

8th GRADE ENGLISH LANGUAGE ARTS CURRICULUM



Grade Level(s): 8th Grade

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(Content of the curriculum for units 1-3 comes from OpenUp Resources - EL Education)

Course Description: The 8th grade English Language Arts (ELA) curriculum integrates reading, writing, and speaking standards with the skills of researching, analyzing, interpreting, and evaluating texts through the study of historical and scientific topics. The course is divided into four modules with each module containing three units. A truly interdisciplinary approach to ELA, the four module topics are the folklore of Latin America, food choice, lessons from Japanese internment and Journalism. Fiction and non-fiction texts as well as audio and video components ensure that students further their understanding of how different genres require distinct reading and interpreting skills. The curriculum includes the following essential aspects to the development of literacy skills: frequent use of grade-level texts for all students; intentional vocabulary building; teacher-led close reading of content-based texts; carefully developed text dependent questions; multiple reads for deepening comprehension; accountable independent reading at individual students' level; reading to deepen and expand content knowledge and vocabulary; writing skills (e.g., use of introductions, transitions) and approaches (e.g., gathering evidence to support a statement) scaffolded specifically for particular writing types in each module; collaborative protocols; small group discussion; Socratic seminars; frequent opportunities for students to orally rehearse ideas and thinking before writing, including structured conversations and Language Dives; Short and fully developed writing; and embedded grammar and usage instruction within tasks.

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner “I Can” Statements
Folklore of Latin America	Why do we see evidence of myths and traditional stories in modern narratives?	Modern authors use myths and traditional stories as a basis for stories because the cultural and moral messages have stood the test of time.	CCE1(6-8); CCE3(6-8); CCE4(6-8); DE1(6-8); TI2(6-8)
Food Choices	What factors influence our access to healthy food? How do we research this?	Consumers have many choices when it comes to eating healthy food. These choices relate to how the food is grown and raised, processed, or transported. The choices are complicated and varied—from processed or industrially produced food; to industrial organic food; to local, sustainable food.	TCC2(6-8); TCC4(6-8); CCE1(6-8); CCE3(6-8); CCE4(6-8); DE1(6-8); DE2(6-8); TI2(6-8); TI3(6-8); P4(6-8); AA4(6-8)
Lessons from Japanese American Internment	What were the causes and impacts of Japanese American internment camps?	Internment camps uprooted people from their homes and communities, stripped them of their rights, confiscated their personal property, and forced them to live and work as prisoners.	TCC4(6-8); CCE4(6-8); TI3(6-8); TI2(6-8); AA4(6-8); CCE1(6-8); CCE3(6-8); DE2(6-8); P4(6-8)
Journalism	What importance does journalism have in today’s society?	Many people rely on journalists to provide them with information about current events that is factual and corroborated by multiple sources.	TCC2(6-8); CCE1(6-8); CCE2(6-8); CCE3(6-8); CCE4(6-8); DE1(6-8); DE4(6-8); TI1(6-8); TI2(6-8); TI3(6-8); P2(6-8); P3(6-8); AA4(6-8)



Unit 1 - Folklore of Latin America

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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.

RL.8.3: 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.

RL.8.4: 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.

RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

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.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2: 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.

RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently

W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.8.4: 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.

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

L.8.6: 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.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards (This module is designed to address English Language Arts standards and to be taught during the literacy block. But the module intentionally incorporates social studies content that may align to additional teaching during other parts of the day. These intentional connections are described below)

- D2.Geo.10.6–8: Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
- D2.His.4.6–8: Analyze multiple factors that influenced the perspectives of people during different historical eras.
- D2.His.6.6–8: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- D4.1.6–8: Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.
- CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.
- CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
- DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.
- TI2(6-8): I can identify my objectives and apply the best resources to my learning.

Understandings: Students will understand that...

- Elements of myths and traditional stories often form the basis of modern narratives.
- We can learn about other cultures through engaging modern renderings of myths and traditional stories from other places.
- Modern authors use myths and traditional stories as a basis for stories because the cultural and moral messages have stood the test of time.
- We can use the themes, patterns of events, and character types from myths and traditional stories as a basis for modern narratives set in the present day

Essential Questions:

- Why do we see evidence of myths and traditional stories in modern narratives?
- How and why can we modernize myths and traditional stories to be meaningful to today's audiences?

