



# Rigorous Curriculum Design

## Unit Planning Organizer



<b>Subject:</b>	ELA		<b>Grade:</b>	8
<b>Unit Number:</b>	Four	<b>Unit Name:</b>	Beauty and Truth	
<b>Unit Length</b>	Five Weeks and One Buffer Week		Mins / Day: 50 minutes	
<b>Unit Synopsis</b>	This unit is an exploration of what is beauty and truth, and how that is reflected in literature, art, music, and culture. As students progress through the unit, they collect artifacts they see as representing beauty and truth to be displayed in an exhibition, and viewed by fellow students in a gallery walk.			

ELA CCSS	
<b>Priority Standards</b>	<p>RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>
	<p>RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>
	<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>
	<p>SL.4 Present claims and findings (<b>e.g., argument, narrative, response to literature presentations</b>), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. <b>CA</b></p>

- RL8.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- RL8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- RL8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- RI8.4 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. **(See Grade 8 Language Arts Standards 4–6 for additional expectations.) CA**
- RI8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
- W8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
- W8.6 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.
- W8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- L8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - Use an ellipsis to indicate an omission.
  - Spell correctly.

<b>Target ELD Standards</b>	<b>Collaborative</b>
	1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
	<b>Interpretative</b>
	6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
	8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
<b>Productive</b>	
9. Expressing information and ideas in formal oral presentations on academic topics	
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	

### Unwrapped Priority Standards

<b>“Unwrapped” Skills (Students need to be able to do)</b>	<b>“Unwrapped” Concepts (Students need to know)</b>	<b>Bloom’s Taxonomy (Level of Cognitive Rigor )</b>	<b>Depth of Knowledge (Target for Unit Mastery)</b>
RL8.2 Determine Analyze Provide	Theme Development of theme Relationship of theme to characters, setting, plot Summary	Level 4: Analyze	Level 2: Skills and Concepts
RI8.2 Determine Analyze Provide	Central Idea Development of central idea and its relationship to Supporting ideas Summary	Level 4: Analyze	Level 2: Skills and Concepts
W8.3 Write Develop	Narratives Real or imagined experiences Techniques Description Sequence	Level 6: Create	Level 3: Strategic Thinking/Reasoning
SL8.4 Present Emphasize Use	Claims and Findings Salient points Relevant evidence and details Valid reasoning Eye contact, volume, pronunciation	Level 3: Apply	Level 2: Skills and Concepts

Learning Progressions of Skills and Concepts

<b>Anchor Standard</b>	RL8.2	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<b>Anchor Standard</b>	RI8.2	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<b>Anchor Standard</b>	W8.3	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, well-structured event sequences, and ideas.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>Anchor Standard</b>	SL8.4	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.
<b>Essential Questions</b>		<b>Corresponding Big Ideas</b>
<p><i>(RL8.2) How is a theme developed?</i></p> <p><i>(RI8.2) How is a central idea developed?</i></p> <p><i>(W8.3) What elements are needed in a piece of narrative writing?</i></p> <p><i>(SL8.4) What elements are necessary for an effective presentation?</i></p>		<p><i>(RL8.2) Character, setting and plot help develop a theme/central idea.</i></p> <p><i>(RI8.2) Supporting ideas help develop the central idea of a text.</i></p> <p><i>(W8.3) Writing a narrative requires using technique, details, and well-structured sequences.</i></p> <p><i>(SL8.4) Effective presentations include the elements of argument using appropriate eye contact, adequate volume, and clear pronunciation.</i></p>

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
Technique, details, structure, eye contact, volume, pronunciation, rhythm, scheme, device, repetition	Character, setting, plot, theme, central idea, narrative, style, meter, imagery, figurative language, ballads, epics, odes, sonnets, free verse, limerick, lyric, elegy, narrative, setting, conflict, resolution, rhyme, onomatopoeia, alliteration, couplet, dialect, simile, metaphor, personification, symbol, analogy
Resources for Vocabulary Development (Strategies, Routines and Activities)	
<p>Vocabulary Matrix</p> <p>Multiple opportunities to use new words in reading, writing and discussion.</p> <p>Encountering/using the word/concept many times</p> <p>Contextual Redefinition</p>	

