



Grade 8 - Unit 4 - Global Perspectives

Unit Focus

In this narrative nonfiction unit, students will explore how real people have emerged as heroes amidst cultural struggles for power, considering their stories from a global perspective. In examining the structure and techniques of narrative nonfiction, students will consider how authors evoke a reaction in readers and shine a light on global issues. Students will be able to determine a key passage in a narrative nonfiction text and analyze how the author presents a global issue through personal experience. Additionally, using the text's perspective, their own evolving position on the issue, and the opinions of their peers, students will engage in discourse about global issues and their implications for our lives and our communities. Finally, students will write about a global issue that they would like to "shine a light on" for our community as a result of their work in this unit. The purpose of this weekly column is to raise awareness, or "shine a light" on a global issue with which residents of Connecticut may not be familiar.

Students will work in theme based book clubs. This means they will be working in small groups centered around a common theme but reading different books. Their discussions will be focused on analyzing the alternate perspectives by drawing from the different experiences in the books.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none">English Language Arts: 8<ul style="list-style-type: none">Reading Literature<ul style="list-style-type: none">Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS.ELA-LITERACY.RL.8.3)Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS.ELA-LITERACY.RL.8.4)Reading: Informational Text<ul style="list-style-type: none">Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-LITERACY.RI.8.1)Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS.ELA-LITERACY.RI.8.4)Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS.ELA-LITERACY.RI.8.8)	<i>Students will be able to independently use their learning to...</i> T1 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers. T2 Evaluate the author's message, identify the author's purpose, and cite text evidence to support conclusions.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Readers recognize that words and phrases can have literal or figurative meaning. U2 Readers make meaning through a careful reading of the text(s) and connections to the topic. U3 Readers and writers engage in respectful discourse to consider multiple perspectives and become independent thinkers, all while suspending judgment. U4 Readers ask and answer questions to deepen understanding and promote further thinking.	<i>Students will keep considering...</i> Q1 How do the techniques/craft moves authors use impact the meaning of the text? Q2 How do my experiences influence my reading and understandings of this text? Q3 How do readers and writers collaborate to come to a new understanding or position about a topic? Q4 How do people/characters, events, and ideas develop within the text?

Stage 1: Desired Results - Key Understandings

- 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. *(CCSS.ELA-LITERACY.RI.8.9)*
- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6– 8 text complexity band independently and proficiently. *(CCSS.ELA-LITERACY.RI.8.10)*
- Writing
- 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. *(CCSS.ELA-LITERACY.W.8.8)*
- Draw evidence from literary or informational texts to support analysis, reflection, and research. *(CCSS.ELA-LITERACY.W.8.9)*
- Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). *(CCSS.ELA-LITERACY.W.8.9.B)*
- 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. *(CCSS.ELA-LITERACY.SL.8.1)*
- 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. *(CCSS.ELA-LITERACY.SL.8.1.A)*
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. *(CCSS.ELA-LITERACY.SL.8.1.B)*
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. *(CCSS.ELA-LITERACY.SL.8.1.C)*
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. *(CCSS.ELA-LITERACY.SL.8.1.D)*
- Speaking & Listening
- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. *(CCSS.ELA-LITERACY.SL.8.2)*

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 universal patterns and relationships exist across texts.

K2 authors use narrative nonfiction to bring attention to global issues.

K3 nonfiction can influence, change, or affirm our own thoughts, perspectives, and inferences.

K4 alternate perspectives can present different accounts of an experience, conflict, time period or moment.

K5 Morphemes: Latin base omni and Greek base pan; Latin base cumb, cub and Greek base clin; Latin base voc, vok, voice and Greek base phon; Latin base urb, urban and greek base poli, polis

Skill(s)

Students will be skilled at...

S1 using multiple sources to make inferences and identify underlying relationships and patterns.

S2 identifying and analyzing issues/conflicts presented in narrative nonfiction.

S3 identifying, supporting, and elaborating upon our own thoughts, inferences, and perspectives of issues/conflicts.

S4 analyzing how perspective shapes interpretation and response to experiences, conflict, time periods, and moments.

S5 recognizing morphemes hold their own individual meaning.

Stage 1: Desired Results - Key Understandings

- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. *(CCSS.ELA-LITERACY.SL.8.3)*
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(CCSS.ELA-LITERACY.L.8.3)*
- 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). *(CCSS.ELA-LITERACY.L.8.3.A)*
- 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. *(CCSS.ELA-LITERACY.L.8.4)*
- 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. *(CCSS.ELA-LITERACY.L.8.4.A)*
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). *(CCSS.ELA-LITERACY.L.8.4.B)*
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *(CCSS.ELA-LITERACY.L.8.5)*
- Use the relationship between particular words to better understand each of the words. *(CCSS.ELA-LITERACY.L.8.5.B)*
- Language
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. *(CCSS.ELA-LITERACY.L.8.6)*

Madison Public Schools Profile of a Graduate

- Inquiry: Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue. *(POG.1.1)*
- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*