

SBCUSD Secondary ELA Education RCD Unit Planning Organizer 2016-2017

Subject	ELA
Grade	8 th Grade
Title for Unit of Study	Injustice and Intolerance
Length of Unit	5 Weeks, 45 minute periods
Overview of Unit	<p>In this unit, students will:</p> <ul style="list-style-type: none"> ● examine historical and modern examples of injustice due to intolerance ● engage in a discussion regarding the issue ● compose an argumentative piece <ul style="list-style-type: none"> ○ makes a strong claim ○ supports claim with sufficient evidence ● create and present a multimedia piece

Priority Common Core State Standards

***Priority Standards are the standards to which supporting standards are connected (*Include at least one writing standard*)**

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.

W.8.1 Write arguments to support claims with clear reasons and relevant evidence

- include a, b, and c

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led with diverse partners on grade eight topics, texts, and issues, building on others' ideas and expressing their own clearly.)

SL.8.4 Present claims and findings (e.g., argument, narrative, response to literature presentations), 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. CA

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Supporting Standards

***Supporting Standards are intricately woven through each of the performance tasks of the unit**

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.8.6 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.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

Unwrapped Priority 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

“Unwrapped” Concepts (Students need to know)	“Unwrapped” Skills (Students need to be able to do)	Bloom’s Taxonomy Levels of Cognitive Rigor
<ul style="list-style-type: none"> ● Textual evidence to support explicit analysis ● Textual evidence to support inferences 	<ul style="list-style-type: none"> ● Cite ● Cite 	Level 4: Analyze

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.

“Unwrapped” Concepts (Students need to know)	“Unwrapped” Skills (Students need to be able to do)	Bloom’s Taxonomy Levels of Cognitive Rigor
<ul style="list-style-type: none"> ● Central idea ● Development of central idea over course of text <ul style="list-style-type: none"> ○ relationships to supporting ideas ● Objective summary of text 	<ul style="list-style-type: none"> ● Determine ● Analyze ● Summarize (Provide) 	Level 4: Analyze

W.8.1 Write arguments to support claims with clear reasons and relevant evidence (include a, b, c)

“Unwrapped” Concepts (Students need to know)	“Unwrapped” Skills (Students need to be able to do)	Bloom’s Taxonomy Levels of Cognitive Rigor
<ul style="list-style-type: none"> ● argument to support claims with <ul style="list-style-type: none"> ○ clear reasons ○ relevant evidence 	<ul style="list-style-type: none"> ● write 	Level 6: Create

SL.8.4 Present claims and findings (e.g., argument, narrative, response to literature presentations), 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. CA

Why is it important to determine which evidence is relevant to an argument?	Valid arguments involve using relevant and logical evidence.
Why is it important to look at opposing points of view?	Credible arguments understand multiple sides of an issue.
Unit Vocabulary Words	
Academic Cross-Curricular Words (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
analyze, central idea, cite, conclude, concrete details, determine, develop, examine, format, graphics, infer, informative, multi-media, objective summary, organize, quotations, relevant, select, argument, claim, opposing, credible, evidence	objective summary, figurative language, nuances
Resources for Vocabulary Development	

Unit Formative Assessments of Priority Standards (Embed Documents)	
Pre-Assessment	Post-Assessment
Rubrics and Answer Keys	

Overview of the Engaging Scenario (Situation, challenge, role, audience, product or performance)			
Describe the Engaging Scenario for this Unit of Study:			Suggested Length of Time
<p>Injustices in the world is everyone's problem. This is why the media is tasked with bringing injustice into the light by reporting what they know. In this experience, you will be challenged to bring the selected form of intolerance and the injustices that it has caused into the light by presenting a published work (i.e. newspaper, blog, live news report, magazine, museum exhibit, etc). You are an expert; therefore, you are the one who decides what information needs to be shared with the world. Your task is to present your findings on the matter on injustice and intolerance.</p>			<p>2-3 days 45 minute periods</p>
Synopsis of Authentic Performance Tasks			
Authentic Performance Tasks	Description	Instructional Targets and Standards	Suggested Length of Time

