



Course: Lang & Lit 8

Ohio's Learning Standards (2017): ELA

Unit Name: Literature Circles

Approx. Length of time: 24 days

Essential Standards

Reading -

- **RL/I.8.2** I can determine the theme of a text and analyze its development, including its relationship to supporting ideas, character, setting, and plot.

Writing -

- **W.8.1** I can write arguments to support claims with clear reasons and relevant evidence.

Language -

- **L.8.1** I can demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

Learning Targets (Webb's Depth of Knowledge)

Level One: Recall

- I can identify the theme of the text.
- I can state the sequence of the story plot.

Level Two: Skill Concept

- I can determine the cause and effect of the characters and their actions.
- I can summarize the story plot.
- I can compare the different characters in the text.

Level Three: Strategic Thinking

- I can cite evidence within the text that supports the central theme.
- I can develop a logical argument that for a theme that relates to a universal truth.

Level Four: Extended Thinking

- I can analyze the influence of the characters on other characters.
- I can connect the setting to the theme of the text.
- I can create an essay that connects the theme of the essay to the characters and setting.



Assessment		
Before Learning (Pre-Test)	During Learning (Formative)	After Learning (Summative)
<ul style="list-style-type: none">• Read around with text to determine appropriate text.	<ul style="list-style-type: none">• Reading artifacts• Explain how textual evidence connects to artifacts.	<ul style="list-style-type: none">• Essay making a connection with text to Universal theme (using cite evidence from text)• Correctly using MLA8 format when writing essay.

Learning Plan

- Students will be assigned a text to read independently.
- (Formative assessment) Students will create artifacts from list provided by teacher and share in group discussions.
- (Summative Assessment) Students will write an essay to connect the universal theme to the textual evidence.

Prior Knowledge Required/ Referenced

Students will have already learned about theme and how to use textual evidence to support their stance.

Anticipated Misunderstandings

Audience participate in the literature circle, ex. Questions to ask presenter, length of time for each student to present artifact.



Key Vocabulary (Facts, Concepts, Procedures)

Literature Circle

Text evidence

In text citation

Theme

*Artifact—See Artifact choices for examples.

Modifications

Text Complexity

- Higher ability students will read high Lexile texts.
- Struggling readers may read shorter, lower Lexile texts.
- Struggling readers may “partner read” with another student.

Artifact Completion

- Higher ability students will make deeper connections between persons, relationships, events through technology from the first artifact
- Higher ability students will make deeper connections between persons, relationships, events through technology from the first artifact
- Most students will make deep connections between persons, relationships, events through technology by the end of the unit.

Graphic Design

- Higher ability students will use more sophisticated image editing software such as Adobe Photoshop, Microsoft Publisher, and Adobe Premiere Pro
- Most students will use basic programs such as Microsoft Word and Microsoft PowerPoint

Resources

Jason Reynolds Books

- Ghost
- Patina
- All American Boys
- The Boy in the Black Suit
- Miles Morales



Jacqueline Woodson books

- If You Come Softly
- After Tupac and D Foster
- Behind You (If Students have already read If You Come Softly)

Supplemental Texts for Woodson/Reynolds Literature Circles

- Guardian/ The Nation - poem / Atlantic – controversy over poem
- “Who Can Tell My Story” by Jacqueline Woodson
- “If You Come Softly Poem” by Audra Lorde
- “U R Ripping Us Apart”/ “The Rose That Grew From Concrete”/ “In The Depths Of Solitude”/ “Can You See The Pride In The Panther?”/ “Starry Night” by Tupac Shakur
- All Lives Matter/Black Lives Matter Article/questions
- “Crossroads of Crack and Rap” by Jason Reynolds
- “Landslide” by Fleetwood Mac

Artifact Choices:

Lit Circles Group Reading Project Lit Artifacts

All artifacts will require a student to closely read the text, use textual evidence, and draw independent connections or conclusions based on the text.

