

Regular Meeting

Wednesday, August 17, 2016 7:00 PM

Auditorium, 129 Church Street, Bristol, CT 06010

1. Call to Order, Pledge of Allegiance, Moment of Silence	Presenter: Chris Wilson
2. Approval of Minutes - July 6, 2016 Regular Meeting and August 10, 2016 Special Meeting	Presenter: Chris Wilson
3. Committee Reports	
4. Chairman's Report	Presenter: Chris Wilson
5. Superintendent Report	Presenter: Ellen Solek
6. Consent Agenda	
6.1. Personnel	
6.1.a. Administrator Hire - Effective July 14, 2016	
6.1.b. Teacher Resignations	
6.1.c. New Teacher Hires - Effective August 29, 2016	
6.1.d. A-3 Teacher Appointments	
6.1.e. Teacher Request for an Unpaid Leave of Absence	
6.1.f. Coaching Appointments	
6.1.g. A-2 Athletic Appointments	
7. Public Comment	
8. DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS	
8.1. Request for a Sidewalk Waiver at 750 Clark Avenue for AG Russell Company Inc	Presenter: Sue Moreau
8.2. Student Accident and Sports Insurance - 2016-2017	Presenter: Sue Moreau
9. CURRICULUM	
9.1. English Language Arts Curriculum Revisions Grades 6, 7, & 8 - Second Reading	Presenter: Amy Bastiaanse
9.2. Multicultural Expressions - Second Reading	Presenter: Amy Bastiaanse
9.3. World History Grade 9 Revision - Second Reading	Presenter: Amy Bastiaanse
9.4. Revision to Communication Technology - Second Reading	Presenter: Pam Brisson
9.5. Revision of TV Production Curriculum - Second Reading	Presenter: Pam Brisson
9.6. Revision of Video Production Techniques - Second Reading	Presenter: Pam Brisson
10. POLICY	Presenter: Tina Taylor

- 10.1. Policy Affirmation - 9340 - Membership in School Board Associations **Presenter:** Tina Taylor
- 10.2. Policy Affirmation - 9350 - Hearings **Presenter:** Tina Taylor
- 10.3. Policy Revision - 9330 - Board/School District Records **Presenter:** Tina Taylor
- 10.4. Policy Revision - 9400 - Board of Education Self Evaluation **Presenter:** Tina Taylor
- 10.5. New Policy - 1700 - Otherwise Lawful Possession of a Firearm **Presenter:** Tina Taylor
- 10.6. New Policy - 4112.5 Security Check/Fingerprinting **Presenter:** Tina Taylor
- 10.7. New Policy - 4112.51 - Employment/Reference Checks **Presenter:** Tina Taylor
- 10.8. New Policy - 4121 - Substitute Teachers **Presenter:** Tina Taylor

11. New Business

12. Liaison Reports

13. Information

- 14. VOTE TO CONVENE INTO EXECUTIVE SESSION for the purpose of discussing: 1. Superintendent Evaluation 2. Strategies for Negotiations with Local 2267 and BAPS**
- 15. RECONVENE INTO PUBLIC SESSION to take any votes on items discussed in Executive Session**
- 16. Adjournment**

BOARD OF EDUCATION
Bristol, Connecticut
July 6, 2016 – Regular Meeting Minutes

The regular meeting of the Bristol Board of Education was held on Wednesday, July 6, 2016 at 7:00 p.m., in the auditorium of the Board of Education Administration Building, located at 129 Church Street, Bristol, Connecticut.

PRESENT: Commissioners: Jeff Caggiano, Joseph Grabowski, Karen Hintz, Thomas O’Brien, David Scott, Tina Taylor, Karen Vibert and Christopher Wilson; Ellen W. Solek, Superintendent, Susan Kalt Moreau, Deputy Superintendent of Schools, David Mills, City Council Liaison

ABSENT: Commissioner Jennifer Dube

CALL TO ORDER/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE

Chairman Wilson called the meeting to order at 7:00 p.m. and asked the audience to stand for the Pledge of Allegiance. A moment of silence was observed for William “Bill” White – Assistant Principal – Bristol Eastern – 7/1/76 to 6/30/84; Assistant Superintendent – 7/1/84 to 7/31/87, Human Resources Director – 8/1/87 to 6/30/00; Hearing Officer – 7/1/00 to 6/30/16.

STAFF AND STUDENT RECOGNITION

Cistulli Family Scholarships

The Cistulli Fund of the Main Street Community Foundation has once again sponsored scholarships for Bristol students to take private music lessons over the summer. The following students were chosen to receive the scholarships:

Nolan Abitabilo	Northeast	Baritone
Olivia Blanca	West Bristol	Alto Sax
Souad Boumakni	Greene-Hills	Alto
Hannah Caron	Edgewood	Clarinet
Amelia Cieslik	Stafford	Alto/Trumpet
Ann Daigle	Greene-Hills	Clarinet
Micaela Guzman	Chippens Hill	Alto Sax
Devora Trestman	Chippens Hill	Flute
Kenny Whitford	West Bristol	Alto Sax
Kaiya Yuschak	West Bristol	Oboe

Ken Bagley and Dan Cistulli presented award certificates to the students.

APPROVAL OF MINUTES

On motion by Commissioner Caggiano and seconded by Commissioner Taylor it was unanimously

VOTED: *That the Board of Education approve the June 1, 2016 Special Meeting Minutes as written.*

COMMITTEE REPORTS

Policy Committee

Commissioner Taylor reported that the committee met on June 13th. The committee meets on the second Monday of the month, for anyone that would like to join the discussion. The committee continued reviewing the 9000 series; several polices will appear later on the agenda for approval.

Finance Committee

Commissioner Vibert reported that committee met earlier this evening and there is currently a \$226,899 deficit. The Special Education budget is over by 4.1 million. There is a food services deficit of \$99,401 however a portion (\$57,000.00) is due to retro pay to Local 2267 employees.

Personnel Committee

Commissioner O'Brien reported that the committee met with administration to discuss cuts to the budget, they will be drawn up and will be reviewed again in Executive Session this evening. Negotiations with Local 2267 will begin on Monday and Local 818 will begin soon after.

SUPERINTENDENT REPORT:

SAT Data Report - Dr. Solek presented a synopsis of the test scores for the district.

Summer Curriculum Institute - Dr. Pam Brission presented the Summer Curriculum Institute and participant feedback. Sharon Jacques, Bristol Eastern teacher shared her experience at the institute with the board as well.

CONSENT AGENDA

Chairman Wilson called for Item 6.1.a to be pulled out for further discussion by Dr. Solek.

PERSONNEL**Teacher Retirements Effective June 30, 2016**

On motion by Commissioner Hintz and seconded by Commissioner Vibert it was unanimously

VOTED: That the Board of Education approve the following Teacher Retirements Effective June 30, 2016:

Ellen Urbach – BCHS Science

Rick Yatsenick – WB – Technology Education

Teacher Resignation

On motion by Commissioner Hintz and seconded by Commissioner Vibert it was unanimously

VOTED: That the Board of Education accept the following Teacher Resignation:

Katherine Goodine – CHMS – Math – Effective August 29, 2016

Sixth Year Salary Credit Effective September 1, 2016

On motion by Commissioner Hintz and seconded by Commissioner Vibert it was unanimously

VOTED: That the Board of Education approve the following Sixth Year Salary Credit Effective September 1, 2016:

<u>Name</u>	<u>Assignment</u>	<u>Transcribed Course Work</u>	<u>Total Credits</u>
Margaret DeVito	GH Social Studies	32	32
Tiffany Fox	SSS Special Education	30	30
Justin McDermott	BEHS Spanish	31	31
Stacey Pratt	MTV Grade 5	30	30

Coaching Resignations

On motion by Commissioner Hintz and seconded by Commissioner Vibert it was unanimously

VOTED: That the Board of Education accept the following Coaching Resignations:

Robert Rottler – Head Indoor Track Coach – BEHS, effective 5/31/16

Scott Redman – Head Girls Soccer Coach – BCHS, effective 7/6/16

Adam Platt – Assistant Baseball Coach – BEHS, effective 6/8/16

Robert DeSantis – .5 Athletic Coordinator – BCHS effective 6/17/16

Nathan Jandreau – Assistant Girls Soccer Coach – BCHS, effective 7/6/16

Coaching Appointments

On motion by Commissioner Hintz and seconded by Commissioner Vibert it was unanimously

VOTED: That the Board of Education approve the following Coaching Appointments:

Coaching Appointments – con't

Timothy Barrette – Assistant Football Coach – BEHS, effective 7/6/16

Scott Redman – Head Girls Soccer Coach – BEHS, effective 7/6/16

Vincent Guarda – Volunteer Football Coach – BCHS, effective 7/6/16

GRANTS

On motion by Commissioner Hintz and seconded by Commissioner Vibert it was unanimously

VOTED: *That the Board of Education approve the following Grant:*

Adult Education Grant

Administrator Resignations Effective June 30, 2016

Dr. Solek wanted to acknowledge Dr. Kim Hapken, Director of Special Services and Tracy Youngberg, Principal at Stafford School. They have both have taken positions in other districts; Dr. Hapken as the Assistant Superintendent in Ridgefield and Ms. Youngberg as Assistant Superintendent in Windham. We wish them both all the best.

On motion by Commissioner Hintz and seconded by Commissioner Vibert it was unanimously

VOTED: *That the Board of Education accept the Administrator Resignations Effective June 30, 2016:*

Kim Hapken – Director of Special Services

Tracy Youngberg – Stafford School – Principal

PUBLIC COMMENT

No one from the public wished to address the Board.

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS**Report on Dress Down Days for 2015-2016 School Year**

Dr. Moreau presented the Dress Down Days for 2015-2016 School Year Report. The Board of Education agreed to waive the staff dress code for monthly dress down days that would benefit students and/or staff. This year, staff donated a total of \$29,865.25 to the following charities:

<u>DATE:</u>	<u>CHARITY</u>	<u>AMOUNT</u>
9/26/15	Henry Barnard Fund	\$2,527.00
10/30/15	Bristol Business Education Foundation	\$2,363.00
11/20/15	Bristol BOE Immediate Response Fund	\$2,661.00
12/18/15	Reilly Quinto Fund	\$2,920.00
1/29/16	Foodshare- Schools/Community Backpack Program	\$2,816.00
2/26/16	William King Fund	\$5,297.00
3/18/16	District Unified Programs	\$2,652.25
4/29/16	Bristol Hospital Parent & Child Foundation	\$2,872.00
5/20/16	United Way Day of Caring	\$2,465.00
6/3/16	Daniel Therriault Fund	\$3,282.00

Approve the Northeast Middle School Roof Replacement as Complete

Dr. Moreau presented the request for Approval of the Northeast Middle School Roof Replacement as Complete. The Northeast Middle School met for their final meeting on June 13, 2016; they accepted the project as complete and forwarded it to the Full Board for final consideration. The project came in \$12,000 under budget.

On motion by Commissioner Hintz and seconded by Commissioner Vibert it was unanimously

Approve the Northeast Middle School Roof Replacement as Complete – con't

VOTED: That the Board of Education approve the Northeast Middle School Roof Replacement project located at Northeast Middle School on 530 Stevens Street in Bristol, CT as complete and to file the final paperwork with the Connecticut Department of Administrative Services, Division of Construction Services.

POLICY REVISION

Policy 6146 – High School Graduation Requirements

Dr. Brisson presented the revision to Policy 6146 – High School Graduation Requirements. According to federal regulations, all states are required to assess students in high school in reading and mathematics. In 2015-16, the State of Connecticut identified the Redesigned SAT in Mathematics and in Evidenced-based Reading & Writing as the standardized assessments to meet this requirement. Consequently, Bristol must revise its high school graduation requirement to identify the SAT as a performance component.

