

SBCUSD Secondary ELA Education RCD Unit Planning Organizer

Subject	ELA
Grade	8 th Grade
Topic for Unit of Study	US History: Politics, Policy and Propaganda
Length of Unit (Include days and minutes per day)	20-25 days (including buffer week) 45 minutes per day
Overview of Unit	<p>In this unit students will:</p> <ul style="list-style-type: none"> ● Determine the central idea of a political piece ● Cite textual evidence to support an analysis ● Analyze opposing view points ● Write an argument to support a claim using relevant evidence from credible sources ● Conduct short research project ● Present claims and findings

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.

RI.8.8: 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.

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

W.8.1a: introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims and organize evidence logically

W.8.1b: support claims(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text

W.8.1e: Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.7: 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.

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.8.6: 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

Supporting Standards

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

RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.9: 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.

“Unwrapped” Concepts (Students need to know)	“Unwrapped” Skills (Students need to be able to do)	Bloom’s Taxonomy Levels of Cognitive Rigor	Webb’s Depth of Knowledge (Target for Unit Mastery)
RI.8.1 <ul style="list-style-type: none"> • textual evidence (to support explicit analysis) • textual evidence to support inferences 	<ul style="list-style-type: none"> • cite 	Level 4: Analyze	Level 3: Strategic Thinking/Reasoning
RI.8.2 <ul style="list-style-type: none"> • central idea • development of central idea over course of text <ul style="list-style-type: none"> o relationships to supporting ideas 	<ul style="list-style-type: none"> • determine • analyze 	Level 4: Analyze	Level 3: Strategic Thinking/Reasoning

<ul style="list-style-type: none"> objective summary of text 	<ul style="list-style-type: none"> summarize (provide) 		
RI.8.8 <ul style="list-style-type: none"> the argument in a text specific claims in a text argument in a text specific claims in a text whether reasoning is sound if evidence is relevant if evidence is sufficient when irrelevant evidence is introduced 	<ul style="list-style-type: none"> delineate evaluate assess 	Level 4: Analyze	Level 3: Strategic Thinking/Reasoning
W.8.1 <ul style="list-style-type: none"> arguments to support claims with <ul style="list-style-type: none"> clear reasons relevant evidence 	<ul style="list-style-type: none"> write 	Level 6: Create	Level 4: Extended Thinking
W.8.1a <ul style="list-style-type: none"> claims claims from alternate or opposing claims claims from alternate or opposing claims reasons and evidence logically 	<ul style="list-style-type: none"> introduce acknowledge distinguish organize 	Level 6: Create	Level 3: Strategic Thinking/Reasoning
W.8.1b <ul style="list-style-type: none"> claims with logical reasoning claims with relevant evidence accurate and credible sources understanding of topic or text 	<ul style="list-style-type: none"> support use demonstrate 	Level 6: Create	Level 3: Strategic Thinking/Reasoning
W.8.1e <ul style="list-style-type: none"> concluding statement <ul style="list-style-type: none"> that follows from and supports the argument presented concluding section <ul style="list-style-type: none"> that follows from and supports the argument presented 	<ul style="list-style-type: none"> provide 	Level 6: Create	Level 2: Skills and Concepts

<p>W.8.7</p> <ul style="list-style-type: none"> • short research projects to answer a question <ul style="list-style-type: none"> ◦ including a self-generated question • on several sources • additional related, focused questions that allow for multiple avenues of exploration 	<ul style="list-style-type: none"> • conduct 	<p>Level 6: Create</p>	<p>Level 4: Extended Thinking</p>
<p>SL.8.4</p> <ul style="list-style-type: none"> • claims <ul style="list-style-type: none"> ◦ emphasize salient points in a focused, coherent manner with: <ul style="list-style-type: none"> ▪ relevant evidence ▪ valid reasoning ▪ well-chosen details • findings <ul style="list-style-type: none"> ◦ emphasize salient points in a focused, coherent manner with: <ul style="list-style-type: none"> ▪ relevant evidence ▪ valid reasoning ▪ well-chosen details • appropriate eye contact • adequate voice level 	<ul style="list-style-type: none"> • present • use 	<p>Level 3: Apply</p>	<p>Level 3: Strategic Thinking/Reasoning</p>
<p>L.8.6</p> <ul style="list-style-type: none"> • effectively in a range of collaborative discussions with diverse partners on grade 8 topics and issues <ul style="list-style-type: none"> ◦ one-on-one ◦ in groups ◦ teacher-led • on others' ideas • own ideas clearly 	<ul style="list-style-type: none"> • engage • build • express 	<p>Level 4: Analyze</p>	<p>Level 3: Strategic Thinking/Reasoning</p>