			(Include days and minutes per day)
Task 1: Historical Perspective	Students will explore historical instances of injustice/intolerance. Students will identify the main idea and the supporting evidence within the text. Students will write a short summary about the article. Product 1: Main Idea Graphic Organizer Product 2: Objective Summary	RI.8.1 <ul style="list-style-type: none"> Cite textual evidence RI.8.2 <ul style="list-style-type: none"> Determine a central idea 	3-4 days 45 minute periods
Task 2: Modern Perspective	Students will read/view multimedia texts in relation to modern instances of injustice due to intolerance. Finally, students will compose a short, explanatory writing piece discussing the progress or setbacks of the issue. Product 1: Evidence Graphic Organizer Product 2: Written Response	RI.8.1 <ul style="list-style-type: none"> Cite textual evidence RI.8.2 <ul style="list-style-type: none"> Determine a central idea W.8.4 <ul style="list-style-type: none"> Produce clear and coherent writing 	3-4 days 45 minute periods
Task 3: Trend Discussion	Students will engage in a discussion providing their opinion regarding the issue from the previous tasks of where they think this trend will lead. Students will support this prediction with textual evidence. Product 1: Peer Discussion Graphic Organizer Product 2: Discussion	SL.8.1: <ul style="list-style-type: none"> Engage in a range of discussions SL.8.4: <ul style="list-style-type: none"> Present claims and findings 	1-2 days 45 minute periods
Task 4: Argumentative Paper	Students will write an argumentative piece that makes a claim regarding whether or not the world has changed as a result of the injustices being focused on in the unit. Product: Argumentative Paper	W.8.1 <ul style="list-style-type: none"> Write arguments to support claims with clear reasons and relevant evidence W.8.4 <ul style="list-style-type: none"> Produce clear and coherent writing L.8.1: <ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage 	7-8 days 45 minute periods
Task 5:	Assuming the role of an expert, students will	RI.8.1:	2-3 days

Multi-Media Component	synthesize products from Task 1-4 to create a multi-media piece (newspaper, blog, PowerPoint, iMovie, poster, scholarly journal). Product 1: Multi Media Presentation Product 2: Graphic Organizer	<ul style="list-style-type: none"> • Cite the textual evidence L.8.1: <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage 	45 minute periods
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Suggested Text Book Resources		
Student Resources	Interactive Lessons	Collections and Assessments
<u>English Workshops</u> <ul style="list-style-type: none"> • Chapter 2 - Paragraph Workshop • Chapter 10 - The sentence • Chapter 18 - Using Verbs <u>GrammarNotes</u> <ul style="list-style-type: none"> • Lesson 1-3 • Lesson 7 • Lesson 8 • Lesson 16 • Lesson 26 	<ul style="list-style-type: none"> • Writing Arguments • Textual Evidence *See History/A&E section in teacher resources	<u>Collections</u> <ul style="list-style-type: none"> • Collection 1 - Cultural Belonging • Collection 3 - The Move Toward Freedom • Collection 5 - Anne Frank <u>Assessments</u> <ul style="list-style-type: none"> • Unit 1 Performance Task

PERFORMANCE TASK 1


Authentic Performance Task 1	Historical Perspective	Length: 3-4 days 45 minute periods
Standards Addressed in Authentic Performance Task 1	Priority 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. Supporting Standards:	

	<p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELD Standards:</p> <p>Digital Literacy and Technology Skills: None</p>			
<p>Detailed Description of Authentic Performance Task 1</p>	<p>Performance Task: Explore historical instances of injustice/intolerance. Identify the main idea and the supporting evidence within the text. Write a short summary about the article.</p> <p>Suggested Teaching and Learning Sequence:</p> <ul style="list-style-type: none"> • As an introduction to the topic, teacher can have students respond to a photograph or image that relates to the chosen historical topic. The AVID strategy of Interpreting Non-Print Text can be used. • Introduce informational text about chosen historical topic. • Read the text. The Close Reading or Jigsaw strategy can be used. <ul style="list-style-type: none"> ◦ If you have access to SpringBoard school, we recommend viewing ELA learning strategies in the resources folder. • Participate in a discussion of the text. Teacher can select small group or whole class discussion. • Complete a graphic organizer or outline to prepare to write the objective summary. • Write an objective summary explaining the major events of this historical incident, citing examples from the text. <ul style="list-style-type: none"> ◦ If you have access to SpringBoard school, we recommend viewing SOAPStone or Web graphic organizer in the resources folder. 		<p>Bloom's Taxonomy Levels</p>	<p>Webb's DOK</p>
			<p>Level 5: Evaluate</p>	<p>Level 3: Strategic Thinking/ Reasoning</p>
			<p>Rubric for Authentic Performance Task 1</p>	
<p>Response to Instruction and Intervention</p>				
<p>Instructional Strategies</p>	<p>Differentiated Strategies for Intervention Se - special education IT- intensive support EL- English language support</p>	<p>Differentiation Strategies for Enrichment</p>	<p>Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p>	
<p><u>Interpreting Non-Print Text:</u> This AVID technique encourages students to interpret and understand images. Visual Literacy Strategies</p>	<p><u>Modified Close Reading:</u> Students can complete a close read of an image or a modified text. (Se, IT, EL)</p>	<p><u>Gallery Walk:</u> A Gallery Walk allows students to move around the room as they explore multiple texts or images. It is especially engaging to kinesthetic</p>	<p style="text-align: center;">Need to be Embedded</p> <p><u>Springboard:</u></p>	