On motion by Commissioner O'Brien and seconded by Commissioner Taylor it was unanimously

VOTED: That the Board of Education approve the revision to Policy 6146 – High School Graduation Requirements.

Policy Affirmations

The Policy Committee has reviewed the following Bylaws of the Board of Education and believes the current policies should be affirmed:

9321- Time, place and notification of meetings

9325.1 - Quorum

9325.3 - Parliamentary Procedures

On motion by Commissioner Taylor and seconded by Commissioner O'Brien it was unanimously

VOTED: That the Board of Education approve the affirmation of the Policies 9321, 9325.1 and 9325.3.

Policy 9310: Bylaws of the Board of Education – Development, Distribution and Maintenance of Manual of Policies, Regulations, Bylaws

On motion by Commissioner Taylor and seconded by Commissioner O'Brien it was unanimously

VOTED: That the Board of Education approve the revision to Policy 9310: Bylaws of the Board of Education – Development, Distribution and Maintenance of Manual of Policies, Regulations, Bylaws as recommend by the Board of Education Policy Committee.

Policy 9311: Bylaws of the Board of Education – Approval of Revised or New Board Policies

On motion by Commissioner Taylor and seconded by Commissioner O'Brien it was unanimously

VOTED: That the Board of Education approve the revision to Policy 9311: Bylaws of the Board of Education – Approval of Revised or New Board Policies as recommend by the Board of Education Policy Committee.

Policy 9313: Bylaws of the Board of Education – Formulation, Adoption, Amendment of Administrative Regulations

On motion by Commissioner Taylor and seconded by Commissioner O'Brien it was unanimously

Policy 9313: Bylaws of the Board of Education – Formulation, Adoption, Amendment of Administrative Regulations – con’t

VOTED: That the Board of Education approve the revision to Policy 9313: Bylaws of the Board of Education – Formulation, Adoption, Amendment of Administrative Regulations as recommend by the Board of Education Policy Committee.

Policy 9323: Bylaws of the Board: Construction of the Agenda

On motion by Commissioner Taylor and seconded by Commissioner O’Brien it was unanimously

VOTED: That the Board of Education approve the revision to Policy 9323: Bylaws of the Board: Construction of the Agenda as recommend by the Board of Education Policy Committee.

Policy 9325.4: Bylaws of the Board: Voting Method at Board Meetings

On motion by Commissioner Taylor and seconded by Commissioner Grabowski it was unanimously

VOTED: That the Board of Education approve the revision to Policy 9325.4: Bylaws of the Board: Voting Method at Board Meetings as recommend by the Board of Education Policy Committee.

Policy 9325: Bylaws of the Board: Meeting Conduct

On motion by Commissioner Taylor and seconded by Commissioner Grabowski it was unanimously

VOTED: That the Board of Education approve the revision to Policy 9325: Bylaws of the Board: Meeting Conduct as recommend by the Board of Education Policy Committee.

Policy 9326: Bylaws of the Board of Education – Minutes/Taping/Broadcasting

On motion by Commissioner Taylor and seconded by Commissioner Scott it was unanimously

VOTED: That the Board of Education approve the revision to Policy 9326: Bylaws of the Board of Education – Minutes/Taping/Broadcasting as recommend by the Board of Education Policy Committee.

OLD BUSINESS

There was no Old Business to come before the Board.

NEW BUSINESS

Congratulations to Sam Galloway, Human Resource Director for receiving his doctorate.

LIASION REPORTS

Councilman Mills reported that the Mayor signed the contract for the turf fields; work should begin at both high schools next week. It may take longer than originally anticipated, so there will have to be adjustments for the fall sports.

Commissioner Scott wanted to acknowledge the coaches that volunteer their time for all the end of year activities.

Commissioner Vibert wanted to remind commissioners about the CAFE Summer Conference that is held at Saybrook Point Inn, there are great sessions that commissioners may find interesting. Commissioner Vibert also shared a speech regarding acceptance that was read at the National School Board Association Conference this year in Boston by the son of Bob Radar (Director of CAFE). She would like to send the message that our administration is responsible for making all of our students feel welcome and safe in our district.

Commissioner Taylor reported on activities at Greene Hills Schools.

LIASION REPORTS – con't

Commissioner Caggiano thanked Tracy Youngberg and wished her well in her new position.

VOTE TO CONVENE INTO EXECUTIVE SESSION

On motion by Commissioner Vibert, seconded by Commissioner Taylor it was unanimously

VOTED: *That the Board of Education Convene into Executive Session for the purpose of discussing the Superintendent's Evaluation. (8:07 p.m.)*

EXECUTIVE SESSION

PRESENT: Commissioners: Jeff Caggiano, Joseph Grabowski, Karen Hintz, David Scott, Karen Vibert, Thomas O'Brien, Tina Taylor, Christopher Wilson; Ellen W. Solek, Superintendent, Susan Kalt Moreau, Deputy Superintendent of Schools, Pam Brisson, Gary Franzi, Sam Galloway **ABSENT:** Commissioner Jennifer Dube

Executive Session was called to order *(8:15 p.m.)*

The Board discussed ways to close the \$1,000,000 funding gap.

The Board discussed the Superintendent's Performance Review.

ADJOURNMENT

On motion by Commissioner Hintz, seconded by Commissioner Vibert it was unanimously

VOTED: *With there being no other business to come before the Board of Education the meeting should be adjourned. (9:46 p.m.)*

Respectfully Submitted

Susan P. Everett

Susan P. Everett

Executive Secretary to Board of Education

Christopher Wilson, Chair
Karen Vibert, Vice-Chair
Karen Hintz, Secretary
Jeffrey Caggiano
Jennifer Dube
Joseph Grabowski
Thomas O'Brien
David Scott
Tina Taylor



Ellen W. Solek, Ed.D.
Superintendent of Schools

Susan Moreau, Ph.D.
Deputy Superintendent of Schools

BRISTOL BOARD OF EDUCATION
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BRISTOL BOARD OF EDUCATION

SPECIAL MEETING - WEDNESDAY, AUGUST 10, 2016

Present: Chris Wilson, Karen Vibert, Tom O'Brien, Joe Grabowski, Dave Scott, Jen Dube, Karen Hintz, and Jeff Caggiano [7:32].

Also Present: Ellen Solek, Pam Brisson, Mike Dietter, Cathy Cassin, Sue Moreau, Mike Wasta

The meeting was called to order at 7:00 p.m. by Chairman Wilson.

Chair Wilson introduced Dr. Mike Wasta, former Bristol Superintendent of Schools and national school and district accountability expert. Dr. Wasta presented information to assist Commissioners in establishing a mission statement, core values and Board goals.

1. Discussion and Adoption of Board of Education:
 - a. Mission Statement

Following a dynamic discussion by Board members and the central office team, the following motion was made by Jen Dube, seconded by Karen Hintz and approved unanimously by the Board of Education:

To approve the mission statement for the Bristol Public Schools:

Teach and Learn with Passion and Purpose.

- b. Core Values

Using a variety of possible statements that could be stated as the core values of the Board of Education, Board Commissioners decided that 'less is more'. This philosophy was adopted in hopes of making these core values easily understood and memorable.

On a motion by Dave Scott, seconded by Jeff Caggiano, the Board of Education adopted unanimously the following core values.

The Bristol Board of Education will model and promote:

Excellence, Innovation, Trust, Inclusiveness and Accountability.

c. Beliefs and Goals

Following a discussion of the need for both core values and beliefs, it was determined that the Board of Education Mission Statement and Core Values sufficiently communicated the beliefs of the Board of Education.

Dr. Wasta led the Commissioners to create 5 goals to guide their work. Each goal will be assigned to a Board Committee to assure regular review of related practices and data points.

On a motion by Joe Grabowski, seconded by Dave Scott, the Board of Education adopted unanimously the following goals:

- *secure necessary funding through public and community partnerships*
- *hire a highly qualified and diverse staff*
- *narrow the achievement gap*
- *provide a safe learning climate*
- *develop a program of professional learning for Board of Education Commissioners (of at least 20 hours during their term)*

2. Adjournment at 8:45 p.m.

Respectfully submitted:

Susan Kalt Moreau, Ph.D.

Kayla Bingham

EDUCATION

NEAG School of Education, University of Connecticut, West Hartford, CT
M.A. in Curriculum and Instruction
June 2015 – May 2016

University of Connecticut, Storrs, CT
B.S. in Mathematics
September 2011 – May 2015

CERTIFICATION

CT Initial Educator Certification in Mathematics 029, grades 7-12

STUDENT TEACHING

Academy of Engineering and Green Technology, Hartford, CT
Geometry, Grade 10, August 2015 – November 2015

- Designed and implemented daily, student-centered lessons aligned with the district curriculum and the Common Core State Standards
- Created and administered various traditional and alternate assessments
- Differentiated instruction to enhance student learning
- Attended daily grade team meetings and biweekly staff and data team meetings

EXPERIENCE

Ellington Public Schools, Ellington, CT – *Substitute Teacher*
December 2015 – Present

Boulder Ridge Day Camp, Barkhamsted, CT – *Program Area Counselor & Tower Director*
June 2014 – Present

- Planned daily activities for groups of 10-20 campers
- Supervised campers and encouraged them to have fun while learning about fitness and safety at the climbing tower
- Completed daily paperwork and attended daily staff meetings
- Led six staff members in daily activities

University of Connecticut Dining Services, Storrs, CT – *Student Employee*
September 2012 – May 2015

- Worked various positions throughout the dining hall as needed
- Managed time between work, academics, and extracurricular activities

Quassy Amusement Park, Middlebury, CT – *Food Service Employee*
June 2012 – August 2013

- Provided high quality customer service for amusement park customers
- Was responsible for opening and/or closing the food stands

Boy Scouts of America Camp Mattatuck, Plymouth, CT – *Kitchen/Nature Staff*
June 2009 – August 2011

- Planned and taught classes for nature-related merit badges for 11-17 year olds
- Took inventory and received for orders for the kitchen

TRAINING

SOP Strategies

Instructional Rounds

AWARDS

NEAG Scholarship Recipient (Spring 2016 and Summer 2015)

Pi Lambda Theta Honor Society (Fall 2015)

Kristen E. Cavaliere

Education

Bachelor of Arts Elementary and Special Education

Providence College, Providence, RI May 2015

Major- Elementary and Special Education

Overall GPA: 3.6

Honors

Cum Laude- Spring 2015

Alpha Upsilon Alpha Honor Society of the International Reading Society

Kappa Delta Pi Honor Society

Dean's List- Spring 2015, Fall 2015, Spring 2014, Fall 2013, Fall 2012

Certifications

Elementary Education 1-6

Special Education K-12 – Mild/Moderate Disabilities

Professional Experience

Holmes Elementary School, New Britain, CT

August 2015- May 2016

Grades 3, 4, and 5- Special Education/ Self-Contained, Urban

- Designed direct instruction lessons on social and behavior skills to fit the needs of all students based on the BoysTown Well-Managed Classroom Curriculum implemented by New Britain Public Schools
- Created individualized behavior plans based on IEP goals and behavioral needs for twelve students with severe Emotional Disturbances, Specific Learning Disabilities, and ADHD
- Organized a used book drive with a neighboring school that brought over 600 books to students in need
- Constructed guided reading groups to accommodate the diverse needs in literacy for the most fragile students that resulted in improvements in fluency and comprehension, as well as increased confidence in the subject
- Collaborated with general education teachers, school social workers, para educators, behaviorists, and parents to ensure a high-quality education that aligned with the New Britain Public Schools curriculum and IEP goals

