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| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| Quarter 1  **\*\*assumed week 1 is orientation week and getting to know you**  Weeks 2 and 3  Weeks 4-8  Week 9 and 10  Time Frame  Quarter 2  Week 1, half of week 2  Weeks 3- 8.5  Week 8.5-9  Week 10  Time/Pace  Quarter 3  Week 1- 6  Week 7-8  Week 9  Week 10  Time/ Pacing  Quarter 4  Weeks 1-4 for skills 1 and 2  Weeks 5-6  Week 6-7  Weeks 8-10 | * Reading Closely and Writing to Learn   \*Students benefit from a development of a writing non-negotiables list and a review of writing basics  \*Students benefit from modeled way to read and analyze text  \*Students need modeling of poem reading and writing  **Topic/Unit**  Working with Evidence  **Topic/Unit**   * Understanding Perspectives   **Topic/ Unit**   * Research, Decision-Making, and Forming Positions | 1. **Getting to Know a Character: What Details in the Text Help Us Understand character?** (RL.8.1, RL.8.3, RL.8.4, W.8.9, and L.8.4a)  **2a. Examining How Word Choice Contributes to Meaning and Tone in Literary and Informational Texts** (RL.8.1, RI.8.1, RL.8.4, RI.8.4, and W.8.9)  **2b. Analyzing an Informational Text about a Refugee Experience** **(or other selected theme per novel selection)** (RI.8.1, RI.8.2, RI.8.3, RI.8.4, L.8.4a, and W.8.9)  **3a. Analysis Essay: Explain the Significance of the Novel’s Title and Its Relationship to Universal Experiences and Character** (RL.8.1, RL.8.3, RL.8.4, RL.8.6a, RL.8.11, W.8.2, W.8.4, W.8.5, and W.8.9)  **3b. On-demand narrative poem** (RI.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.8.11b)  **Skills/Concepts**  **Analyzing excerpts of a famous speech from the time period**- module suggests: “The Great Society” which works well with the suggested text *To Kill a Mockingbird* – **for how an author uses evidence to be convincing to an audience** (RI.8.2, RI.8.5, and RI.8.6)  **Analyzing Author’s Craft in novel and paired poems Allusions, Text Structure, Connections to Traditional Themes, and use of Figurative Language** (RL.8.4, RL.8.5, RL.8.9, and L.8.5a)  **Text to Film and Perspective Comparison** (RL.8.2, RL.8.6, and RL.8.7)  **Argument Essay: Taking a Stand** (RL.8.1, RL.8.2, RL.8.3, W.8.1, W.8.4, W.8.9a, L.8.2a, and L.8.2b)  **Skills**  \*READ novel(s) and associated non-fiction\* (approx. 6 weeks to read and complete skills 1 and 2 as a class)  **Understanding Perspectives on controversial historical moment** (RI.8.1 and RI.8.9)  **Comparing Conflicting Accounts of controversial historical moment** (RI.8.9 and SL.8.1)  **Evaluating and Classifying Primary Sources** (RI.8.7)  **Informational Essay and Commentary** (W.8.2, W.8.9, L.8.2c, L.8.3)  **Single-Draft Narrative Writing** (W.8.3, L.8.1, L8.1b, L.8.1c, L.8.2 and L.8.3)  **Analysis of Language Techniques** (L.8.1a, L.8.1d, and L.8.5, L.8.5b, L.8.5c)  **Skills**  **Analyzing Author’s Purpose in Speech and Text** (L.8.4b-d, RI.8.6, SL.8.2 and SL.8.2a)  **Evaluating Claims and Advocating Persuasively** (RI.8.8, RI.8.9a, W.8.9b, SL.8.2, SL.8.2a and SL.8.3)  **Research Simulation** (learning to research) (W.8.7 and W.8.8)  **Position Speech- compose and give oral presentation** (SL.8.4, SL.8.5, and SL.8.6)  **Position Paper** – includes using all skills above) (W.8.1, W.8.1a, W.8.1b, and W.8.1e) | * Module 1, Unit 1 mid assessment * Module 1, Unit 1 end assessment * Module 1, Unit 2 mid assessment * Module 1, Unit 2 end assessment * Module 1, Unit 3 mid assessment * Module 1, Unit 3 end assessment (benchmark)   **Major Assessments**  Module 2, Unit 1 mid unit  Module 2, Unit 1 end unit  Module 2, Unit 3 mid unit  Module 2, Unit 3 end unit (benchmark)  **Major Assessments**  **Module 3, unit 1 mid unit**  **Module 3, unit 1 end of unit**  **Module 3, unit 2 mid unit**  **Module 3, unit 2 end unit**  **Module 3, unit 3 mid unit**  **Module 3, unit 3 end unit**  **Major Assessments**  **Module 4, Unit 1 mid unit**  **Module 4, Unit 1 end unit**  **Module 4, Unit 2 mid unit**  **Module 4, Unit 2 end unit**  **Module 4, Unit 3 – I usually don’t do midpoint formal assessment, instead I conference with kids** | * RI.8.1, RI.8.2, W.8.3a, b, d, W.8.4, W.8.4a, W.8.5, W.8.7, W.8.9, L.8.1, L.8.2, and L.8.6   **Standards**   * RL.8.2, RL.8.3, W.8.3, W.8.4, and W.8.11b   **Standards**   * W.8.3, W.8.6, W.8.9b, L.8.1, L.8.1b, L.8.1c, L.8.2, L.8.2c, and L.8.3   **Standards**   * RI.8.1, W.8.1, W.8.9 and W.8.9b | Suggested: *Inside Out and Back Again*, module resources, articles from [www.newsela.com](http://www.newsela.com)  **Resources**  Suggested: *To Kill a Mockingbird*  novel and graphic novel, movie and module resources, articles from www.newsela.com  **Resources**  Module suggests that students read *Unbroken*, but I have found that this text is too challenging for many students, so I use a selection of WWII themed texts and common texts from the module and from [www.history.com](http://www.history.com)  **Resources**  **Module suggests *The Omnivore’s Dilemma: Young Reader’s Edition*, but many students find this text daunting as the module has it designed. I find that using a jigsaw method with the text works best. There are associated readings in the module, but I also like some articles on** [**www.newsela.com**](http://www.newsela.com) |