Park Hill School District

Building Successful Futures • Each Student • Every Day

8th Grade Gifted Curriculum

Course Description: The Park Hill School District is committed to an educational program which recognizes the unique values, needs, and academic talents of the gifted student. The gifted program's guiding characteristic is the provision of differentiated studies, addressing both cognitive and affective development. The ultimate goal of the program is to provide experiences whereby the students will be challenged academically, socially, and emotionally to achieve their greatest potential and have a sense of responsibility for self, school, community, and society.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
9 Weeks	Identity and Society	Topic 1: Sociology Topic 2: Psychology Topic 3: Philosophy
9 Weeks	Personal Integrity and Society	Topic 1: Rights and Responsibilities Topic 2: Examining Society through Literature Topic 3:
9 Weeks	Decision Making in Society	Topic 1: How do We Solve a Problem?
9 Weeks	Advancement and Society STEM	Topic 1: Advancement and Design

Unit 1: Identity & Society

Subject: 8th Grade Gifted
Grade: 8
Name of Unit: Identity & Society
Length of Unit: 9 Weeks
Overview of Unit: Students will begin the year exploring their role as a member of society. Students will examine the impact of sociological and psychological principles on their own actions, beliefs, and values and those of the society of which they are a part. The unit will then continue to examine ideas, beliefs, and values through the framework of philosophy. The unit will end with students creating statements about their personal philosophies through metaphorical thinking.
Priority Standards for unit:

- CCSS.ELA.CCRA.SL.1 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.
- 4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced bi-literacy or multi-literacy, and creative expression. They display fluency with technologies that support effective communication
- CCSS.ELA.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCSS.ELA.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Supporting Standards for unit:

- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
    - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
    - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
    - Develop cultural understanding and global awareness by engaging with learners of other cultures.
    - Contribute to project teams to produce original works or solve problems.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively	Prepare, Participate	Analysis	3
strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	Make	Evaluate	3
short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	Conduct	Analysis	2
evidence from literary or informational texts to support analysis, reflection, and research	Draw	Analysis	3
Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media	Interact, Collaborate, Publish	Create	4
information and ideas effectively to multiple audiences using a variety of media and formats	Communicate	Apply	3
cultural understanding and global awareness by engaging with learners of other cultures	Develop	Understanding	2
original works or solve problems in project teams	Contribute, Produce	Apply	3

Essential Questions:

1. Why is it important for individuals in a society to communicate and advocate for differing core values?
2. How do the beliefs and values of individuals in a society impact the ideas that promote change and progress in a society?
3. How do my personal beliefs and values shape who I am/will become as a member of society?

Enduring Understanding/Big Ideas:

1. Students will be able to analyze how their actions impact society. Students will recognize the value of a variety of differing values in a whole society.
2. Students will be able to identify and explain universal ideas and why these ideas are prevalent in society. They will examine which ideas have changed while others have remained. Students will be able to analyze the effect of social. Students will be able to analyze how their actions the world around them, including their family, school, community, and society pressure, climate, etc. on philosophies and ideas that are prevalent in our society.
3. Students will be able to examine their personal beliefs and values and what and how a variety factors impact these idea, including time, experiences, etc.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Analyze ● Debate ● Dialogue ● Metaphor ● Socratic Seminar	● Altruism ● Continuity Theory ● Deontology ● Ethical Egoism ● Philosophy/Philosopher ● Psychology ● Society ● Sociology ● Succession Theory ● Utilitarianism

Resources for Vocabulary Development: *Philosophy for Teens, More Philosophy for Teens*

Topic 1: Sociology

Engaging Experience 1

Title: Introduction to Sociology

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA.CCRA.SL.1 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.
- CCSS.ELA.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Supporting:

- N/A

Detailed Description/Instructions: The students will be introduced to the principles of sociology: 1) people behave differently in groups than they do as individuals; 2) people obey rules that are socially constructed; 3) people socially construct rules 4) in a society, some people have more say than others; and 5) there are rewards for following "rules" and penalties for breaking them in a society. Students will work in groups--each group taking a principle--to explore the tenets of sociology in current events. Students will share with the class.