1. Literary Terms

- This artifact requires a student to identify relevant literary terms such as character, characterization, conflict, climax, setting (significance of), exposition, rising action, dialogue, mood, tone, theme
- To complete this artifact, include **five literary terms with page numbers** and a clear explanation of the significance (not just identification) using textual evidence
- **Choose one of the five literary terms** that you feel is the most important aspect of the section of the novel you read. **Explain** why using specific details and strong reasoning.

2. Significant Passages

- this artifact requires a student to identify a **THREE** significant passages and explain their significance
- You must include the page number and the quoted passage.
- In the explanation you need at **THREE reasons per passage** explaining why this passage is noteworthy, important, and/or controversial.



3. Question the Text

- this artifact requires a student to ask a **variety of questions** (recall, critical thinking, questions for the author)
- You will come up with 10 questions.
 - 3 may be **recall** (in the text) questions (What street did Sara live on?)
 - 4 must be **hypothetical** (If Sara never locked her brother in the closet, what she would have been focused on during the roundup?)
 - 3 should spark **discussion** and be debatable (Was it better or worse for Sara's brother to die in the closet than in a concentration camp? Why?)
- Each question needs a **page number** that corresponds to the part of the book where either the answer can be found or that inspired the question.

4. Literary Connections

- This artifact requires a student to identify **two literary elements** from the text and **compare and/or contrast** those elements (these could be characters, settings, plot elements, etc.) with another text, either another Woodson book or another book, short story or summer reading book.
- This artifact should include a clear identification and explanation of the elements to be compared.
 - Three points of comparison or contrast should be addressed
 - For example, I might use the character of Jeremiah in *If You Come Softly* and Karl from *The Berlin Boxing Club*, focusing on their relationships with parents, their romantic interests, and their experiences with racism. I would write a complete paragraph going into detail about how Karl and Jeremiah compare/contrast.

5. Contemporary Connections

- This artifact requires a student to **a** identify and research contemporary, real life event that connects with the text
- This artifact should include a **clear, detailed identification and explanation** of the elements to be compared/contrasted
- A student must bring **textual evidence** for the contemporary event (newspaper article, print out of website, etc.) For example, you can research modern day hip hop and who is as popular as Tupac now. You would need to summarize your findings as well as bring supporting documents on how you reached those conclusions.

6. Popular Culture Connection

- This artifact requires a student to identify and research a pop culture reference within the text



- Students should explain in their own words the pop culture event. A student must bring textual evidence for the pop culture event chosen (news article, song lyrics, biographical material, etc.)

7. Creative Expression

- This artifact requires a student to come up with a **creative expression of the text**
- It can be a drawing, a song, or some other form of expression based on specific textual evidence. There needs to be an explanation attached of the connection between the product and the book.
- This option must be executed with a high degree of care and a clear connection to the text, meaning time has been invested and there is obvious thought behind the rendering.

With each artifact you need to fill out the following template and staple to the front.

What text are you reading?
What artifact are you completing?
How does completing this artifact help you gain deeper understanding about the text?
How does your artifact relate to a deeper theme in the text?

Name:

Artifact 1

What text are you reading?
What artifact are you completing?



Bexley Middle School Unit Planner

How does completing this artifact help you gain deeper understanding about the text?
How does your artifact relate to a deeper theme in the text?

Name:

Artifact 2

What text are you reading?
What artifact are you completing?
How does completing this artifact help you gain deeper understanding about the text?
How does your artifact relate to a deeper theme in the text?

Name:

Artifact 3

What text are you reading?
What artifact are you completing?



How does completing this artifact help you gain deeper understanding about the text?
How does your artifact relate to a deeper theme in the text?

Name:

Artifact 4

What text are you reading?
What artifact are you completing?
How does completing this artifact help you gain deeper understanding about the text?
How does your artifact relate to a deeper theme in the text?

Formative Assessment:

Grade 8 English Literature Circles Formative Assessment #1

Learning Target: Analyze its development of the conflict over the course of the text, including its relationship to the characters and setting.

After you have completed the first research task, choose one of your sources, and complete the following questions.