Student Teaching & Education Experience

Henry J. Winters Elementary School, Pawtucket, RI

January–May 2015

Grades K, 1, and 2- Special Education/Resource Room, Urban

- Collected data and designed differentiated lessons for students with ADHD, Autism, Specific Learning Disabilities, and behavior plans
- Improved an individual student's oral reading fluency from the 10th to 20th percentile by implementing reading invention strategies over a seven-week screening period
- Developed an Individualized Education Report based on progress monitoring data
- Administered formal and informal student assessment data to adjust instruction to provide accommodations and modifications that best fit each learner
- Composed an inquiry-based math unit on money

Greystone Elementary School, North Providence, RI

September–December 2014

Grade 3-Regular Education/Inclusive, Urban

- Incorporated multiple curriculum areas in a self-designed state research unit that integrated technology and other vehicles to accommodate all student's needs and to encourage students to enhance their research through use of technology
- Developed formative and summative assessments with corresponding rubrics that were aligned with third grade Common Core Standards
- Implemented reading interventions for struggling students which resulted in academic gains in fluency and comprehension
- Assumed full responsibilities of the cooperating teacher for five-weeks, which included creating and teaching daily lessons using a wide array of manipulatives, technology, and original activities

Sage Park Middle School, Windsor, CT

December 2014–January 2015

Substitute Paraprofessional

- Modified and accommodated instruction for two seventh grade students with moderate learning and hearing disabilities, in order to help foster a positive learning environment that allowed them to succeed academically

Clover Elementary School, Windsor, CT

December–January 2015

Substitute Paraprofessional

- Worked in a self-contained special education setting for third, fourth, and fifth grade students with severe behavior and learning disabilities

Practicum

Charles Fortes Elementary School, Providence, RI

January–May 2014

Grade 1- Inclusion Classroom, Urban

- Collected data through progress monitoring a case study student and created an educational report, which identified the student's academic goals, strengths, needs, and recommended accommodations and modifications
- Designed and taught three sequential lessons focused around different word blending strategies for a case study student

James P. McGuire Elementary School, North Providence, RI

September–December 2013

Grade 2, Math and Science, Urban

- Instructed an individual math lesson on arrays to ELL students
- Team-taught an inquiry-based weather unit aligned with second grade Common Core standards and classroom curriculum

William R. Dutemple School, Cranston, RI

January–May 2013

Grade 4, Social Studies and Language Arts, Urban

- Created and instructed an individual editing lesson, in which the students took on the role of a detective, to improve personal writing pieces
- Team-taught weekly multidisciplinary lessons focusing on natural disasters and the writing process

Highlander Charter School, Providence, RI

September–December 2012

Kindergarten, Language Arts, Urban

- Increased an individual student's sight word knowledge by 27% based on informal assessments adapted from the Dolch List of high-frequency words over three screening periods
- Organized and orchestrated weekly team-taught lessons focusing on story elements and story retelling

Leadership Experience and Service

Vice President

October–May 2015

Alpha Upsilon Alpha Honor Society of the International Reading Society

- Planned and conducted a service project by leading an online interactive book discussion with a third grade classroom in Providence, RI

Regional Club Chair

September–May 2014, 2015

Student Alumni Association

- Led student volunteers to help raise over six-thousand dollars for a local alumni scholarship fund
- Collaborated with alumni to foster relationships with current students and to raise awareness of alumni activities

Adult Literacy Volunteer

September–May 2013, 2014

Providence College Adult Literacy Mentor Program

- Worked with and read to adults who were intellectually disabled, paralyzed, or had Alzheimer's Disease

Professional Skills

Computer: Google Classroom, SMART Exchange Technology and Software, PowerTeacher, ActivInspire*Language:* Conversational in Spanish

Sara DeFillippi

Career Focus

Seeking to obtain a science teaching position that will allow me to implement personalized instruction while creating a positive, motivating learning environment for learners of diverse backgrounds and abilities.

Education

University of Connecticut, Storrs, CT *May 2016*

Master of Arts in Biology Education Curriculum and Instruction

Cumulative GPA: 4.02/4.0

Initial Educator Certification, Biology (030) & General Science (034)

Designed a Science Curriculum focusing on Geomicrobiology

Waived Praxis I

Passed Praxis II Biology Content Knowledge

Passed Praxis II General Science Content Knowledge

University of Connecticut, Storrs, CT *May 10, 2015*

Bachelor of Arts in Biological Sciences, Minor in Ecology and Evolutionary Biology

Relevant Course History: Evolutionary Biology, Ornithology, Genetics, Cell Biology, Animal Behavior, Drugs and Behavior, Research Literature in Molecular Cell Biology, General Ecology, Biology of the Vertebrates, Conservation Biology, Organic Chemistry, Human Evolution, Microbiology, Geoscience, Physics

Relevant Work Experience

Bristol Public Schools, Bristol, CT *July 2016-August 2016*

Summer School Teacher

- Assumed responsibilities of regular year teacher at Bristol Central High School.
- Developed lesson plans and all essential learning materials from biology curriculum.
- Implemented effective personalized instruction for students of varying ability levels.

Bristol Public Schools, Bristol, CT *November 2014-Present*

Substitute Teacher

- Assumed responsibilities of classroom teacher at Bristol Central High School and Chippens Hill Middle School.
- Presented educational material using differentiation techniques and learning strategies to reach learners of diverse levels.
- Developed and maintained positive relationships with students and faculty while implementing professionalism in the school environment.

Wolcott High School, Wolcott, CT

August 2015-November 2015

Biology Student Teacher

- Taught five sections of 10th grade Biology at Wolcott High School.
- Created and implemented daily lesson plans for biology topics including cell diversity, cell reproduction, and genetics.
- Worked cooperatively with cooperating teacher to identify ways to differentiate among students of varying cognitive abilities.
- Maintained a positive and safe learning environment through teaching strategies designed to motivate and engage students.
- Collaborated with faculty and administration to improve current teaching strategies and learn from more experienced teachers.

Wolcott High School, Wolcott, CT

January 2016-April 2016

Student Intern and Researcher

- Organized an inquiry project to investigate the effectiveness of the flipped classroom model of teaching.
- Worked collaboratively with faculty, administration, and students to identify the benefits of the flipped classroom model and the prevalence of its implementation in Wolcott High School.
- Designed surveys and reviewed case studies to gather data and support research-based practices.

Bristol Park & Recreation, Bristol, CT

January 2014-Present

Basketball Clinic Instructor

- Taught the basics of basketball to children ranging in ages from three to fourteen.
- Employed life-long basketball experience to inspire children to reach their full potential.
- Utilized criticism from more experienced instructors to improve teaching techniques.

Bristol Park & Recreation, Bristol, CT

June 2011-August 2014

Summer Camp Counselor

- Supervised groups of children, ages ranging from eight to eleven, every weekday during summer.
- Handled discipline according to camp policy.
- Worked with other counselors to create engaging and safe activities for campers.

Skills and Certifications

- Basic microbiology techniques including bacterial staining, colony isolation, bacteria identification, streak and replica plating
- Red Cross First Aid Certification
- Adult and Child CPR Certification

Professional Interests

- Interested in coaching volleyball, basketball, or tennis.
- Interested in being a club advisor for Environmental/Eco Club.

Marissa Graziano

EDUCATION

UNIVERSITY OF HARTFORD

6th Year Certificate [Anticipated May 2016]

M.S. School Psychology, Clinical Child Counseling Specialty [May 2015]

Major: School Psychology [NASP & NCATE Approved]

West Hartford, CT

CENTRAL CONNECTICUT STATE UNIVERSITY (CCSU)

B.A. Psychological Science [May 2013]

Major: Psychological Science ~ Minor: Sociology ~ CCSU Honors Program

New Britain, CT

CERTIFICATION

Connecticut Initial Educators Certificate [Anticipated Summer 2016]

Nationally Certified School Psychologist [NCSP] [Anticipated Summer 2016]

PROFESSIONAL TRAINING

SCHOOL PSYCHOLOGY INTERNSHIP, STAFFORD SCHOOL (K-5)

Supervisor: Gavin Craig, PsyS, NCSP

Bristol, CT

2015-2016

- Conducted comprehensive, full battery, initial and triennial psychological assessments. Areas assessed include: Cognitive, processing, memory, neuropsychological, visual-motor, social/emotional, behavioral, personality, adaptive, Autism [comprehensive list of assessment included below].
- Contributed to Individualized Education Program development for children with emotional, learning, language and/or behavioral disabilities (e.g. ED, SLD, SLI, Autism, OHI/ADHD)
- Conducted functional behavioral assessments and developed behavior intervention plans. Facilitated data collection process, conducted observations, used data to develop behavior plans, and monitored plan effectiveness.
- Individual and group counseling. Led psycho-educational groups for students at the preventative, secondary and tertiary level. Topics include: social skills, executive functioning, stress/anxiety, parental incarceration, friendship, & problem solving.
- Key team member in the development and implementation of Tier 2 social/emotional groups. Duties included developing group curriculums, leading groups for children with varying needs, collecting pre and post data, and progress monitoring.
- Consultation with teachers and parents. Advised teachers on behavior plans, positive behavior interventions and supports in the classroom, and classroom practices. Acted as a liaison between families and community mental health agencies.
- Experience working in a self-contained Autism program: crisis intervention, counseling, behavioral support.
- PREPaRE Workshop 1: Crisis Prevention & Preparedness (2nd Edition) Comprehensive School Safety Planning [February 2016].
- PREPaRE Workshop 2: Crisis Intervention & Recovery [April 2016].
- Crisis intervention experience: De-escalation techniques, crisis response, risk assessment, calls to Department of Children & Families and Emergency Mobil Psychiatric Services.
- Completed approximately 1200 hours of training [anticipated June 2016]

SCHOOL PSYCHOLOGY PRACTICUM TRAINING, WILCOX TECHNICAL HIGH SCHOOL

Supervisor: Melissa Tweedie, NCSP, 6th Year Certificate

Meriden, CT

2014-2015

- Conducted psycho-educational assessments with students receiving special education services. Areas assessed include cognitive, processing, memory, visual-motor, social/emotional, behavioral, personality, Autism.
- Group counseling curriculum aimed at improving school and social functioning with female adolescent students.
- Participated in day-to-day activities with school psychologist (e.g. 504 meetings, crisis interventions, brief individual counseling, teacher meetings, safety/crisis team meetings).
- Received weekly individual and group supervision and 660 hours of training.

RELATED EMPLOYMENT/COMMUNITY SERVICE

SUPPORT STAFF, ALL POINTE CARE

Cheshire, CT 2015-Present

Provide one-on-one behavioral support to individuals ranging in age from thirteen to twenty-three with varying levels of cognitive and physical disabilities. Underwent Physical Management Training.

DIAGNOSTIC MATERIALS LIBRARY COORDINATOR, UNIVERSITY OF HARTFORD

West Hartford, CT 2014-Present

Managed the testing materials library. Responsibilities include distributing psychological test materials and protocols, managing the database of testing materials, assembling assessment protocols, and holding consistent and reliable office hours for graduate students.

GREENE-HILLS ELEMENTARY SCHOOL MENTORING PROGRAM,
BRISTOL PUBLIC SCHOOLS

Bristol, CT 2011-2015

Met weekly with elementary/middle school student. Serve as a positive role model and a source of support for the student.

CONNECTICUT YOUTH FORUM FACILITATOR

West Harford, CT 2015

Facilitated discussions with a group of ten diverse high school students from various towns and cities across Connecticut. Topics of discussion ranged from teenage issues (e.g. bullying, friendship) to national issues (e.g. race, mental health, discrimination).