Bloom's Levels: Evaluate

Webb's DOK: 3

Rubric: To be created

Engaging Experience 2

Title: Identifying & Examining Societal Influences on Me

Suggested Length of Time: 4 Days

Standards Addressed

Priority:

- 4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced bi-literacy or multi-literacy, and creative expression. They display fluency with technologies that support effective communication
- CCSS.ELA.CCRA.SL.1 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.

Supporting:

- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
    - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.

Detailed Description/Instructions: The students will be actively engaged in teacher facilitated discussions, activities, and small group work to analyze and evaluate the aspects of life/society (sociology) that influence an individual's beliefs and values (philosophy). Students will create a mind map visualizing societal pressures they feel and those impact their beliefs and values.
Bloom's Levels: Analysis, Evaluate
Webb's DOK: 3
Rubric: To be created

Topic 2: Psychology

Engaging Experience 1

Title: Introduction to Psychology

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.SL.1 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.

Supporting:

- N/A

Detailed Description/Instructions: Students will be introduced to a few principles of psychology dealing with the self, specifically motivation, memory, and personality. Students will understand each of these concepts through class discussion, building on the conceptual understanding of one another and recent research in the field. Students will analyze multiple case studies to help draw conclusions and psychology and to better understand how the topics of motivation, memory, and personality may impact personal choices or the choices of others.

Bloom's Levels: Analysis

Webb's DOK: 3

Rubric: To be created

Engaging Experience 2

Title: How Do My Choices Impact Society?

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.SL.1 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.
- CCSS.ELA.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Supporting:

- N/A

Detailed Description/Instructions: The students will evaluate their actions and philosophies through a psychological lens of motivation, memory, and personality, outlining the impact their personal goals and motivations, memories of the past (childhood events), and personality have on their values, beliefs, and choices. Students will take personality assessments to better understand themselves and combine all information into an informative, reflective piece.

Bloom's Levels: Evaluate

Webb's DOK: 3

Rubric: To be created

Engaging Experience 3

Title: "Know Thyself" Metaphor

Suggested Length of Time: 5 Days

Standards Addressed

Priority:

- 4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced bi-literacy or multi-literacy, and creative expression. They display fluency with technologies that support effective communication
- CCSS.ELA.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Supporting:

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
    - Apply existing knowledge to generate new ideas, products, or processes.
    - Create original works as a means of personal or group expression.
    - Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: After studying how sociology and psychology impact beliefs, values, choices, etc., students will use the writing process to create a personal metaphor comparing themselves to an everyday object: a representation - of their personality, character, and actions. This will eventually be included in the final project and serve as a formative assessment to help the students write and think metaphorically. The metaphor will have the following requirements:

- One object
- Be seven or more sentences long
- Be serious and creative
- Include reasoning dealing with many aspects of who the students are as a person including personality, values, strengths, personality, passions, etc.
- Explain the relationship between the object and you

Bloom's Levels: Create

Webb's DOK: 4

Rubric: To be created

Topic 3: Philosophy

Engaging Experience 1

Title: What is Philosophy?

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.SL.1 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.

Supporting:

- N/A

Detailed Description/Instructions: The teacher will facilitate discussion and class activities to introduce students to the study and purpose of philosophy. Students will be introduced to the history of philosophy and the early philosophers using notes, videos, etc. The teacher will also have the students engage in a variety of discussion techniques (Socratic Seminar, discussion and rebuttals, debate).

Bloom's Levels: Understand

Webb's DOK: 2

Rubric: To be created

Engaging Experience 2

Title: Universal Ideas

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.SL.1 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.

Supporting:

- N/A

Detailed Description/Instructions: The students will be involved in examining and addressing universal ideas that seem to be predominant (prevailing) over the course of time. The students would be involved in discussions and class activities that addressed the reasons or rationale of why these ideas have stood the test of time.

Bloom's Levels: Analysis

Webb's DOK: 3

Rubric: To be created

Engaging Experience 3

Title: Philosophical Values & Beliefs

Suggested Length of Time: 10-14 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.SL.1 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.
- CCSS.ELA.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Supporting:

- N/A

Detailed Description/Instructions: The students will participate in teacher facilitated discussions and class activities to explore a variety of philosophical frameworks on topics determined by teacher or students (i.e. lying, beauty, knowledge, and change). Students will spend time exploring and discussing each topic and how they are viewed through different philosophical lessons using reading material from "Philosophy for Teens." Discussions could be Socratic, digital, fishbowl, etc.

