

Rigorous Curriculum Design

Unit Planning Organizer



Subject:	ELA		Grade:	8
Unit Number:	5	Unit Name:	Novel Study (<i>My Brother Sam Is Dead, Divergent, Hunger Games, The Giver, etc.</i>)	
Unit Length	Five Weeks/25 days + Five Buffer Days		Mins/Day: 50 minutes	
Unit Synopsis	An extended study of the elements of fiction and how they apply to a novel. Students will read a novel and track the central idea, theme, conflict and resolution over the course of the novel. The final product will be a persuasive poster that encourages students to choose sides on a topic. Their posters will be displayed around campus and will be voted on by the 7 th grade students.			

ELA CCSS

RL 8.2 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.

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.

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

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

W.8.2 Write informative/explanatory texts, **including career development documents (e.g., simple business letters and job applications)**, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CA**

- a. Introduce a topic **or thesis statement** clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CA**
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SL 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

L 8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

- RL 8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL 8.10 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.
- RI 8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W. 8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.10 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.
- L 8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L 8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Target ELD Standards	Collaborative
	Collaborative 1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics (SL8.1)
	Collaborative 3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges (W8.1)
	Interpretative
	Interpretive 5 Listening actively to spoken English in a range of social and academic context (SL8.1)
	Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language (RI/RL8.2)
	Interpretive 7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area (L8.5)
	Interpretive 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 (L8.5)
	Productive
	Productive 10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W8.1) (W8.2) (L8.5)
Productive 11 Justifying own arguments and evaluating others' arguments in writing (W8.1)	
Productive 12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas (L8.5)	

Unwrapped Priority Standards

"Unwrapped" Skills (Students need to be able to do)	"Unwrapped" Concepts (Students need to know)	Bloom's Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
RL 8.2 Determine Analyze Provide	<ul style="list-style-type: none"> • Theme or central idea • Development over time and relationship to characters, setting, and plot • Objective Summary 	Level 4: Analyze	Level 2: Skills and Concepts
RI 8.2 Determine Analyze Provide	<ul style="list-style-type: none"> • Central idea of a text • Relationship to supporting details • Objective Summary 	Level 4: Analyze	Level 2: Skills and Concepts

W 8.1 Write Support	<ul style="list-style-type: none"> • Claims • Opposing claims • Reasons and evidence • Credible sources • Cohesion • Clear relationships (claim, counter claim, reason, evidence) • Formal style • Concluding statement 	Level 6: Create	Level 4: Extended Thinking
W 8.2 Write Examine	<ul style="list-style-type: none"> • Informative/explanatory text • Topic or thesis statement • Develop the topic 	Level 6: Create	Level 3: Strategic Thinking/Reasoning Or Level 4: Extended Thinking
L 8.5 Demonstrate Interpret Use Distinguish	<ul style="list-style-type: none"> • Understanding of figurative language, word relationships, and nuances in word meanings. • Figures of speech • Word relationships • Connotation and denotation 	Level 2: Understand	Level 2: Skills and Concepts

Learning Progressions of Skills and Concepts

Anchor Standard	RL2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Previous Grade	Current Grade	Next Grade	
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 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.	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.	
Anchor Standard	RI2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Previous Grade	Current Grade	Next Grade	
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.	
Anchor Standard	W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		

Previous Grade	Current Grade	Next Grade
<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. CA b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CA c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.

Anchor Standard	W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
Previous Grade	Current Grade	Next Grade
<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA</p> <p>a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>

Anchor Standard	SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
Previous Grade	Current Grade	Next Grade
<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations, and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others, and, when warranted, modify their own views. 	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented 	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Anchor Standard	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Previous Grade	Current Grade	Next Grade
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>



Essential Questions	Corresponding Big Ideas
<p><i>(RL.8.2) How is a theme developed?</i></p> <p><i>(RI.8.2) How is a central idea developed?</i></p> <p><i>(W.8.1) Why are supporting claims with clear reasons and relevant evidence important when writing an argument?</i></p> <p><i>(W.8.2) Why do we write informative/explanatory texts?</i></p> <p><i>(SL.8.1) Why are collaborative discussions important?</i></p> <p><i>(L.8.5) What affects our understanding of text?</i></p>	<p><i>(RL.8.2) Character, setting and plot help develop a theme/central idea.</i></p> <p><i>(RI.8.2) Supporting ideas help develop the central idea of a text.</i></p> <p><i>(W.8.1) Arguments are strengthened with clear reasons and relevant evidence from credible sources.</i></p> <p><i>(W.8.2) Informative/explanatory texts examine a topic and convey ideas, concepts, and information.</i></p> <p><i>(SL.8.1) Collaborative discussions enable us to express and develop ideas clearly.</i></p> <p><i>(L.8.5) Figurative language, word relationships and nuances impact meaning which affects our understanding of texts.</i></p>