Unit Assessments	
Pre-Assessment	Post-Assessment
Please see <a href="http://www.alvordschools.org/cfa">www.alvordschools.org/cfa</a> for the most current EADMS CFA ID Numbers.	Please see <a href="http://www.alvordschools.org/cfa">www.alvordschools.org/cfa</a> for the most current EADMS CFA ID Numbers.
Scoring Guides and Answer Keys	
See EADMS	See EADMS
Assessment Differentiation	
<b>Students with Disabilities</b>	<p><b>Reference IEP Accommodations</b></p> <p>Refer to individual students' IEPs or refer to <a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p>
	<p><b>Modifications</b></p> <p>Refer to individual students' IEPs or refer to <a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p>

<b>Engaging Scenario Overview</b> <b>(Situation, challenge, role, audience, product or performance)</b>		
Description:	<p>Congratulations! You have been chosen to be a curator for the Riverside Satellite of the Getty Museum. You are charged with creating an exhibition that displays examples of beauty and truth throughout history. Anything goes! Draw upon literature, art, music, architecture, religion, or any other aspect of the world’s cultures to construct your exhibition.</p> <p>Your exhibition may include the use of poster boards displaying printed downloads of art and culture, electronic displays (i.e., PowerPoints, Prezis, Powtoons, etc.), actual artifacts, reproductions of artifacts, or any other medium you can imagine.</p> <p>Each artifact or piece that is displayed must have a small identification card accompanying it. This card must include the title of the piece, who created it, from what era in history it originated, and a rationale (reason) why you decided to include it in your exhibition.</p> <p>Throughout this unit, students will have been exposed to a wide range of literature, art, music, and culture, keeping an eye out for elements they deem represent beauty and truth. They will create and collect artifacts, visual representations, and/or electronic versions of items from works we’ve read and works they have discovered, displaying them in an exhibition to be viewed by other students in gallery walks throughout the day. Observers will be allowed to leave feedback to the exhibitor on sticky notes.</p>	
	Days: Three	Mins/Day: 50
<b>Engaging Learning Experiences</b> <b>Synopsis of Authentic Performance Tasks</b>		
<b>Authentic Performance Tasks</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Task 1:  <u><b>Inference and Meaning T-Chart and Poetry Frayer Model</b></u>	<p>Students will read several different poems and complete an inference and meaning T-chart for two (or more) of the poems. Inferences should focus on the themes of beauty and/or truth, figurative language, form, type of poem, etc. This is where teachers should teach poetic devices as a foundation for students to write their own poetry and to be able to criticize other poems they read. See Additional Resources folder for cloze notes on poetry.</p> <p>Students complete Poetry Frayer Model (see Task 1 Folder for directions to complete this part of the task).</p> <p><u>Poem Suggestions:</u>            “Knock, Knock” (if not previously done)            “Stopping by the Woods on a Snowy Evening” (Textbook)            “I Walked from Plank to Plank” / “Child on Top of a Greenhouse” (Textbook)            “Shall I Compare Thee to a Summer’s Day” (Resource folder)            “Hope is the Thing with Feathers” (Resource folder)            “The Rose that Grew from Concrete” (Resource folder)            “The Blind Men and the Elephant” (Resource folder)            “Invictus: The Unconquerable” (Resource folder)            A Plethora of Poetry is available in Task 1 Folder and the Textbook</p>	Days: Seven  Mins/Day: 50

