

SBCUSD Secondary ELA Education RCD Unit Planning Organizer

Subject	ELA
Grade	8 th Grade
Topic for Unit of Study	Community
Length of Unit (Include days and minutes per day)	40 days (extra time allotted for testing) 45 minutes per day
Overview of Unit	<p>In this unit students will</p> <ul style="list-style-type: none"> • conduct research to identify a need • work collaboratively to develop a solution • write an informative/explanatory text • assess the arguments of their peers • evaluate the work of others

Priority Common Core State Standards

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

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.8.2: Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA.

W.8.2a: Introduce a topic or thesis statement 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.

W.8.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2e: Provide a concluding statement or section that follows from and supports the information or explanation presented.

SL.8.1: 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.

SL.8.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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.

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

L.8.1b: Form and use verbs in the active and passive voice.

L.8.1d: Recognize and correct inappropriate shifts in verb voice and mood.

Supporting Standards

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

RI 8.5: 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.

W 8.5: 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.

W 8.6: 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.

W 8.8: 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.

SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

"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.8.8 <ul style="list-style-type: none"> • the argument in a text 	<ul style="list-style-type: none"> • delineate 	Level 4: Analyze	

<ul style="list-style-type: none"> • 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"> • evaluate • assess 		Level 3: Strategic Thinking/Reasoning
<p>W.8.2</p> <ul style="list-style-type: none"> • informative texts <ul style="list-style-type: none"> ○ to examine a topic ○ to convey ideas ○ to convey concepts ○ to convey information • explanatory texts <ul style="list-style-type: none"> ○ to examine a topic ○ to convey ideas ○ to convey concepts ○ to convey information 	<ul style="list-style-type: none"> • write 	Level 6: Create	Level 3: Extended Thinking
<p>W.8.2a</p> <ul style="list-style-type: none"> • a topic sentence clearly <ul style="list-style-type: none"> ○ previewing what is to follow • a thesis statement clearly <ul style="list-style-type: none"> ○ previewing what is to follow • ideas into broader categories • concepts into broader categories • information into broader categories • formatting when useful to aid comprehension • graphics when useful to aid comprehension • multimedia when useful to aid comprehension 	<ul style="list-style-type: none"> • introduce • organize • include 	Level 6: Create	Level 2: Skills and Concepts
<p>W.8.2b</p> <ul style="list-style-type: none"> • topic with <ul style="list-style-type: none"> ○ relevant, well-chosen facts ○ definitions 	<ul style="list-style-type: none"> • develop 	Level 6: Create	Level 3: Strategic Thinking/Reasoning

<ul style="list-style-type: none"> o concrete details o quotations • other information and examples 			
<p>W.8.2e</p> <ul style="list-style-type: none"> • concluding statement <ul style="list-style-type: none"> o that follows and supports the information or explanation presented • concluding section <ul style="list-style-type: none"> o that follows and supports the information or explanation presented 	<ul style="list-style-type: none"> • provide 	Level 6: Create	Level 3: Strategic Thinking/Reasoning
<p>SL.8.1</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"> o one-on-one o in groups o teacher-led • on others' ideas • own ideas clearly 	<ul style="list-style-type: none"> • engage • build • express 	Level 2: Understanding	Level 3: Strategic Thinking/Reasoning
<p>SL.8.1a</p> <ul style="list-style-type: none"> • prepared to discuss <ul style="list-style-type: none"> o having read or researched material under study • on preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion 	<ul style="list-style-type: none"> • come • draw 	Level 2: Understanding	Level 3: Strategic Thinking/Reasoning
<p>SL.8.1b</p> <ul style="list-style-type: none"> • rules for collegial discussions and decision-making • progress toward specific goals and deadlines • individuals roles as needed 	<ul style="list-style-type: none"> • follow • track • define 	Level 1: Remember	Level 3: Strategic Thinking/Reasoning

<p>SL.8.1c</p> <ul style="list-style-type: none"> • questions that connect ideas of several speakers • to others questions and comments with <ul style="list-style-type: none"> ○ relevant evidence ○ observations ○ ideas 	<ul style="list-style-type: none"> • pose • respond 	Level 2: Understanding	Level 3: Strategic Thinking/Reasoning
<p>SL.8.1d</p> <ul style="list-style-type: none"> • new information expressed by others • own views in light of evidence presented when warranted • own views in light of evidence presented when warranted 	<ul style="list-style-type: none"> • acknowledge • qualify • justify 	Level 5: Evaluate	Level 3: Strategic Thinking/Reasoning
<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 	Level 3: Apply	Level 3: Strategic Thinking/Reasoning
<p>L.8.1</p> <ul style="list-style-type: none"> • command of standard English grammar when writing • command of standard English grammar when speaking 	<ul style="list-style-type: none"> • demonstrate 	Level 3: Apply	Level 1: Recall and Reproduction