Bloom's Levels: Analysis

Webb's DOK: 3

Rubric: To be created

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Objects of Philosophy Project

Students will create a digital magazine or magazine spread using metaphors to describe their stance on philosophical ideas studied.

Requirements: Students write a metaphor for each philosophical topic studied (lying, beauty, knowledge, etc.) and philosophy as a topic. Metaphors will be presented digitally with elements of design, color, etc. that accentuate their ideas. Each metaphor needs to:

- Be at least 7 sentences long
- Make a creative connections between the idea and the object
- Describe all parts of the idea
- Use color, images, and design to further the visual impact of the metaphor

Rubric for Engaging Scenario: To be created

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Introduction to Sociology	The students will be introduced to the principles of sociology: 1) people behave differently in groups than they do as individuals; 2) people obey rules that are socially constructed; 3) people socially construct rules 4) in a society, some people have more say than others; and 5) there are rewards for following "rules" and penalties for breaking them in a society. Students will work in groups--each group taking a principle--to explore the tenets of sociology in current events. Students will share with the class.	3 Days
1	Identifying & Examining Societal Influences on Me 	The students will be actively engaged in teacher facilitated discussions, activities, and small group work to analyze and evaluate the aspects of life/society (sociology) that influence an individual's beliefs and values (philosophy). Students will create a mind map visualizing societal pressures they feel and those impact their beliefs and values.	4 Days
2	Introduction to Psychology	Students will be introduced to a few principles of psychology dealing with the self, specifically motivation, memory, and personality. Students will understand each of these concepts through class discussion, building on the conceptual understanding of one another and recent research in the field. Students will analyze multiple case studies to help draw conclusions and psychology and to better understand how the topics of motivation, memory, and personality may impact personal choices or the choices of others.	3 Days
2	How Do My Choices Impact Society?	The students will evaluate their actions and philosophies through a psychological lens of motivation, memory, and personality, outlining the impact their personal goals and motivations, memories of the past (childhood events), and personality have on their values, beliefs, and	2 Days

		choices. Students will take personality assessments to better understand themselves and combine all information into an informative, reflective piece.	
2	"Know Thyself" Metaphor 	After studying how sociology and psychology impact beliefs, values, choices, etc., students will use the writing process to create a personal metaphor comparing themselves to an everyday object: a representation - of their personality, character, and actions. This will eventually be included in the final project and serve as a formative assessment to help the students write and think metaphorically. The metaphor will have the following requirements: ● One object ● Be seven or more sentences long ● Be serious and creative ● Include reasoning dealing with many aspects of who the students are as a person including personality, values, strengths, personality, passions, etc. ● Explain the relationship between the object and you	5 Days
3	What is Philosophy?	The teacher will facilitate discussion and class activities to introduce students to the study and purpose of philosophy. Students will be introduced to the history of philosophy and the early philosophers using notes, videos, etc. The teacher will also have the students engage in a variety of discussion techniques (Socratic Seminar, discussion and rebuttals, debate).	3 Days
3	Universal Ideas	The students will be involved in examining and addressing universal ideas that seem to be predominant (prevailing) over the course of time. The students would be involved in discussions and class activities that addressed the reasons or rationale of why these ideas have stood the test of time.	3 Days
3	Philosophical Values & Beliefs	The students will participate in teacher facilitated discussions and class activities to explore a variety of philosophical frameworks on topics determined by teacher or students (i.e. lying, beauty, knowledge, change). Students will spend time	10 - 14 Days

		exploring and discussing each topic and how they are viewed through different philosophical lessons using reading material from "Philosophy for Teens." Discussions could be Socratic, digital, fishbowl, etc.	