<p>Students will know...</p> <ul style="list-style-type: none"> • Myths and traditional stories have stood the test of time because they contain important cultural and moral messages that are still relevant today. • The importance of discussion norms 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Analyze point of view and how differences between a character's point of view and the reader's point of view can create effects such as humor or irony. • Analyze theme and characterization. • Read informational texts to determine a central idea and write a summary • Write a literary analysis essay
<p>Key Vocabulary: analyze, characteristics, effective, literary, jostle, criteria, character profile, dissipated, setting, climax, falling action, resolution, rising action, pacing, transition, abhorrent, juxtaposing, maligned, redeem, <i>mitos y leyendas</i>, <i>The Odyssey</i>, conflict, demise, hubris, compare, contrast, depictions, rivulet, generate, model, introduction, focus statement, Proof Paragraph, webpage,</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks: Class Website: Folklore of Latin America - This performance task gives students the opportunity to contribute to a whole class project. Throughout the unit, students write and revise a new scene for <i>Summer of the Mariposas</i>, modernizing a monster of their choice from Latin American folklore. Students write an informative essay comparing their modernized monster to its original depiction in Latin American folklore. For the performance task, each student creates a webpage for their new scene and their essay. Students' web pages will be organized on a class website showcasing all of their work. The focus for these webpages should be on content rather than style; students will be encouraged to closely follow the style of the model website and criteria list—this way, all pages within the site will look similar and attention will be drawn to the narrative stories and essays, rather than to the formatting of each webpage.</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Analyze Point of View: Summer of the Mariposas • Aspects of Character Discussion: Summer of the Mariposas • Determine a Theme and Write a Literary Summary • Write a Narrative • Determine a Central Idea • Write a Compare and Contrast Essay
<p>Learning Plan</p>	
<ul style="list-style-type: none"> • CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking. • CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers. <ul style="list-style-type: none"> ◦ Aspects of Character Discussion: Summer of the Mariposas 	

- CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
- TI2(6-8): I can identify my objectives and apply the best resources to my learning.
 - Class Website: Folklore of Latin America
- DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.
 - Analyze Point of View: Summer of the Mariposas

Teacher Resources: Summer of the Mariposas, Guadalupe Garcia McCall (RL 840L); “The Peuchen,” EL Education (RL 840L); “La Llorona—A Hispanic Legend” from La Llorona, Joe Hayes; Excerpt from The Latin American Story Finder, S. B. Elswit; Model Essay: “The Peuchen,” EL Education, OpenUp Resources EL Education Teacher Edition 8th Grade Module 1



Unit 2 - Food Choices

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8: 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.

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.

RI.8.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently

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

W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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.

SL.8.2: 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.

SL.8.3: 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.

SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
 L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 L.8.6: 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.

(This module is designed to address English Language Arts standards and to be taught during the literacy block. But the module intentionally incorporates Science and Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below.)

Next-Generation Science Standards

- MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- MS-ESS3-4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
- MS-ESS3-5: Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
- MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

- D2.Geo.4.6–8: Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
- D2.Civ.13.6–8: Analyze the purposes, implementation, and consequences of public policies in multiple settings.
- D3.2.6–8: Evaluate the credibility of a source by determining its relevance and intended use.
- D3.4.6–8: Develop claims and counterclaims while pointing out the strengths and limitations of both.
- D4.2.6–8: Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.
- TCC4(6-8): I can apply my learning to new experiences, determine if it works, and adjust in the future.
- CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.
- CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.
- CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.

- DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.
- DE2(6-8): I can recognize feelings in myself and others and respond with respect and empathy.
- TI2(6-8): I can identify my objectives and apply the best resources to my learning.
- TI3(6-8): I can compose specific questions that are relevant to a task to support my learning.
- P4(6-8): I can step outside my comfort zone because I recognize that my mistakes are not failures, but rather an opportunity to learn and grow.
- AA4(6-8): I can seek opportunities to learn more and continue to push my thinking.

Understandings: Students will understand that...