L.8.1b <ul style="list-style-type: none"> • verbs in the active and passive voice • verbs in the active and passive voice 	<ul style="list-style-type: none"> • form • use 	Level 3: Apply	Level 1: Recall and Reproduction
L.8.1d <ul style="list-style-type: none"> • inappropriate shifts in verb voice and mood • inappropriate shifts in verb voice and mood 	<ul style="list-style-type: none"> • recognize • correct 	Level 3: Apply	Level 1: Recall and Reproduction

Essential Questions	Corresponding Big Ideas
<p>How is the quality of evidence evaluated in a text?</p> <p>How does each member contribute to the group's success? Why is it important to consider the ideas of others and provide constructive feedback?</p> <p>How are ideas best presented?</p> <p>How is effective communication measured?</p> <p>How do word choices influence an audience?</p> <p>How can visuals be used to enhance ideas?</p>	<p>Recognizing the soundness and relevance of the evidence is an important part of evaluating information.</p> <p>It is important for members of a collaborative group to contribute in a constructive manner that enhances their peer's ideas or provides them with alternate points of view.</p> <p>An effective presentation is clear, coherent, and logical.</p> <p>Effective communication requires the use of standard grammar and professional tone.</p> <p>Words need to be chosen carefully to convey the proper tone and mood.</p> <p>Information can be presented in a variety of ways.</p>
Unit Vocabulary Words	
Academic Cross-Curricular Words (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
acknowledge, argument, claim, coherent, collaborate, collegial, concluding statement, concrete details, delineate, engage, evaluate, evidence, explanatory, format, graphic, informative, irrelevant, justify, multimedia, qualify, relevant, salient, sound, sufficient, thesis statement	active voice, business letter, conventions, mood, passive voice, verbs, voice
Resources for Vocabulary Development	



Frayer Model.doc



Vocab-O-Gram.doc



Vocabulary Cluster.doc

Unit Formative Assessments of Priority Standards (Embed Documents)

Pre-Assessment



Unit 6 -
Pre-Assessment.docx

Post-Assessment



Unit 6 - Post
Assessment.docx

Rubrics and Answer Keys



Unit 6-Pre Assessment
Scoring Guide.doc



Unit 6-Pre and Post
Constructed Respons



Unit 6-Post Assessment
Scoring Guide.do








Unit 6-Pre and Post
Constructed Respons



Culminating Learning Task and Authentic Performance Tasks		
Describe the Culminating Learning Task for this Unit of Study: Students will research and identify a need in the city of San Bernardino. Students will work collaboratively to rectify this need by offering a community service program. Students will present their community service plan to the panel of experts, and groups will assess the arguments of their peers by evaluating each other's programs as "experts". Following the presentation, each group will be open to a round of active Q&A from experts.		Suggested Length of Time 3-4 days
Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1: Identifying the Issue	Research problems plaguing the city of San Bernardino. They will identify a need that is present in the city. <i>Product: Graphic Organizer</i>	3-5 days 45 min periods
Task 2: Brainstorming a Plan	Develop a research-based plan that targets the need identified in the previous task. <i>Product: Graphic Organizer</i>	3-5 days 45 min periods
Task 3: Developing a Plan	Write a business letter and mission statement written consistently in active voice. <i>Product: Written Piece</i> <i>Product: Peer Editing Organizer (Active/Passive Voice and Verb Tense)</i>	5-6 days 45 min periods
Task 4: Creating a Presentation	Create a presentation for their community service proposal. <i>Product: Presentation (Brochure, Commercial, Powerpoint, Poster, Model Construction, Pamphlets, Diorama, etc.)</i>	3-4 days 45 min periods

Suggested Text Book Resources		
Student Resources	Interactive Lessons	Collections and Assessments
<u>English Workshops</u> <ul style="list-style-type: none"> Chapter 6 - Informing Others Chapter 13 - Compliments Chapter 20 - Modifiers <u>GrammarNotes</u> <ul style="list-style-type: none"> Lesson 8 Lesson 11 Lesson 12 	<ul style="list-style-type: none"> Writing Informational Texts Writing Process Producing and Publishing Conducting Research 	<u>Collections</u> <ul style="list-style-type: none"> Collection 4 - Approaching Adulthood Collection 6 - The Value of Work <u>Assessments</u> <ul style="list-style-type: none"> Unit 4 Performance Task

