Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / ELA 8* / Grade 8 (ELA Regional Curriculum)

Friday, October 26, 2012, 12:24PM

Module 4: Lit/InfoText-Integration of Ideas (Week 20, 6 Weeks)

Stage 1: Desired Results

FOCUS Common Core Learning Standards	SUPPORTING Common Core Learning Standards
FOCUS CCLS:English Language Arts 6–12, 8th Grade , Reading: Literature Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. ▪ 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. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ▪ 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. **FOCUS CCLS:English Language Arts 6–12, 8th Grade , Reading: Informational Text** Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. ▪ 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. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. ▪ 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	**SUPPORTING CCLS:English Language Arts 6-12, NYS: 8th Grade , Reading: Literature** Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ▪ 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. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ▪ 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. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ▪ 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. Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ▪ 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. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- 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.
- 9a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.

FOCUS CCLS:English Language Arts 6–12, 8th Grade , Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 1. Write arguments to support claims with clear reasons and relevant evidence.
- 1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- 1d. Establish and maintain a formal style.
- 1e. Provide a concluding statement or section that follows from and supports the argument presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- 3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- 3c. Use a variety of transition words,

stanza) relate to each other and the whole.

- 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.

6. Assess how point of view or purpose shapes the content and style of a text.

- 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.
- 6a. Analyze multiple interpretations of full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Responding to Literature

11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

- 11. Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.

SUPPORTING CCLS:English Language Arts 6-12, NYS: 8th Grade , Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 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.

2. Determine central ideas or themes of a text and

phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. ▪ 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ▪ 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events. Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. ▪ 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. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. ▪ 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. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. ▪ 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. ▪ 9a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). ▪ 9b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	analyze their development; summarize the key supporting details and ideas. ▪ 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. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ▪ 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ▪ 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. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. ▪ 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. 6. Assess how point of view or purpose shapes the content and style of a text. ▪ 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. Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently. ▪ 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

FOCUS CCLS:English Language Arts 6–12, 8th Grade , Speaking & Listening	SUPPORTING CCLS:English Language Arts 6-12, NYS: 8th Grade , Writing
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ▪ 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. ▪ 2a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. ▪ 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ▪ 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ▪ 2a. 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. ▪ 2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ▪ 2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ▪ 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. ▪ 2e. Establish and maintain a formal style. ▪ 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented. Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ▪ 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ▪ 4a. Produce text (print or nonprint) that explores a variety of cultures and

	perspectives. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ▪ 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. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. ▪ 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. Range of Writing 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 tasks, purposes, and audiences. ▪ 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) **SUPPORTING CCLS:English Language Arts 6-12, NYS: 8th Grade , Speaking & Listening** Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ▪ 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. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

	▪ 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. Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. ▪ 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. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. ▪ 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **SUPPORTING CCLS:English Language Arts 6-12, NYS: 8th Grade , Language** Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ▪ 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ▪ 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to

	comprehend more fully when reading or listening. ▪ 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. ▪ 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. 5. Demonstrate understanding of word relationships and nuances in word meanings. ▪ 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. ▪ 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.

Concepts

Macro-concepts:

- Integration of ideas within and among texts
- Writing with evidence to argue

Micro-concepts:

- Advantages of various mediums
- Compare and contrast
- Sound arguments
- Relevant/sufficient evidence
- Conflicting information
- Argumentative writing
- Narrative writing
- Conducting research

Enduring Understandings

Collaborative, self-directed learners collect, analyze, and cite specific evidence to formulate questions, construct arguments, make decisions, and change thinking.

(CESA 5, Portage, WI, 2012)