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
See Sample Vocabulary List on P Drive (Mix of Tier 2 and Tier 3 Words)	See Sample Vocabulary List on P Drive (Mix of Tier 2 and Tier 3 Words)

Resources for Vocabulary Development (Strategies, Routines and Activities)
<p>See Year-Long Resource folder on P drive.</p> <p>Informal synonym and context clue list.</p>

Unit Assessments	
Pre-Assessment	Post-Assessment
<p>Test Description: Argumentative Writing</p> <p>Please see www.alvordschools.org/cfa for the most current EADMS CFA ID Numbers.</p> <p>If administering test online, students will click on links to take them to the two articles; if administering hard copy, the articles are in the resource folder.</p>	<p>Test Description: Argumentative Writing</p> <p>https://www.newsela.com/articles/D-day-fallen/id/4277/</p> <p>Please see www.alvordschools.org/cfa for the most current EADMS CFA ID Numbers.</p>
Scoring Guides and Answer Keys	
<p>See SBAC Argumentative 4-Point Rubric (Included in EADMS test and also on P-Drive and District Common Core Link)</p>	<p>See SBAC Argumentative 4-Point Rubric (Included in EADMS test and also on P-Drive and District Common Core Link)</p>
Assessment Differentiation	
Students with Disabilities	<p>Reference IEP <i>Accommodations and Modifications</i></p> <p>See Website for suggestions on accommodating based on specific IEPs: http://www.alvordusrccd.com/</p>

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
Description: War has broken out and you have been given the task to recruit people for your army. Your group will create a poster that persuades people to buy into your ideals and fight for your cause. You will be assigned a side in the conflict to represent. Your poster must contain a slogan, visual, and declaration of your ideals. Make it dynamic and persuasive. The best posters from each class will be displayed around campus, and there will be an enlistment survey to determine the winner of the most recruits.		Days: Three Mins/Day: 50
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1: <u>Mini Research Project and Poster; Gallery Walk</u>	<p>Suggested activity for <i>My Brother Sam is Dead</i>: In order to reinforce concepts learned in history and prepare for the time period of the chosen novel, the students will conduct mini research projects or web quests where they will work in groups to research one topic and create a poster of their information. They will then hang their posters and the class will participate in a gallery walk where they will take notes on all of the topics that were selected by the teacher.</p> <p><u>Suggested Research Topics:</u></p> <ul style="list-style-type: none"> • Everyday life in a colonial town • Medicine/Disease • Education • Loyalist v. Patriot • Being a soldier (conditions, pay, etc.) • Occupations • Colonial Money • Women's Roles • Religion • Technology <p><u>Suggested activity for dystopian literature (<i>Divergent, Hunger Games, The Giver, etc.</i>):</u> Students will research dystopian and utopian societies. Students will use the information gathered to create a collage using images that depict dystopian and utopian concepts. Students will write a two paragraph response explaining and justifying how their images represent dystopia/utopia.</p>	Days: Three Mins/Day: 50