PERFORMANCE TASK 1






Authentic Performance Task 1	Identifying the Issue	Length: 3-5 days 45 min periods		
Standards Addressed in Authentic Performance Task 1	Priority Standards: 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.			
	Supporting Standards: W 8.8: 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.			
Detailed Description of Authentic Performance Task 1	Brainstorm about issues that are plaguing the city of San Bernardino. Conduct independent research or be provided pre-selected articles. Complete a close read of an article from their research and use information from it to complete a graphic organizer.		Bloom's Taxonomy Levels	Webb's DOK
	<i>Product: Graphic Organizer</i> <ul style="list-style-type: none"> KWL - What do you know about your community? Suggested Teaching and Learning Sequence: <ul style="list-style-type: none"> Teacher can lead a discussion about issues facing the city of San Bernardino. Students can conduct research either independently or through pre-selected articles. Complete a graphic organizer that asks them to choose a single article for closer analysis. Identify the claim and the evidence that supports the claim. 		Level 4: Analyze	Level 1: Recall and Reproduc tion
			Rubric for Authentic Performance Task 1	



			 Unit 6-Task 1-Rubric.docx
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 them provide evidence to support their analysis. Collection of Graphic Organizers</p> <p><u>SpringBoard</u> materials include a Main Idea and Key Detail Graphic Organizer and a Handout about how to evaluate online resources. Use the “Do Something” graphic organizer on Page 216 of the student workbook.</p>	<p><u>Modified Close Reading:</u> The close reading process can be modified to meet the needs of students in the class. (Se, IT, EL)</p> <p><u>Teacher Modeling:</u> Demonstrate the tasks that students need to complete. (Se, IT, 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>Student Choice:</u> Provide students with a choice of research topics. (Se, IT, EL)</p>	<p><u>Class Discussion:</u> Provide students with the opportunity to discuss problems within the city before they begin their research.</p> <p><u>Independent Research:</u> Allow students to research problems the city faces independently before they discuss them with their small group.</p>	<p> Unit 6-Task 1-Problems in San Bernardin</p> <p> Unit 6-Task 1-Problems in San Bernardin</p> <p> Unit 6-Task 1-Problems in San Bernardin</p> <p> Unit 6-Task 1-Graphic Organizer.docx</p>
Interdisciplinary Connections, ELD Standards, Digital Literacy and Technology Skills			
Interdisciplinary Connections	ELD Standards	Digital Literacy and Technology Skills	

<p>CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	 ELD-Unit 6-Task 1.docx	 DL-Unit 6-Task 1.docx
---	---	--

PERFORMANCE TASK 2


Authentic Performance Task 2	Brainstorming a Plan		Length: 3-5 days 45 min periods
Standards Addressed in Authentic Performance Task 2	Priority Standards: W.8.2: Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
	Supporting Standards: W 8.5: 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. RI 8.5: 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.		
Detailed Description of Authentic Performance Task 2	Students can work with a partner or in small groups to develop a research-based plan that targets the need identified in the previous task.		Bloom's Taxonomy Levels
	<i>Product: Graphic Organizer</i> <ul style="list-style-type: none"> ● Mini Lesson - Mission Statement Suggested Teaching and Learning Sequence: <ul style="list-style-type: none"> ● Teacher can review the purpose of a mission statement. ● Teacher can model creating a mission statement. ● Students can work independently, with a partner, or in small groups to create a mission statement. ● Teacher may choose to have students share their mission statements with the class. ● Teacher can guide students through the steps of the community action plan. 		Level 4: Analyze
			Rubric for Authentic Performance Task 2

	<ul style="list-style-type: none"> Students can work collaboratively to develop their community action plan. 	 Unit 6-Task 2-Rubric.docx	
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>Brainstorming:</u> Brainstorming is a useful tool that allows students to generate ideas or find solutions. Brainstorming</p> <p><u>Graphic Organizer:</u> Provide students with a graphic organizer to help them provide evidence to support their analysis. Collection of Graphic Organizers</p> <p><u>SpringBoard</u> materials include a Main Idea and Key Details graphic organizer.</p>	<p><u>Modified Close Reading:</u> Students can complete a close read of how to create an effective plan and then use those steps to start to create their own. (Se, IT, EL)</p> <p><u>Teacher Modeling:</u> Demonstrate the tasks that students need to complete. (Se, IT, 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>Student Choice:</u> Allow students to choose their group based on the topic they will explore. (Se, IT, EL)</p>	<p><u>Extended Research:</u> Students can research community service organizations (i.e. Rotary, Lions, etc.) and find out the type of work that they do and the people they serve.</p> <p><u>Math Extension:</u> Students can research the costs of offering programs. They can use this information to estimate the costs of their own idea.</p>	<p>PDF about Brainstorming is available on DropBox.</p> <p> Unit 6-Task 2-Banner Questions.docx</p> <p> Unit 6-Task 2- Project Brainstorming Gu</p> <p> Unit 6-Task 2-Mission Statement.docx</p> <p> Unit 6-Task 2-Community Action Plan.doc</p>
Interdisciplinary Connections, ELD Standards, Digital Literacy and Technology Skills			
Interdisciplinary Connections	ELD Standards	Digital Literacy and Technology Skills	