<p><u>Close Reading:</u> Close, analytic reading of a text can lead students to a deeper understanding of the text. Close Reading <u>Springboard:</u> Refer to pages 340-342 in the TE for Reading strategies.</p> <p><u>Jigsaw:</u> This technique makes students dependent on each other to succeed. Assignments are broken into smaller pieces and then share out with a larger group. Jigsaw <u>Springboard:</u> Refer to page 347 in the TE for collaboration strategies.</p> <p><u>Graphic Organizers:</u> Graphic Organizers help students to organize new information. Collection of Graphic Organizers <u>Springboard:</u> Refer to pages 353-363 in the TE for additional graphic organizer suggestions . <u>Springboard:</u> Refer to pages 340-342 in the TE for Reading strategies.</p>	<p><u>Translate Text:</u> Google Translate, Microsoft Translate or Apps for translation could be used to give students improved access to grade-level texts. (EL)</p> <p><u>Jigsaw Reading:</u> Students can be assigned smaller pieces of a text to analyze independently or in small groups. After completing their reading, they share information with others. (Se, IT, EL)</p> <p><u>Scaffolded Reading:</u> Provide students with the support they need to understand a complex text. (Se, IT, EL) Scaffolding</p> <p><u>Video Analysis:</u> Rather than reading and analyzing a written text, students could respond to a video that relates to the historical topic. (Se, IT, EL)</p> <p><u>Sentence Stems:</u> Provide students with sentence stems to scaffold their writing. (Se, EL)</p>	<p>learners. Gallery Walks</p> <p><u>Student Choice:</u> Students can choose from a variety of historical examples of injustice and then share what they've learned with the class.</p>	<p>Refer to the strategies suggested on pages 340-347 in the TE.</p>
Interdisciplinary Connections			
Teacher could focus on a historical topic covered in 8th grade History/Social Studies.			

PERFORMANCE TASK 2


Authentic Performance Task 2	Modern Perspective	Length: 3-4 days 45 minute periods		
Standards Addressed in Authentic Performance Task 2	<p>Priority Standards:</p> <p>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.</p> <p>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.</p>			
	<p>Supporting Standards:</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>RI 8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)</p> <p>ELD Standards:</p> <p>Digital Literacy and Technology Skills: 8.1.6-8.5, 8.1.6-8.18</p>			
Detailed Description of Authentic Performance Task 2	<p>Performance Task: Read texts and view multimedia pieces that relate to modern instances of injustice due to intolerance. Compose a short, explanatory writing piece discussing the improvements and setbacks of the issue.</p> <p>Suggested Teaching and Learning Sequence:</p> <ul style="list-style-type: none"> • Teacher can show video clips or use other relevant media sources that focus on the chosen injustice. <ul style="list-style-type: none"> ◦ Students can either take notes or write a response to the video or media, looking specifically for improvements or setbacks that have occurred. • Read current, school appropriate media (including scholarly articles, current news stories, newspaper or magazine clippings, etc.) to research issues of injustice and collect evidence that shows improvements or setbacks in regards to the injustice. Look for connections to ideas and events from the previous task. • Students can gather evidence onto graphic organizers • Students can record findings from their discussion • Write a written response explaining the selected injustice and its improvements and 		Bloom's Taxonomy Levels	Webb's DOK
			Level 5: Evaluate	Level 3: Strategic Thinking
			Rubric for Authentic Performance Task 2	