NOTABLE ACHIEVEMENTS

- Valedictorian of Master's of Science in School Psychology, University of Hartford, Class of 2015
- Graduated with highest honors (summa cum laude), CCSU, 2013
- Departmental Honors in the Department of Psychological Science, CCSU, 2013
- Academic Excellence Award, CCSU 2013
- Mary Corcoran Memorial Scholarship, CCSU, 2012
- Outstanding Research Award, CCSU, 2011, 2012, & 2013
- Promising Undergraduate Student In Psychology Award, CCSU, 2011

PROFESSIONAL ASSOCIATIONS

- National Association for School Psychologists (NASP)
- Psi Chi: Psychology National Honors Society

SCHOLARLY CONTRIBUTIONS

Graziano, M. & Sikorski, J. F. (2014). Levels of disordered eating: Depression, perfectionism and body dissatisfaction. *Psi Chi Journal of Psychological Research*.

Graziano, M. (2012, May). *Major Depressive Disorder in children and adolescents*. Poster presented at the annual meeting of the Connecticut State University Psychology Day, New Haven, CT.

Graziano, M., & Sikorski, J. F. (2012, March). *Comparing juvenile delinquents based on sexual offense history and violent offense history*. Poster presented at the annual meeting of the Eastern Psychological Association, Pittsburgh, PA.

Alasia Griebel

Objective: Seeking a position as a special educator for the 2016-2017 school year utilizing capabilities in planning and implementing differentiated lessons, analyzing and using data, and collaborating with school personnel.

Certification:

Connecticut Comprehensive Special Education Grades K – 12 (165)

Education:

Central Connecticut State University

Master of Science, Special Education, May 2016

GPA: 4.0

Southern Connecticut State University

Bachelor of Science, Psychology, May 2011

GPA: 3.83

Professional Experience:

Eagle Hill School

Special Education Teacher: June 2014-present

- Use of multisensory techniques during instruction in order to facilitate an understanding of concepts being taught.
- Use of informal assessments to gauge students' skills and adapt instruction to meet their needs.
- Collaborate with administrators, counselors, and other teachers in order to discuss students' progress toward their goals.

Avon Board of Education

Paraprofessional: August 2012-June 2014

- Provided 1:1 support for student with Autism within the general education classroom.
- Implemented behavior intervention plan in order to support positive classroom behaviors.
- Implemented appropriate accommodations and modifications from the student's IEP in order to support student's success within the general education classroom.

City of Bristol

Parks and Recreation Summer Paraprofessional: June 2012-August 2013

- Organized and communicated daily expectations in order to ensure campers' safety.
- Supervised campers ages 6-14 with differing disabilities and organized daily activities based on differing abilities.
- Engaged campers who have a disability in activities with their non-disabled peers.
- Collaborated with family members in order to better meet the needs of the campers.

Plainville Public Schools and New Britain High School

Elementary Level/Secondary Level Student Teacher: January 2014 – May 2014

- Assisted in developing IEP goals and objectives utilizing IEP Direct.
- Experience with using Curriculum Based Measurements in order to determine students' progress toward goals.
- Use of the common core standards to develop effective lesson objectives.
- Experience with implementing behavioral management system within the classroom in order to promote positive classroom behaviors.

Bristol Board of Education

Substitute Teacher: November 2011-June 2012

- Provided instruction in special and general education classrooms, pre-kindergarten through high school.
- Organized and communicated daily objectives in order to ensure students' successful achievement.
- Ensured school wide regulations and expectations were followed under my supervision.

Additional Experience:

CPR and First Aid Certified

Life Space Crisis Intervention Certified

Additional Skills:

Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Wilson Reading System, TouchMath, EnVision Math, IEP Direct, Promethean Software

Justin Phee

NATIONALLY CERTIFIED SCHOOL PSYCHOLOGIST

Talented school psychologist currently seeking public school position with in-depth education and comprehensive experience at the elementary, middle school, high school and transitional levels within the therapeutic school setting, specializing in psychological, emotional, behavioral and learning challenges. Proven success promoting well-being of students of all ages and abilities through leadership strengths, exceptional proficiency in psychological and behavioral assessment, individual and group counseling, crisis management, Scientifically Research Based Interventions (SRBI) and School-Wide Positive Behavioral Intervention Supports (PBIS).

Highly-effective role model, fostering character and skill development among disadvantaged and children with diverse special needs. Excellent communication skills, adept at establishing strong and productive relationships with students and teachers, school staff, families and communities. Recognized for achievements in and contributions to the field with election to membership in *Psi Chi*, The International Honor Society in Psychology; and member of the National Association of School Psychologists (NASP).

CERTIFICATIONS

- Connecticut Provisional Educator, School Psychologist 070 Certification Number: C112015001057
- Nationally Certified School Psychologist (NCSP): 43741

EDUCATION

SIXTH YEAR PROFESSIONAL DEGREE IN SCHOOL PSYCHOLOGY

Southern Connecticut State University, 2013 GPA: 4.0

MASTER OF SCIENCE, SCHOOL PSYCHOLOGY

Southern Connecticut State University, 2012 GPA: 4.0

BACHELOR OF ARTS, PSYCHOLOGY

Eastern Connecticut State University, 2010 GPA: 3.5

EXPERIENCE

SCHOOL PSYCHOLOGIST: 8/2013 to Present

Ädelbrook Behavioral and Developmental Services Learning Centers and Transitional Academies in Manchester, Cromwell, East Hartford and Middletown, CT

- Conducted, interpreted and presented comprehensive initial psychological evaluations and psychological reevaluations for students' ages 5-21 using various assessment methods including: Specific Learning Disabilities, Autism, Attention Deficit Hyperactivity Disorder, Emotional Disturbance, Other Health-Impairments, Speech and Language Impaired, Intellectual Disabilities, Multiple Disabilities and students with significant communication deficits as well as students with significant psychiatric diagnoses and needs.
- Facilitated and managed **individual and group counseling** caseload for students ranging from ages 4-18 with various needs including Autism, Emotional Disturbance, Attention Deficit and Hyperactivity Disorder, Other Health Impairment, Intellectual Disability, Multiple Disabilities and Specific Learning Disabilities. In addition, provided services to students with significant psychiatric needs and behavioral and emotional disorders such as, but not limited to, Mood Disorder, Oppositional Defiant Disorder, Anxiety, Depression and Reactive Attachment Disorder as well as those who have had significant traumatic events occur in their lives.
- Responsible for creating Individual Crisis Management Plans (ICMP) for students as well as completing psychosocial evaluations for new referrals.

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- Frequent experience in working 1:1 with students in the de-escalation process who are being physically unsafe to themselves or others as well as displaying non-compliant behavior or verbal aggression.
 - Frequent experience in suicide risk assessment as well as determining and filing reports to the Department of Children and Families.
 - Created, implemented, and educated staff and parents on School Wide Positive Behavioral Intervention Support System (PBIS) at elementary school level, utilizing the "Bucket Filling" system based on, *Have You Filled a Bucket Today?* By, Carol McCloud. Used video modeling to teach students and staff what pro-social behaviors look like.
 - Active member of the planning and placement team in which my duties include reporting student progress as well as communicating results of psychological evaluations to all members of the PPT team.
 - Active member of school leadership team along with school administration in which important school wide and agency wide issues and implications are discussed as well as the creation and editing of policies and procedures to improve functioning of the educational environment for staff and students, and assisted in conducting interviews of prospective staff.
 - Organized and co-facilitated parent groups after school in which students' parents as well as outside communities were invited to participate in groups and see expert speakers about various topics including, but not limited to, managing the child's behavior at home, autism, speech and language pathology (communication), music therapy, financial information for those who have children with special needs. Participating organizations included, but were not limited to, Southern Connecticut State University (Center of Excellence on Autism Spectrum Disorders), Connecticut Parent Advocacy Center (CPAC) and Adelbrook Behavioral and Developmental Services.
 - Used IEP Direct to create counseling goals and objectives as well as marking counseling progress
 - Trained in using PMT for student safety and well-being
 - Daily communication with parents and outside providers to assist in student functioning and growth
 - Daily consultation and collaboration with classroom teachers, behaviorist, related service and student support staff to address student needs

SCHOOL PSYCHOLOGY INTERN (1200 Hours) 8/2012 to 6/2013

Ruth Chaffee Elementary School and Martin Kellogg Middle School, Newington, CT

SCHOOL PSYCHOLOGY PRACTICUM STUDENT (400 Hours) 1/2012 to 5/2012

Anna Reynolds Elementary School and Ruth Chaffee Elementary School, Newington, CT

EDUCATIONAL INTERN 1/2009 to 5/2010 and 1/2011

Yale University Child Study Center and School, New Haven, CT

INDEPENDENT RESEARCHER Fall 2009***"An Introduction to the Classroom and Social Implications of Asperger's Syndrome"***

Eastern Connecticut State University, Willimantic, CT

Conducted independent research on Asperger's syndrome, examining disorder, assessment, diagnosis, treatment and how it disables a child in the classroom, at home in other social contexts.

Juan D. Quintero

PROFESSIONAL SKILLS

Excellent public speaker, Expert briefer /trainer, Fluent Spanish Speaker, Proficient in Micro Soft Office Suite

EXPERIENCE

Resident Teaching – Bristol Central High School **August 2015- November 2015**

Served as a resident teacher for Freshmen World History Classes of 80 students. Responsible for the development of individual lessons and unit plan; assumed complete responsibility of the classroom for four weeks; communicated with parents and guardians; participated in SRBIs and managed the day to day operations of the classroom.

Assistant Wrestling Coach- Bristol Central High School **December 2014- Present**

Serve as an assistant wrestling varsity coach. Duties include teaching, leading, mentoring and motivating team of 30 athletes. Provide instruction of offensive and defensive wrestling skills and coach athletes to lose weight properly.

Norwich University Army ROTC Instructor **April 2002 – May 2005**

Served as primary instructor for the Military Science Level Three class for the Army Reserve Officer Training Corps Department. Duties included teaching, leading, training, mentoring and counseling of over 100 cadets in preparation for the Qualification Course to become Army Commissioned Officers. Planned, supervised, and executed all training events and 19 hours of weekly classroom instruction.

EMPLOYMENT HISTORY

Long-term Substitute Teacher- Bristol Eastern High School, Bristol, CT **November 2015- Present**

Serve as an ELL teacher for a class of 20 students primarily from Latin American countries. Teach subject areas such as Mathematics and English and provide support for Social Studies and Science.

Substitute Teacher- Bristol Public Schools, Bristol, CT **February 2015- June 2015**

Served as a substitute teacher at the secondary level at two local high schools. Responsible for the safety and welfare of all students and the execution of the teacher's lesson plan for the day.

U.S. Army Intelligence and Security Command- Fort Belvoir, VA

Deputy Director, Assistant Chief of Staff, G-3, Force Management

July 2011 – June 2014

Serve as second-in-charge of a Directorate of 77 military, civilian, and contractor personnel. Responsible for integration and synchronization of transformation initiatives of the command. Assist the staff in preparation of a variety of written and briefing products in support of Force Management planning and operations. Track completion and progress of internal and external tasks, issues, and training requirements. Manage an annual \$20K budget for Government Purchase Credit Card. Represent and serve as the Director in his absence

Headquarters Department of the Army- Pentagon, VA

System Synchronization Officer, Deputy Chief of Staff, G-8, Focused Logistics

June 2010-June 2011

Managed approved Army requirements into material programs valued at approximately \$2.1B. Served as Army representative to Industry in the development and procurement of the Joint Light Tactical Vehicle. Developed strategies to secure and allocate resources and field material solutions in support of Army war fighting and sustainment capability. Continually maintained the Force Director and Army Senior Leaders and Congressional Staffers apprised of program progress and changes.