Critical Content	Skills
▪ There are differences between film and live productions versus text or script (RL8.7) ▪ There is continual influence of historical literature on later and modern day literary works (RL8.9) ▪ There are advantages and disadvantages of using different mediums (RI8.7) ▪ An author's reasoning and evidence should support the argument (RI8.8) ▪ Conflicting texts on the same topic can be analyzed by looking at similarities and differences (RI8.9) ▪ Claims can be used to support an argument in writing (W8.1) ▪ Narrative writing requires details and sequencing to convey real or imagined experiences (W8.3) ▪ Questions, including self-generated, can be a starting point for research (W8.7) ▪ Arguments support claims with reasons and evidence (W8.7) ▪ Information can be quoted and paraphrased from multiple print and digital sources. Citations are necessary from credible sources (W8.8) ▪ Evidence from literary or informational text(s) can be used to support writing (W8.9) ▪ Diverse media can be used to express varying motives. (SL8.2) ▪ Personal experience and knowledge can help address problems and think analytically (SL8.2) ▪ Multimedia and visual displays can be used to clarify information, support claims and add interest (SL8.5)	▪ Evaluate if film, production or drama is faithful to text and when it departs from text (RL8.7) ▪ Compare and contrast film/production/drama to text or script (RL8.7) ▪ Evaluate choices made by directors or actors different and/or similar to text (RL8.7) ▪ Determine themes and patterns of events from myths, traditional stories, religious works including the Bible (RL8.9) ▪ Understand character types from myths, traditional stories, religious works including the Bible (RL8.9) ▪ Describe how these older sources of literature are rendered new in modern literature (RL8.9) ▪ Evaluate print vs. digital text, video and multimedia to present topics and ideas (RI8.7) ▪ Determine best medium to present topics or ideas(RI8.7) ▪ Evaluate author's argument and reasoning based on textual information (RI8.8) ▪ Assess the validity of reasoning and evidence in support of an argument (RI8.8) ▪ Identify where texts disagree on facts or interpretations(RI8.9) ▪ Use experience and knowledge to analyze 2 or more texts with conflicting information (RI8.9) ▪ Use knowledge of language and logic, and culture to analyze 2 or more texts with conflicting information (RI8.9) ▪ Think analytically when analyzing two or more texts (RI8.9) ▪ Address problems creatively and advocate persuasively when analyzing two or more texts(RI8.9) ▪ provide clear reasons and relevant evidence

	(W8.1) ▪ Use real or imagined experience to develop narrative writing (W8.3) ▪ Use effective narrative techniques (dialogue, pacing, reflection, sentence variety, establish a context, and point of view) (W8.3) ▪ Answer and generate focused questions that allow for multiple avenues of explorations (W8.7) ▪ Use search terms effectively (W8.8) ▪ Assess credibility and accuracy (W8.8) ▪ Quote or paraphrase data and conclusions of others avoiding plagiarism(W8.8) ▪ follow standard format for citation(W8.8) ▪ Analyze and reflect evidence from literary or informational text(s) (W8.9) ▪ Research evidence from literary or informational text(s) (W8.9) ▪ Analyze purpose of information in diverse media and format presentations (visually, quantitatively and orally) (SL8.2) ▪ Evaluate the motive behind diverse media and format presentations (social, commercial, political) (SL8.2) ▪ Utilize experience, knowledge of language and logic, and culture to think analytically(SL8.2) ▪ Utilize experience, knowledge of language and logic, and culture to creatively address problems (SL8.2) ▪ Utilize experience, knowledge of language and logic, and culture to persuasively advocate (SL8.2) ▪ Clarify information in multimedia and visual displays (SL8.5) ▪ Strengthen claims and evidence in multimedia and visual displays (SL8.5) ▪ Add interest to multimedia and visual displays (SL8.5)

Vocabulary

Media, mediums, interpretation, claims, evidence, arguments

Stage 2: Assessment Evidence

Assessments

Formative
Formative: Performance: Authentic Task

Module Assessment

Grade 8 – Module 4 – Integration of Ideas

Formative and Summative Assessment Planning Template

Type:

Formative

Summative

Critical Content and skills assessed

- There are differences between film and live productions versus text or script (RL8.7)
- There is continual influence of historical literature on later and modern day literary works (RL8.9)
- There are advantages and disadvantages of using different mediums (RI8.7)
- An author's reasoning and evidence should support the argument (RI8.8)
- Conflicting texts on the same topic can be analyzed by looking at similarities and differences (RI9)
- Claims can be used to support an argument in writing (W8.1)

- Narrative writing requires details and sequencing to convey real or imagined experiences (W8.3)
- Questions, including self-generated, can be a starting point for research (W8.7)
- Arguments support claims with reasons and evidence (W8.7)
- Information can be quoted and paraphrased from multiple print and digital sources. Citations are necessary from credible sources (W8.8)
- Evidence from literary or informational text(s) can be used to support writing (W9)
- Diverse media can be used to express varying motives. (SL8.2)
- Personal experience and knowledge can help address problems and think analytically (SL8.2)
- Multimedia and visual displays can be used to clarify information, support claims and add interest(SL8.5)
- Present and discuss contents of interactive notebook

- Evaluate if film, production or drama is faithful to text and when it departs from text (RL8.7)
- Maintain interactive notebooks on content presented throughout module.
- Compare and contrast film/production/drama to text or script (RL8.7)
- Evaluate choices made by directors or actors different and/or similar to text (RL8.7)
- Determine themes and patterns of events from myths, traditional stories, religious works including the Bible (RL8.9)
- Understand character types from myths, traditional stories, religious works including the Bible (RL8.9)
- Describe how these older sources of literature are rendered new in modern literature (RL8.9)
- Evaluate print vs. digital text, video and multimedia to present topics and ideas (RI8.7)
- Determine best medium to present topics or ideas(RI8.7)
- Evaluate author's argument and reasoning based on textual information (RI8.8)
- Assess the validity of reasoning and evidence in support of an argument (RI8.8)
- Identify where texts disagree on facts or interpretations(RI8.9)
- Use experience and knowledge to analyze 2 or more texts with conflicting information (RI8.9)
- Use knowledge of language and logic, and culture to analyze 2 or more texts with conflicting information (RI8.9)