	setbacks.		
Response to Instruction and Intervention			
Instructional Strategies	Differentiated Strategies for Intervention Se- special education IT- intensive support EL - English language support	Differentiation Strategies for Enrichment	Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)
<p><u>Close Reading:</u> Close, analytic reading of a text can lead students to a deeper understanding of the text. Close Reading <u>Springboard:</u> Refer to pages 340-342 in the TE for Reading strategies.</p> <p><u>Think-Pair-Share:</u> This strategy provides students with time to think about a problem on their own and then work in pairs to discuss the problem. Then they share their ideas with the class. Think-Pair-Share</p> <p><u>Graphic Organizers:</u> Graphic Organizers help students to organize new information. Collection of Graphic Organizers</p>  <p>Graphic Organizers.doc</p> <p><u>Springboard:</u> Refer to pages 353-363 in the TE for additional graphic organizer suggestions .</p> <p><u>Springboard:</u></p>	<p><u>Translate Text:</u> Google Translate, Microsoft Translate or Apps for translation could be used to give students improved access to grade-level texts. (EL)</p> <p><u>iPad/Computer:</u> Provide students access to the text on an iPad or computer. The text can be read and annotated in a digital format. (Se, IT, EL)</p> <p><u>Paired Reading:</u> Paired reading is used with readers who lack fluency. In this strategy, students read aloud to each other. When using partners, more fluent readers can be paired with less fluent readers, or children who read at the same level can be paired to reread a text. (Se, IT, EL)</p> <p><u>Scaffolded Reading:</u> Provide students with the support they need to understand a complex text. (Se, IT, EL)</p> <p><u>Teacher Modeling:</u> Demonstrate the tasks that students need to complete. (Se, IT, EL)</p>	<p><u>Tiered Instruction:</u> Using Tiered Instruction allows the content to be presented at varying levels of instruction. Tiered Instruction</p> <p><u>Extension Menus:</u> This strategy allows students to select assignment options from a menu. Extension Menu</p> <p><u>Cubing:</u> Using this strategy encourages students to look at information in many different ways. Cubing</p>	<p><u>SpringBoard</u></p> <ul style="list-style-type: none"> Consider aligning Close Reading Workshop #4 (Women’s Suffrage) on SpringBoard Digital (SBD) Consider aligning Writing Workshop #4 (Bullying) on SpringBoard Digital (SBD) Consider incorporating Night by Elie Wiesel (SpringBoard TE Unit 3), Terrible Things by Eve Bunting (SpringBoard TE Unit 3), The Giver by Lois Lowry (SpringBoard TE Unit 2) Refer to the strategies suggested on pages 340-347 in the TE. SOAPStone or Web graphic organizer in the resources folder.

Refer to pages 340-342 in the TE for Reading strategies.	Sentence Stems: Provide students with sentence stems to scaffold their writing. (Se, EL)		
Interdisciplinary Connections			
Teacher could focus on a historical topic covered in 8th grade History/Social Studies.			

PERFORMANCE TASK 3

Authentic Performance Task 3	Trend Discussion		Length: 1-2 days 45 minute periods	
Standards Addressed in Authentic Performance Task 3	Priority Standards: SL.8.4: Present claims and findings (e.g., argument, narrative, response to literature presentations), 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. CA			
	Supporting Standards: L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led with diverse partners on grade eight topics, texts, and issues, building on others' ideas and expressing their own clearly.) ELD Standards: Digital Literacy and Technology Skills: None			
Detailed Description of Authentic Performance Task 3	Performance Task: Provide their opinion from Tasks 1 and 2 of where they think this issue's trend will lead. Support this prediction with textual evidence. <ul style="list-style-type: none"> ● Build prior knowledge by reviewing relevant evidence Suggested Teaching and Learning Sequence: <ul style="list-style-type: none"> ● Using evidence from Tasks 1 and 2, students can participate in a discussion about the direction that this injustice due to intolerance is headed. Use textual evidence to explain whether the trend is headed in a positive or negative direction. 		Bloom's Taxonomy Levels Level 5: Evaluate	Webb's DOK Level 3: Strategic Thinking/Reasoning