<p>CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	 ELD-Unit 6-Task 2.docx	 DL-Unit 6-Task 2.docx
---	---	--

PERFORMANCE TASK 3



Authentic Performance Task 3	Getting Support		Length: 5-6 days 45 min periods
Standards Addressed in Authentic Performance Task 3	<p>Priority Standards:</p> <p>W 8.2 - Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">L.8.1b: Form and use verbs in the active and passive voice.</p> <p style="padding-left: 20px;">L.8.1d: Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>Supporting Standards:</p> <p>W 8.5: 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.</p> <p>W 8.8: 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.</p> <p>W 8.6: 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.</p>		
Detailed Description of Authentic Performance Task 3	Having been introduced to issues within their community, Create a community service plan designed to better their neighborhoods. Create a mission statement and business letter based on their research from task 1 and 2, detailing the issue within their community, why it needs to be addressed, and how they plan to address it.	Bloom's Taxonomy Levels	Webb's DOK

	<p><i>Product: Written Piece</i></p> <p><i>Product: Peer Editing Organizer (Active/Passive Voice and Verb Tense)</i></p> <ul style="list-style-type: none"> Review analyzing non-print sources <p>Suggested Teaching and Learning Sequence:</p> <ul style="list-style-type: none"> Review data compiled in tasks 1 and 2. Teacher can model format for business/professional letter Teacher can provide prompt, describing components necessary for the community service business letter (i.e. requesting funds, requisitioning supplies, asking for volunteers, etc.) <ul style="list-style-type: none"> Business letter should inform others in the community about their issue. It should provide data/sources to support their claim. Inform the reader of their planned project, what it entails, and how it will help the community within their business letter. It should invite the reader to get involved in the project/plan. Create a rough draft of their business letter. Review and edit business letters written by their peers. Revise their letters to ensure correct format and grammar is used. 	<p>Level 6: Create</p>	<p>Level 4: Extended Thinking</p>
	<p>Rubric for Authentic Performance Task 3</p>		
	 <p>Unit 6-Task 3-Rubric.docx</p>		

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 Organizer:</u> Provide students with a graphic organizer to help them provide evidence to support their analysis. Collection of Graphic Organizers</p> <p><u>Writing Templates:</u> Provide students with a structure to organize and plan their writing.</p> <p><u>Peer Editing:</u></p>	<p><u>Chunking:</u> Introduce each section and allow students to complete each chunk after it has been presented and explained. Review and share to ensure students are on the right path. (Se, IT, EL)</p> <p><u>Teacher Modeling:</u> Demonstrate the tasks that students need to complete. (Se, IT, 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>Interview:</u> Students can contact, and interview a community leader with experience in developing community service plans.</p> <p><u>Writing Extension:</u> Students can write a letter to the editor that addresses their issue and how they think the city can solve this problem.</p>	<div style="text-align: center;">  <p>Unit 6-Task 3-Business Letter Format.do</p> </div> <div style="text-align: center;">  <p>Peer Editing Form.docx</p> </div>




<p>Peer editing gives students feedback and provides them an opportunity to practice their proofreading skills. Peer Editing</p> <p>*If using SpringBoard materials, page 74 of the student workbook has useful transitions.</p>	<p><u>Sentence Stems:</u> Provide students with sentence stems to scaffold their writing. (Se, EL)</p> <p><u>Letter Generator:</u> Use the Letter Generator that is provided by ReadWriteThink.org (Se, IT, EL) Letter Generator</p>		
--	--	--	--

Interdisciplinary Connections, ELD Standards, Digital Literacy and Technology Skills		
Interdisciplinary Connections	ELD Standards	Digital Literacy and Technology Skills
<p>CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p> ELD-Unit 6-Task 3.docx</p>	<p> DL-Unit 6-Task 3.docx</p>