Unit 2: Personal Integrity & Society

Subject: 8th Grade Gifted
Grade: 8
Name of Unit: Personal Integrity & Society
Length of Unit: 9 Weeks
Overview of Unit: Students will continue the theme of society through the study of societies in literature. Students will explore a variety of problems a society may face and how individual values can be a useful motivator to combat those problems. After reading a plethora of dystopian literature, students will create their own dystopian society to examine the elements of society and problems in our own modern society.
Priority Standards for unit:

- CCSS.ELA.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCSS.ELA.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Supporting Standards for unit:

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
    - Apply existing knowledge to generate new ideas, products, or processes.
    - Create original works as a means of personal or group expression.
    - Use models and simulations to explore complex systems and issues.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
    - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
    - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
    - Exhibit leadership for digital citizenship.
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
    - Understand and use technology systems.
    - Select and use applications effectively and productively.
    - Transfer current knowledge to learning of new technologies.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	Make	Apply	3
short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	Conduct	Apply	4
evidence from literary or informational texts to support analysis, reflection, and research	Draw	Evaluate	3

Essential Questions:

1. How do societies balance the rights of the individual and the rights of the group?
2. How are honesty, fairness, and other universal ideals essential to the prosperity of communities?
3. How can the individual search for freedom, equality, fulfillment, etc. cause tension or conflict within a society or culture?

Enduring Understanding/Big Ideas:

1. Students will understand that individuals and groups have rights that work in a balance in society.
2. Students will be able to explain and analyze universal ideals and how they are essential to the prosperity of society.
3. Students will understand that their goals and search for fulfillment may at times cause tension when they conflict with society or culture.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Character ● Literary Analysis ● Plot ● Setting	● Citizenship ● Dystopian ● Integrity ● Rights & Responsibility

Resources for Vocabulary Development: Google, Dictionary, Thesaurus

Topic 1: Rights and Responsibilities

Engaging Experience 1

Title: What are your rights? What are your responsibilities?

Suggested Length of Time: 10 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Supporting:

- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
    - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
    - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

Detailed Description/Instructions: Students will explore their rights and responsibilities as citizens of the United States, their community, and their school through class notes, discussion, and research. Students will compare rights and responsibilities and define what falls within and outside of their rights as citizens (ex: we have the right to free speech, but not the right to slander, etc.). Students will analyze a right in society and create a visual representation of that right in our society and how it works in relation to responsibilities we have as citizens.

Bloom's Levels: Analysis

Webb's DOK: 3

Rubric: To be created

Topic 2: Examining Society through Literature

Engaging Experience 1
Title: Short Dystopian Stories
Suggested Length of Time: 10 Days
Standards Addressed

Priority:

- CCSS.ELA.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Supporting:

- N/A

Detailed Description/Instructions: Students will read a variety of dystopian short stories (Harrison Bergeron, The Pedestrian, etc.) and analyze the characters actions, looking specifically at the rights and responsibilities of these characters in their society. Students will evaluate how these characters interact with their society through a whole class discussion. Students will compare their own experiences and society to that of the character in written reflection.
Bloom's Levels: Analysis
Webb's DOK: 3
Rubric: To be created

Engaging Experience 2
Title: Short Dystopian Stories--Lit Circle Set up
Suggested Length of Time: 3 Days
Standards Addressed

Priority:

- CCSS.ELA.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Supporting:

- N/A

Detailed Description/Instructions: Students will read a dystopian story as a class. Students will practice all roles to be experienced while participating in Literature Circles, working in groups and assuring understanding of the Literature Circle process.
Bloom's Levels: Analysis
Webb's DOK: 4
Rubric: To be created

Engaging Experience 3
Title: Dystopian Literature Circles
Suggested Length of Time: 15-20 Days
Standards Addressed

Priority:

- CCSS.ELA.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Supporting:

- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).

    - Understand and use technology systems.
    - Select and use applications effectively and productively.

Detailed Description/Instructions: Students will participate in Literature Circles with other students reading the same text. Texts will be of the dystopian genre. As they work through the texts, students will discuss characterization, plot development, vocabulary, connections, symbolism, motifs, etc. Students will be responsible for the pacing of reading, etc. As they read, students will create 4 one-page responses at ¼, ½. ¾ and conclusion of their book. Responses may take a variety of formats (digital one-pager, written analysis, visualization with explanation, etc.).

