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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.1RWC10-GR.8-S.1-GLE.2RWC10-GR.8-S.2-GLE.1RWC10-GR.8-S.2-GLE 3 | RWC10-GR.8-S.3-GLE.1RWC10-GR.8-S.3-GLE.3RWC10-GR.8-S.4-GLE.1RWC10-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.2RWC10-GR.8-S.2-GLE.1RWC10-GR.8-S.2-GLE.2RWC10-GR.8-S.2-GLE.3 | RWC10-GR.8-S.3-GLE.2 RWC10-GR.8-S.3-GLE.3RWC10-GR.8-S.4-GLE.2RWC10-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.1RWC10-GR.8-S.2-GLE.1RWC10-GR.8-S.2-GLE.2RWC10-GR.8-S.2-GLE.3 | RWC10-GR.8-S.3-GLE.2 RWC10-GR.8-S.3-GLE.3RWC10-GR.8-S.4-GLE.1RWC10-GR.8-S.4-GLE.2RWC10-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.1RWC10-GR.8-S.2-GLE.1RWC10-GR.8-S.2-GLE.2RWC10-GR.8-S.2-GLE.3 | RWC10-GR.8-S.3-GLE.2 RWC10-GR.8-S.3-GLE.3RWC10-GR.8-S.4-GLE.1RWC10-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 |