<p>Task 2:</p> <p><b><u>Original Poem(s)</u></b></p>	<p>Students read and analyze a narrative poem (i.e. “The Highwayman”). Students will write original narrative poems that involve aspects of beauty and truth. To do this, they must consider theme and organization of events. Students will also write another poem of their choice (see options below).</p> <p>Students may complete the Poetry Project instead (see Task 2 Folder).</p> <p>The following list provides options for the structure, form, or process:</p> <ul style="list-style-type: none"> <li>• Poetry Project (See Task 2 Folder and Additional Poetry Resources folder)</li> <li>• Blackout Poem (<a href="http://www.makeblackoutpoetry.com">www.makeblackoutpoetry.com</a>)</li> <li>• Found Poem (<a href="http://www.creative-writing-now.com/found-poetry.html">http://www.creative-writing-now.com/found-poetry.html</a>)</li> </ul>	<p>Days: Five</p> <p>Mins/Day: 50</p>
<p>Task 3:</p> <p><b><u>Constructed Response</u></b></p>	<p>Students will search various museums’ websites to find a piece of art that encompasses the tone, meaning, and theme of one of the poems they read in Task 1. After selecting their piece of art, they will complete a constructed response explaining how the art piece reflects the poem. Teacher may supply art choices for students, or project a single piece of art for the entire class. See the Task 3 Folder PowerPoint “Reading Paintings” for art choices.</p> <p>*If technology allows, students can create a PowerPoint slide that has the picture, poem, and constructed response.</p>	<p>Days: Three</p> <p>Mins/Day: 50</p>
<p>Task 4:</p> <p><b><u>Fishbowl</u></b></p>	<p>Students will read and annotate the following articles (or those of the teacher’s choosing) to enable them to participate in a fishbowl discussion about the criteria of art, and whether or not graffiti can be considered art, or merely vandalism. The fishbowl discussion should revolve around whether or not beauty and truth is present in the art/graffiti, and the how characteristics present in the samples display that. Students can also choose to bring samples they find to discuss or use as evidence to support their arguments.</p> <p>*Optional Jigsaw: Arrange students into groups of four, and give each student a different article. Each student reads and annotates his/her article, and then participates in a mini-fishbowl in their group of four to prep for the whole class fishbowl.</p> <p><a href="https://newsela.com/articles/bogota-art/id/2624/">https://newsela.com/articles/bogota-art/id/2624/</a>  <a href="https://newsela.com/articles/banksy-nyc/id/1754/">https://newsela.com/articles/banksy-nyc/id/1754/</a>  <a href="https://newsela.com/articles/mural-ban/id/980/">https://newsela.com/articles/mural-ban/id/980/</a>  <a href="http://iml.jou.ufl.edu/projects/fall07/Sanchez/art.html">http://iml.jou.ufl.edu/projects/fall07/Sanchez/art.html</a>  <a href="http://gardenofpraise.com/art.htm">http://gardenofpraise.com/art.htm</a>  <a href="http://www.artyfactory.com/art_appreciation/art_appreciation.html">http://www.artyfactory.com/art_appreciation/art_appreciation.html</a></p>	<p>Days: Two</p> <p>Mins/Day: 50</p>

<p><b>Interdisciplinary Connections</b></p>	<p>Principles of art, science, history, mathematics could be incorporated in all tasks and the engaging scenario.</p>
<p><b>Scoring Rubric</b></p>	<p>See Resource Folder for Fishbowl Rubric.  SBAC 4-Point Narrative Performance Task Writing Rubric (Grades 3–8) for narrative poem.</p>

21<sup>st</sup> Century Skills

<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input checked="" type="checkbox"/> Information and Media Literacy	<input checked="" type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____
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**Connections between 21<sup>st</sup> Century Skills, CCCSS, and Unit Overview:****Creativity and Innovation:** Engaging Scenario**Critical Thinking:** All Tasks**Communication and Collaboration:** Communication (all tasks), Collaboration (Engaging Scenario)**Information and Media Literacy:** Task Four and Engaging Scenario**Initiative and Self-Direction:** Engaging Scenario**Productivity and Accountability:** All Tasks**Leadership and Responsibility:** All Tasks

*from P21 and Costa & Kallick, 2008, <http://www.p21.org/about-us/p21-framework>*