Bloom's Levels: Analysis

Webb's DOK: 4

Rubric: To be created

Engaging Experience 4

Title: Dystopian Literature Photo Project

Suggested Length of Time: 10 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Supporting:

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
    - Apply existing knowledge to generate new ideas, products, or processes.
    - Create original works as a means of personal or group expression.
    - Use models and simulations to explore complex systems and issues.
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
    - Exhibit leadership for digital citizenship.
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
    - Select and use applications effectively and productively.
    - Transfer current knowledge to learning of new technologies.

Detailed Description/Instructions: Students will create a Literary Analysis Photo Story to analyze the stories and books read in the unit. The Photo Stories will include eight photos that represent their ideas about how rights, themes, individual (character), and society (setting and plot) are discussed in the test.

Students' written explanation/voice over the explanation of their story should include responses to the following questions:

- Rights
    - What rights were denied in the stories? What caused them to be taken away?
    - What rights are most important to you in American Society? Why?
- Themes

    - What is the most important theme from the books you read? Why is this theme important to consider?
    - How does the theme you chose apply to our society today?
- Individual
    - What role did the individual characters in the stories play in their societies (you may focus on one or think of them all in a general sense)? Why should society value their ideas?
    - How can you contribute productively to society? What potential do you have? Why should society value you?
- Society
    - Besides denial of rights, what are some of the problems of the societies in the stories? Does our society share any of these issues?
    - What is a problem in our society? How can these problems be resolved? What does an ideal society look like to you?

Bloom's Levels: Create
Webb's DOK: 5
Rubric: To be created

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Dystopian Society Project

Students will construct a dystopian society based around an issue in today's society, including:

- Name the society
- Select the type of society (democracy, dictatorship, monarchy)
- Create a "Bill of Rights" for the society outlining laws in the society
- Create a motto for the society
- Include an explanation of how the society developed
- Optional: Include an explanation of rebel groups/individuals (what they want, how they plan to achieve it)

Students will create a multi-genre project/presentation covering their society that includes at least three of the following artifacts:

- Propaganda poster/illustration
- Song, chant, or rap
- Illustration of a person from your dystopia
- Illustration or blueprints of a typical dwelling from the dystopia or a blueprint/illustration of the city/place
- Comic/political cartoon (could be supporting or critiquing your dystopia)
- Newspaper article
- Speech of leader or rebel

Rubric for Engaging Scenario: To be created

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	What are your rights? What are your responsibilities? 	Students will explore their rights and responsibilities as citizens of the United States, their community, and their school through class notes, discussion, and research. Students will compare rights and responsibilities and define what falls within and outside of their rights as citizens (ex: we have the right to free speech, but not the right to slander, etc.). Students will analyze a right in society and create a visual representation of that right in our society and how it works in relation to responsibilities we have as citizens.	10 Days
2	Short Dystopian Stories	Students will read a variety of dystopian short stories (Harrison Bergeron, The Pedestrian, etc.) and analyze the characters actions, looking specifically at the rights and responsibilities of these characters in their society. Students will evaluate how these characters interact with their society through a whole class discussion. Students will compare their own experiences and society to that of the character in written reflection.	10 Days
2	Short Dystopian Stories--Lit Circle Set up	Students will read a dystopian story as a class. Students will practice all roles to be experienced while participating in Literature Circles, working in groups and assuring understanding of the Literature Circle process.	3 Days
2	Dystopian Literature Circles 	Students will participate in Literature Circles with other students reading the same text. Texts will be of the dystopian genre. As they work through the texts, students will discuss characterization, plot development, vocabulary, connections, symbolism, motifs, etc. Students will be responsible for the pacing of reading, etc. As they read, students will create 4 one-page responses at ¼, ½. ¾ and conclusion of their book. Responses may take a variety of formats (digital one-pager, written analysis, visualization with explanation, etc.).	15 - 20 Days

2	Dystopian Literature Photo Project 	Students will create a Literary Analysis Photo Story to analyze the stories and books read in the unit. The Photo Stories will include eight photos that represent their ideas about how rights, themes, individual (character), and society (setting and plot) are discussed in the test.	10 Days

