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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 3Weeks 4-8Week 9 and 10Time FrameQuarter 2Week 1, half of week 2Weeks 3- 8.5Week 8.5-9Week 10Time/PaceQuarter 3Week 1- 6Week 7-8Week 9Week 10Time/ PacingQuarter 4Weeks 1-4 for skills 1 and 2Weeks 5-6Week 6-7Weeks 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 unitModule 2, Unit 1 end unitModule 2, Unit 3 mid unitModule 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) |