Headquarters Department of Army- Pentagon, VA

Action Officer, Deputy Chief of Staff, G-8, Joint Requirements

July 2008-May 2010

Managed programs in the realm of Force Protection and Force Application for the Army Headquarters to the Joint Staff and Office of Secretary of Defense. Identified issues and coordinated actions with Combatant Commands, other Services, the Joint Staff, the Office of the Secretary of Defense to address Army interests and Joint War Fighting Capabilities. Prepared and articulated the Army position to the Division Chief, Director and the Vice Chief of Staff of the Army for meetings and briefings in a Joint forum.

Headquarters, Multi-National Corps Iraq – Baghdad, Iraq

Liaison Officer, Multi-National Corps Iraq

April 2007-June 2008

Served as a liaison officer between the Operational Headquarters and the Strategic Headquarters. Informed leadership on progress of negotiations on the reconciliation engagements between Anti-Iraqi leaders and the leaders of the Government of Iraq. Coordinated weekly meetings and briefings between Operational and Strategic Headquarters to review all reconciliation efforts throughout Iraq. Maintained Senior Leadership apprised of Iraqi Government National Reconciliation Agency. Collaborated with Service Members from other Nation's and Services and officials from the U.S. State Department on a daily basis.

AWARDS

Distinguished Military Graduate – Norwich University, 1994

Outstanding Scholarship in Secondary Social Studies Education – University of Bridgeport, 2015

CONNECTICUT CERTIFICATIONS

Initial Educator Endorsement Code 026: History and Social Studies, Grades 7 through 12

Valid through December 20, 2018

Initial Educator Endorsement Code 106: High School Credit Diploma Program

Valid through December 20, 2018

EDUCATION

University of Bridgeport, Bridgeport, Connecticut

Sixth Year Certificate – Secondary Education, Social Studies 2015

Norwich University, Northfield, Vermont

Masters of Arts – Diplomacy 2004

Norwich University, Northfield, Vermont

Bachelor of Arts – Criminal Justice 1994

Cum Laude

REFERENCES

Available Upon Request

Leah Marie Storti

EDUCATION

Southern Connecticut State University (SCSU) New Haven, CT
BS/MS Degree: Communication Disorders GPA: 3.39 (graduate), 3.75 (undergraduate)
Graduation May 19, 2016
Awards: Dean's List, Zeta Delta Epsilon Honor Service Society, Acceptation into Golden Key Honor Society, Magna Cum Laude (2014)
Certifications: Praxis II in Speech-Language Pathology (March 2016), Adult and Child CPR

CLINICAL EXPERIENCE

Yale New Haven Hospital Outpatient Pediatric Rehabilitation New Haven, CT
Graduate Student Clinician April 2016 – June 2016

- Conducted speech, language, and pragmatic evaluations including use of standardized tests such as the GFTA-3, CELF-Preschool 2, CELF-5, and PLS-5
- Assisted with resonance evaluations including use of nasometry
- Conduct feeding evaluations which included conducting the parent interview, oral motor examination, and feeding session
- Provided expressive/receptive language, articulation, cognitive, and pragmatic therapy in a one on one setting to children ages 20 months – 18 years with a variety of disorders
- Provided language therapy using augmentative-alternative communication devices and programs, such as Proloquo and PECS, to children with Autism Spectrum Disorder
- Provided feeding therapy to children with complex sensory and feeding disorders
- Provided therapy to children who were linguistically diverse through use of a live video interpreter service
- Formulated treatment plans and activities for a caseload of 50 clients
- Collaborated with occupational therapists and physical therapists to ensure carry-over of language and OT/PT targets
- Counseled and educated family members and caregivers
- Wrote daily session notes, progress notes, evaluation reports, discharge reports, and client goals/objectives

Bristol Public Schools Bristol, CT
Graduate Student Clinician Jan. 2016 – April 2016

- Formulated treatment plans and activities in accordance with Individualized Education Programs (IEP) in an Autism Program for a caseload of 45 students
- Provided evaluation services for elementary and middle school age children including use of standardized tests such as, the CELF-5, CASL, EOPVT, ROPVT, TOLD-Intermediate 4, TOPL-4, and Bracken Basic Concept Scales
- Provided articulation therapy to elementary and middle school students
- Provided expressive/receptive language, cognitive, and pragmatic individual and group therapy to school age children with a variety of disorders including Autism Spectrum Disorder and Intellectual Disability
- Provided therapy to school aged children with Autism Spectrum Disorders who use augmentative-alternative communication methods, such as Proloquo
- Collaborated with supervisors and classroom teachers to facilitate continuity of services across settings
- Wrote triennial evaluation reports, Present Levels of Academic Achievement and Functional Performance statements, and IEP goals/objects

Center for Communication Disorders at SCSU New Haven, CT
Graduate Student Clinician Jan. 2015 – Dec. 2015

- Provided evaluation services for community clientele including use of standardized tests, such as the PLS-5 and CASL
- Provided evaluation services for community clientele including use of fluency analyses and trial use of augmentative communication strategies
- Completed evaluations as a member of a diagnostic team team including conducting the parent interview, oral motor examination, and pure tone hearing screening

- Provided therapy services to clients ages 7 – 32 in a one on one setting
- Provided group therapy to adults with neurological and cognitive deficits
- Clinical experience gained in the following areas: Cognitive Disorder, Aphasia, Articulation, Augmentative-Alternative Communication, Expressive and Receptive Language Disorders, Fluency, Literacy, Motor Speech Disorders
- Collaborated with supervisors, parents, caregivers, and school based SLPs to facilitate continuity of services across settings
- Wrote treatment plans, summary reports, SOAP notes, and evaluation reports

CMD 198: Special Topics

New Haven, CT

Teaching Assistant / Graduate Student Clinician

July 2015

- As a member of a social skills team co-taught a social skills class to adults ages 18 – 28 with high functioning Autism
- Topics included social cognition, social communication definitions and theoretical principals, and social communication strategies, such as use of perspective taking and social maps
- Provided group therapy services to the same individuals utilizing the social communication strategies discussed in class
- Encouraged generalization of these social communication strategies by utilizing community-based activities

New Haven Reads

New Haven, CT

Graduate Student Clinician

Jan. 2015-May 2015

- Formulated and implemented treatment plans and activities for at risk K and 1 grade students to target early literacy skills such as phonological awareness, letter knowledge, expressive and receptive vocabulary and print awareness

RELEVANT COURSEWORK

Southern Connecticut State University

New Haven, CT

Capstone Special Project in Communication Disorders

Completion Date: May 7, 2016

- Developed a case study analysis of a previous client including presenting background information and identification of central issues
- Completed literature reviews of therapeutic considerations relevant to the selected client
- Discussed selected therapeutic protocols and strategies, data collection, and results
- Identified multiple lessons learned from the experience with the client and different considerations for future practice
- Presented the capstone project to members of the communication disorders faculty and fellow students

VOLUNTEER EXPERIENCE

Creative Development

Avon, CT

(June 2012 – August 2012)

- Observed and assisted with Speech-Language Pathology sessions and groups
- Created social stories and Proloquo templates
- Researched materials and articles for Speech-Language Pathology department using online databases and search engines, including the ASHA website

ASSOCIATIONS

American Sign Language and Deaf Awareness Club

National Student Speech Language Hearing Association

Operation Smile Club

Zeta Delta Epsilon Honor Service Society

Suzanne E. Tobin, Ph.D.

EDUCATION: **THE GRADUATE SCHOOL AND UNIVERSITY CENTER**, City University of New York
- Ph.D. **Educational Psychology**, June 2005

QUEENS COLLEGE, City University of New York
- M.A. **School Psychology**, May 2001

PROVIDENCE COLLEGE, Providence, RI
- B.A. **Psychology**, concentration **Elementary/Special Education**, May 1994

PROFESSIONAL EXPERIENCE:

*July, 2010-
Present*

SCHOOL PSYCHOLOGY AND EDUCATIONAL CONSULTANT; Middletown, CT
- Provide assessment, behavioral consultation, counseling, and other related educational consultation services for students at the elementary through college level, and their families.
- Develop and facilitate educational and support groups on topics such as behavior management, positive parenting strategies, bullying prevention, self-regulation skill training, improving achievement, developing leadership skills, and managing grief.

*January 2016-
Present; and
September, 2004-
June, 2006*

SCHOOL PSYCHOLOGIST, Capitol Region Education Council (CREC)
- Provided long term substitute school psychology services to various Connecticut school districts including Glastonbury, Farmington, West Simsbury and Bristol.
- Integrated into the school culture and educational processes unique to each district and school.

*September 2015-
Present; and
September 2002-
May, 2007*

ADJUNCT PROFESSOR OF PSYCHOLOGY, Quinnipiac University; Hamden, CT
- Instructed courses in Introduction to Psychology, Lifespan Developmental Psychology.
- Supervised undergraduate students in their independent studies relating to academic and behavioral self-regulation training with emotionally and behaviorally impaired adolescents.

Spring 2007

VISITING PROFESSOR OF PSYCHOLOGY, Wesleyan University; Middletown, CT
- Instructed a course in Lifespan Developmental Psychology.
- Supervised undergraduate students in their independent studies on topics of behavior modification and childhood depression.

*Fall 2002,
Spring 2005*

ADJUNCT PROFESSOR OF PSYCHOLOGY, Central Connecticut State University
- Instructed courses in Psychology of Early Childhood, Psychology of the Exceptional Child, and Lifespan Development.

*September 2001-
June 2002*

SCHOOL PSYCHOLOGIST, Cooperative Educational Services; Trumbull, CT
- Worked with students in grades K-12 attending a therapeutic day program at a regional special education school for children and adolescents with severe emotional and behavioral difficulties.
- Provided individual, group, and crisis counseling.
- Consulted with classroom teachers and cooperated with multidisciplinary team to develop and implement individualized educational plans and behavioral intervention plans for students.
- Conducted psychological evaluations.

*May 2000-
February 2001*

RESEARCH ASSISTANT, New York State Psychiatric Institute; New York, NY
- Worked on the Columbia University Stamford Schools Project under Principal Investigator Christopher P. Lucas, M.D. of the Department of Child Psychiatry at Columbia University.
- Conducted structured psychiatric interviews with children and families involved in the project.

Fall 1997,

ADJUNCT PROFESSOR, Queens College; Flushing, NY

- Spring 1999* - Instructed courses in Human Development and Learning.
- Supervised secondary education student practicums in local junior high and high schools.
- June 1998-
January 1999* **INSTRUCTIONAL COORDINATOR, New York City Technical College; Brooklyn, NY**
- Participated in the planning and implementation of a Pre-freshman summer remediation course.
- Instructed students in the application of academic self-regulation skills to the writing process.
- September 1997-
May 1998* **TEACHING ASSISTANT, CUNY Graduate School and University Center; New York, NY**
- Assisted professor in a graduate level statistics course.
- Tutored students and reviewed homework assignments.
- September 1996-
May 1997* **RESEARCH ASSISTANT, CUNY Graduate School and University Center; New York, NY**
- Assisted educational psychology professor with various aspects of research.
- Conducted database and manual searches for journal articles and psychological tests.

INTERNSHIP EXPERIENCE:

- September 2000-
June 2001* **COOPERATIVE EDUCATIONAL SERVICES, Trumbull, CT**
- Delivered school psychological services under supervision of the school psychologist.
- Worked with students in grades K-12 attending a therapeutic day program at a regional special education school for children and adolescents with severe emotional and behavioral difficulties.
- January 2000-
May 2000* **BELLEVUE HOSPITAL, New York, NY**
- Worked with adolescents attending the intensive outpatient hospital program.
- Conducted psychological evaluations and assisted clinical team in making recommendations.
- September 1993-
June 1994* **BROWN UNIVERSITY
CENTER FOR ALCOHOL AND ADDICTION STUDIES, Providence, RI**
- Interviewed potential subjects for screening purposes.
- Assisted in collection and analysis of data.