- Consumers have many choices when it comes to eating healthy food. These choices relate to how the food is grown and raised, processed, or transported. The choices are complicated and varied—from processed or industrially produced food; to industrial organic food; to local, sustainable food.
- Deepening understanding about the variety of processes and practices can help consumers understand more about where their food comes from and make more informed choices about the food they eat.
- It's important to consider diverse perspectives and points of view to fully understand the factors that influence access to healthy food.
- Delineating an author's arguments helps readers more deeply understand the purpose, point of view, evidence, and reasoning presented on a topic.
- When evaluating arguments, considering an author's point of view and purpose help readers understand the motive behind the information presented.
- It's important to build more awareness about the variety of food choices consumers need to make and the impact each has on health and sustainability.
- When researching access to healthy food, the credibility of a source is important.
- Information is available through different mediums, and there are advantages and disadvantages to each one. How we access information influences how we interpret it.
- Consumers weigh many factors when prioritizing food choices. These include but are not limited to: whether or not to consume

Essential Questions:

- Where does our food come from?
- How do we analyze arguments about how food should be grown and processed?
- What factors influence our access to healthy food? How do we research this?
- What factors should we prioritize when making choices about our food? How do we share these recommendations with others?

<p>GMO foods, how processed the food is, whether or not it is organic, if pesticides were used in its production, if food deserts played a role in access, and whether or not high-fructose corn syrup is an ingredient.</p> <ul style="list-style-type: none"> • When making an argument, it's critical to provide relevant evidence and reasoning that support the claim made. • When making an argument, it's necessary to acknowledge alternate, related arguments in order to show that we have considered all perspectives. • In sharing recommendations with others about food choices, we can contribute to building a better world. The choices individual consumers make about food has an effect on society as a whole. 	
<p>Students will know...</p> <ul style="list-style-type: none"> • The choices consumers make around food impact their own health and the sustainability of the environment. • Choices about eating healthy food, and conflicting information about the impact of processes and practices, can present a dilemma to consumers. • Understanding motive can help consumers interpret information to make informed decisions about healthy food. • Analyzing sufficiency and relevancy of evidence helps readers determine if the reasoning presented on an argument is sound. • Authors may acknowledge and respond to conflicting viewpoints. They may include conflicting viewpoints in order to show readers that there are different views or understandings of a topic, or in order to argue against them. • Some of the evidence provided to support arguments about access to healthy food may be irrelevant or insufficient. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Focus on the author's point of view and perspective • Analyze the structure the author uses and how it contributes to key points • Delineate and evaluate the author's arguments, as well as arguments presented in video format, and consider whether the evidence is sound and sufficient • Analyze the purpose and motive behind information presented in different mediums • Evaluate the advantages and disadvantages of using different mediums to present information • Analyze cases in which two sources disagree. • Research a topic of their choice (pesticides, organic food, food deserts, or high-fructose corn syrup) and consider how this topic impacts access to healthy food. • Create a mini lesson about their topic to present to their classmates. • Formulate an argument about a choice their community can make to eat healthily and sustainably.
<p>Key Vocabulary: access, dilemma, omnivore, prioritize, food chain, organic, processed food, concept, conflicting viewpoint, structure, subsidy, yield, compare/contrast paragraph, descriptive paragraph, expository paragraph, GMO foods, high-fructose corn syrup, narrative paragraph,</p>	

argument, claim, delineate, reasoning, relevant, sound, sufficient, irrelevant, medium, motive, commercial, environmental, political, social, infographic, food miles, bias, credibility, search terms, connotation, denotation, agribusiness, nitrogen, hypoxic, runoff, sustainable, counterclaim, main claim, car sharing, light rail, dimension, rebuttal, refute, validity, key points

Assessment Evidence

Performance Tasks:

Roundtable Presentations of Food Choices - This performance task gives students the opportunity to present their findings and claims about food choices. Each student creates an infographic, along with a 3-minute oral presentation of the argument they made in their argument essay defending a healthy food choice. Students share their infographics in a roundtable presentation with an authentic audience of classmates, teachers, families, and community members.

Other Evidence:

- Analyze Structure, Determine Point of View, and Evaluate Arguments in Video and Text
- Analyze the Purpose of Information, Evaluate Mediums, and Analyze Conflicting Information in Video and Text
- Research Climate Change and Food Shortages
- Desktop Teaching Activity: Access to Healthy Food
- Analyze Language: The Omnivore's Dilemma
- Write an Argument Essay: Defending a Healthy Food Choice

Learning Plan

- TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.
- TCC4(6-8): I can apply my learning to new experiences, determine if it works, and adjust in the future.
- CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
- DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.
- TI3(6-8): I can compose specific questions that are relevant to a task to support my learning.
- TI2(6-8): I can identify my objectives and apply the best resources to my learning.
- AA4(6-8): I can seek opportunities to learn more and continue to push my thinking.
 - Research Climate Change and Food Shortages
 - Desktop Teaching Activity: Access to Healthy Food
 - Write an Argument Essay: Defending a Healthy Food Choice
- CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.
- CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.
- DE2(6-8): I can recognize feelings in myself and others and respond with respect and empathy.