Bexley Middle School Unit Planner

1. Identify three characters from the text, and in your own words, describe these characters based on their physical appearance (age, race, gender, hair color, etc.) and their internal motivations and conflicts (internal or external).

1)

2)

3)

2. What is the major conflict in this book so far? Clearly identify this conflict as internal or external.

3. Identify one setting and explain a connection between the conflict and this setting.

Grade 8 English Literature Circles Formative Assessment #2

Learning Target: Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

After you have completed the reading of your book, complete the following quiz. Use complete sentences for all answers.

1. Explain how the major conflict of the text was developed over the course of the text with reference to the protagonist, setting, antagonists (if any). Was this conflict internal or external?

2. What did the character learn from this conflict?



Course: 7th Grade ELA

Ohio's Learning Standards (2017): ELA

Unit Name: Short Stories

Approx. Length of time: 30 days

Essential Standards

Reading -

- Determine a theme of a text by analyzing character, setting, and plot.

Writing -

- I can use a claim, lead in phrase, and explanation that complement each other and create a cohesive text.

Language -

- Demonstrate understanding of figurative language and connotation in word meanings.

Learning Targets (Webb's Depth of Knowledge)

Level One: Recall

- Demonstrate command of the conventions of Standard English when writing.

Level Two: Skill Concept

- I can determine a theme of a text.
- I can explain the use and effect of figurative language.
- I can use a lead-in phrase that provides context for the quote following.
- I can select relevant and scholarly evidence.

Level Three: Strategic Thinking

- I can explain how the elements of a story interact and affect one another
- I can recognize how making a change to one element of the story could affect the other elements.
- I can write a clear explanation to explain how evidence supports the claim.

Level Four: Extended Thinking

- I can analyze how key events over the course of the text contribute to a theme.
- I can analyze an author's words and cite multiple pieces of textual evidence to support both explicit and inferential questions.



Assessment		
Before Learning (Pre-Test)	During Learning (Formative)	After Learning (Summative)
<ul style="list-style-type: none">• Read and analyze "Seventh Grade" by Gary Soto.• Introduced story elements.• Writing a paragraph using relevant text evidence to support a claim.	<ul style="list-style-type: none">• Study Island quiz covering story elements• Writing a paragraph using two pieces of relevant text evidence to support a claim.	<ul style="list-style-type: none">• Canvas test• Writing a multi-paragraph response that includes a claim, two pieces of relevant text evidence with explanations, and a concluding sentence in each paragraph.

Learning Plan

- Identify story elements: Setting, Plot, Theme, Conflict, Point of View
- Compare and contrast story elements from multiple texts.
- Determine how one story element can affect the story.
- Analyze the author's use of story elements and how they affect a story.
- Write extended responses that include a claim, relevant text evidence, explanations, and a concluding sentence.

Prior Knowledge Required/ Referenced

Story elements
Elements of a paragraph

Anticipated Misunderstandings

Identifying the theme of a story.
Identifying the climax of a story.
Writing a clear explanation of how the text evidence supports the claim.



Key Vocabulary (Facts, Concepts, Procedures)

Point of View: 1st person, 2nd person, 3rd person omniscient, 3rd person limited, 3rd person objective

Theme: Stated and Implied

Plot: Exposition, Rising action, Climax, falling action, Resolution

Plot Diagram

Characterization: Direct and Indirect

Setting

Conflict: Central and Minor

Character: Dynamic and Static

Modifications

Modifications to requirements of written paragraphs.

Decreasing the amount of questions on the assessments.

Differentiating reading passages for struggling readers.



Course: Lang & Lit 8

Ohio's Learning Standards (2017): ELA

Unit Name:

Research Essay Transitioning into Argument Writing **Approx. Length of time:** 30 days

Essential Standards

Reading -

- I can determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.

Writing -

- I can write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- I can gather and synthesize relevant information from multiple print and digital sources

Language -

- I can vary sentence structure by using compound and complex sentences in my writing.

Learning Targets (Webb's Depth of Knowledge)

Level One: Recall

- I can identify the supporting ideas in a text.
- I can use the supporting ideas to determine the central idea of the text.