What inferences can be made about the author and his or her purpose?	Evidence from the text allows readers to make inferences about the author's beliefs and purposes.
How do writers maintain an objective tone when writing a summary?	It is important to be objective when writing a summary, capture what the author wrote and do not insert your opinion.
How can it be determined whether an author is biased or neutral? How is the quality of evidence evaluated?	Recognizing the soundness and relevance of the evidence is an important part of evaluating information to determine if an author is biased or neutral.
How are presentations judged by an audience?	When making a presentation, it's important to stay focused on the topic, share relevant information, and use good presentation skills.
Why is it important to look at the opposing point of view?	It is important to evaluate both sides of an issue when making a decision or forming an opinion.
How are strong concluding statements developed?	Conclusions help to summarize ideas and leave the reader with a final thought.
Why must several sources be used in research?	The use of several sources helps verify an answer or refocus an inquiry in a research project.

Unit Vocabulary Words

Academic Cross-Curricular Words (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
analyze, argue, argument, central idea, cite, claims, coherent, conclude, concrete details, credible, credibility, delineate, determine, draw, evaluate, evidence, generate, infer, irrelevant, justify, objective, opposing, propaganda, policy, relevant, salient, source, statement, summarize, summary, thesis	There is no exclusively ELA Tier 3 vocabulary for this unit.

Resources for Vocabulary Development

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

Engaging Scenario			
<p>Describe the Engaging Scenario for this Unit of Study: Imagine being an influential member of society during a historical time period. Your task is to convince others about your perspective on a political decision by creating a media piece that presents your claims and findings, using your argumentative writing from Task 3.</p>			<p>Suggested Length of Time 2-3 days 45 minutes per day</p>
Synopsis of Authentic Performance Tasks			
Authentic Performance Tasks	Description	Instructional Targets and standards	Suggested Length of Time
<p>Task 1: Analyzing Political Media</p>	<p>Political Media: Analyze a political selection(s) (e.g. video, political cartoon or advertising) based on the historical event that the class will focus on throughout the unit.</p> <p><i>Product: Graphic Organizer</i></p>	<p>RI.8.1</p> <ul style="list-style-type: none"> Cite the textual evidence 	<p>1-2 days 45 minutes per day</p>
<p>Task 2: Using evidence to determine point of view</p>	<p>Two Sides to Every Argument: Read two opposing texts from primary sources such as political fliers, newspapers, political speeches or documents and infer the author's purpose in creating the text based on writing techniques/mediums used by the author.</p> <p><i>Product 1: Graphic Organizer</i> <i>Product 2: Short Opinion Writing Piece</i></p>	<p>RI.8.1</p> <ul style="list-style-type: none"> Cite the textual evidence 	<p>3-5 days 45 minutes per day</p>

Task 3: Research and argumentative writing	Research and Argumentative Writing: Formulate their opinion about the topic. Conduct research and write an argumentative essay that supports their view of the argument. <i>Product: Brainstorming/Research Graphic Organizer</i> <i>Product: Argumentative Essay</i>	W.8.1: <ul style="list-style-type: none"> Write arguments to support claims W.8.7: <ul style="list-style-type: none"> Conduct short research projects 	4-6 days 45 minutes per day	
Task 4: Presenting findings	Propaganda: Create a multi-media, presentation that presents their viewpoint. <i>Product: powerpoint, poster, political cartoon (etc.) Media Piece</i>	W.8.1: <ul style="list-style-type: none"> a: introduce claim(s), b: support claims(s) e: Provide a concluding statement 	1-2 days 45 minutes per day	