- P4(6-8): I can step outside my comfort zone because I recognize that my mistakes are not failures, but rather an opportunity to learn and grow.
 - Roundtable Presentations of Food Choices
 - Desktop Teaching Activity: Access to Healthy Food

Teacher Resources: The Omnivore's Dilemma (Young Readers Edition), Michael Pollan (RI 930L); Nourish: Short Films: 54 Bite-Sized Videos about the Story of Your Food, NourishLife (film); Excerpts from Chew on This: What You Don't Want to Know about Fast Food, Eric Schlosser and Charles Wilson; "Is Eating Healthy Really More Expensive?" Margaret Marshall. Huffington Post. (RI 1050L); "To GMO or NOT to GMO?," George Erdosh and Marcia Amidon Lusted. Odyssey Magazine.; "Sticking Up for Coke, Sort Of," Froma Harrop. The Seattle Times.; "The Advantages and Disadvantages of Pesticides," ChefsBest, (RI 1190L); "Food Desert," Kara Rogers. Encyclopedia Britannica.; "Organic Food," Leslie A. Duram. Encyclopedia Britannica.



Unit 3 - Lessons from the Japanese American Internment

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently
- W.8.1: Write arguments to support claims with clear reasons and relevant evidence.
- W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.
- W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- 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.
- 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.
- SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.6: 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.



College, Career, and Civic Life (C3) Framework for Social Studies State Standards (This module is designed to address English language arts standards and to be taught during the literacy block. But the module intentionally incorporates social studies content that may align to additional teaching during other parts of the day. These intentional connections are described below)

- D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.
- D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they are, the developments they shaped, are seen as historically significant.
- D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.
- D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created.
- D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.
- D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.
- D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
- D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
- D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.
- D2.Civ.14.6-8. Compare historical and contemporary means of changing societies and promoting the common good.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC4(6-8): I can apply my learning to new experiences, determine if it works, and adjust in the future.
- CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
- TI3(6-8): I can compose specific questions that are relevant to a task to support my learning.
- TI2(6-8): I can identify my objectives and apply the best resources to my learning.
- AA4(6-8): I can seek opportunities to learn more and continue to push my thinking.
- CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.

- CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.
- DE2(6-8): I can recognize feelings in myself and others and respond with respect and empathy.
- P4(6-8): I can step outside my comfort zone because I recognize that my mistakes are not failures, but rather an opportunity to learn and grow.

Understandings: Students will understand that...

- Internment camps uprooted people from their homes and communities, stripped them of their rights, confiscated their personal property, and forced them to live and work as prisoners.
- It is wrong to view entire populations as homogeneous.
- Upholding the rights of other human beings is critical work.
- In times of terrible struggle, people can draw strength from their identities and communities.
- Local organizations can uphold human rights, celebrate diversity, and support community

Essential Questions:

- What were the causes and impacts of Japanese American internment camps?
- What are the main lessons that can be learned from Japanese American internment?
- How can people effectively apply the lessons of internment to their own communities?

Students will know...

- The Redress Movement, which began in the 1970s, has aimed to restore the rights of, issue an apology to, and/or monetarily compensate the survivors of internment.
- Japanese American internment camps were ordered by President Franklin D. Roosevelt during World War II to incarcerate hundreds of thousands of Japanese Americans in the western United States. These camps were established out of fear and prejudice toward Japanese American people after the attack on Pearl Harbor.
- The psychological effects of being imprisoned in an internment camp

Students will be able to...

- Analyze the connections and distinctions that a text makes among and between individuals, ideas, or events, and track significant ideas that emerge in the text.
- Focus their attention on particular meaningful moments in a film and note the extent to which a film stays faithful to or departs from the text upon which it is based
- Participate in Jigsaw protocols to collaboratively interpret connections and distinctions made in the text, as well as their relationship to the text's most significant ideas.
- Deconstruct a model literary argument essay, examining a discrete aspect of the essay writing process in each lesson and practicing it as they draft a practice argument essay collaboratively with a partner.