Unit 3: Problems & Society

Subject: 8th grade Gifted
Grade: 8
Name of Unit: Decision Making in Society
Length of Unit: 9 Weeks
Overview of Unit: After examining the powerful impact an individual with strong core values can have on a problematic society, students will learn strategies of diplomatic problem solving to use when faced with a disagreement. Students will develop the skills of debate and dialogue, and use problem solving models to help solve problems and dilemmas in a collaborative setting. Students will complete all this while examining current events and topical issues in government and policy.
Priority Standards for unit:

- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
- CCSS.ELA.CCRA.SL.1 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.
- CCSS.ELA.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Supporting Standards for unit:

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
    - Apply existing knowledge to generate new ideas, products, or processes.
    - Use models and simulations to explore complex systems and issues.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
    - Plan strategies to guide inquiry.
    - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
    - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
    - Identify and define authentic problems and significant questions for investigation.
    - Collect and analyze data to identify solutions and/or make informed decisions.
    - Use multiple processes and diverse perspectives to explore alternative solutions.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Read closely the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	Determine	Analyze	3
effectively in a range of conversations and collaborate with diverse partners, building on other's ideas and expressing their own clearly and persuasively	Prepare, Participate	Analyze	3
critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources	Use	Apply	2
arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence	Write	Create	3

Essential Questions:

1. How do we determine our options and make decisions to ensure our own physical, emotional, and mental well-being, as well as that of those in our community/society?
2. How do my roles and responsibilities as a citizen in a democracy impact our society?
3. How do the decisions of those in government, business, etc. impact the community/society in the short- and long-term?
4. Why and when might it be appropriate to challenge the beliefs or values of a society?

Enduring Understanding/Big Ideas:

1. Students will be able to identify their options and make decisions to ensure their own physical, emotional, and mental well-being, as well as that of those in our community/society.
2. Students will be able to recognize that they have roles and responsibilities as citizens in a democracy (voting, educating themselves on the issues, etc.) and how those roles and responsibilities are important in society. Students will be able to compare and contrast the impact of values and beliefs in regards to their role in society.
3. Students will be analyze roles of a variety of organizations and their short- and long-term impact on society, identifying how various factors impact policy, etc. in society.
4. Students will be able to recognize that sometimes in a society, progress is a result of a challenge to what had been a belief or value of the society previously. Students will understand meaningful and appropriate means to challenge a belief that are peaceful and accomplish goals.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Analyze ● Argumentation ● Debate ● Evaluate ● Problem/Solution ● Root Cause	● Democratic ● Policy

Resources for Vocabulary Development: Google, Dictionary, and Thesaurus

Topic 1: How Do We Solve a Problem?

Engaging Experience 1

Title: Breaking Down the Problem-Solving Experience

Suggested Length of Time: 3-5 Days

Standards Addressed

Priority:

- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).

Supporting:

- N/A

Detailed Description/Instructions: Students will be engaged in teacher-facilitated classroom activities to introduce and guide the students through the democratic problem-solving model that will be used throughout the unit of study. Students will gain practice as they work through a teacher-selected topic/issue as the stimulus material.

- Identify the problem
- Determine the root causes
- Develop a range of possible solutions
- Analyze proposed solutions
- Select a solution
- Develop a plan for implementation
- Evaluate the outcome

Bloom's Levels: Apply

Webb's DOK: 3

Rubric: To be created



Engaging Experience 2

Title: Putting the Process in Practice

Suggested Length of Time: 6-10 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.SL.1 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.

Supporting:

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
    - Apply existing knowledge to generate new ideas, products, or processes.
    - Use models and simulations to explore complex systems and issues.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
    - Identify and define authentic problems and significant questions for investigation.

- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

Detailed Description/Instructions: The students will be presented with a real life issue or a possible real life issue. The students will participate in a simulation in which they will role play different individuals who would be involved in the decision making process. The students would apply the democratic problem solving process from Engaging Experience 1 as they participate in the simulation.
Bloom's Levels: Analyze
Webb's DOK: 3
Rubric: To be created

Engaging Experience 3
Title: Defending Decisions
Suggested Length of Time: 10 Days
Standards Addressed

Priority:

- CCSS.ELA.CCRA.W.1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Supporting:

- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

Detailed Description/Instructions: Students will conduct research to gather data and relevant information in order to successfully participate in a debate based on a current event.
Bloom's Levels: Analyze
Webb's DOK: 3
Rubric: To be created

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The students will apply the skills and classroom experiences as they participate in a historical simulation hosted by the White House Decision Center at the Truman Library.