<p>Task 2:</p> <p><u>Nonfiction Reading Guide</u></p>  <p>Smith to Gov. Gage Reading Guide.pdf</p>	<p>Students will read a piece on nonfiction associated with the topic of the novel. As they read, they will complete a nonfiction reading guide that breaks the text into sections and requires the students to pull important pieces of text and explain the meaning in their own words. Teachers can complete the first half of the text with the class and have the students complete the remainder independently, in pairs, or as a jigsaw activity.</p> <p><u>Suggested text for <i>My Brother Sam is Dead</i></u> Smith to Gage letter</p>	<p>Days: Two</p> <p>Mins/Day: 50</p>
<p>Task 3:</p> <p><u>Chapter Road Map</u></p>  <p>Chapter Road Map.docx</p>	<p>As students read the novel, they will complete a Chapter Road Map handout for each chapter or groups of chapters (as designated by the teacher). They will provide a one sentence summary, find 3 pieces of textual evidence, and write a constructed response based on a teacher generated question (sample questions provided for <i>My Brother Sam is Dead</i>).</p> <p><u>Suggested Novel:</u> <i>My Brother Sam is Dead</i></p>	<p>Days: 15</p> <p>Mins/Day: 50</p>
<p>Task 4:</p> <p><u>Fishbowl</u></p>	<p>Students participate in “fishbowl discussions” centered on specific questions posed by the teacher relating to the novel.</p> <p>*See detailed description of Fishbowl process in Task 4 and in the resource folder.</p>	
<p>Task 5:</p> <p><u>Essay</u></p>	<p>Student will write a response to literature essay about the novel they completed.</p> <p>Sample prompts for <i>My Brother Sam is Dead</i> is in the P-drive</p>	
<p>Interdisciplinary Connections</p>	<p>History 8</p>	
<p>Scoring Rubric</p>	<p>See SBAC Argumentative Rubric</p>	
<p>21st Century Skills</p>		
<p><input checked="" type="checkbox"/> Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Communication and Collaboration</p> <p><input type="checkbox"/> Flexibility and Adaptability</p> <p><input type="checkbox"/> Globally and Financially Literate</p> <p><input checked="" type="checkbox"/> Information and Media Literacy</p>	<p><input type="checkbox"/> Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input type="checkbox"/> Productivity and Accountability</p> <p><input type="checkbox"/> Leadership and Responsibility</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	
<p>Connections between 21st Century Skills, CCCSS, and Unit Overview:</p> <ul style="list-style-type: none"> Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills Teaches 21st century skills discretely in the context of key subjects and 21st century interdisciplinary themes Helps teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning <p><i>from P21 and Costa & Kallick, 2008, http://www.p21.org/about-us/p21-framework</i></p>		

Authentic Performance Task 1

<p>Task Description</p> <p><u>Mini Research Project and Poster; Gallery Walk</u></p>	<p>In order to reinforce concepts learned in history and prepare for the time period of the chosen novel, the students will conduct mini research projects or web quests where they will work in groups to research one topic and create a poster of their information. They will then hang their posters and the class will participate in a gallery walk where they will take notes on all of the topics that were selected by the teacher.</p> <p><u>Suggested Research Topics:</u></p> <ul style="list-style-type: none"> • Everyday life in a colonial town • Medicine/Disease • Education • Loyalist v. Patriot • Being a soldier (conditions, pay, etc.) • Occupations • Colonial Money • Women’s Roles • Religion • Technology (i.e. military weapons, inventions) 	<p>Suggested Length</p>	<p>Days: Three Mins/Day: 50</p>
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Standards Addressed	Priority Standard(s)
	<p>W8.2 Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA</p> <ol style="list-style-type: none"> a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. <p>SL 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. <p>L 8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).

Supporting Standard(s)

W. 8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W. 8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.10 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.

L 8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Target ELD Standard(s)		
	<p>Collaborative Collaborative 1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics (SL8.1)</p> <p>Collaborative 3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges (W8.1)</p> <p>Interpretative Interpretive 5 Listening actively to spoken English in a range of social and academic context (SL8.1)</p> <p>Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language (RI/RL8.2)</p> <p>Interpretive 7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area (L8.5)</p> <p>Interpretive 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 (L8.5)</p> <p>Productive Productive 10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W8.1) (L8.5)</p> <p>Productive 11 Justifying own arguments and evaluating others' arguments in writing (W8.1)</p> <p>Productive 12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas (L8.5)</p>	
Essential Question(s)	<p><i>(W8.2) Why do we write informative/explanatory texts?</i></p> <p><i>(SL 8.1) Why are collaborative discussions important?</i></p> <p><i>(L8.5) What affects our understanding of text?</i></p>	
Big Idea(s)	<p><i>(W8.2) Informative/explanatory texts examine a topic and convey ideas, concepts, and information.</i></p> <p><i>(SL 8.1) Collaborative discussions enable us to express and develop ideas clearly.</i></p> <p><i>(L8.5) Figurative language, word relationships and nuances impact meaning.</i></p>	
Bloom's	DOK	Scoring Rubric
Level 6: Create	Level 3: Strategic Thinking/Reasoning	See Poster Rubric Below

Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)
	<p>Mini review on research and Cornell note-taking</p> <p>Put students in pairs or groups and assign topic to be researched (Students may be assigned roles so they can split up the elements needed for the research)</p> <p>Allow students access to computers for a 1-day research with partner/group</p> <p>Have students create poster for their assigned topic</p> <p>Display posters around the classroom; have students take Cornell notes on the various topics as they participate in the Gallery Walk</p>
Resources and Materials	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)
	*See Task 1 Resource folder on the P Drive




Strategies for Differentiation

All Students	SWD	ELs	Enrichment
Research Poster Creation Gallery Walk C-Notes	<p>Reference IEP <i>Accommodations and Modifications</i></p> <p>See Website for suggestions on accommodating based on specific IEPs: http://www.alvordusdrccd.com/</p>	<p>Emerging</p> <p>Provide structured posters that clearly label the parts and number of sentences/details required for each section.</p> <hr/> <p>Expanding</p> <p>Provide sentence frames and/or guided questions and a structured poster guide with no required number of details.</p> <hr/> <p>Bridging</p> <p>Specific teacher-selective grouping for the project and guided questions.</p>	<p>Students can create a multi-media presentation in lieu of a poster.</p> <p>Students may act as “gallery guides” and stand by their posters providing a short oral presentation on their findings and understanding of the topic.</p>

Scoring Rubric	 Poster Rubric.docx
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Authentic Performance Task 2

<p>Task Description</p>	<p>TASK: Nonfiction Reading Guide</p> <p>Students will read a piece on nonfiction associated with the topic of the novel. As they read, they will complete a nonfiction reading guide that breaks the text into sections and requires the students to pull important pieces of text and explain the meaning in their own words. Teachers can complete the first half of the text with the class and have the students complete the remainder independently, in pairs, or as a jigsaw activity.</p>	<p>Suggested Length</p>	<p>Days: Two Mins/Day: 50</p>
<p>Standards Addressed</p>	<p>Priority Standard(s)</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>SL 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 		
	<p>Supporting Standard(s)</p>		
<p>L 8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 			

Target ELD Standard(s)		
<p>Collaborative Collaborative 1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics (SL8.1)</p> <p>Interpretative Interpretive 5 Listening actively to spoken English in a range of social and academic context (SL8.1)</p> <p>Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language (RI/RL8.2)</p> <p>Productive Productive 11 Justifying own arguments and evaluating others' arguments in writing (W8.1)</p>		
Essential Question(s)	<p>(RI8.2) <i>How is a central idea developed?</i></p> <p>(SL 8.1) <i>Why are collaborative discussions important?</i></p>	
Big Idea(s)	<p>(RI8.2) <i>Supporting ideas help develop the central idea of a text.</i></p> <p>(SL 8.1) <i>Collaborative discussions enable us to express and develop ideas clearly.</i></p>	
Bloom's	DOK	Scoring Rubric
Level 4: Analyze	Level 3: Strategic Thinking/Reasoning	0- 3 Rubric
Teaching and Learning Sequence	<p><u>Suggested Instructional Strategies and Tasks</u></p> <p>Show completed letter on ELMO and read to class</p> <p>Model how to do the first section: read, find important text, summarize text, fill in handout</p> <p>Students in groups work together in an "expert" group to fill out one of the remaining passages.</p> <p>Students can then jigsaw and take notes on the remaining passages</p>	
Resources and Materials	<p>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Jigsaw in 9 Easy Steps.docx</p> </div> <div style="text-align: center;">  <p>Smith to Gov. Gage Reading Guide.pdf</p> </div> <div style="text-align: center;">  <p>Smith to Gov. Gage Letter.pdf</p> </div> </div>	

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
Jigsaw Graphic Organizer	<p>Reference IEP <i>Accommodations and Modifications</i></p> <p>See Website for suggestions on accommodating based on specific IEPs: http://www.alvordusrccd.com/</p>	<p>Emerging</p> <p>Provide sentence frames</p> <hr/> <p>Expanding</p> <p>Provide sentence frames and/or guided questions</p> <hr/> <p>Bridging</p> <p>Specific teacher-selective grouping</p>	<p>Students can rewrite the letter in text-message form. This would make them be more concise and truly identify the meaning (students can look at the most important text for help).</p>