Level Two: Skill Concept

- I can use the supporting ideas to determine the central idea of the text.
- I can identify relevant evidence.
- I can make a full-text citation in MLA style.
- I can use in-text citations to cite both quoted and paraphrased information.

Level Three: Strategic Thinking

- I can connect relevant evidence from multiple texts.
 - I can gather relevant information from multiple authoritative digital sources, using advanced searches effectively
 - I can assess the strengths and limitations of each source in terms of the specific task, purpose, and audience.
 - I can organize evidence through the selection and analysis relevant content
 - I can write informative texts to examine a topic and convey evidence, ideas, and connections
 - I can establish a clear thesis statement to present information.
 - Introduce a topic clearly, previewing what is to follow, organizing ideas, concepts, and information into broader categories.
-



- I can draw meaningful conclusions using multiple texts to support my inferences.

Level Four: Extended Thinking

- I can examine and convey complex ideas, concepts, and information clearly and accurately.
- I can use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- I can use technology to present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.

Assessment		
Before Learning (Pre-Test)	During Learning (Formative)	After Learning (Summative)
<ul style="list-style-type: none">● Be familiar with the conventions of the thesis-driven five paragraph essay (introduction, thesis, body paragraphs, conclusion).	<ul style="list-style-type: none">● Introduce the conventions of citation (MLA format, in-text citations, Works Cited).● Articulate the central ideas of texts and show how authors develop the central idea over the course of the text using supporting ideas.● Identify relevant evidence to support claims and thesis.● Write several paragraphs using quoted/paraphrased and cited information.● MLA quiz.	<ul style="list-style-type: none">● Draft an MLA style research essay with a sophisticated thesis.



Learning Plan

- Students will read several informational articles and at least one anchor text related to various refugee crises.
- Students will practice identifying central ideas using supporting ideas through modeling and group work.
- Students will use targeted search strategies and databases to identify research sources.
- Formative Assessment: Student will analyze their sources identifying central ideas and organizational structures.
- Summative Assessment: Student will synthesize multiple sources to write a thesis-driven essay with standard MLA format for heading, header, and citations.
- Students will group together and share resources.
- Students will create a presentation to inform peers about their research topic.

Prior Knowledge Required/ Referenced

Students will have already learned about central idea and supporting details with informational texts.

Students should have a basic understanding of multi-paragraph writing including such elements as introduction, thesis, body paragraphs, claims, lead ins, evidence, explanation, concluding sentences, and conclusion.

Students should have some experience with some organizational structures: cause and effect, problem and solution, compare and contrast.

Anticipated Misunderstandings

Students can confuse central idea with theme. The central idea should be more text based and be built from ideas in the text.

Students will need support for finding strong, relevant evidence.

Students may have difficulty grouping ideas together into cohesive paragraphs.



Key Vocabulary (Facts, Concepts, Procedures)

Informational Text

Thesis

Lead-in

Sequence

Central Idea

Topic Sentence

Cause and Effect

MLA

Key Idea

Concluding Sentence

Classification

In-text Citation

Organizational Structure

Evidence

Parallel Structure

Cite/Citation

Modifications

Writing Requirements

- Students on a modified curriculum may write only one or two body paragraphs.
- The average student will write two body paragraphs with an introduction and conclusion.
- Advanced students may write three or more body paragraphs with an introduction and conclusion.

Pace

Text Complexity

- Higher ability students can include more complex texts in their research.

Resources



Course: Lang & Lit 8

Ohio's Learning Standards (2017): ELA

Unit Name:

Traditional Stories ("The Pearl")

Approx. Length of time: 35 days

Essential Standards

Reading -

- I can identify when modern authors draw on traditional stories

Writing -

- I can use the best text evidence to support inferential analysis.