## Authentic Performance Task 1

<p><b>Task Description</b></p>	<p><b><u>Inference and Meaning T-Chart</u></b></p> <p>Students will read several different poems and complete an inference and meaning T-Chart for two (or more) of the poems. Inferences should focus on the themes of beauty and/or truth, figurative language, form, type of poem, etc. This is where students take poetry notes (see Additional Resources or Task 1 folders for cloze notes on poetry).</p> <p>Students complete Poetry Frayer Model (see Task 1 Folder for directions to complete this part of the task).</p>	<p><b>Suggested Length</b></p>	<p>Days: 7 Mins/Day: 50</p>
<p><b>Standards Addressed</b></p>	<p><b>Priority Standard(s)</b></p>		
	<p>RL8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>		
	<p><b>Supporting Standard(s)</b></p>		
	<p>RL8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>RI8.4 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. <b>(See Grade 8 Language Standards 4–6 for additional expectations.) CA</b></p>		
	<p><b>Target ELD Standard(s)</b></p>		
	<p><b>Collaborative</b></p> <p>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p> <p><b>Interpretative</b></p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content</p>		
<p><b>Essential Question(s)</b></p>	<p><b>(RL8.2)</b> How is a theme developed?</p>		
<p><b>Big Idea(s)</b></p>	<p><b>(RL8.2)</b> Character, setting and plot help develop a theme/central idea.</p>		

Bloom's	DOK	Scoring Rubric	
Level 4	Level 3	2-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)	
<b>Teaching and Learning Sequence</b>	<b>(Suggested Instructional Strategies and Tasks)</b>		
	<p>Students complete the cloze version of poetry notes.</p> <p>Students read narrative poem, applying terms from notes that apply to poem (i.e., "The Highwayman").</p> <p>As students are exposed to more poetry, they will be able to choose two poems with which to complete two Inference/Meaning T-charts. The first t-chart will be modeled by the teacher and completed by the students with plenty of teacher-student dialogue along the way (I do, we do). After completing the initial t-chart, students will work in pairs to begin completing the second t-chart on another pair of poems (you do). Half-way through completing the second chart, individual students will finish on their own.</p>		
<b>Resources and Materials</b>	<b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b>		
	<p>Additional Resources Folder for Unit 5          McDougal Littell Anthology  <a href="http://www.getty.edu/education">www.getty.edu/education</a>          Various Museums' Websites (see</p>		
<b>Strategies for Differentiation</b>			
All Students	SWD	ELs	Enrichment
<p>Fill in cloze version of poetry notes.</p> <p>Complete T-chart.</p>	<p><b>Reference IEP Accommodations</b></p> <p>See website for suggestions on accommodating based on specific IEPs:  <a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p>	<p style="text-align: center;"><i>Emerging</i></p> <p>Students may use symbols or drawings in notes and t-charts.</p> <p>Students may enhance the information in their notes from a reliable peer.</p>	<p>Students search for artwork or images that portray ideas or themes of the poetry used for the t-charts.</p>
	<p><b>Modifications</b></p> <p>See website for suggestions on accommodating based on specific IEPs:  <a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p>	<p style="text-align: center;"><i>Expanding</i></p> <p>Students may be offered poetry at a lower lexile, or poetry that is easier to understand or more straightforward.</p>	
		<p style="text-align: center;"><i>Bridging</i></p> <p>Student may work with a partner throughout the second t-charting activity.</p>	

<b>Scoring Rubric</b>	<b>Score</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NS</b>
	<b>Conventions</b>	<p><b>The response demonstrates an adequate command of conventions:</b> adequate use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling</p> <p>no systematic pattern of errors is displayed</p>	<p><b>The response demonstrates a partial command of conventions:</b> limited use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling</p> <p>some systematic patterns of errors may be displayed</p>	<p><b>The response demonstrates little or no command of conventions:</b> infrequent use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling</p> <p>systematic patterns of errors are displayed</p>	<p><b>Unintelligible</b> In a language other than English Off-topic Copied text</p> <p>(Off-purpose responses will still receive a score in Conventions.)</p>