Scoring Rubric	<p>A proficient response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to give only relevant factual information • Avoids use of opinions <p>1 Partial</p> <p>A partial response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to include only relevant information • May include some opinion <p>0 No credit</p> <p>A response gets no credit if:</p> <ul style="list-style-type: none"> • Provides no evidence of the ability to summarize the article without including opinion. • Does not identify any relevant facts
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Authentic Performance Task 3

Task Description	Chapter Road Map	Suggested Length	Days: 15 Mins/Day: 50
	<p>As students read the novel, they will complete a Chapter Road Map handout for each chapter or groups of chapters (as designated by the teacher). It is recommended that two to three chapters be chunked at a time for the Chapter Road Map.</p> <p>After reading the chapters, students will provide a one to two sentence summary, find 3 pieces of textual evidence, and write a constructed response based on a teacher generated question (sample questions provided for <i>My Brother Sam is Dead</i>).</p> <p>This activity will run the length of the novel and should be completed either daily or as chapters are completed (teacher preference). This will be the main artifact for the reading of the novel.</p> <p><u>*Optional Concurrent Activity:</u> Teachers may also choose to have students complete vocabulary activities as they are reading. There is a list of possible vocabulary words included on the P drive. Based on teacher preference, students may complete formal activities or use the provided list as a running synonym guide students can keep using context clues to decode meaning.</p>		

Standards Addressed	Priority Standard(s)
	<p>RL 8.2 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>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. <p>SL 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. <p>L 8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).

Supporting Standard(s)

RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

W.8.10 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.


L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

	Target ELD Standard(s)
	<p>Collaborative Collaborative 1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics (SL8.1)</p> <p>Collaborative 3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges (W8.1)</p> <p>Interpretative Interpretive 5 Listening actively to spoken English in a range of social and academic context (SL8.1)</p> <p>Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language (RL8.2)</p> <p>Interpretive 7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area (L8.5)</p> <p>Interpretive 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 (L8.5)</p> <p>Productive Productive 10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W8.1) (L8.5)</p> <p>Productive 11 Justifying own arguments and evaluating others' arguments in writing (W8.1)</p> <p>Productive 12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas (L8.5)</p>
<p>Essential Question(s)</p>	<p><i>(RL8.2) How is a theme developed?</i></p> <p><i>(W8.1) Why are supporting claims with clear reasons and relevant evidence important when writing an argument?</i></p> <p><i>(SL 8.1) Why are collaborative discussions important?</i></p> <p><i>(L8.5) What affects our understanding of text?</i></p>
<p>Big Idea(s)</p>	<p><i>(RL8.2) Character, setting and plot help develop a theme/central idea.</i></p> <p><i>(W8.1) Arguments are strengthened with clear reasons and relevant evidence from credible sources.</i></p> <p><i>(SL 8.1) Collaborative discussions enable us to express and develop ideas clearly.</i></p> <p><i>(L8.5) Figurative language, word relationships and nuances impact meaning.</i></p>

Bloom's	DOK	Scoring Rubric	
Level 4: Analyze	Level 2: Skills and Concepts	 Chapter Road Map Rubric.docx	
Optional Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)		
	<p>Mini lesson on context clues/vocabulary</p> <p>Read the novel as a class, in pairs, groups, and independently (with or without audio)</p> <p>Allow students time at the end of the day or at the end of the chapters to fill in their Chapter Road Map</p> <p>Stop frequently to participate in class discussions and check for understanding</p> <p>Teachers may choose to create and give the students quick comprehension quizzes throughout the 15 days if they choose.</p>		
Resources and Materials	<p style="text-align: center;">(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>*See Task 3 Folder on the P Drive for supplemental materials, handouts, and rubrics.</p>		
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
Read Novel Chapter Road Map	Reference IEP <i>Accommodations and Modifications</i> See Website for suggestions on accommodating based on specific IEPs: http://www.alvordusrccd.com/	Emerging Model filling out the chart. Provide sentence frames.	<ul style="list-style-type: none"> • Create a graphic novel chapter to replace one of the chapters. • Write a eulogy/elegy for Sam. • Book Jacket project • Coded message (make up a code for the alphabet and write a message to someone in the army)
		Expanding Provide some sentence frames. Selective pairing.	
		Bridging Pair-share, guided questions on what evidence can be used.	