Language -

- I can examine how metaphor, simile, and figurative language contribute to a greater meaning

Learning Targets (Webb's Depth of Knowledge)

Level One: Recall

- I can identify and differentiate context clues in literary text and informational texts
- I can identify...tropes from traditional stories.
- I can identify when modern authors draw on traditional stories

Level Two: Skill Concept

- I can use figurative language and connotation to enhance my writing
- I can identify the theme of a literary text
- I can make inferences based on explicit and inferential evidence in the text

Level Three: Strategic Thinking

- I can compare...and contrast how modern stories draw on tropes from traditional stories
 - I can cite an extensive amount of relevant and scholarly evidence.
 - I can explain how specific incidents in the text propel the action, reveal aspects of a character, or provoke a decision
 - I can explain how and why an author makes traditional stories new in modern works
-



Level Four: Extended Thinking

- I can analyze the development of the theme through characters' actions, setting, and plot
- I can apply interpretive lenses to literature to shift interpretation

Assessment		
Before Learning (Pre-Test)	During Learning (Formative)	After Learning (Summative)
<ul style="list-style-type: none"> ● Brainstorm what commonalities we all share despite culture, nationality, time, etc. ● Lenses and how they affect our reading of texts 	<ul style="list-style-type: none"> ● Notes on "The Pearl" ● Discussion of traditional story tropes ● Theme of myths 	<ul style="list-style-type: none"> ● Essay on "The Pearl"

Learning Plan

- Students will be introduced to the concept of universal truths/topics that cross cultures and times. They will read a selection of:
 - Myths, parables, fables, fairy tales
- Using the traditional stories, students will infer common themes and topics that are shared.
- Students will read traditional myths
- Students will read adaptations of these myths, focusing on audience and time period written as it affects the story
- Students will read "The Pearl" taking notes focusing on key elements/commonalities
- In class discussions and literature circle groups.
- Final project will be an essay.



Prior Knowledge Required/ Referenced

Theme
Inferencing
Discussion protocol

Anticipated Misunderstandings

Cultural differences behind traditional stories, Juana and Kino's lifestyles.

Key Vocabulary (Facts, Concepts, Procedures)

Universal theme
Myth
Traditional story
Symbols/symbolism
Parable
Cornell Notes

Modifications

Accelerated classes:

- a. Post reading myths and traditional stories and pre "The Pearl", students will read the Greek myths of Persephone and Hades and Eurydice and Orpheus.
- b. Students will read a dramatization of the Eurydice/Orpheus myth
 - i. Response analyzing how the changes between the original and dramatization create new impressions in the audience.
- c. Students will listen to Hadestown, an adaptation of Eurydice/Orpheus

Possible enrichment: Revamp modernized myth by twisting key elements to affect how the audience views it.



Resources

"The Pearl" by John Steinbeck

Hadestown soundtrack

Origin stories from across cultures

Greek myths: Narcissus, Orpheus/Eurydice, Hades/Persephone

Fairy Tales



Course: Lang & Lit 8

Ohio's Learning Standards (2017): ELA

Unit Name:

(Auto)biographies of the Civil Rights Movement

Approx. Length of time: 30 days

Essential Standards

Reading -

- I can explain how specific incidents propel the action and reveal aspects of a character.

Writing -

- I can make connections and distinctions between texts, self, and the world, past and present.

Language -

- I can use figurative language/connotation.

Learning Targets (Webb's Depth of Knowledge)

Level One: Recall

- I can summarize a text.
- I can define memoir, biography, and autobiography

Level Two: Skill Concept

- I can infer a text's tone or mood using textual evidence.
- I can determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
- I can explain the connections and distinctions between individuals, ideas, or events in a text.

Level Three: Strategic Thinking

- I can cite evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
 - I can explain how specific incidents in the text propel the action, reveal aspects of a character, or provoke a decision
 - I can compare how a text makes connections among and distinctions between individuals, ideas, or events
 - I can determine if the evidence provided is relevant and sufficient enough to support the claim
-



Level Four: Extended Thinking

- I can critique an author's effectiveness in advancing a stance (in a song, poem, memoir, etc) using specific textual details and context of the time period's likely reception
- I can draw meaningful conclusions using multiple texts to support my inferences.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.