Suggested Text Book Resources		
Student Resources	Interactive Lessons	Collections and Assessments
<u>English Workshops</u> <ul style="list-style-type: none"> Chapter 5 - The Clause Chapter 7 - Persuading Others Chapter 14 - The phrase <u>GrammarNotes</u> <ul style="list-style-type: none"> Lesson 4 Lesson 17 Lesson 26 	<ul style="list-style-type: none"> Writing Arguments Conducting Research Evaluating Sources 	<u>Collections</u> <ul style="list-style-type: none"> Collection 3 - The move Toward Freedom Collections 4 - Approaching Adulthood <u>Assessments</u> <ul style="list-style-type: none"> Unit 2 Performance Task

PERFORMANCE TASK 1

Authentic Performance Task 1	Analyzing Political Media	Length: 1-2 days
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			45 minutes per day
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.		
	Supporting Standards: RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		
Detailed Description of Authentic Performance Task 1	<p>Analyze a political media selection(s) based on the historical event that the class will focus on throughout the unit. Product: Graphic Organizer</p> <ul style="list-style-type: none"> Introduce vocabulary (Frayer model, Cornell Notes, Power Point, Cornell Notes, etc) KWL organizer on historical era <p>Suggested Teaching and Learning Sequence:</p> <ul style="list-style-type: none"> Avid strategy - Interpreting non-print text Review how political media pieces show the artist/writer's opinion of a topic. View a political media that relates to the topic that they will focus on throughout the unit. Complete a graphic organizer that asks them to determine the author's opinion and provide evidence from the selection to support their analysis. 	Bloom's Taxonomy Levels	Webb's DOK
		Level 4: Analyzing	Level 2: Skills and Concepts
		Rubric for Authentic Performance Task 1	
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</p> <p><u>Graphic Organizer:</u> Provide students with a graphic organizer to help</p>	<p><u>Sentence Stems:</u> Provide students with sentence stems to scaffold their writing. (Se, EL)</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>Activating Prior Knowledge</u></p>	<p><u>Student Creation:</u> Have students create their own political cartoon. Students can then evaluate each other's work using the same graphic organizer.</p> <p><u>Gallery Walk:</u> A Gallery Walk allows students to move around the classroom as they explore multiple political cartoons. It is especially engaging to kinesthetic learners.</p>	<p>PDF of graphic organizer is available on Dropbox.</p> <p>Additional resources for analyzing political cartoons are available on Dropbox.</p> <p>Political Cartoon sites: Collection of 1864 Campaign Cartoons from civilwar.org</p>

<p>them provide evidence to support their analysis. Collection of Graphic Organizers</p> <p><u>Springboard:</u> Refer to page 347 in the TE for collaboration strategies</p>	<p>Providing an opportunity for students to think about what they already know about a concept, place, person, culture, and so on, and share their knowledge with a wider audience. (Se, EL)</p> <p><u>OPTIC</u> Strategy for evaluating visual images. <u>O (Overview): Write notes on what the visual appears to be about.</u> <u>P (Parts): Zoom in on the parts of the visual and describe any elements or details that seem important.</u> <u>T (Title): Highlight the words of the title of the visual (if one is available).</u> <u>I (Interrelationships): Use the title as the theory and the parts of the visual as clues to detect and specify how the elements of the graphic are related.</u> <u>C (Conclusion): Draw a conclusion about the visual as a whole. What does the visual mean? Summarize the message of the visual in one or two sentences. (Se)</u></p> <p><u>Teacher Modeling:</u> Demonstrate the tasks that students need to complete. (Se, EL)</p> <p><u>Student Choice:</u> Provide choice of political cartoons and topics, some being in the students' native languages. (EL)</p> <p><u>Scaffolded Groups:</u> Teacher will pre-select scaffolded groups to maximize students' productivity and assist student learning. (EL, IT)</p> <p><u>Modified Close Reading:</u> Students can complete a close read of an image or modified text. (Se, IT, EL)</p>	<p><u>Student Led Discussion:</u> Students lead the discussion with some assistance from the teacher as needed.</p>	<p>Collection of 1860s Political Cartoons from PBS</p> <p>Collection of Civil War Era Etchings and Cartoons from Gettysburg College</p>
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Interdisciplinary Connections, ELD Standards, Digital Literacy and Technology Skills		
Interdisciplinary Connections	ELD Standards	Digital Literacy and Technology Skills
RH 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.		