PROFESSIONAL ACTIVITIES:

CONFERENCE PRESENTATION

- American Educational Research Association: Spring 1999. Poster presentation entitled "Improving Writing Proficiency through Self-Efficacy Training". Based on the results of a five-week intervention program with pre-freshmen students in a remedial summer writing course.

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

- American Educational Research Association
- National Association of School Psychologists
- Connecticut Association of School Psychologists

- PUBLICATIONS:** Tobin, S.E. (2005). Assessing of self-regulation training system and its transfer to out-of-school contexts for students with emotional and behavioral difficulties. *Dissertation Abstracts International*. 66, 897.

Coaches Going Before the Board of Education for Approval

Name: Thomas Tarantino		Address: 193 Beths Avenue	
City: Bristol		State: CT	Zip: 06010
Current Occupation: Chemical Operator for BYK Chemicals			
Position: Asst. Football Coach	School: Bristol Eastern High School		Level: High School
Coaching/Playing Experience: Played football Coached football camps Played basketball	Level: High School and College High School High School		Years: 7 years 4 years 4 years
Date Paperwork Completed for Human Resources: 8/15/16			
Certification Required: Yes			
Coaching Permit Current: Yes		Valid Dates: Pending	
First Aid Current: Yes		Valid Dates: Pending	
CPR Current: Yes		Valid Dates: Pending	
Recommend to Hire Date: 8/15/16		By: Christopher Cassin – Supervisor of Athletics, Physical Education and Health	

Coaches Going Before the Board of Education for Approval

Name: Tyrell Holmes		Address: 37 Maiden Lane
City: Bristol	State: CT	Zip: 06010
Current Occupation: Administrative Assistant for Tradewind Irrigation		
Position: Asst. Football Coach	School: Bristol Eastern High School	Level: High School
Coaching/Playing Experience: Played football Played Arena League Football Played basketball Ran Track Coach CCSU Football Camp	Level: Youth - High School and College Professional High School High School High School	Years: 12 years 1 year 4 years 1 year 4 years
Date Paperwork Completed for Human Resources: 8/15/16		
Certification Required: Yes		
Coaching Permit Current: Yes	Valid Dates: Pending	
First Aid Current: Yes	Valid Dates: Pending	
CPR Current: Yes	Valid Dates: Pending	
Recommend to Hire Date: 8/15/16	By: Christopher Cassin – Supervisor of Athletics, Physical Education and Health	

Coaches Going Before the Board of Education for Approval

Name: Holly Willette		Address: 39 Stone Rd	
City: Burlington		State: CT	
Zip: 06013			
Current Occupation:			
Position: Head Volleyball Coach		School: Bristol Central High School	
Level: High School			
Coaching/Playing Experience: Played Volleyball Varsity Volleyball Coach Head Coach/Coordinator Crush VB Head Volleyball Coach YMCA Head Volleyball Coach CT Husky Club		Level: High School and College High School MS – HS 17's Club Team 17's	
Years: 8 years 2 years 2 years 2 Years 5 Years			
Date Paperwork Completed for Human Resources: 8/15/16			
Certification Required: Yes			
Coaching Permit Current: Yes		Valid Dates: Pending	
First Aid Current: Yes		Valid Dates: Pending	
CPR Current: Yes		Valid Dates: Pending	
Recommend to Hire Date: 8/15/16		By: Christopher Cassin – Supervisor of Athletics, Physical Education and Health	

Coaches Going Before the Board of Education for Approval

Name: Adrienne Bentley		Address: 82 Empire Way
City: Bristol	State: CT	Zip: 06010
Current Occupation: Health Homecare provider		
Position: Head Girls Swim Coach	School: BCBS	Level: High School
Coaching/Playing Experience: Coach – Bristol Splash Volunteer Girls Coach – BCBS Coach Newington Swim Club Asst. Boys Coach – Newington HS	Level: Youth High School High School High School	Years: 3 Years 1 Year 1 Year 1 Year
Date Paperwork Completed for Human Resources: 8/10/16		
Certification Required: Yes		
Coaching Permit Current: Yes	Valid Dates: 6/23/16 – 6/22/21	
First Aid Current: Yes	Valid Dates: 8/23/15 – 8/22/17	
CPR Current: Yes	Valid Dates: 3/18/15 – 3/18/17	
Recommend to Hire Date: 8/10/16	By: Christopher Cassin – Supervisor of Athletics, Physical Education and Health	

Coaches Going Before the Board of Education for Approval

Name: Angelina Saporito		Address: 212 Stafford Ave.
City: Bristol	State: CT	Zip: 06010
Current Occupation: Special Education Teacher – Chippens Hill Middle School		
Position: Asst. Girl's Soccer Coach	School: Bristol Eastern High School	Level: High School
Coaching/Playing Experience: Played Soccer - Travel Team Played Premier Soccer Played at Salve Regina Referee Bristol Soccer Club	Level: Elem. – MS MS - HS College	Years: 5 Years 9 Years 4 Years 10 Years
Date Paperwork Completed for Human Resources: 8/8/16		
Certification Required: Yes		
Coaching Permit Current: Yes	Valid Dates: Pending	
First Aid Current: Yes	Valid Dates: Pending	
CPR Current: Yes	Valid Dates: Pending	
Recommend to Hire Date: 8/8/16	By: Christopher Cassin – Supervisor of Athletics, Physical Education and Health	

Coaches Going Before the Board of Education for Approval

Name: Lance Pepper		Address: 12 Lindberg St.
City: Torrington	State: CT	Zip: 06790
Current Occupation: Wellness Teacher – Greene-Hills School		
Position: Interim Asst. Volleyball Coach	School: Bristol Central High School	Level: High School
Coaching/Playing Experience: Played Volleyball Played Volleyball Coach Volleyball Camps Coached College Volleyball Camps	Level: HS College youth High School	Years: 4 years 1 year 4 year 1 year
Date Paperwork Completed for Human Resources: 8/1/16		
Certification Required: Yes		
Coaching Permit Current: Yes	Valid Dates: 1/27/14 – 1/26/19	
First Aid Current: Yes	Valid Dates: 6/22/16 – 6/22/16	
CPR Current: Yes	Valid Dates: 6/22/16 – 6/22/16	
Recommend to Hire Date: 8/8/16	By: Christopher Cassin – Supervisor of Athletics, Physical Education and Health	

Coaches Going Before the Board of Education for Approval

Name: Kyle Phelan		Address: 49 Carmelo rd
City: Bristol	State: CT	Zip: 06010
Current Occupation: Teacher – West Bristol School		
Position: Asst. Soccer Coach	School: Bristol Central High School	Level: High School
Coaching/Playing Experience: Volunteer Girls Basketball Coach Coached Youth Soccer Played Soccer – BEHS Coached for Sky Hawks Sports Coached Boys Basketball Coached Girls Lacrosse	Level: High School Middle School High School Elem. – Middle School High School High School	Years: 3 Years 2 Year 4 Years 1 Years 3 Years 3 Years
Date Paperwork Completed for Human Resources: 8/10/16		
Certification Required: Yes		
Coaching Permit Current: Yes	Valid Dates: 1/17/13 – 1/16/18	
First Aid Current: Yes	Valid Dates: 11/14 – 11/16	
CPR Current: Yes	Valid Dates: 11/14 – 11/16	
Recommend to Hire Date: 8/10/16	By: Christopher Cassin – Supervisor of Athletics, Physical Education and Health	

Coaches Going Before the Board of Education for Approval

Name: Ginny Godbout		Address: 316 Baldwin Dr.
City: Bristol	State: CT	Zip: 06010
Current Occupation: Social Studies Teacher – Bristol Central High School		
Position: Head Girl's Soccer	School: Bristol Central High School	Level: High School
Coaching/Playing Experience: Played Soccer Asst. Girls Soccer Coach Asst. Softball Coach	Level: High School High School High School	Years: 4 years 14 years 4 years
Date Paperwork Completed for Human Resources: 8/10/16		
Certification Required: Yes		
Coaching Permit Current: Yes	Valid Dates: Pending	
First Aid Current: Yes	Valid Dates: Pending	
CPR Current: Yes	Valid Dates: Pending	
Recommend to Hire Date: 8/10/16	By: Christopher Cassin – Supervisor of Athletics, Physical Education and Health	

**BRISTOL BOARD OF EDUCATION
INTEROFFICE COMMUNICATION**

TO: Samuel Galloway, Director of Human Resources
FROM: Chris Cassin, Supervisor of Athletics, Phys. Ed. and Health
DATE: August 17, 2016
RE: High School Coaches Recommendation to Hire – 2016 - 17

BRISTOL CENTRAL

Head Football	Jeffrey Papazian
Asst. Football	David Talmadge
Asst. Football	Kevin Taylor
Asst. Football	Matthew Gomes
Asst. Football	Ryan Broderick
Head Soccer-Boys	Nathen Jandreau
Asst. Soccer-Boys	Brian Nass
Asst. Soccer-Boys	David Greenleaf
Cross Country	Tamara Stafford-Kirk
.5 Asst. Cross Country	Paul Ryskowski
Head Soccer-Girls	Ginny Godbout
Asst. Soccer-Girls	Kyle Phelan
Asst. Soccer-Girls	TBD
Head Volleyball	TBD
Asst. Volleyball	Elaine Sherman
Interim Asst. Volleyball	Lance Pepper
Head Swimming-Girls	Adrienne Bentley
Asst. Swimming-Girls	Jody Ceglarski
Head Basketball-Boys	Timothy Barrette
Asst. Basketball-Boys	Joseph DeFillippi
Asst. Basketball-Boys	Kyle Plelan
Head Basketball-Girls	Steven Gaudet
<i>Asst. Basketball-Girls</i>	Timothy Hamel
Asst. Basketball-Girls	Monica Hayes
<i>Head Indoor Track-Co-Ed</i>	Kevin Taylor
Asst. Indoor Track-Co-Ed	Paul Ryskowski
Head Wrestling	Matthew Boissonneault
Asst. Wrestling	Matthew Krampitz
Asst. Wrestling	Jonathan Horan
Head Baseball	Sumeet "Bunty" Ray
Asst. Baseball	Shawn Mirmina
Asst. Baseball	Steven Gaudet
Head Softball	Monica Hayes
Asst. Softball	Ginny Godbout
<i>Asst. Softball</i>	Katherine Mayer
Head Track&Field-Boys	Tamara Stafford-Kirk
Asst. Track&Field-Boys	Kiara Bonilla-Jusino - Matthew Boissonneault
Head Track&Field-Girls	Michael Forgione
Asst. Track&Field-Girls	Kevin Taylor
Asst. Track&Field-Boys 1/2;Girls 1/2	Paul Ryskowski
Golf	Timothy Barrette
Tennis-Boys	Jeremy Sloate
Tennis-Girls	Richard Block
Head Boys Lacrosse	Andreas Aros
Asst. Boys Lacrosse	Michael Gissas
Head Cheerleading	TBD
Asst. Cheerleading	TBD
Faculty Manager	Brian Archibald