Assessment

Before Learning (Pre-Test)	During Learning (Formative)	After Learning (Summative)
<ul style="list-style-type: none"> ● Biographical Text Read-around to identify interests and select texts 	<ul style="list-style-type: none"> ● Reading Artifacts (summarize, central idea, connect texts, significant passage) ● Breakdown of primary source and argumentative texts – what are their ● Multi-text responses, such as painting, poem, book excerpt 	<ul style="list-style-type: none"> ● Multi-text responses, Psalm, manifesto, songs, memoirs, and photography. ● Poster project – using variety of texts - see Lvl 4 objective above

Learning Plan

- Students will be assigned two texts to read independently
- Students will participate in reading group discussions
- Formative Assessment: For each discussion, students will create artifacts using the supporting ideas to the central ideas of a text to demonstrate connections and distinctions between individuals, ideas, or events
- Summative Assessment: Students will use multiple texts to demonstrate connections and distinctions between individuals, ideas, or events



Prior Knowledge Required/ Referenced

Students will have already learned about central idea and supporting details in the Scientific Texts Unit.

They will have background on argumentative techniques and literary devices from previous years at BMS as well as previous 8th grade units.

Anticipated Misunderstandings

Students may have difficulty demonstrating sensitivity to culturally sensitive subject matter such as lynching, violence, and sexual assault. .

Key Vocabulary (Facts, Concepts, Procedures)

Tone

Mood

Supporting details

Memoir

Autobiography

Biography

Ethos/pathos/logos

- Figurative language
- Repetition

Facts/stats

Modifications

Text Complexity

- Higher ability students will read high Lexile texts such as *The Autobiography of Martin Luther King, Jr.*
 - Struggling readers may read shorter, lower Lexile texts such as *The Greatest* by Walter Dean Myers
-



Artifact Completion

- Higher ability students will make deeper connections between persons, relationships, events through technology from the first artifact
- Most students will make deep connections between persons, relationships, events through technology by the end of the unit

Graphic Design

- Higher ability students will use more sophisticated image editing software such as Adobe Photoshop, Microsoft Publisher, and Adobe Premiere Pro
- Most students will use basic programs such as Microsoft Word and Microsoft PowerPoint

Resources

Books

- Warriors Don't Cry - M. Patillo Beals
- The Greatest – W. Myers
- Malcolm X – W Myers
- Autobiography of Martin Luther King Jr.
- Martin Luther King, Jr. By Amy Pastan
- Getting Away With Murder - Christopher E. Crowe
- [Claudette Colvin: Twice Toward Justice - Phillip Hoose \(Author\)](#)
- [Rosa Parks by Rosa Parks](#)

Poetry

- "I Sing America" by Walt Whitman
- "I, Too, Sing America" by Langston Hughes
- "Harlem" by Langston Hughes
- "Mother to Son" by Langston Hughes
- "Merry Go Round" by Langston Hughes
- "Let America Be America Again"
- "WARNING!"
- "Down Where I am"
- "Dreams"
- "And Still I Rise" by Maya Angelou



Argumentative/Nonfiction

- Ballot or the Bullet - Malcolm X
- Letter to My Nephew – James Baldwin
- Brown v. Board of Education Ruling Decision by Earl Warren
- Southern Manifesto

Songs

- "Strange Fruit" by Billie Holiday
- "Here's to the State of Mississippi" by Phil Ochs
- "A Change is Gonna Come" by Sam Cooke
- "I Wish I Knew How It Would Feel To Be Free" By Nina Simone

Paintings

- "The Problem We All Live With" by Norman Rockwell
- "New Kids in the Neighborhood" by Norman Rockwell
- "They Were Very Poor" by Jacob Lawrence
- "Segregation and Integration" by Jacob Lawrence
- "Panel No. 52" by Jacob Lawrence
- "Soldiers and Students" by Jacob Lawrence

ASSESSMENT IS ATTACHED – NEXT PAGE

Biography Unit Understandings

- Social inequality exists in many degrees and many forms.
- Beliefs about race and culture inform choices to treat others with fairness and equality.