Key Vocabulary: assembly, activist, internment, distinction, saboteur, alien, evacuation, evacuees, Issei, naturalization, Nisei, Sansei, anguish,

patriarch, remoteness, chow, mess, Samurai, tarpaper, assert, desolate, partitions, subordinate, cubicle, latrines, emasculation, enflame, oblivion, renounce, vulnerability, contingent, divisive, lament, livid, shrewd, subdued, suspended, sustenance, turmoil, ambivalence, devastated, geisha, rapt, subsided, vulnerable, amorphous, gaudiness, guileless, intangible, premonitions, volition, assertive, capitulate, diverged, mediate, obstinance, ultimatum, defiance, gaiety, placator, rekindled, reprisal, resonance, counterclaim, main claim, naivete, refute, validity, annotate, concentration camp, pilgrimage, redress, reparations, wartime hysteria, dehumanizing, denigration, psychological, stigmatized, incarceration, incarcerated, aggressor, perpetrated, resilience, resourcefulness, trauma, psychopathology, allies, influx, solidarity, travesty, vulnerable, origami, embody

Assessment Evidence

Performance Tasks:

Activist Assembly - This performance task gives students the opportunity to participate in an activist assembly to share, negotiate, and refine ideas for meaningful engagement in their own communities. The ideas that students develop should embody and apply lessons learned from Japanese American internment and aim to contribute to a better world.

- In preparation for their performance task, students work in triads to research the work of local and national organizations that, in their own ways, embody and carry out the lessons identified earlier in the unit. In their triads, students conduct internet research to locate organizations whose missions reflect these lessons.
- They practice their interviewing skills before contacting their selected organization to interview a representative of that organization. In these interviews, students ask questions to clarify the organization's work, to connect the work to the lessons from Japanese American internment, and to learn about how to get involved.
- Each triad presents its findings to the whole class.
- For the performance task, students extend and apply their preparatory work to host and participate in the Activist Assembly. In discussion groups comprised of two triads of students and visiting family, friends, and community members, students revisit and refine their ideas developed while exploring their researched organizations and then collaboratively discuss the following question: what are the most effective and

Other Evidence:

- Analyze Vocabulary, Connections, and Distinctions: Farewell to Manzanar
- Collaborative Discussion: Farewell to Manzanar
- Analyze Connections, Distinctions, and Point of View: Farewell to Manzanar
- Write a Literary Argument Essay: Farewell to Manzanar
- Collaborative Discussion: Internment and Redress
- Activist Organization Presentation

meaningful ways to apply lessons from internment in our own community?

Learning Plan

- TCC4(6-8): I can apply my learning to new experiences, determine if it works, and adjust in the future.
- CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
- TI3(6-8): I can compose specific questions that are relevant to a task to support my learning.
- TI2(6-8): I can identify my objectives and apply the best resources to my learning.
- AA4(6-8): I can seek opportunities to learn more and continue to push my thinking.
 - Write a Literary Argument Essay: Farewell to Manzanar
 - Activist Organization Presentation
- CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.
- CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.
- DE2(6-8): I can recognize feelings in myself and others and respond with respect and empathy.
- P4(6-8): I can step outside my comfort zone because I recognize that my mistakes are not failures, but rather an opportunity to learn and grow.
 - Collaborative Discussion: Farewell to Manzanar
 - Activist Organization Presentation
 - Activist Assembly

Teacher Resources: Farewell to Manzanar, Jeanne Wakatsuki Houston and James D. Houston (RI 1040L); Farewell to Manzanar, Japanese American National Museum (film); "Japanese Relocation during World War II," National Archives (RI 1220L); "Life in the Camp," Norman Mineta. Scholastic.com.; "Clara Breed," Japanese American National Museum; "Letter from Louise Ogawa, January 6, 1942," Japanese American National Museum; "Letter from Louise Ogawa, November 30, 1942," Japanese American National Museum; "In Response to Executive Order 9066," Dwight Okita (RI 570L); "Seeking Redress," APM Reports; "The Simplest Lesson of Internment," Los Angeles Times; "Psychological Effects of Camp," Donna K. Nagata. Densho Encyclopedia. (RI 1390L); "Japanese Internment Camp Survivors Protest Ft. Sill Migrant Detention Center," Molly HennessyFiske. The Los Angeles Times.