- Think analytically when analyzing two or more texts (RI8.9)
- Address problems creatively and advocate persuasively when analyzing two or more texts(RI8.9)
- provide clear reasons and relevant evidence (W8.1)
- Use real or imagined experience to develop narrative writing (W8.3)
- Use effective narrative techniques (dialogue, pacing, reflection, sentence variety, establish a context, and point of view) (W8.3)
- Answer and generate focused questions that allow for multiple avenues of explorations (W8.7)
- Use search terms effectively (W8.8)
- Assess credibility and accuracy (W8.8)
- Quote or paraphrase data and conclusions of others avoiding plagiarism(W8.8)
- follow standard format for citation(W8.8)
- Analyze and reflect evidence from literary or informational text(s) (W8.9)
- Research evidence from literary or informational text(s) (W8.9
- Analyze purpose of information in diverse media and format presentations (visually, quantitatively and orally) (SL8.2)
- Evaluate the motive behind diverse media and format presentations (social, commercial, political) (SL8.2)
- Utilize experience, knowledge of language and logic, and culture to think analytically(SL8.2)
- Utilize experience, knowledge of language and logic, and culture to creatively address problems(SL8.2)
- Utilize experience, knowledge of language and logic, and culture to persuasively advocate(SL8.2)
- Clarify information in multimedia and visual displays(SL8.5)
- Strengthen claims and evidence in multimedia and visual displays(SL8.5)
- Add interest to multimedia and visual displays(SL8.5)

Summative Assessments

- Conduct a multi-media project in which students choose a medium in which to compare and contrast conflicting information from non-fiction text or media .ex. Powerpoint, Prezi, posterboard, smartboard)
- Conduct a research project on a self-generated question examining and analyzing conflicting points of view and determining further questions for research.
- Debate and evaluate choices made by directors or actors different and/or similar to text. Create own version in collaboration with other student(s)
- Analysis of evidence from the text(s) to support an argument.
- Write a short story, poem or drama, that employs effective narrative techniques.
- Students critique peers' presentations based on use of speech and language criteria, as well as listening techniques.
- Prepare for a debate by Researching and analyzing evidence from literary or informational text to support the claim.
- Fishbowl Discussion using text dependent questions in a collaborative group discussion which

encourages students to elaborate on each students'

Claim.

Formative Assessments

- Word match comparing films, production, and drama to text.
- Use I-Chart to plan a reseach project.
- Venn diagram comparing and contrasting film production/drama to text or script.
- Debate and evaluate choices made by directors or actors different and/or similar to text.
- Journal response outlining the advantages of various mediums.
- Student will create or complete a graphic organizer to analyze where texts disagree on facts or interpretation.
- Students answer and generate text dependent questions based on a reading selection.
- Semantic Maps to analyze diverse formats of media, motives for using media, and format presentations.
- After watching video or reading a story student will outline claims and evidence used in a written paragraph.
- Variety of short checks of understanding on narrative techniques, transitional words or phrases, paragraph format, figurative, connotative, and technical meanings

- Smartboard activities ex. matching, fill in the blank, vortex.
- Graphic organizer (t-chart) delineating different argument/claims in non-fiction and fiction text, with emphasis on non-fiction.
- Short writings to evaluate student's use of evidence from the text to support an argument
- Short written work using real or imagined ideas to develop narrative text. (ex. Journal or diary entry, letter, email, fake book entry)
- Short writing reflecting analysis of claims using evidence from text (text dependent questions to support analysis)
- Discussion/debate analyzing conflicting claims in collaboration with various groups (Ex: 1:1, teacher led, student lead, and small groups) Evaluate soundness of arguments of various groups using presentation rubric.
- Vocabulary- ex. Word sorts, (closed and open)Frayer, flash card activities, Smart Board Activities, crossword puzzles, concept definition maps, word questioning organizer, List-Group-Label

Estimated Duration of time

Description of the task

Please include:

- Instructions that will be given to students
- A description of the reading pieces to be used. Feel free to include suggested titles or any weblinks if you have them
- The format of the assessment—multiple choice, short answer, essay, etc.

Stage 3: Learning Plan	
Learning Activities	**Resources**
	See links for additional resources Grade 8 Resources.docx

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