	<ul style="list-style-type: none"> Teacher can choose from a variety of discussion formats (Philosophical Chairs, Socratic Seminar, Small Group, Whole Class). Students can evaluate each other's participation. Discussion can be followed with a writing piece. Students can respond to the question: Is this problem (the injustice) headed in a positive or negative direction? Explain your thinking. 	Rubric for Authentic Performance Task	
Response to Instruction and Intervention			
Instructional Strategies	Differentiated Strategies for Intervention Se - special education IT- intensive support EL - English language support	Differentiation Strategies for Enrichment	Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)
<p><u>Graphic Organizers:</u> Graphic Organizers help students to organize new information. Collection of Graphic Organizers</p> <p><u>Springboard:</u> Refer to pages 353-363 in the TE for additional graphic organizer suggestions .</p> <p><u>Philosophical Chairs:</u> Philosophical Chairs is similar to debate. Students choose their position and provide evidence. At the end of discussion, they write a reflection. Philosophical Chairs</p> <div style="text-align: center;">  <p>Philosophical Chairs Rules of Engagement</p> </div> <p><u>Socratic Seminar:</u> This discussion format asks students to think critically about a topic, develop questions, and</p>	<p><u>Graphic Organizer:</u> Provide students with a graphic organizer to help them prepare for the discussion. (Se, IT, EL)</p> <p><u>Teacher Modeling:</u> Demonstrate the tasks that students need to complete. (Se, IT, EL)</p> <p><u>Discussion Stems:</u> Provide students with sentence stems for group discussion. (Se, EL)</p> <p><u>Discussion Checklist:</u> Provide students with a graphic organizer that helps them monitor their participation in the discussion. (Se, IT, EL)</p> <p><u>Sentence Stems:</u> Provide students with sentence stems for additional writing. (Se, EL)</p>	<p><u>Research:</u> Have students conduct additional research on the topic before the discussion.</p> <p><u>Student Led Discussion:</u> Students lead the discussion with some assistance from the teacher as needed.</p> <p><u>Student Choice:</u> Have students select the discussion format that will be used.</p> <p><u>Writing Extension:</u> After the discussion, have students write an argumentative response that includes evidence from their reading and from the discussion.</p>	<p><u>Springboard:</u></p> <ul style="list-style-type: none"> Refer to the strategies suggested on pages 340-347 in the TE.

<p>articulate their thoughts. Socratic Seminars</p> <p><u>SpringBoard</u> We recommend using ELA teaching strategies for alternate methods of collaborative discussion in the resources folder.</p>			
Interdisciplinary Connections			
Teacher could focus on a historical topic covered in 8th grade History/Social Studies			

PERFORMANCE TASK 4

Authentic Performance Task 4	Argumentative Paper	Length: 7-8 days 45 minute periods
Standards Addressed in Authentic Performance Task 4	<p>Priority Standards:</p> <p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Supporting Standards:</p>	