## Authentic Performance Task 2

<b>Task Description</b>	<p>Students read and analyze a narrative poem (i.e. “The Highwayman”). Students will write an original narrative poem that involves aspects of beauty and truth. To do this, they must consider theme and organization of events. Students will also write another poem of their choice (see options below).</p> <p>Students may complete the Poetry Project instead (see Task 2 Folder).</p> <p>The following list provides options for the structure, form, or process:</p> <ul style="list-style-type: none"> <li>• Poetry Project (See Task 2 Folder and Additional Poetry Resources folder)</li> <li>• Blackout Poem (<a href="http://www.makeblackoutpoetry.com">www.makeblackoutpoetry.com</a>)</li> <li>• Found Poem (<a href="http://www.creative-writing-now.com/found-poetry.html">http://www.creative-writing-now.com/found-poetry.html</a>)</li> </ul>	<b>Suggested Length</b>	<b>Days: 5</b>  <b>Mins/Day: 50</b>
	<b>Priority Standard(s)</b>		
<b>Standards Addressed</b>	<p>W8.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, well-structured event sequences, and ideas.</p> <p>RI8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RL8.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		

Supporting Standard(s)	
	<p>RL8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>RI8.4 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. <b>(See grade 8 Language standards 4–6 for additional expectations.) CA</b></p> <p>W8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</p> <p>RI8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>L8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use an ellipsis to indicate an omission.</li> <li>c. Spell correctly.</li> </ol>
Target ELD Standard(s)	
	<p><b>Interpretative</b></p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</p> <p><b>Productive</b></p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p>
<b>Essential Question</b>	<p><b>(RL8.2)</b> How is a theme developed?</p> <p><b>(RI8.2)</b> How is a central idea developed?</p> <p><b>(W8.3)</b> What elements are needed in a piece of narrative writing?</p>

<b>Big Idea(s)</b>	<p><b>(RL8.2)</b> Character, setting and plot help develop a theme/central idea.</p> <p><b>(RI8.2)</b> Supporting ideas help develop the central idea of a text.</p> <p><b>(W8.3)</b> Writing a narrative requires using technique, details, and well-structured sequences.</p>		
<b>Bloom's</b>	<b>DOK</b>	<b>Scoring Rubric</b>	
<b>Level 6</b>	<b>Level 4</b>	<b>4-Point Narrative Performance Task Writing Rubric (Grades 3–8)</b>	
<b>Teaching and Learning Sequence</b>	<p style="text-align: center;"><b>(Suggested Instructional Strategies and Tasks)</b></p> <p>Students read and analyze a narrative poem (i.e. “The Highwayman”). With guidance from the teacher, students discover the setting, characters, conflict, and theme of selected narrative poem, and map them on a plot map. Students then use another plot map to plan their own narrative poem. Based on what they’ve written on their plot maps, students create a narrative poem of their own.</p> <p>After this process is complete, students form reading circles and share their narratives.</p> <p>Based on their poetry notes and the various types of poetry they’ve read, individual students will select another form of poetry and attempt to write their own poem using the characteristics of that form.</p>		
<b>Resources and Materials</b>	<p style="text-align: center;"><b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b></p> <ul style="list-style-type: none"> <li>• Poetry Project (See Task 2 Folder)</li> <li>• Blackout Poem (<a href="http://www.makeblackoutpoetry.com">www.makeblackoutpoetry.com</a>)</li> <li>• Found Poem (<a href="http://www.creative-writing-now.com/found-poetry.html">http://www.creative-writing-now.com/found-poetry.html</a>)</li> </ul> <p>McDougal-Littel Textbook</p> <p><a href="http://www.getty.edu/education/teachers/classroomresources/index.html">http://www.getty.edu/education/teachers/classroomresources/index.html</a></p>		

## Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<p>Analyze the poem.</p> <p>Write a narrative poem.</p> <p>Write a poem of another form.</p>	<p><b>Reference IEP</b></p> <p><b>Accommodations</b></p> <p>See website for suggestions on accommodating based on specific IEPs:  <a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p> <p><b>Modifications</b></p> <p>See website for suggestions on accommodating based on specific IEPs:  <a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p>	<p><b>Emerging</b></p> <p>Students may copy the work of a partner for the poem analysis.</p> <p>Students may write their poems in their native language.</p> <p><b>Expanding</b></p> <p>Students may work with a partner to analyze the narrative poem.</p> <p>Students may add illustrations to their analyses and poetry.</p> <p><b>Bridging</b></p> <p>Students may work with a partner to analyze the narrative poem.</p>	<p>Students make a PowerPoint or Prezi that illustrates one of the poems they've written.</p>