Rubric for Engaging Scenario: To be created

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Breaking Down the Problem-Solving Experience	Students will be engaged in teacher-facilitated classroom activities to introduce and guide the students through the democratic problem-solving model that will be used throughout the unit of study. Students will gain practice as they work through a teacher-selected topic/issue as the stimulus material. ● Identify the problem ● Determine the root causes ● Develop a range of possible solutions ● Analyze proposed solutions ● Select a solution ● Develop a plan for implementation ● Evaluate the outcome	3 - 5 Days
1	Putting the Process in Practice 	The students will be presented with a real life issue or a possible real life issue. The students will participate in a simulation in which they will role play different individuals who would be involved in the decision making process. The students would apply the democratic problem solving process from Engaging Experience 1 as they participate in the simulation.	6 - 10 Days
1	Defending Decisions 	Students will conduct research to gather data and relevant information in order to successfully participate in a debate based on a current event.	10 Days

Unit 1: Advancement & Society STEM

Subject: 8th Grade Gifted
Grade: 8
Name of Unit: Using STEM in Society
Length of Unit: 9 Weeks
Overview of Unit: After developing concrete tool for diplomatic problem solving, students will apply problem solving models to technological and scientific advancements in society. Students will start by examining the impact of technological and scientific advancement on society and move toward examining an environmental or societal issue and the way a new technological or scientific advancement could alleviate all or some of the issue. Students will design and present their innovation as a culminating project.
Priority Standards for unit:

- CCSS.MP1 Make sense of problems and persevere in solving them.
- CCSS.MP3 Construct viable arguments and critique the reasoning of others.
- NGSS.SEP.6 Constructing Explanations and Designing Solutions
- NGSS.SEP.7 Engaging in Argument from Evidence
- NGSS.SEP.8 Obtaining, Evaluating, and Communicating Information

Supporting Standards for unit:

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
    - Apply existing knowledge to generate new ideas, products, or processes.
    - Create original works as a means of personal or group expression.
    - Use models and simulations to explore complex systems and issues.
    - Identify trends and forecast possibilities.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
    - Identify and define authentic problems and significant questions for investigation.
    - Plan and manage activities to develop a solution or complete a project.
    - Collect and analyze data to identify solutions and/or make informed decisions.
    - Use multiple processes and diverse perspectives to explore alternative solutions.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
sense of problems and in solving them	Make, Persevere	Apply	2
viable arguments and reasoning of others	Construct, Critique	Evaluate	3
regularity in repeated reasoning	Express	Apply	3
Explanations and solutions	Constructing, Designing	Analyze	3
in Argument from evidence	Engaging	Evaluate	3
Information	Obtaining, Evaluating, And Communicating	Evaluate	3
original works or solve problems in project teams	Contribute, Produce	Apply	3

Essential Questions:

1. How does society encourage innovation and advancement?
2. How do technological advances influence society? Why do new technologies have both positive and negative impacts?
3. Why would an engineer, scientist, developer, etc. decide to solve a problem innovatively?
4. How do environmental and societal issues drive design?

Enduring Understanding/Big Ideas:

1. Students will be able to identify a variety of reasons a new solution is needed for a problem and the value in solving the problem in an innovative and creative way.
2. Students will analyze how technology and science impact on society, recognizing the impact is both positive and negative. Student will be able to weigh the cost/benefit of an advancement as a way to understand what advancements are ethical or not.
3. Students will understand the importance of innovative design in the STEM fields.
4. Students will be able to examine environmental and societal issues and identify their impact on design trends in society. Students will be able to evaluate these issues to create the best solution for a certain environment and society.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Analyze ● Evaluate ● Timeline	

Resources for Vocabulary Development: Quality Tools

Topic 1: Title

Engaging Experience 1
Title: History of Advancements
Suggested Length of Time: 5 Days
Standards Addressed

Priority:

- CCSS.MP3 Construct viable arguments and critique the reasoning of others.