	<p>W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ELD Standards:</p> <p>Digital Literacy and Technology Skills: 8.1.6-8.5</p>									
<p>Detailed Description of Authentic Performance Task 4</p>	<table border="1"> <tr> <td data-bbox="310 532 1619 691"> <p>Performance Task:</p> <p>Write an argumentative piece that makes a claim regarding whether or not the world has changed as a result of the injustices being focused on in the unit.</p> </td> <td data-bbox="1619 532 1814 691"> <p>Bloom's Taxonomy Levels</p> </td> <td data-bbox="1814 532 1999 691"> <p>Webb's DOK</p> </td> </tr> <tr> <td data-bbox="310 691 1619 826"> <p>Suggested Teaching and Learning Sequence:</p> <ul style="list-style-type: none"> • Mini Lesson - Argument essay format </td> <td data-bbox="1619 691 1814 826"> <p>Level 6: Create</p> </td> <td data-bbox="1814 691 1999 826"> <p>Level 4: Extended Thinking</p> </td> </tr> <tr> <td data-bbox="310 826 1619 1570"> <p>As a whole class:</p> <ul style="list-style-type: none"> • Teacher can provide students rubric and/or writers checklist for close reading • Review/Close read the rubric for the written assignment and model different graphic organizers or one-pagers that could be used by students for their task. • Review the text from previous tasks and organize their new writing organizer using this information. • Students can use the rubric to ensure that writing organizer contains all the required elements. <p>Independently:</p> <ul style="list-style-type: none"> • Students can respond to a prompt. <ul style="list-style-type: none"> o <i>Example: Make a claim - Have issues of historical injustices been resolved in modern society?</i> o <i>Example: Make a claim - How has modern society been changed by activism for/against _____ (specific incident of injustice), if at all?</i> • Write argument, that support claims with clear reasons and relevant evidence. The writing can introduce and support claims,using words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. </td> <td colspan="2" data-bbox="1619 826 1999 1570"> <p>Rubric for Authentic Performance Task 4</p> </td> </tr> </table>	<p>Performance Task:</p> <p>Write an argumentative piece that makes a claim regarding whether or not the world has changed as a result of the injustices being focused on in the unit.</p>	<p>Bloom's Taxonomy Levels</p>	<p>Webb's DOK</p>	<p>Suggested Teaching and Learning Sequence:</p> <ul style="list-style-type: none"> • Mini Lesson - Argument essay format 	<p>Level 6: Create</p>	<p>Level 4: Extended Thinking</p>	<p>As a whole class:</p> <ul style="list-style-type: none"> • Teacher can provide students rubric and/or writers checklist for close reading • Review/Close read the rubric for the written assignment and model different graphic organizers or one-pagers that could be used by students for their task. • Review the text from previous tasks and organize their new writing organizer using this information. • Students can use the rubric to ensure that writing organizer contains all the required elements. <p>Independently:</p> <ul style="list-style-type: none"> • Students can respond to a prompt. <ul style="list-style-type: none"> o <i>Example: Make a claim - Have issues of historical injustices been resolved in modern society?</i> o <i>Example: Make a claim - How has modern society been changed by activism for/against _____ (specific incident of injustice), if at all?</i> • Write argument, that support claims with clear reasons and relevant evidence. The writing can introduce and support claims,using words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. 	<p>Rubric for Authentic Performance Task 4</p>	
<p>Performance Task:</p> <p>Write an argumentative piece that makes a claim regarding whether or not the world has changed as a result of the injustices being focused on in the unit.</p>	<p>Bloom's Taxonomy Levels</p>	<p>Webb's DOK</p>								
<p>Suggested Teaching and Learning Sequence:</p> <ul style="list-style-type: none"> • Mini Lesson - Argument essay format 	<p>Level 6: Create</p>	<p>Level 4: Extended Thinking</p>								
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	In small groups: <ul style="list-style-type: none"> • Students can read/share essays in small groups. • Students can use the rubric to peer review/edit essays. 		
Response to Instruction and Intervention			
Instructional Strategies	Differentiated Strategies for Intervention Se- special education IT - intensive support EL - English language support	Differentiation Strategies for Enrichment	Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)
<p><u>Writing Templates:</u> Provide students with a structure to organize and plan their writing.</p> <p><u>Springboard:</u></p> <ul style="list-style-type: none"> • Refer to pages 343-345 in the TE for writing strategies. • Editor/writer checklist in the resources folder. 	<p><u>Partnering:</u> Assign students to work with a peer to complete the research and develop questions. (Se, IT, EL)</p> <p><u>Assign Topics:</u> Assign students a specific topic to research. Provide research materials if needed. (Se, IT, EL)</p> <p><u>Teacher Modeling:</u> Demonstrate the task that students are expected to complete on independently. Modeling can be done with the whole class or in small groups. (Se, IT, EL)</p> <p><u>Writing Frames:</u> Provide students with writing frames to scaffold their writing and organization. (Se,EL)</p>	<p><u>Extension:</u> Students can write their essay as a letter to the editor and submit it to a newspaper. Students can create an editorial cartoon that reflects the ideas stated in their essay.</p> <p><u>Peer Review:</u> Students can exchange papers with peers for feedback.</p> <p><u>Technology:</u> Students can co-author the essay using a tool such as Google Docs.</p>	<p><u>Springboard:</u></p> <ul style="list-style-type: none"> • Refer to the strategies suggested on pages 340-347 in the TE. • Argument writing workshop in the resources folder.
Interdisciplinary Connections			

Teacher could focus on a historical topic covered in 8th grade History/Social Studies.