## Scoring Rubric

4-Point Narrative Performance Task Writing Rubric (Grades 3-8)  
(See SBAC Rubrics Folder)

## Authentic Performance Task 3

<p><b>Task Description</b></p>	<p>Teacher will conduct lessons on how to interpret paintings (see Task 3 Resource Folder). Students will then search various art museums' websites (see list possible museums to "visit" in Task 3 Folder) to find a piece of art that encompasses the tone, meaning, and theme of one of the poems they read in Task 1. After selecting their piece of art, they will complete a constructed response explaining how the art piece reflects the poem.</p> <p>*If technology allows, students can create a PowerPoint slide that has the picture, poem, and constructed response.</p>	<p><b>Suggested Length</b></p>	<p><b>Days: 3</b> <b>Mins/Day: 50</b></p>
<p><b>Standards Addressed</b></p>	<p><b>Priority Standard(s)</b></p>		
	<p>RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RL.8.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		



Supporting Standard(s)	
	<p>RL8.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RL8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>RL8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>RI8.4 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. <b>(See grade 8 Language standards 4–6 for additional expectations.) CA</b></p> <p>RI8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p> <p>W8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>SL8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>L8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use an ellipsis to indicate an omission.</li> <li>c. Spell correctly.</li> </ol>
Target ELD Standard(s)	
	<p><b>Collaborative</b></p> <ol style="list-style-type: none"> <li>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</li> </ol> <p><b>Interpretative</b></p> <ol style="list-style-type: none"> <li>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</li> <li>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</li> </ol> <p><b>Productive</b></p> <ol style="list-style-type: none"> <li>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</li> </ol>

<b>Essential Question(s)</b>	<p><b>(RL8.2)</b> How is a theme developed?</p> <p><b>(RI8.2)</b> How is a central idea developed?</p>	
<b>Big Idea(s)</b>	<p><b>(RL8.2)</b> Character, setting and plot help develop a theme/central idea.</p> <p><b>(RI8.2)</b> Supporting ideas help develop the central idea of a text.</p>	
<b>Bloom's</b>	<b>DOK</b>	<b>Scoring Rubric</b>
<b>Level 4</b>	<b>Level 3</b>	<b>4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)</b>
<b>Teaching and Learning Sequence</b>	<p style="text-align: center;"><b>(Suggested Instructional Strategies and Tasks)</b></p> <p>Working with the class, the teacher will model a search of The Getty website (or any other museum's site) in order to search for relevant artwork that matches the tone, meaning, and theme of a particular poem (See Task 3 Folder: How to Read a Painting Folder). Students will then try it on their own. After selecting their piece of art, they will complete a constructed response explaining how the art piece reflects the poem.</p> <p>*If technology allows, students can create a PowerPoint slide that has the picture, poem, and constructed response.</p>	
<b>Resources and Materials</b>	<p style="text-align: center;"><b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b></p> <p><a href="http://www.getty.edu/education">www.getty.edu/education</a> and/or various museums' websites</p> <p>McDougal-Littel Textbook</p> <p>Additional Resource Folder</p> <p>Year-long Resource Folder</p>	

**Strategies for Differentiation**

All Students	SWD	ELs	Enrichment
<p>Web search</p> <p>Constructed Response</p>	<p><b>Reference IEP</b></p> <p><b>Accommodations</b></p> <p>See website for suggestions on accommodating based on specific IEPs:  <a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p> <p><b>Modifications</b></p> <p>See website for suggestions on accommodating based on specific IEPs:  <a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p>	<p><b>Emerging</b></p> <p>Students participate in web search.</p> <p>Students copy the constructed response from a competent peer.</p>	<p>Students can create a PowerPoint slide that has the picture, poem, and constructed response.</p>
		<p><b>Expanding</b></p> <p>When writing the constructed response, students may utilize an extended frame requiring them to “plug in” relevant points and details.</p>	
		<p><b>Bridging</b></p> <p>Student will be allowed to participate in a discussion with a group before writing the constructed response.</p>	