PERFORMANCE TASK 2

Authentic Performance Task 2	Using evidence to determine point of view	Length: 3-5 days 45 minutes per day	
Standards Addressed in Authentic Performance Task 2	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.		
	Supporting Standards: RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. RI.8.9: 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.		
Detailed Description of Authentic Performance Task 2	Read two opposing texts from primary sources such as political fliers, newspapers, political speeches or documents and infer the author's purpose in creating the text based on writing techniques/mediums used by the author.	Bloom's Taxonomy Levels	Webb's DOK
	<ul style="list-style-type: none"> Mini lesson - Rhetoric and rhetorical devices Suggested Teaching and Learning Sequence: <ul style="list-style-type: none"> Review author's point of view and mediums by which it might be portrayed. Teacher can provide overview of rhetorical devices as mediums (IE ethos, pathos, logos, irony, metaphor, etc.) Provide 2 or more texts offering different perspectives on the same issue in US history. Close read both texts (video, audio, or graphic are acceptable texts), looking specifically for mediums revealing the author's point of view. Annotate text (or video/audio/graphic notes) for evidence of mediums revealed in the text that reveal the author's point of view. Complete a graphic organizer that asks them to determine the author's point of view/perspectives and cite the text to support their analysis. 	Level 4: Analyzing	Level 2: Skills and Concepts
		Rubric for Authentic Performance Task 2	
Response to Instruction and Intervention			

Instructional Strategies	Differentiated Strategies for Intervention Se - special education IT- intensive support EL- English language development	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</p> <p><u>Graphic Organizer:</u> Provide students with a graphic organizer to help them infer the author's purpose and provide evidence. Collection of Graphic Organizers</p> <p><u>Text Annotation:</u> Students can annotate the text in a variety of ways to support their purpose for reading. Purposeful Annotation</p> <p><u>Scaffolding</u> Springboard Refer to pages 340-342 in the TE for Reading strategies</p>	<p><u>Student Choice:</u> Provide choice of political cartoons and topics, some being in the students' native languages. (EL)</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>Paraphrasing</u> Restating in one's own words the essential information expressed in a text, whether it be narration, dialogue, or informational text. (Se, EL)</p> <p><u>Chunking the Text</u> Breaking the text into smaller, manageable units of sense (e.g., words, sentences, paragraphs, whole text) by numbering, separating phrases, drawing boxes (Se, EL)</p> <p><u>Teacher Modeling:</u> Demonstrate the tasks that students need to complete. (Se, IT, 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)</p> <p><u>Video Analysis:</u></p>	<p><u>Comparative Study:</u> Students can conduct a comparative study of poems or narratives from two different sides of the issue.</p> <p><u>Journal Entry:</u> Students can create a journal entry from the perspective of a historical figure (GATE Strategy Multiple Perspectives).</p> <p><u>Student Choice:</u> Students can select the texts that they will read and respond to.</p>	<p>A Powerpoint about Rhetoric is available on Dropbox.</p> <p>Newspaper sites:</p> <p>Civil War Articles from The New York Times</p> <p>List of New York Times Articles from 1863</p> <p>Article on The Trent Affair from Harpers Weekly</p> <p>Collection of Harpers Weekly Newspapers</p> <p>Civil War Maps from the New York Daily Tribune</p>

	<p>As a supplement to reading and analyzing a written text, students could respond to a video that relates to the historical topic. (Se, IT, EL)</p> <p><u>Think-Pair-Share</u> Pairing with a peer to share ideas before sharing ideas and discussion with a larger group (Se, IT, EL)</p>		
Interdisciplinary Connections, ELD Standards, Digital Literacy and Technology Skills			
Interdisciplinary Connections	ELD Standards	Digital Literacy and Technology Skills	
<p>RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH 6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p>			