Supporting:

- N/A

Detailed Description/Instructions: The teacher will facilitate a class discussion to introduce the students to the STEM unit. The students will be asked to examine the science and technology discoveries and advancements that have occurred throughout history. The students will select an item that they would like to research. Students will share the research information with classmates. Possibilities include creating an award and an acceptance speech for that item. Students could also create a label and visual to add to a timeline.
Bloom's Levels: Construct, Evaluate
Webb's DOK: 3
Rubric: To be created

Engaging Experience 2
Title: Why Design to Solve a Problem?
Suggested Length of Time: 3 - 4 Days
Standards Addressed

Priority:

- NGSS.SEP.8 Obtaining, Evaluating, and Communicating Information
- NGSS.SEP.7 Engaging in Argument from Evidence

Supporting:

- N/A

Detailed Description/Instructions: The students will be involved in discussions regarding the influence of innovation in redesigning products. Students will be asked to examine a product to identify the various changes that have been made that were driven by innovations (cars, watches, phones, libraries, etc.). Students will also be engaged in class activities to assess the benefits to individuals and society.
Bloom's Levels: Analyzing
Webb's DOK: 3
Rubric: To be created

Engaging Experience 3
Title: Time to Construct
Suggested Length of Time: 20 Days
Standards Addressed

Priority.

- CCSS.MP1 Make sense of problems and persevere in solving them.
- NGSS.SEP.6 Constructing Explanations and Designing Solutions

Supporting:

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
    - Apply existing knowledge to generate new ideas, products, or processes.
    - Create original works as a means of personal or group expression.
    - Use models and simulations to explore complex systems and issues.
    - Identify trends and forecast possibilities.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
    - Identify and define authentic problems and significant questions for investigation.
    - Plan and manage activities to develop a solution or complete a project.
    - Collect and analyze data to identify solutions and/or make informed decisions.
    - Use multiple processes and diverse perspectives to explore alternative solutions.

Detailed Description/Instructions: Students will be introduced to a design and construction , project focused on addressing what new technology does society need—what will make our lives simpler, help up with everyday tasks, or consolidate personal belongings, ideas or duties that meets an environmental or societal need?

Students will be involved in creating and presenting a proposal that would include required information such as: rational, objective, ethic statement, needs assessment and blueprints or prototype.

Students will make a multimedia presentation of their proposal to gain feedback and to refine their design plans, as needed. Students will create a prototype or a sample of their product.

Bloom's Levels: Produce, Apply

Webb's DOK: 3

Rubric: To be created

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The students will give a formal presentation to demonstrate the finished product and a multimedia format/genre that contains the required components and at least three additional items (such as data charts and graphs, a commercial spot, video demonstrating product in use, print or media advertising , or an info-graph).

Rubric for Engaging Scenario: To be created

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	History of Advancements	The teacher will facilitate a class discussion to introduce the students to the STEM unit. The students will be asked to examine the science and technology discoveries and advancements that have occurred throughout history. The students will select an item that they would like to research. Students will share the research information with classmates. Possibilities include creating an award and an acceptance speech for that item. Students could also create a label and visual to add to a timeline.	5 Days
1	Why Design to Solve a Problem?	The students will be involved in discussions regarding the influence of innovation in redesigning products. Students will be asked to examine a product to identify the various changes that have been made that were driven by innovations (cars, watches, phones, libraries, etc.). Students will also be engaged in class activities to assess the benefits to individuals and society.	3 -4 Days
1	Time to Construct 	Students will be introduced to a design and construction , project focused on addressing what new technology does society need—what will make our lives simpler, help up with everyday tasks, or consolidate personal belongings, ideas or duties that meets an environmental or societal need? Students will be involved in creating and presenting a proposal that would include required information such as: rational, objective, ethic statement, needs assessment and blueprints or prototype. Students will make a multimedia presentation of their proposal to gain feedback and to refine their design plans, as needed. Students will create a prototype or a sample of their product.	20 Days

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Symbols:


This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.


This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.