Unit 4 - Journalism

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2: 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.
- RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
- 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.
- RL.8.3: 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.
- RL.8.4: 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.
- 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.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- 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.
- W.8.1: Write arguments to support claims with clear reasons and relevant evidence
- W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

- W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- 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.
- 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.
- SL.8.2: 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.
- SL.8.3: 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.
- SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.
- L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.6: 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.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.
- CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.
- CCE2(6-8): I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.
- CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.
- CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
- DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.

- DE4(6-8): I can be respectful and responsible and build positive relationships with all members of the school community.
- TI1(6-8): I can create a plan with manageable steps to reach my goals.
- TI2(6-8): I can identify my objectives and apply the best resources to my learning.
- TI3(6-8): I can compose specific questions that are relevant to a task to support my learning.
- P2(6-8): I can identify my relative strengths as well as areas for improvement. I can set goals, use strategies for improvement, and monitor my own learning through various means of self-assessment in order to experience growth.
- P3(6-8): I can receive and provide constructive feedback and understand the need to adjust my goals/learning journey.
- AA4(6-8): I can seek opportunities to learn more and continue to push my thinking.

Understandings: Students will understand that...

- Many people rely on journalists to provide them with information about current events that is factual and corroborated by multiple sources.
- Good journalists write without bias and ensure that their sources are knowledgeable, reliable, and truthful.
- To engage readers, journalists employ varying techniques such as providing background information, layering details, foreshadowing, and building suspense.

Essential Questions:

- What importance does journalism have in today's society?
- What role does research and collaboration play in ethical journalism?
- How do audience and purpose impact a writer's content, tone, and word choice?

Students will know...

- Techniques that narrative writers use
- Goals that narrative writers aim towards
- Some "wow"-type questions that journalists ask
- Transitions journalists use to elaborate perspective
- Writing is made more powerful with the use of specific and vivid details

Students will be able to...

- Collaborate with each other for peer assessment
- Ask thoughtful, detailed questions about specific goals
- Provide detailed feedback from the reader's perspective
- Utilize a mentor text or exemplar to inform their writing decisions

Key Vocabulary: flashback, flashforward, plot lines, inner thinking, dialogue, revealing actions, point of view, 1st person narrator, metaphor, tone, symbolism, context, background information, character's motivation, stir empathy, raise the stakes, suspense, predicting, resolution, significant, elegant, grace note, straightforward, jolt, prose, extraordinary, close observation, efficient, objective tone, social significance, unified focus, illuminate, reveal, evoke, compassion, apprentice, mimicking, associations, analogies, allusions, primary research, cite references, frame evidence, sophisticated, call to action

Assessment Evidence	
Performance Tasks: Develop a feature story that requires utilizing all of the steps that a journalist takes in creating a publishable story. Select pieces will be published on the Junior Chief Advocate page of the high school online newspaper.	Other Evidence: <ul style="list-style-type: none"> Initial story development based on the information learned from an athletic video Interview question creation and etiquette with self and peer-assessment
Learning Plan	
<ul style="list-style-type: none"> TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions. CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking. CCE2(6-8): I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning. CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers. CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions. DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives. DE4(6-8): I can be respectful and responsible and build positive relationships with all members of the school community. TI1(6-8): I can create a plan with manageable steps to reach my goals. TI2(6-8): I can identify my objectives and apply the best resources to my learning. TI3(6-8): I can compose specific questions that are relevant to a task to support my learning. P2(6-8): I can identify my relative strengths as well as areas for improvement. I can set goals, use strategies for improvement, and monitor my own learning through various means of self-assessment in order to experience growth. P3(6-8): I can receive and provide constructive feedback and understand the need to adjust my goals/learning journey. AA4(6-8): I can seek opportunities to learn more and continue to push my thinking. <ul style="list-style-type: none"> Interview question creation and etiquette with self and peer-assessment Develop a feature story that requires utilizing all of the steps that a journalist takes in creating a publishable story. Select pieces will be published on the Junior Chief Advocate page of the high school online newspaper. 	
Teacher Resources: Teachers College Investigative Journalism unit of study and associated charts/materials,	