PERFORMANCE TASK 3

Authentic Performance Task 3	Research and Argumentative Writing		Length: 4-6 days 45 minutes per day
Standards Addressed in	<p>Priority Standards: W.8.1: Write arguments to support claims with clear reasons and relevant evidence. W.8.1a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and</p>		

<p>Authentic Performance Task 3</p>	<p>organize the reasons and evidence logically W.8.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.8.1e: Provide a concluding statement or section that follows from and supports the argument presented. W.8.7: 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.</p>		
<p>Detailed Description of Authentic Performance Task 3</p>	<p>Formulate their opinion about the topic. Conduct research and write an argumentative essay that supports their view of the argument.</p> <ul style="list-style-type: none"> • Mini lesson - Writing and argument <p>Suggested Teaching and Learning Sequence:</p> <ul style="list-style-type: none"> • After task 1 and 2, students can work in a small group to choose a topic for further research. • Small groups can conduct research as needed to learn about both sides of their topic. • Students can work together to develop a working thesis. Teacher may choose to have students share their thesis statements with the class in order to provide feedback. • Model or provide an outline for the argumentative essay. • Students can work with their collaborative group to plan their essay. • Provide graphic organizers for students to use to extract textual evidence to support their argument. • Provide graphic organizers for students to use to formulate and strengthen their opinion regarding the topic. • Using their group research, students can write their own essay. • Teacher can guide students in revising their writing. Teacher may choose to proofread student essays or have peers provide feedback. • Students can revise their argumentative essay. 	<p>Bloom's Taxonomy Levels</p>	<p>Webb's DOK</p>
<p>Level 4: Analyzing Level 5: Evaluating</p>		<p>Level 4: Extended Reasoning</p>	
<p>Rubric for Authentic Performance Task 3</p> <p>PDF of rubric is available in Dropbox.</p> <p>Argumentative writing folder available in Dropbox with student samples (unit 4-resource folder- task 3- instructional resources and materials</p>			
<p>Response to Instruction and Intervention</p>			

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>RADCAB:</u> RADCAB is a tool that students can use to evaluate websites and information. RADCAB Website</p> <p><u>Socratic Seminar:</u> Students can lead a discussion in the Socratic Seminar format to further analyze the content.</p> <p>*Possible resources for teaching argument writing, research and evidence Springboard Lessons 2.15-2.17</p>	<p><u>Partnering:</u> Assign students to work with a peer to complete the research and develop questions. (EL, Se)</p> <p><u>Translation APP</u> Word lens: open camera place over text and it will translate text into chosen language (EL)</p> <p><u>Assign Topics:</u> Assign students a specific topic to research. Provide research materials if needed. (Se, EL, IT)</p> <p><u>Teacher Modeling:</u> Demonstrate the task that students are expected to complete independently. Modeling can be done with the whole class or in small groups. (Se, EL, IT)</p> <p><u>Graphic Organizer:</u> Students may use a graphic organizer to compile and organize their research. (Se, EL, IT)</p> <p><u>Sentence Stems</u> Provide students with sentence stems to scaffold their writing (Se, EL)</p>	<p><u>Student Creation:</u> Allow students to create and choose the format for the essay and prompt (within bounds) and allow them to take ownership of their writing.</p> <p><u>Speech:</u> Students can convert their essay into a speech, and using persuasive techniques, try to persuade the class to agree with their decision (may also be done with partners or groups).</p>	<p>Powerpoint about Opposing Claims is available in Dropbox.</p>
Interdisciplinary Connections, ELD Standards, Digital Literacy and Technology Skills			
Interdisciplinary Connections	ELD Standards	Digital Literacy and Technology Skills	
<p>RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p>			

RH 6-8.9 Analyze the relationship between a primary and secondary source on the same topic.		
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PERFORMANCE TASK 4

