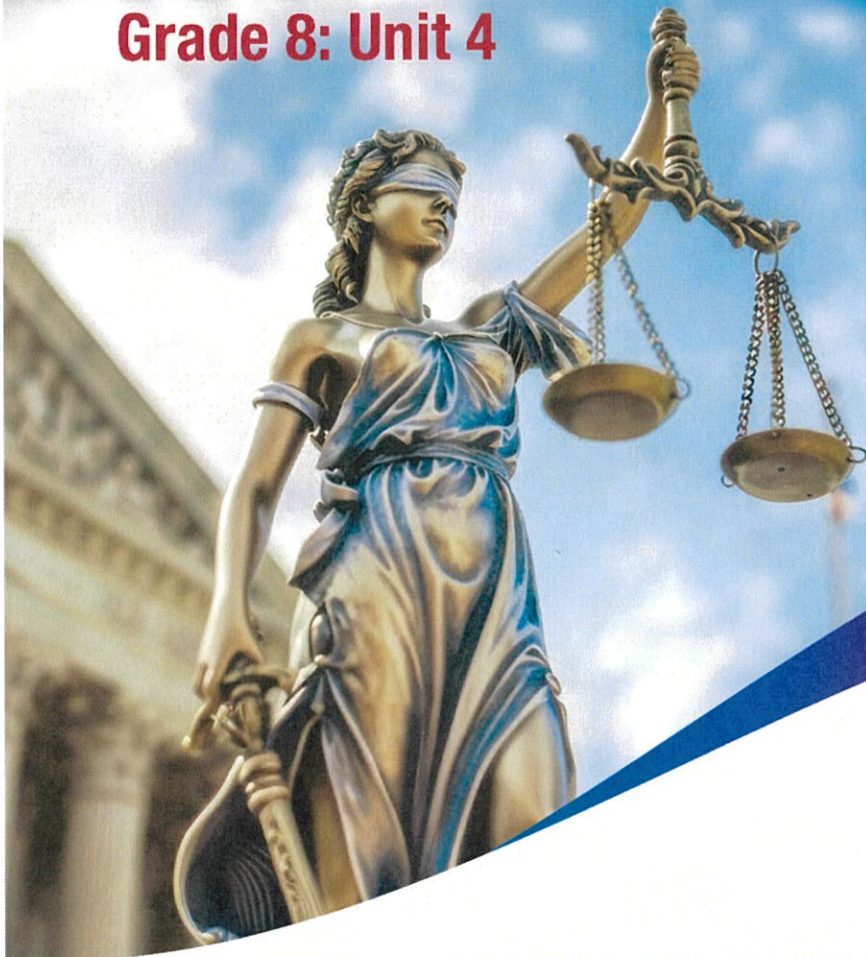




ARGUMENT LAB

Grade 8: Unit 4



HEROES IN HISTORY

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ARCC-RLARE1-U4G8-HH

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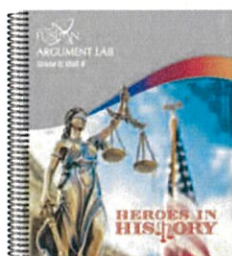
Unit 4

Argument Research Lab

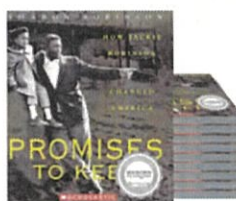
An Inquiry Community of Researchers & Authors

In the fourth Unit of ARC Core Fusion, students apply their growing academic skills to rigorous academic discourse as they read, research, analyze, and argue. Thematic inquiry expands into a Social Studies topic: Heroes in History.

Students will continue to:	In this Unit:
Read grade-level Core Texts, as well as self-selected texts...	Including two grade-level biographies.
Participate in rigorous academic discourse as part of a whole-class intellectual community...	Now including debate.
Engage in high-volume reading through both assigned and self-selected text for at least 30 minutes per day.	
Apply Reading Standards...	To trace, analyze, compare, and evaluate arguments and make text-based arguments, both oral and written.
Acquire academic and technical vocabulary and high-utility morphemes.	
Produce short constructed responses...	Now making text-based arguments.
Integrate knowledge from multiple sources to produce and publish...	A research-based biography that includes elements of argument, informational, and narrative writing.
Practice applying a set of Focus Grade-Level Standards to reading, writing, speaking, and listening.	RI.8.6, RI.8.8, RI.8.9, W.8.1, W.8.7, W.8.8, L.8.1, L.8.3, and L.8.6.