BRISTOL EASTERN

Head Football
Asst. Football
Asst. Football
Asst. Football
Asst. Football
Head Soccer-Boys
Asst. Soccer-Boys
Asst. Soccer-Boys
Cross Country
.25 Asst. Cross Country
.25 Assistant Cross County
Head Soccer-Girls
Asst. Soccer-Girls
Asst. Soccer-Girls
Head Volleyball
Asst. Volleyball
Asst. Volleyball
Head Swimming-Girls
Asst Swimming-Girls
Head Basketball-Boys
Asst. Basketball-Boys
Asst. Basketball-Boys
Head Basketball-Girls
Asst. Basketball-Girls
Asst. Basketball-Girls
Head Indoor Track-Co-Ed
Asst. Indoor Track-Co-Ed
Head Wrestling
Asst. Wrestling
Asst. Wrestling
Head Swimming-Boys
Asst. Swimming-Boys
Head Baseball
Asst. Baseball
Asst. Baseball
Head Softball
Asst. Softball
Asst. Softball
Head Outdoor Track&Field-Boys
Asst. Outdoor Track&Field-Boys
Head Outdoor Track&Field-Girls
Asst. Outdoor Track&Field-Girls
Asst. Track&Field-Boys 1/2;Girls 1/2
Golf
Tennis-Boys
Tennis-Girls
Head Boys Lacrosse
Asst. Boys Lacrosse
Head Girls Lacrosse
Asst. Girls Lacrosse
Faculty Manager
Head Cheerleading
Asst. Cheerleading

Anthony Julius
Timothy Barrette
TBD
Richard Klett
TBD
William Sweet
Michael Greene
Sumeet "Bunty" Ray
Kyle Fuller
Andrew Barton
Jenna Donaghy
Scott Redman
Angelina Saporito
Eric Steinfeld
Stacy Rivoira
Kelly Lejeune
Stefanie Reay
Nichloas Daddabbo
Alyson Phelan
TBD
Sumeet "Bunty" Ray
Ryan Raponey
Anthony Floyd
Justine Durr
Mark Camden
TBD
Michael Greene
Bryant Lishness
John Benoit
AJ Julius – Jeff Haadad
Nichloas Daddabbo
Alyson Phelan
Michael Giovinazzo
TBD
Brian Rooney
Scott Redman
Enrico Lodivico
Nate Jandreau
Kyle Fuller
Michael Greene
Anthony Floyd
Andy Barton
Anthony Julius
Gregory Boulanger
Logan Bourke
Barbara Lessard
Timothy Hamel
Ryan Fisher
Kyle Phelan
Gary Harrigan
John Stavens
TBD
TBD



Bristol Public Schools
Office of Teaching & Learning

DEPARTMENT: English/Language Arts

COURSE: Grade 6

Units: 1-6 and culminating project

COURSE DESCRIPTION:

Grade 6 English Language Arts is a full-year course focused on developing thinkers as readers, writers, and speakers. Students will study a variety of genres in literature and in informational texts, that is, in fiction and nonfiction. They will respond through a variety of writing experiences, using much of what they read as mentor texts to inform and shape their own writing. Students will also conduct research, study the structure of the English language, and develop their vocabulary.

DEPARTMENT PHILOSOPHY:

The English/Language Arts curriculum helps students to discover, through the acquisition of reading, researching, writing, speaking, and listening skills, an understanding and appreciation of how literature and informational texts reflect and influence the “world in which they live.” Critical thinking and writing skills, demonstrated by various tasks ranging from research papers to essays, creative writing and/or multimedia projects, will support students to reach the departmental goals of becoming fluent writers, speakers and critical thinkers. Students will interact with each other and the teacher to discover the elements of the multiple genres within the subject matter. Examining literature and informational text will deepen their understanding of themselves and their world and will empower them to build intellectual arguments to express that understanding.

We recognize that students embody many differences in abilities, talents and learning styles as well as in interests and goals. We, therefore, are committed to developing and delivering curricula of such variety and scope that we may serve these widely divergent needs and interests. The desired end: to prepare students to take their place in the world community, providing them with the capacity to succeed in college and careers and ultimately to live enriching personal and public lives.

Revised July 2016

Underlined unwrapped standard: progression of learning from previous grade

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GRADE 6. Adapted from The Leadership and Learning Center “Rigorous Curriculum Design” model.

DEPARTMENT GOALS:

Through a planned, sequential and integrated curriculum, the staff of Bristol Public Schools strives to educate each student in conjunction with the Connecticut Core Standards of English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. The goals of the English/Language Arts Department are for students to:

- Develop the skills to read, write, speak, listen and view texts to construct meaning;
- Read with understanding and respond thoughtfully to a variety of texts;
- Write and speak English proficiently to communicate ideas clearly;
- Choose and apply strategies that enhance the fluent and proficient use of language arts;
- Understand and appreciate texts, both fictional and nonfictional, from many literary periods and cultures;
- Employ the language arts for lifelong learning, work and enjoyment.

CONNECTICUT CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

The College and Career Readiness anchor standards, found directly below, and grade-specific standards, found in subsequent pages, are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards exist for Reading, Writing, Speaking & Listening, and Language.

College and Career Readiness Anchor Standards for Reading (Reading Literature/ RL and Reading Information / RI)

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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Underlined unwrapped standard: progression of learning from previous grade

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GRADE 6. Adapted from The Leadership and Learning Center "Rigorous Curriculum Design" model.

Range of Reading and Level of Text Complexity

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

College and Career Readiness Anchor Standards for Writing (W)

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening (SL)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language (L)

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

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

Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 6
Trimester 1	Narrative
Unit 1	What makes a good story?
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>CCSS.ELA-Literacy.L.6.6 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.</p>	
Priority Standards	
RL	<p>6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>
W	<p>6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>6.3e Provide a conclusion that follows from the narrated experiences or events.</p>
SL	<p>6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>6.1b Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.</p>

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GRADE 6. Adapted from The Leadership and Learning Center "Rigorous Curriculum Design" model.

	6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
L	6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6.5a Interpret figures of speech (e.g., personification) in context.
Supporting Standards	
RL	6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
W	6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
L	6.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. 6.6 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.

Unwrapped Standards	
Concepts (What students need to know)	Skills (What students need to be able to do)
Reading:	
<u>textual evidence</u> <ul style="list-style-type: none"> ● explicit ● inferences <u>analysis</u>	<u>cite</u> <u>support</u>
<u>how plot unfolds</u> <u>how characters respond/change</u>	<u>describe</u>

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<u>meaning words, phrases</u> <ul style="list-style-type: none"> • figurative • <u>connotative</u> 	<u>determine</u>
<u>impact of word choice</u> <ul style="list-style-type: none"> • <u>meaning</u> • <u>tone</u> 	<u>analyze</u>
Writing:	
narratives real / imagined experiences / events <ul style="list-style-type: none"> • effective techniques • relevant descriptive details • well-structured event sequences 	write develop
reader <u>context</u> event sequence <ul style="list-style-type: none"> • naturally • <u>logically</u> 	<u>engage</u> orient <u>establish</u> organize
narrative techniques <ul style="list-style-type: none"> • dialogue • pacing • description <u>experiences</u> <u>events</u> <u>characters</u>	use <u>develop</u>

<p>conclusion</p> <ul style="list-style-type: none"> • follows • reflects <p>narrated experiences or events</p>	<p>provide</p>
<p>Speaking and Listening:</p>	
<p>range</p> <ul style="list-style-type: none"> • collaborative discussions <ul style="list-style-type: none"> ○ <u>Grade 6</u> <ul style="list-style-type: none"> • topics • texts • issues <p>ideas</p> <ul style="list-style-type: none"> • others' • own 	<p>engage</p> <p>build express</p>
<p>rules for collegial discussions</p> <p><u>goals</u> <u>deadlines</u></p> <p>individual roles</p>	<p>follow</p> <p><u>set</u></p> <p>define</p>
<p>specific questions</p> <ul style="list-style-type: none"> • <u>elaboration</u> • <u>detail</u> <p>comments that contribute to the</p> <ul style="list-style-type: none"> • topic • text • issue 	<p>pose/respond</p> <p>make</p>
<p>Language:</p>	
<p>reference materials (print and digital)</p> <ul style="list-style-type: none"> • <u>general</u> 	<p>consult</p>

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<ul style="list-style-type: none"> ● <u>specialized</u> <p>pronunciation</p> <p>meaning or part of speech</p>	<p>find</p> <p>determine</p> <p>clarify</p>
<p>understanding</p> <ul style="list-style-type: none"> ● figurative language ● word relationships ● nuances in meaning 	<p>demonstrate</p>
<p><u>figures of speech</u></p>	<p>interpret</p>

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How do readers support their analysis of what the text says? 2. How do readers understand the development of a particular plot? 3. How do writers create engaging and effective narratives? 4. As speakers and listeners, how do members of a learning community participate effectively? 5. How do members of a learning community acquire new vocabulary and use it correctly? 	<ol style="list-style-type: none"> 1. Readers cite textual evidence to support what the text says explicitly as well as inferences drawn from the text. 2. Readers trace the development of plot and come to understand it by examining the author's use of narrative structure and characterization. 3. Writers create engaging and effective narratives by using the structure, techniques and elements of the narrative/fiction genre. 4. Speakers and listeners participate in effective collaborative discussions by establishing and following rules that guide the interactions between members of the learning community. Learners listen attentively to and build upon the ideas of others. While posing questions and responding, they express their own ideas clearly, elaborating to optimally engage in conversations with others. 5. Learners acquire new vocabulary and use it correctly through extensive experience with reading, writing, speaking, and listening as active members of a learning community. Additionally, learners use context and consult reference materials to check their understanding of inferred word meanings

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	and figurative language.
Prioritized standards	Learning objectives Identify what readers and writers will be able to:
RL 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><i>Think within the text:</i></p> <ul style="list-style-type: none"> ● Provide evidence of understanding complex plots with multiple events and characters in responses to reading or in-text summaries <p><i>Think beyond the text:</i></p> <ul style="list-style-type: none"> ● Infer what the writer means but has not stated using evidence from the text ● Support thinking beyond the text with specific evidence based on personal experience, or knowledge or evidence from the text Identify evidence that supports arguments ● Consistently make predictions before, during, and after reading using evidence from the text to support thinking <p><i>Think about the text:</i></p> <ul style="list-style-type: none"> ● Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text
RL 6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<p><i>Thinking within the text:</i></p> <ul style="list-style-type: none"> ● Follow complex plots, tracking multiple events and gathering information about many characters and their traits and relationships ● Identify and discuss the problem, the events of the story and the resolution ● Provide details that are important to understanding the relationship among plot, setting, and character traits <p><i>Thinking beyond the text:</i></p> <ul style="list-style-type: none"> ● Hypothesize and discuss the significance of the setting in character development and plot resolution ● In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they

	<p>do, what they say and think and what other characters say about them</p> <p>Thinking about the text:</p> <ul style="list-style-type: none"> ● Examine character traits in a complex way, recognize that they are multidimensional and change over time
<p>RL 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p><i>Thinking within the text:</i></p> <ul style="list-style-type: none"> ● Recognize subtle meaning for words used in context ● Keep flexible definitions of complex words in order to derive new meanings for them or understand figurative or connotative use ● Comment on the author’s word choice and use of language to create subtle shades of meaning and to create the mood ● Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English ● Understand when a writer uses words in a satirical or symbolic way that changes the surface meaning <p><i>Thinking about the text:</i></p> <ul style="list-style-type: none"> ● Notice and provide examples of the ways writers select words to convey precise meaning ● Recognize the use of figurative or descriptive language and talk about how it adds to the quality of a text
<p>W 6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p><i>Writing (Memoir – Personal Narrative/Autobiography)</i></p> <ul style="list-style-type: none"> ● Understand a person’s narrative as a type of memoir that tells a story from the writer’s life <p><i>Writing (Short Fiction)</i></p> <ul style="list-style-type: none"> ● Understand fiction as a short story about an event in the life of a main

<p>W6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W6.3e Provide a conclusion that follows from the narrated experiences or events.</p>	<p>character</p> <p><i>Writing (Language Use)</i></p> <ul style="list-style-type: none"> ● Use descriptive language and dialogue to present characters who appear and develop in memoir, biography <p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ● Establish an initiating event in a narrative with a series of events flowing from it <p><i>Writing (Language Use)</i></p> <ul style="list-style-type: none"> ● Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography and fiction ● Use characterization techniques to show characters’ motivations and feelings by their physical appearance, actions, dialogue, thoughts and feelings, and by what other characters say about them. <p><i>Writing (Short Fiction)</i></p> <ul style="list-style-type: none"> ● Compose a narrative with appropriate pacing, relevant, descriptive details, a well-structured and logical sequence of events, and a satisfying ending
<p>SL6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL6.1b Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.</p>	<p><i>Listening and speaking:</i></p> <ul style="list-style-type: none"> ● Use conventions of respectful speaking ● Respond to others’ ideas before changing the subject ● Work to use tone and gesture in a collaborative and meaningful way ● Monitor your own understanding of others’ comments and ask for clarification and elaboration ● Restate point that have been made and extend or elaborate them ● Negotiate issue without conflict or anger

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Underlined unwrapped standard: progression of learning from previous grade

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GRADE 6. Adapted from The Leadership and Learning Center “Rigorous Curriculum Design” model.