<p><b>Scoring Rubric</b></p>	<p><b>4-Point</b>  <b>Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)</b>                  (See SBAC Rubrics Folder)</p>
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## Authentic Performance Task 4

<p><b>Task Description</b></p>	<p style="text-align: center;"><b><u>Fishbowl Discussion</u></b></p> <p>Students will read and annotate the following articles (or those of the teacher's choosing) to enable them to participate in a fishbowl discussion about the criteria of art, and whether or not graffiti can be considered art, or merely vandalism. The fishbowl discussion should revolve around whether or not beauty and truth is present in the art/graffiti, and the how characteristics present in the samples display that. Students can also choose to bring samples they find to discuss or use as evidence to support their arguments.</p> <p>*Optional Jigsaw: Arrange students into groups of four, and give each student a different article. Each student reads and annotates his/her article, and then participates in a mini-fishbowl in their group of four to prep for the whole class fishbowl.</p> <p><a href="https://newsela.com/articles/bogota-art/id/2624/">https://newsela.com/articles/bogota-art/id/2624/</a>  <a href="https://newsela.com/articles/banksy-nyc/id/1754/">https://newsela.com/articles/banksy-nyc/id/1754/</a>  <a href="https://newsela.com/articles/mural-ban/id/980/">https://newsela.com/articles/mural-ban/id/980/</a>  <a href="http://iml.jou.ufl.edu/projects/fall07/Sanchez/art.html">http://iml.jou.ufl.edu/projects/fall07/Sanchez/art.html</a>  <a href="http://gardenofpraise.com/art.htm">http://gardenofpraise.com/art.htm</a>  <a href="http://www.artfactory.com/art_appreciation/art_appreciation.html">http://www.artfactory.com/art_appreciation/art_appreciation.html</a></p>	<p><b>Suggested Length</b></p>	<p><b>Days: 2</b> <b>Mins/Day: 50</b></p>
	<b>Priority Standard(s)</b>		
<b>Standards Addressed</b>	<p>RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>SL.8.4 Present claims and findings (<b>e.g., argument, narrative, response to literature presentations</b>), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. <b>CA</b></p>		
	<b>Supporting Standard(s)</b>		
	<p>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. <b>(See grade 8 Language standards 4–6 for additional expectations.) CA</b></p> <p>RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>		

Target ELD Standard(s)		
	<p><b>Collaborative</b> 2. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p> <p><b>Interpretative</b> 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p><b>Productive</b> 9. Expressing information and ideas in formal oral presentations on academic topics</p>	
<b>Essential Question(s)</b>	<p><b>(RI8.2)</b> How is a central idea developed?</p> <p><b>(SL8.4)</b> What elements are necessary for an effective presentation?</p>	
<b>Big Idea(s)</b>	<p><b>(RI8.2)</b> Supporting ideas help develop the central idea of a text.</p> <p><b>(SL8.4)</b> Effective presentations include the elements of argument using appropriate eye contact, adequate volume, and clear pronunciation.</p>	
Bloom's	DOK	Scoring Rubric
Level 4	Level 3	See Fishbowl presentation rubric in Task 4 folder

**(Suggested Instructional Strategies and Tasks)**

Students will be given an article they need to read and annotate. The article is in regards to graffiti and its relationship to art.

Students could write a response to the article and whether they agree/disagree with the author's opinion of graffiti, using evidence from the text. This would help support their arguments in the fishbowl.

\*Optional Jigsaw: Group students into groups of 4 and give each student a different article. Have students read and annotate their article and then participate in a mini-fishbowl in their group of 4 to prep for the whole class fishbowl.

The following day, students prepare to meet in a fishbowl to discuss whether graffiti is art and/or truth. Procedures on one way to run a fishbowl are in the Task 4 folder.