Biography Unit Essential Question

- How do historical documents, biographies, music, and artwork convey cultural beliefs about equality?

Consider...

- What beliefs are conveyed?
- How are these beliefs shared across multiple texts?
- Why are some experiences, people, and events celebrated and others marginalized?



Medium of assessment:

- You can answer the above question by creating a poster or a video.
- Whichever medium you choose, you need to make intentional choices regarding formatting, evidence choice, music (video), images. *Look and organization are being assessed.*

Rubric:

WRITING - I can use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.

- All components of the project contribute to an academic purpose and serious tone.
- Organization is centered on the viewer's experience.

READING - I can draw meaningful conclusions using multiple texts to support my inferences.

- Varied mediums are used to answer the question – images, song lyrics, non-fiction quotes, quotes from important figures of the time period, etc.
- Question is fully answered and all evidence is relevant and necessary.

LANGUAGE - I can present to peers and explain the choices and intentions behind a greater work.

- Can answer questions about any component of the project
- Walks audience through the conceptualization of the idea and how it was implemented.
- Elaborates on specific choices and how they contribute to the overall pie



Course: 8th Grade ELA

Ohio's Learning Standards (2017): ELA

Unit Name:

Analyzing Arguments and Argument Writing

Approx. Length of time: 30 days

Essential Standards

Reading -

- **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.
- **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.
- **RI.8.5** 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.

Writing -

- Write arguments to support claims with clear reasons and relevant evidence.
- Establish a clear thesis statement to present an argument.
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Language -

- I can vary sentence structure by using compound and complex sentences in my writing.

Learning Targets (Webb's Depth of Knowledge)

Level One: Recall

- I can identify the supporting ideas in a text.
 - I can use the supporting ideas to determine the central idea of the text.
-



Level Two: Skill Concept

- I can use the supporting ideas to determine the central idea of the text.
- I can identify relevant evidence.
- I can make a full-text citation in MLA style.
- I can use in-text citations to cite both quoted and paraphrased information.

Level Three: Strategic Thinking

- I can use relevant evidence and logical thinking to establish a clear thesis statement to present an argument.
- I can acknowledge and distinguish my argument from alternate or opposing claims, and organize the reasons and evidence logically.
- I can effectively organize counterclaims into a separate paragraph.

Level Four: Extended Thinking

- I can maintain a formal style.
- I can make real world connections to claims presented in argument.
- I can present my argument in a multimedia format.

Assessment

Before Learning (Pre-Test)	During Learning (Formative)	After Learning (Summative)
<ul style="list-style-type: none"> ● Be familiar with the conventions of the thesis-driven five paragraph essay (introduction, thesis, body paragraphs, conclusion). 	<ul style="list-style-type: none"> ● Identify strong evidence. ● Use a formal system of citation to record resources 	<ul style="list-style-type: none"> ● Connect practices, structures, claims to real world connections.



Learning Plan

- Students will read several informational articles based on an area of interest.
- Students will practice identifying central ideas and key claims in texts.
- Formative Assessment: Students will analyze their sources identifying central ideas and organizational structures.
- Students will use key claims to formalize a clear argument based on their area of interest.
- Summative Assessment: Students will synthesize multiple sources to write a thesis-driven essay with standard MLA format for heading, header, and citations.
- Students will identify key claims that support their argument into a multi-paragraph format.
- Students will recognize counterclaims into a counterargument paragraph.
- Students will draft an engaging introduction and conclusion.
- Students will adapt their argument into a multimedia presentation.

Prior Knowledge Required/ Referenced

Students will have already learned about central idea and supporting details with informational texts.

Students should have some experience with some organizational structures: cause and effect, problem and solution, compare and contrast.

They will have background on argumentative techniques and literary devices from previous years at BMS.

Anticipated Misunderstandings

Counter argument is always a struggle

Students may have difficulty brainstorming reasons people oppose such issues immigration or reducing greenhouse gases. Research against immigration is difficult to find, but documents presenting both sides of the immigration debate from other countries is a good proxy for brainstorming pro and con perspectives for immigration in the United States.