PERFORMANCE TASK 4

<p>Authentic Performance Task 4</p>	<p>Creating a Presentation</p>		<p>Length: 3-4 days 45 min periods</p>
<p>Standards Addressed in Authentic Performance Task 4</p>	<p>Priority Standards: W.8.2: Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA.</p> <p>SL.8.1: 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. SL.8.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.8.1b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and</p>		



	<p>deadlines, and define individual roles as needed.</p> <p>SL.8.1c: Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>SL.8.1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>			
	<p>Supporting Standards:</p> <p>L.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>			
<p>Detailed Description of Authentic Performance Task 4</p>	<p>Develop a presentation for the community service plan they have developed to better their neighborhoods.</p> <p><i>Product: Presentation (Brochure, Commercial, PowerPoint, Poster, Model Construction, Pamphlet, Diorama, etc.)</i></p>		<p>Bloom’s Taxonomy Levels</p>	
	<p>Suggested Teaching and Learning Sequence:</p> <ul style="list-style-type: none"> ● Students can collaboratively review data compiled in Tasks 1, 2 and 3. ● Teacher can model completion of a community service action plan. ● In small groups or structured pairs, students can complete community service action plan organizer utilizing their data. ● Create a visual representation of their action plan for presentation <ul style="list-style-type: none"> ○ Visual aid should include claim about community and its potential for betterment. ○ Data and sources should be included in visual aid. ○ Visual aid should address all stages of the action plan. ● Students can review and edit the work of their peers. ● Students can revise their writing to correct errors in format or grammar. 		<p>Webb’s DOK</p>	
			<p>Rubric for Authentic Performance Task 4</p>	
			<p style="text-align: center;">  Unit 6-Task 4-Rubric.docx </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>Writing Templates:</u> Provide students with a structure to organize and plan their writing.</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 Choice:</u> Provide students with several options for their completed project.</p> <p>*If using SpringBoard materials, page 74 of the student workbook has useful transitions. The student workbook also contains material about <i>Examining Media Campaigns</i> on pages 222-224.</p>	<p><u>Graphic Organizer:</u> Provide students with a graphic organizer to guide them through all the criteria that should be included in their presentation (Se, IT, EL)</p> <p><u>Teacher Modeling:</u> Provide students with models of the various project options. (Se, IT, EL)</p> <p><u>Limited Choice:</u> Limit the choice of presentation formats. (Se, IT, 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>Sentence Stems:</u> Provide students with sentence stems to scaffold their writing. (Se, EL)</p> <p><u>Modified Templates:</u> Provide students with templates of pamphlets, posters, and commercial scripts. (Se, IT, EL)</p>	<p><u>Compare/Contrast:</u> Students can research community service plans/videos that are similar to what they have created. They can then compare and contrast their work with what is already out there in order to help revise their plan.</p> <p><u>Peer Feedback:</u> Students can present their work to another small group to get feedback before their final presentation.</p>	<div style="text-align: center;">  Unit 6-Task 4-Community Service Action </div> <div style="text-align: center;">  Unit 6-Task 4-Commercial Story Board.do </div> <p>Use this interactive web tool to help students create brochures, flyers, or posters. Printing Press from ReadWriteThink.org</p> <div style="text-align: center;">  Peer Editing Form.docx </div>
--	--	--	---

Interdisciplinary Connections, ELD Standards, Digital Literacy and Technology Skills

Interdisciplinary Connections	ELD Standards	Digital Literacy and Technology Skills
<p>CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<div style="text-align: center;">  ELD-Unit 6-Task 4.docx </div>	<div style="text-align: center;">  DL-Unit 6-Task 4.docx </div>

CULMINATING LEARNING TASK

Description of Culminating Learning Task (situation, challenge, role, audience, product or performance)			
<p>Research and identify a need in the city of San Bernardino. Students can work collaboratively to rectify this need by offering a community service program. Present their community service plan to the panel of experts, and groups can assess the arguments of their peers by evaluating each other's programs as "experts". Following the presentation, each group can participate in a question and answer session.</p> <p>Presentation and Evaluation:</p> <ul style="list-style-type: none"> • Present their community service plans • After presenting, groups can engage in an active question and answer session with class "experts" • Finally, students can use a provided template to reflect on their group experiences using proper verb tense and active voice 			
Rubric for Engaging Scenario (Embed Document)	 Unit 6-CLE Rubric.docx	Length	3-4 days
Standards for Career Ready Practice			
		 CA Standards for Career Ready Practice.	

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