\*\*I've found that it is easier if students can see statements that they then agree/disagree with. For example, in prior years, I would come up with 10 one sided statements (ex. Graffiti is always tagging and therefore always ugly, never art) and make students agree/disagree with reasons for homework for each one. This way they've thought about the statements and ideas before entering the fishbowl.

Good articles to use:

<https://newsela.com/articles/bogota-art/id/2624/>

<https://newsela.com/articles/banksy-nyc/id/1754/>

<https://newsela.com/articles/mural-ban/id/980/>

<http://iml.jou.ufl.edu/projects/fall07/Sanchez/art.html>

<http://gardenofpraise.com/art.htm>

[http://www.artfactory.com/art\\_appreciation/art\\_appreciation.html](http://www.artfactory.com/art_appreciation/art_appreciation.html)

Teaching and Learning Sequence

Resources and Materials

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

PowerPoint and information on fishbowl in resource folder in unit.

**Strategies for Differentiation**

All Students	SWD	ELs	Enrichment
Peer discussions and textual support for their arguments	<p>Reference IEP</p> <p><i>Accommodations</i></p> <p>See website for suggestions on accommodating based on specific IEPs:  <a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p>	<p><b>Emerging</b></p> <p>Actively listen and attempt to respond.</p>	<p>Students can jigsaw the articles so they have more access to options for textual evidence.</p>

	<b><i>Modifications</i></b> See website for suggestions on accommodating based on specific IEPs: <a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a>	<b>Expanding</b> Provide at least one comment accompanied by textual evidence.	
		<b>Bridging</b> Provide at least three comments accompanied by textual evidence.	

<b>Scoring Rubric</b>	See Task 4 Folder
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### Engaging Scenario

#### Detailed Description (situation, challenge, role, audience, product or performance)

Congratulations! You have been chosen to be a curator for the Riverside Satellite of the Getty Museum. You are charged with creating an exhibition that displays examples of beauty and truth throughout history. Anything goes! Draw upon literature (poetry and fiction), art, music, ceramics, fashion, architecture, religion, or any other aspect of the world's cultures to construct your exhibition.

Your exhibition must consist of at least 12 items (no more than three from each category), and may include the use of poster boards displaying printed downloads of art and culture, electronic displays (i.e., PowerPoints, Prezis, Powtoons, etc.), actual artifacts, reproductions of artifacts, any combination thereof, or any other medium you can imagine. You may include more than 12 items for extra credit.

You will not be making an oral presentation, per se. However, each physical artifact or piece that is displayed must have a small identification card accompanying it. This card must include the title of the piece, who created it, from what era in history it originated, and a rationale (reason) why you decided it depicts beauty and/or truth. In the case of an electronic display, the information must appear in tandem with each item displayed.

#### Note to Teacher:

Throughout this unit, students will have been exposed to a wide range of literature, art, music, and culture, keeping an eye out for elements they deem represent beauty and truth. They will create and collect artifacts, visual representations, and/or electronic versions of items from works they've read and works they have discovered, displaying them in an exhibition to be viewed by other students in gallery walks throughout the day. Observers will be allowed to leave feedback to the exhibitor on sticky notes.

#### Strategies for Differentiation

All Students	SWD	ELs	Enrichment
Create displays suitable for exhibition.	<b>Reference IEP</b>  <b>Accommodations</b>  See website for suggestions on accommodating based on specific IEPs: <a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a>	Emerging Provide examples or art without identification cards.	Student may create a number of pieces in a category of his/her choice.
		Expanding Identification includes only the title and creator of the piece.	



	<p style="text-align: center;"><b>Modifications</b></p> <p>See website for suggestions on accommodating based on specific IEPs:  <a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p>	<p style="text-align: center;">Bridging</p> <p>May work as a team with one other student.</p>	
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<p style="text-align: center;">Feedback to Curriculum Team</p> <p style="text-align: center;">Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?</p>		
	Successes	Challenges
Student Perspective		
Teacher Perspective		