

Grade 8: Justice

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> <i>Students will demonstrate the ability to analyze the development of, and the relationship among, literary elements and devices in order to make meaning of text.</i> <i>Students will demonstrate the ability to analyze and summarize specific details in a text as a means for inferring causal relationships between events, ideas, or concepts.</i> <i>Students will demonstrate the ability to communicate information using relevant and well-chosen details in broader categories in order to share new knowledge.</i> <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i> <u>Content Standards:</u> ● 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.8.5 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.8.7 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. ● RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional	Transfer	
	<i>Students will be able to independently use their learning to synthesize information to assess causal relationships.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> ● effective readers use a variety of strategies to make sense of key ideas and details presented in a text. ● analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding. ● to gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. ● comprehension is enhanced through a collaborative process of sharing and evaluating ideas. ● producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. ● effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	ESSENTIAL QUESTIONS ● Why is justice important?
Acquisition		
	<i>Students will know...</i> ● that writers share injustices to raise awareness. ● how the court system works. ● the qualities of a responsible juror/jury. ● prejudices result in unfair judgments. ● that many elements of literature are hidden below the surface; skilled readers read closely to analyze and interpret those elements. ● that when a narrative is presented in different media, the techniques of each media will affect the experience for the consumer. ● that, just as authors use various techniques and tools to tell a story, so do artists in other media	<i>Students will be skilled at...</i> ● citing the strongest textual evidence to support the analysis of a text. ● providing an objective summary that traces character plot and development. ● analyzing how authors reveal character. ● analyzing characters' traits, responses, and motives, and how the central character influences the plot or theme. ● analyzing the importance and influence of setting on characters, plot, theme, mood, tone, and meaning. ● drawing conclusions based on analysis of textual details and patterns.

stories, or religious works such as the Bible, including describing how the material is rendered new. ● 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.8.5 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.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. ● L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● 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. ○ Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. ○ Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ○ Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ○ Use precise language and domain-specific vocabulary to inform about or explain the topic. ○ Establish and maintain a formal style. ○ Provide a concluding statement or section that follows from and supports the information or explanation presented. ● 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 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.	<u>Vocabulary:</u> acquittal, attorney, bias, burden of proof, circumstantial, cite, civic duty, convict, credible, defendant, defense, evidence, explicit, hung jury, impartial, implicit, judicial system, jury duty, jury of peers, justice, oath, prejudice, prosecution, reasonable doubt, social justice, testimony, unanimous, witness	● using a range of strategies with greater independence and efficiency to determine or clarify the precise meanings of general academic words and phrases in grade-appropriate literary and informational text. ● analyzing the development of a theme over the course of a literary text and how the theme relates to other literary elements. ● synthesizing information to determine and explain the central idea of an informational text. ● analyzing how a text presents cause-and-effect relationships, recognizing faulty cause-and-effect descriptions. ● analyzing the structure of a specific paragraph in an informational text and the contributions of individual sentences in developing and refining a key concept. ● evaluating the advantages and disadvantages of using different mediums to present a particular topic. ● using the writing process to draft an informational piece that answers a self-generated research question and contains relevant and well-chosen details in broader categories. ● gathering relevant information from multiple print and digital sources. ● using search terms effectively. ● assess the credibility and accuracy of resources. ● quoting or paraphrasing the date and conclusion of others while avoiding plagiarism. ● following a standard format for resource citation. ● using technology to collaborate with others and produce/publish writing.
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- 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.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.8.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 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.8.1 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.8.6 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.

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
Content Area Literacy Standards		21st Century Skills
not applicable		- reason effectively - make judgments and decisions - communicate clearly

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
not applicable	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

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