Key Vocabulary (Facts, Concepts, Procedures)

Thesis
Lead-In
Sequence
Topic Sentence
Cause and Effect
Concluding Sentence
Classification
Evidence
Parallel Structure

Modifications

Text Complexity

- Higher ability students can include more complex texts in their research.

Graphic Design

- Higher ability students will use more sophisticated poster design with poster.

Resources

“The Ballot or the Bullet” - Malcolm X
Common Lit selections
“A Letter to my Nephew” - James Baldwin
“Give me Liberty ...” speech - Patrick Henry
Newspaper editorials
Emma Watson UN address



Course: Lang & Lit 8

Ohio's Learning Standards (2017): ELA

Unit Name: Shakespeare

Approx. Length of time: 30 days

Essential Standards

Reading -

- Analyze how particular lines of dialogue in a drama propel the action, reveal aspects of a character, or provoke a decision.
- Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- Incorporate a theme and its relationship to other story elements into an objective summary of the text.

Speaking and Listening -

- Adapt speech to a variety of contexts and tasks, demonstrating a **knowledge of Shakespearean English**

Learning Targets (Webb's Depth of Knowledge)

Level One: Recall

- I can demonstrate an understanding of basic plot mechanics and structure.
- I can identify the basics elements of drama (stage directions, dramatic irony).
- I can identify the basics elements of film (composition, mise en scene).

Level Two: Skill Concept

- I can trace the development of characters and plot to objectively summarize the text.
- I can describe how actors emote and directors convey meaning.

Level Three: Strategic Thinking

- I can compare and contrast the original Shakespearean drama with the choices the director makes in the film.

Level Four: Extended Thinking

- I can imagine a unique and original setting for the play whether it is science fiction, historical, or fantasy.
- I can analyze a drama evaluating how the text interprets the source text.



Assessment		
Before Learning (Pre-Test)	During Learning (Formative)	After Learning (Summative)
<ul style="list-style-type: none"> • Be familiar with the conventions of objective summaries. • Be familiar with the elements drama. 	<ul style="list-style-type: none"> • Summarize the play in an enter/exit format that explains what characters are on stage and why. • Describe the differences between a staged version of the play and the script of the play. • Be able to understand and identify dramatic irony. • Understand Shakespearean English conventions such as verb inflections, familiar pronouns, and metrical contractions. • “Translate” Shakespearean English into modern English. 	<ul style="list-style-type: none"> • Compare a scene using the elements of film to the text. • Write a short essay focusing on explaining a scene with dramatic irony. • Read the play aloud with an adequate degree of appropriate volume and clear pronunciation.

Learning Plan

- Students will read the first act of a Shakespearean play as a class using a variety of techniques (choral, snake (by line end, by end punctuation), and assigning parts).
- Students will read the middle acts in small group, sometimes “getting the play on its feet.”
- Students will watch a filmed version (a filmed version or a filmed stage production).
- Formative Assessment: Student will compare and contrast the film to the drama.
- Summative Assessment: Student will complete a final assessment imaging a new setting for a Shakespeare play. This final will include citing key evidence for characters, conflict, and setting; drawings based on the new setting; and an explanation of how this updated setting can be staged.



Prior Knowledge Required/ Referenced

Students will have already learned about writing concise, objective summaries.

Anticipated Misunderstandings

Students may be anxious over the difficulty of Shakespeare's language. There are a couple of class activities to break down some identifiable elements of Shakespeare's language: verb inflections, familiar pronouns, inverted word order, and obsolete word usage and idioms.

Key Vocabulary (Facts, Concepts, Procedures)

Stage Directions
Dramatic Irony
Situational Irony
Verbal Irony
Soliloquy
Monologue
Malapropism (Much Ado)

Modifications

Graphic Design

- Higher ability students will use more sophisticated image editing software such as Adobe Photoshop, Microsoft Publisher, and Adobe Premiere Pro
- Most students will use basic programs such as Microsoft Word and Microsoft PowerPoint

Resources

Folgers Shakespeare Library Editions
Various Filmed Adaptations