

Grade 8: Passions, People, and Perspectives

Stage 1 Desired Results				
ESTABLISHED GOALS: Competencies: 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. Students will demonstrate the ability to defend an opinion distinguishing their claim from alternate claims in order to persuade others. Students will demonstrate the ability to narrate a story by building relationships among happenings in order to develop real or imagined experiences. Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. Content Standards: - 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.8.6 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	Transfer			
	Students will be able to independently use their learning to recognize bias, logical fallacies, and relevant evidence.			
	Meaning			
	ENDURING UNDERSTANDINGS Students will understand that... - 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 - What is the value in understanding different passions and perspectives? - What is the value in sharing personal stories?	
	Acquisition			
Students will know... - the elements of an effective debate. - that controversial issues provide awareness of the world and how it is changing. - that arguments and debates develop an open mind and respect for differing viewpoints.		Students will be skilled at... - citing the strongest textual evidence to support the analysis of informational text. - synthesizing information to determine and explain the central idea of an informational text.		

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. ● W.8.1 Write arguments to support claims with clear reasons and relevant evidence. ○ Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ○ Support claim(s) with logical reasoning and relevant evidence. ○ Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ○ Establish and maintain a formal style. ○ Provide a concluding statement or section that follows from and supports the argument 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. ● 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	● that effective arguments are supported by factual evidence from valid resources. <u>Vocabulary:</u> affirmative, assertion, citation, claim, contradict, counterclaim, credible, debate, evidence, formal style, negate, neutral style, passion, perspective, rebuttal, resolution, validity	● drawing conclusions based on the analysis of details in informational text, and revise conclusions based on new information in the text. ● providing a summary of an informational text and evaluating how well a summary captures its original meaning. ● analyzing the development of the central idea over the course of an informational text and how details support or clarify it. ● analyzing how an informational text uses sequence to make connections and distinctions between individuals, ideas, events, or processes. ● analyzing how an informational text treats subtle similarities and differences between information, ideas, individuals, or events. ● analyzing how a text presents cause-and-effect relationships, recognizing faulty cause-and-effect descriptions. ● 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 connotations of words or phrases used in literary text that have similar denotative meanings. ● analyzing the impact of an author's specific word choices and use of language on meaning and tone of an informational text. ● analyzing the structure of a specific paragraph in an informational text and the contributions of individual sentences in developing and refining a key concept. ● analyzing how an author responds to conflicting evidence or viewpoints. ● determining whether the biases an author brings to an argument affect the credibility or viability of those arguments. ● analyzing persuasive and argumentative texts to determine the purpose and effect of rhetorical devices. ● explaining how word choice, voice, syntax, and organization are used to further an author's purpose or viewpoint.
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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.		● distinguishing facts from opinions, and evaluating the logic or validity of opinions and assertions in text such as editorials, essays, articles, and reviews. ● describing problems in an argument that affect its credibility. ● evaluating the advantages and disadvantages of using different mediums to present a particular topic. ● explaining how the presentation of information in a text contributes or detracts from the clarity and effectiveness of its message. ● identifying and describing a wider range of logical fallacies in an argument. ● determining whether the biases an author brings to an argument affect the credibility or viability of that argument. ● analyzing how an author responds to conflicting opinions in an argument. ● delineating and evaluating the argument and specific claims in a text and determine whether the reasoning is sound and the evidence is relevant and sufficient. ● describing instances in which authors writing about the same topic disagree or arrive at different conclusions. ● using technology to collaborate with others and produce/publish writing. ● using the writing process to draft an argument that distinguishes their claim from alternate claims. ● 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.
Content Area Literacy Standards		21st Century Skills
not applicable		● reason effectively ● make judgments and decisions ● communicate clearly ● collaborate with others ● be flexible

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

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