PERFORMANCE TASK 5

Authentic Performance Task 5	Multi-Media Presentation	Length: 2-3 days 45 minute periods	
Standards Addressed in Authentic Performance Task 5	<p>Priority Standards:</p> <p>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.</p> <p>L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Supporting Standards:</p> <p>W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L.8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>ELD Standards:</p> <p>Digital Literacy and Technology Skills: 8.1.6-8.5, 8.1.6-8.18, 8.1.6-8.25, 8.3.6-8.1, 8.3.6-8.7</p>		
Detailed Description of Authentic Performance Task 5	<p>Performance Task: Assuming the role of an expert, synthesize products from Task 1-4 to create a multi-media piece (newspaper, blog, iMovie, PowerPoint, scholarly journal).</p> <ul style="list-style-type: none"> • Review presentation standards/expectations. <p>Suggested Teaching and Learning Sequence:</p> <ul style="list-style-type: none"> • Teacher can provide students with examples of chosen media format. • Teacher can provide rubric with specific expectations for media project. <ul style="list-style-type: none"> o Students can read and annotate the rubric. • Students can edit the work of their peers for writing and grammar conventions. • Create their media project. • Find and add relevant media (pictures/video clips/audio clips) to support their media project. • Add all writing pieces into final media format for presentation. 	Bloom's Taxonomy Levels	Webb's DOK
		Level 6: Create	Level 4: Extended Thinking
		Rubric for Authentic Performance Task	

Response to Instruction and Intervention

Instructional Strategies	Differentiated Strategies for Intervention Se - special education IT- intensive support EL - English language support	Differentiation Strategies for Enrichment	Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)
<p><u>Text Annotation:</u> Annotation helps students become familiar with a text. Text Annotation</p> <p><u>Springboard:</u> Refer to pages 340-342 in the TE for Reading strategies.</p> <p><u>Peer Editing:</u> Peer editing gives students feedback and provides them an opportunity to practice their proofreading skills. Peer Editing</p> <p><u>Student Expert Tutorials</u> Resident student experts can guide and mentor those students who have trouble with media in the class.</p> <p><u>Springboard:</u> Refer to pages 353-363 in the TE for additional graphic organizer suggestions .</p>	<p><u>Graphic Organizer:</u> Provide students with a graphic organizer to help them prepare their multi-media piece. (Se, IT, EL)</p> <p><u>Student Choice:</u> Allow students to select the format for their media project. (Se, EL)</p> <p><u>Teacher Modeling:</u> Demonstrate the tasks that students need to complete. (Se, IT, EL)</p> <p><u>Sentence Stems:</u> Provide students with sentence stems to scaffold their writing. (Se, EL)</p>	<p><u>Student Choice:</u> Allow students to select the format for their media project.</p> <p><u>Gallery Walk:</u> Conduct a Gallery Walk to allow students give each other feedback on their work.</p>	<p><u>Springboard:</u> Refer to the strategies suggested on pages 340-347 in the TE.</p>
Interdisciplinary Connections			
Teacher could focus on a historical topic covered in 8th grade History/Social Studies			

Engaging Scenario

Description of Engaging Scenario (situation, challenge, role, audience, product or performance)

The Engaging Scenario includes a specific situation and challenge, and is written for the student to take on a specific role for an intended audience in order to complete a product or give a performance. Often, the Engaging Scenario is the conclusion of the previous performance tasks, and allows the students to showcase the final product or performance. Often, Engaging Scenarios include:

- A real-world goal
- A meaningful role for the students
- Authentic (or simulated) real-world audience(s)
- A contextualized situation that involves real-world application
- Student-generated culminating products or performances
- Consensus-drive performance criteria for judging success

This section will also contain a teacher overview with suggested ideas for having students complete the Engaging Scenario.

Injustices in the world is everyone's problem. This is why the media is tasked with bringing injustice into the light by reporting what they know. In this experience, you will be challenged to bring the selected form of intolerance and the injustices that it has caused into the light by presenting a published work (i.e. newspaper, blog, live news report, magazine, iMovie, etc). You are an expert; therefore, you are the one who decides what information needs to be shared with the world. Your task is to present your findings on the matter on injustice and intolerance.

Presentation and Evaluation

- Present their project to peers.
- Evaluate their peers' presentations using a speaking and listening rubric.
- Use a provided template to reflect on their individual performance

Rubric for Engaging Scenario (Embed Document)

A scoring guide for the Culminating Learning Task will be included for teachers to use.

Length

2-3 days

Standards for Career Ready Practice



CA Standards for Career
Ready Practice.