Authentic Performance Task 4	Presenting findings		Length: 1-2 days 45 minutes per day								
Standards Addressed in Authentic Performance Task 4	Priority Standards: W.8.1: W.8.1a: introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims and organize evidence logically W.8.1b: support claims(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text W.8.1e: Provide a concluding statement or section that follows from and supports the information or explanation presented.										
	Supporting Standards: RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.										
Detailed Description of Authentic Performance Task 4	Create a multi-media presentation that presents their viewpoint. Suggested Teaching and Learning Sequence: <ul style="list-style-type: none"> • In small groups and using the information they chose in task 3, students can build a multi- media presentation (political cartoon, power point, poster etc.) • Presentation will address the major points of their argument from task 3 • Emphasis will be placed on the mixture of visual and text to create and convey meaning. • Students can work with their collaborative group to create their multi-media presentation 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="1619 1024 1822 1170">Bloom's Taxonomy Levels</td> <td data-bbox="1822 1024 1986 1170">Webb's DOK</td> </tr> <tr> <td data-bbox="1619 1170 1822 1279">Level 6: Create</td> <td data-bbox="1822 1170 1986 1279">Level 4: Extended Thinking</td> </tr> <tr> <td colspan="2" data-bbox="1619 1279 1986 1354">Rubric for Authentic Performance Task 4</td> </tr> <tr> <td colspan="2" data-bbox="1619 1354 1986 1490"></td> </tr> </table>	Bloom's Taxonomy Levels	Webb's DOK	Level 6: Create	Level 4: Extended Thinking	Rubric for Authentic Performance Task 4			
Bloom's Taxonomy Levels	Webb's DOK										
Level 6: Create	Level 4: Extended Thinking										
Rubric for Authentic Performance Task 4											
Response to Instruction and Intervention											

Instructional Strategies	Differentiated Strategies for Intervention Se - special education IT- intensive instruction 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>Collaborative Groups:</u> By working together to achieve a common goal, students increase their critical thinking skills. Collaborative Learning</p> <p><u>Student Choice:</u> Providing students with a choice of assignments can increase engagement. Student Choice</p> <p><u>Writing Templates:</u> Provide students with a structure to organize and plan their writing.</p> <p><u>Springboard</u> Refer to pages 343-345 in the TE for writing strategies</p>	<p><u>Discussion Stems:</u> Provide students with sentence stems for group discussions (Se, IT, 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>Scaffolded writing:</u> Provide students with the support they need to write multi-paragraph essays (Se, EL)</p> <p><u>Scaffolded Groups:</u> Teacher will pre-select scaffolded groups to maximize students' productivity and assist student learning. (Se, IT, EL)</p> <p><u>Writing Frames</u> Provide students with writing frames to scaffold their writing and organization (Se, IT, EL)</p> <p><u>Writing Templates</u> Provide students with a structure to organize and plan their writing (Se, IT, EL)</p>	<p><u>Multiple Perspective:</u> After students have created their cartoon based on one perspective, they can then create a cartoon based on the opposite viewpoint to explore multiple perspectives.</p> <p><u>Gallery Walk:</u> Display the students' cartoons as a Gallery Walk and have the students analyze each other's perspectives and viewpoints.</p> <p><u>Writing Extension:</u> After the discussion, have students write an argumentative response that includes evidence from their viewpoint and research.</p>	

Interdisciplinary Connections, ELD Standards, Digital Literacy and Technology Skills

Interdisciplinary Connections	ELD Standards	Digital Literacy and Technology Skills
RH 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.		

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Engaging Scenario

Description of Culminating Learning Task (situation, challenge, role, audience, product or performance)			
<p>Imagine being an influential member of society during a historical time period. Your task is to convince others about your perspective on a political decision by creating a media piece that presents your claims and findings, using your argumentative writing from Task 3.</p> <p>Small Group Presentations with Evaluations</p> <ul style="list-style-type: none"> • Present their project to peers. (presentation formats might include whole class, small groups, partners, etc) • All members of student teams can be responsible for some portion of the speaking and listening presentation. • Evaluate their peers' presentations using speaking and listening rubric. • Finally, students can use a provided template to reflect on both their individual and team performance. 			
Rubric for Engaging Scenario (Embed Document)		Length	2-3 Days
Standards for Career Ready Practice			

Overall Reflections on the Instructional Unit (Feedback to Curriculum Team)	
Suggestions for Improvement	Student Response

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