Scoring Rubric

Chapter Road Map
Rubric.docx

Authentic Performance Task 4

Task Description	<p>Students participate in “fishbowl discussions” centered on specific questions posed by the teacher relating to the novel.</p> <p>The class is divided into two groups. One group of eight participates in the fishbowl discussion that begins a question posed by the teacher. As the group is discussing, the rest of the class takes notes on either the content or process of the discussion.</p> <p>After roughly ten minutes or when it is apparent that the round of discussion is over, the teacher asks the observers to share key impressions from the details of their notes.</p> <p>If time allows, another group then moves into the fishbowl and another round commences.</p> <p>*See detailed description and PowerPoint in Task 4 folder.</p>	Suggested Length	Days: Two Mins/Day: 50
Standards Addressed	Priority Standard(s)		
	<p>SL 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 		
	Supporting Standard(s)		
<p>L 8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>			

Target ELD Standard(s)		
	<p>Collaborative Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics (SL8.1)</p> <p>Offering and justifying opinions, negotiating with and persuading others in communicative exchanges (W8.1)</p> <p>Interpretative Listening actively to spoken English in a range of social and academic context (SL8.1)</p> <p>Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area (L8.5)</p> <p>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 (L8.5)</p>	
Essential Question(s)	<i>Why are collaborative discussions important?</i>	
Big Idea(s)	<i>Collaborative discussions enable us to express and develop ideas clearly.</i>	
Bloom's	DOK	Scoring Rubric
Level 4: Analyze	Level 4: Extended Thinking	See "Fishbowl Rubric" in Task Four Folder
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)	
	See "Everything You Wanted to Know about the Fishbowl Strategy" in the "Fishbowl Resources" folder in the Unit 3 Folder.	
Resources and Materials	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)	
	<i>My Brother Sam Is Dead</i>	

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<ul style="list-style-type: none"> • Participate in discussion • Take notes • Give feedback 	<p>Reference IEP <i>Accommodations and Modifications</i></p> <p>See Website for suggestions on accommodating based on specific IEPs: http://www.alvordusdrccd.com/</p>	<p>Emerging</p> <ul style="list-style-type: none"> • Observe discussion • Take notes in native language. • While sitting next to a proficient English speaker, ask for clarification and/or translation. <hr/> <p>Expanding</p> <ul style="list-style-type: none"> • Observe discussion • Take limited notes in English. • Discuss with neighbor impressions of observed discussion. <hr/> <p>Bridging</p> <ul style="list-style-type: none"> • Observe discussion • Take limited notes in English. • Participate in class discussion after fishbowl. 	<p>Student must take the open seat at least one time during another group's fishbowl session.</p>

Scoring Rubric



Fishbowl Rubric.docx

See "Fishbowl Rubric" in Task Four Folder

Engaging Scenario

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

Description:

War has broken out and you have been given the task to recruit people for your army. Your group will create a poster that persuades people to buy into your ideals and fight for your cause. You will be assigned a side in the conflict to represent. Your poster must contain a slogan, visual, and declaration of your ideals. Make it dynamic and persuasive. The best posters from each class will be displayed around campus, and there will be an enlistment survey to determine the winner of the most recruits.

Students will work in groups or pairs to create a poster that encourages people to join their army (Rebel v British). Teachers may choose to assign sides or allow students to choose. Review the poster rubric with the students and show sample recruitment posters to start them in the right direction. After students have completed their posters, the class will vote on the best poster for each side of the war to represent their class. Teachers will then hang the selected posters around campus or other classrooms. 7th grade ELA teachers will then pass out ballots for their students to pick a side to enlist based on the posters they have seen around campus. The 8th grade teachers will then tally the responses and tell students who won the enlistment war.

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
Students work in groups and can work off the ideas of their peers	<p>Reference IEP <i>Accommodations</i> <i>Modifications</i></p> <p>See Website for suggestions on accommodating based on specific IEPs: http://www.alvordusdrd.com/</p>	<p>Emerging Strategic grouping</p> <p>Students may substitute American Revolutionary War for a revolutionary war fought in home country.</p> <p>Students may create poster with words and phrases in native language, or exclude the use of text altogether.</p>	Students create a video, MovieMaker, PowToons, etc. enlistment presentation, as well as the poster.
		<p>Expanding Students may create poster with words and phrases in native language, or exclude the use of text altogether.</p>	
		<p>Bridging Students can ask for help from teacher or students when writing the text for poster.</p>	

Feedback to Curriculum Team

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?

		Successes	Challenges
Student Perspective			
Teacher Perspective			