Teacher Guide



Core Text Section Set



Argument Writing Cards

Heroes in History Research Library



Teacher- and Student-Facing Digital Platforms

Unit 4 Argument Research Lab Pacing Guide: Grade 8

Phase	Week	Build Knowledge & Vocabulary	Learn & Apply Standards	Assess Progress
Phase 1: Hero in History: Jackie Robinson	1	Students build knowledge of world, national, and community history alongside the personal history of Jackie Robinson and analyze the people and groups who impacted his life. Morphemes: bio, graph, -y (RI.4/L.4/L.5)	<i>Broadening "Biography"</i> - Broaden understanding of the Biography genre. - Research, debate, and analyze claims made by experts. (RI.1/RI.3/RI.6/RI.8/W.1/L.6)	- Graphic organizers demonstrate knowledge of the Biography genre, history, and important people and groups of Jackie Robinson's era. - Morphology: Word Map - Constructed Response #1: Pre-Assessment (Rubric for a Proficient Argument)
	2	Students build knowledge of the internal and external conflicts Jackie Robinson confronted. Morphemes: con-, tribut(e), -ion (RI.4/L.4/L.5)	<i>Conflict & Literary Devices; Relevant Evidence</i> - Delineate and evaluate arguments in biographies and analyze how biographers use conflict and literary devices. (RI.3/RI.4/RI.6/RI.8/W.7/W.8/L.4/L.5) - Make and defend arguments, both oral and written; Support claims with logical reasoning and relevant evidence, using accurate, credible sources, such as direct quotations. (W.1) - Draft and revise a text-based argument; Edit for active and passive voice and conventions. (W.1/W.4/W.5/L.1/L.3)	- Graphic organizers demonstrate knowledge of the personal and broader conflicts of Jackie Robinson's era. - Morphology: Word Map - Constructed Response #2 (Rubric for a Proficient Argument)
	3	Students build knowledge of Jackie Robinson's legacy. Morphemes: gener-, -at(e), -ion (RI.4/L.4/L.5)	<i>Legacy; Comparing Texts</i> - Analyze and compare authors' purposes, perspectives, and claims in texts about Jackie Robinson. (RI.6/RI.8/RI.9/W.7/W.8) - Make and defend arguments, both oral and written; Craft claims and acknowledge and distinguish the claim from alternate or opposing claims. (W.1) - Draft and revise a text-based argument; Edit for active and passive voice and conventions. (W.1/W.4/W.5/L.1/L.3)	- Graphic organizers demonstrate knowledge of Jackie Robinson and his legacy. - Graphic organizers demonstrate analysis of authors' varying purposes, perspectives, claims, and evidence. - Morphology: Word Map - Constructed Response #3 (Rubric for a Proficient Argument)
Phase 2: Hero in History: Rosa Parks	4	Students build knowledge of world, national, and community history alongside the personal history of both Rosa Parks and a self-selected subject, and analyze the people and groups who impacted the life of each. Morpheme: norm (RI.4/L.4/L.5)	<i>Who Was Rosa Parks? & Topic Selection; Rebuttal</i> - Delineate and evaluate arguments in biographies and research, debate, and analyze claims made by experts. (RI.3/RI.6/RI.8/W.7/W.8) - Select and begin/continue to research subject of Capstone Project. (W.7/W.8) - Make and defend arguments, both oral and written; Craft arguments and compose rebuttals. (W.1) - Draft and revise a text-based argument; Edit for conditional and subjunctive verb moods and conventions. (W.1/W.4/W.5/L.1/L.3)	- Graphic organizers demonstrate knowledge of history and important people and groups of Rosa Parks' and a self-selected subject's era. - Morphology: Word Map - Debate Notes - Constructed Response #4 (Rubric for a Proficient Argument)
	5	Students build knowledge of the internal and external conflicts Rosa Parks and a self-selected subject confronted. Morphemes: dis-, cord (RI.4/L.4/L.5)	<i>Conflict & Aristotle's Rhetorical Devices</i> - Delineate and evaluate arguments in biographies and analyze how biographers use conflict. (RI.3/RI.6/RI.8/W.7/W.8) - Make and defend arguments, both oral and written; Apply Aristotle's Rhetorical Devices. (W.1) - Draft and revise a text-based argument; Edit for verb voice and moods and conventions. (W.1/W.4/W.5/L.1/L.3)	- Graphic organizers demonstrate knowledge of the personal and broader conflicts of Rosa Parks' and a self-selected subject's era. - Morphology: Word Map - Debate Notes - Constructed Response #5: Mid-Assessment (Rubric for a Proficient Argument)
	6	Students build knowledge of the legacy of Rosa Parks and a self-selected subject.	<i>Comparing Texts; Debate Games</i> - Analyze and compare authors' purposes, perspectives, and claims in texts about Rosa Parks. (RI.6/RI.8/RI.9/W.7/W.8) - Delineate and evaluate arguments in biographies (RI.6/RI.8) - Make and defend arguments, both oral and written; Engage in debate games. (W.1/SL.3/SL.4)	- Graphic organizers demonstrate knowledge of Rosa Parks' and a self-selected subject's legacy. - Graphic organizers demonstrate analysis of authors' varying purposes, perspectives, claims, and evidence.
Phase 3: Capstone Project: Biographical Picture Book	7	<i>Draft a Biographical Picture Book</i> (W.1/W.2/W.3/W.4/W.5/W.6/L.6) - Drafting Launch - Book Maps and Using Affixes and Greek & Latin Roots - Drafting		- Biography Rubric - Rubric for a Proficient Argument - Rubric for a Proficient Informational Piece - Rubric for a Proficient Narrative Piece
	8	<i>Revise and Edit</i> (RI.7/W.1/W.2/W.3/W.4/W.5/L.1/L.2/L.3/L.6) - Elements of Argument Writing - Elements of Informational Writing - Elements of Narrative Writing - Style - Aesthetics & Final Revisions and Edits		
	9	<i>Publish and Present</i> (W.1/W.6/SL.4/SL.5/SL.6)		- Biography Rubric - Presentation of Knowledge and Ideas Rubric (SL.4/SL.5/SL.6) - Post-Assessment (Rubric for a Proficient Argument)