments on issues of emotional weight is usually easier for students than constructing valid arguments on academic points. To scaffold and support the latter, have students practice writing argument-based analysis essays on a text under consideration by the class. Students will carefully read a text and construct an arguable claim based on the author’s use of literary and rhetorical strategies in the piece. For example, one student may argue that Stephen Crane was a very pessimistic author whose dark view of the human cost of war was oppressive, while another may argue that Stephen Crane was a visionary who believed a world without war was possible and that the human capacity to appreciate beauty is undimmed even by the most horrific experiences. Students will use text evidence of the author’s use of elements such as diction, imagery, syntax, and figurative language to support their claim, but will also be required to synthesize the information and form considered opinions about author’s purpose, audience, and bias.</p>	