<p>SL6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p><i>Thinking within the text:</i></p> <ul style="list-style-type: none"> Remember where to find information in more complex texts so opinions and theories can be checked through revisiting <p><i>Thinking beyond the text:</i></p> <ul style="list-style-type: none"> Form implicit questions and search for answers in the text while listening and during discussion Compare perspectives with other readers and build on the ideas of others in discussion
<p>L6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexible from a range of strategies.</p> <p>L6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p><i>Phonics, Spelling, and Word Study (Word solving actions):</i></p> <ul style="list-style-type: none"> Recognize and use different types of resources Use a variety of technology tools to maximize the accuracy of technology produced products
<p>6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6.5a Interpret figures of speech (e.g., personification) in context.</p>	<p><i>Phonics, Spelling, and Word Study (Word meaning):</i></p> <ul style="list-style-type: none"> Recognize and use words as metaphors and similes to make comparisons
<p>Instructional strategies Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will employ the following:</p>	
<ul style="list-style-type: none"> Reading Workshop: book talks, mini-lessons, modeling (illustrative example), guided reading/practice, independent application, conferring with individual students, concluding whole-group share/evaluation Interactive read-alouds: modeling reading and thinking, with whole-group, small group, paired (Turn and Talk) collaborative discussions Writing Workshop: writer talks, mini-lessons, modeling (illustrative example), guided writing/practice, independent application, conferring with individual students, concluding whole-group share/evaluation 	

Assessments

In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Reading and responding to reading

Pre-Assessment:

- individual and whole-class, reading and writing assessments to determine student strengths and needs
- benchmark Assessment (for qualifying students) to determine instructional and independent levels

Journal entries, quick-writes, exit slips, and other evidence to check for student understanding

Letters in reader response notebook with specific emphasis on:

- reflecting (with limited retelling or summarizing, unless specifically assigned)
- analysis
- Using explicit or inferred evidence from the text to support points of reflection or analysis (Teachers may develop their own rubrics or use the one on page 183 of *Guiding Readers and Writers*)
- interactive read-aloud discussions (teacher observation, notes)
- conferring (teacher notes)
- figurative and connotative word meanings

End of Unit: Reading assessment

Writing

Teacher /student choice of mid-level assessments that evaluate and build on knowledge gained during the narrative unit, including, but not limited to:

- journal entries
- quick-writes
- character sketches
- employing knowledge of literary elements to “add” a scene to a book read independently or as a read-aloud
- imagined narrative diary entry for the Iceman (studied in social studies) or character from a book read during the unit

with an emphasis on

- organization
- evidence
- elaboration
 - dialogue, pacing, description
- conclusions

Speaking & Listening

- teacher evaluation of participation in collaborative groups and class discussions(through observation and/or rubric)
- self –evaluation of participation in collaborative groups and class discussions
- conferring (teacher notes)
- evaluate through conferring notes, quizzes, student writing

<p>With an emphasis on</p> <ul style="list-style-type: none"> ● collaboration ● elaboration ● goal setting and deadlines ● questioning <p><u>Language</u></p> <ul style="list-style-type: none"> ● evaluate through student writing and, as needed, through quizzes <p>with an emphasis on</p> <ul style="list-style-type: none"> ● figures of speech (personification) ● figurative language ● word nuances ● Word relationships ● reference materials <ul style="list-style-type: none"> ○ pronunciations ○ definitions
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Unit Vocabulary Terms	Interdisciplinary Connections
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<p><u>Academic/Tier 2</u></p> <p>cite evidence analysis explicit inference context engage orient organize collaborative pose respond elaborate unfolds relevant</p>	<p><u>Tier 3</u></p> <p>genre narrative structure narrative techniques</p> <ul style="list-style-type: none"> ● dialogue ● pacing ● description <p>fiction lead setting plot conclusion narrator protagonist antagonist point of view</p>	<p>In Unit (#1-2) in social studies, students learn:</p> <p>Geography Tools and Concepts, Early Man</p> <p>In Unit (#1-2) in science, students learn:</p> <p>Safety, Scientific Inquiry/Method, Metric System</p>
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<p>effective well-structured context clarify nuance collegial interpret</p>	<ul style="list-style-type: none"> ● first person ● third person limited ● third person omniscient <p>characterization</p> <ul style="list-style-type: none"> ● physical appearance ● actions ● dialogue ● thoughts/feelings ● what others say <p>internal conflict</p> <ul style="list-style-type: none"> ● person vs. self <p>external conflict</p> <ul style="list-style-type: none"> ● person vs. person ● person vs. nature ● person vs. society <p>rising action climax falling action resolution theme meaning tone</p> <p>figurative language</p> <ul style="list-style-type: none"> ● personification ● simile ● metaphor ● hyperbole ● etc. <p>figurative and connotative meanings of words multiple meaning words parts of speech figures of speech pronunciation</p>	
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Resources:

For teachers:

Fountas & Pinnell *Continuum of Literacy Learning Pre-K-8*

Ongoing training and coaching in Reading/Writing Workshop Model

Mentor texts (See Implementation Guide for growing list of books for Interactive Read Aloud , Guided Reading, Book Clubs, Classroom Library, and Bookrooms.)

For students:

Mentor texts

Classroom libraries

Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 6
Trimester 1	Narrative
Unit 2	Unit 2: How does understanding narrative text structure enhance meaning?
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>CCSS.ELA-Literacy.L.6.6 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.</p>	
Priority Standards	
RL	<p>6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.</p> <p>6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>
W	<p>6.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>6.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)</p> <p>6.9 Draw evidence from literary or informational text to support analysis, reflection, and research.</p> <p>6.9a. Apply grade 6 reading standards to literature (See RL 6.7).</p>

Revised July 2016

Underlined unwrapped standard: progression of learning from previous grade

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GRADE 6. Adapted from The Leadership and Learning Center "Rigorous Curriculum Design" model.

S L	6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
L	6.1 a Ensure that pronouns are in the proper case (subjective, objective, possessive) 6.2 a Use punctuation (commas, parentheses, dashes) to set nonrestrictive/parenthetical elements. 6.4 a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 6.4 d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Supporting Standards	
RL	6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
W	6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 6.3e Provide a conclusion that follows from the narrated experiences or events.
S L	6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
L	6.2b Spell correctly. 6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from range of strategies. 6.6 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

Unwrapped Standards

Reading:

theme <u>central idea</u>	determine
summary	provide

Revised July 2016

Underlined unwrapped standard: progression of learning from previous grade

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GRADE 6. Adapted from The Leadership and Learning Center "Rigorous Curriculum Design" model.

structure of a text <ul style="list-style-type: none"> ● <u>sentence</u> ● chapter ● scene ● stanza 	<u>analyze</u>
development of point of view	explain
<u>reading to listening or viewing</u> <ul style="list-style-type: none"> ● stories ● poems ● historical novels ● fantasy stories 	<u>compare</u> <u>contrast</u>
<u>different forms or genres</u> <ul style="list-style-type: none"> ● similar themes/topics 	compare contrast
Writing:	
transitions <ul style="list-style-type: none"> ● words ● phrases ● clauses ● <u>sequence</u> ● <u>signal shifts</u> 	use <u>convey</u>
precise words and phrases relevant descriptive details sensory language experiences events	use <u>convey</u>

<p>clear and coherent writing</p> <ul style="list-style-type: none"> ● development ● organization ● style ● task ● purpose ● audience 	<p>produce</p>
<p>writing</p> <ul style="list-style-type: none"> ● planning ● revising ● editing ● rewriting ● trying a new approach 	<p>develop and strengthen</p>
<p>evidence</p> <ul style="list-style-type: none"> ● literary text ● informational text <p>analysis reflection research</p>	<p>draw</p> <p>support</p>
<p>grade 6 reading standards to literature</p>	<p>apply</p>
<p>Speaking and Listening:</p>	
<p>prepared for discussions</p> <ul style="list-style-type: none"> ● read ● studied <ul style="list-style-type: none"> ○ required material <p>evidence</p> <ul style="list-style-type: none"> ● topic ● text ● issue 	<p>come</p> <p><u>refer</u></p> <p><u>probe</u> <u>reflect</u></p>

ideas	
Language:	
proper case of pronouns <ul style="list-style-type: none"> • <u>subjective</u> • <u>objective</u> • <u>possessive</u> 	ensure
punctuation <ul style="list-style-type: none"> • <u>commas</u> • <u>parentheses</u> • <u>dashes</u> 	use
context <ul style="list-style-type: none"> • word/phrase meaning 	use
meaning <ul style="list-style-type: none"> • context • dictionary 	verify

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How do readers determine the theme or central idea of a text? 2. How do readers understand how the parts of a story contribute to the development of the theme, setting or plot? 3. How can readers determine the narrator's/speaker's point of view? 	<ol style="list-style-type: none"> 1. Readers determine a theme or central idea of a text and how it is conveyed through particular details; they provide a summary of the text distinct from personal opinions or judgments. 2. Readers analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. 3. Readers determine the narrator's/speaker's point of view by analyzing the literary techniques that authors use.

<p>4. How do readers compare different works of fiction?</p> <p>5. How do writers effectively convey experiences and events?</p> <p>6. How are writers able to develop and strengthen their writing to ensure their meaning is clearly communicated?</p> <p>7. How can members of a learning community engage in collaborative discussions?</p>	<p>4. Readers compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. Readers compare and contrast texts in different forms or genres and their approach to similar topics.</p> <p>5. Writers produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; they use precise words and phrases, relevant descriptive details, and sensory language.</p> <p>6. Writers develop and strengthen their writing as needed by planning, revising, editing, rewriting, or trying a new approach with some guidance and support from peers and adults. Through proofreading, they ensure that pronouns are in the proper case and punctuation is used to set nonrestrictive/parenthetical elements.</p> <p>7. As speakers and listeners, members of a learning community should come to discussions prepared and draw on their preparation by referring to evidence as they probe and reflect on ideas under discussion.</p>
<p>Powered Standards</p>	<p>Learning Objectives Identify what readers and writers will be able to:</p>
<p>RL6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><i>Think within the text:</i></p> <ul style="list-style-type: none"> ● Include appropriate and important details when summarizing texts ● Construct summaries that are concise and reflect the important and overarching ideas and information in texts <p><i>Think beyond the text:</i></p> <ul style="list-style-type: none"> ● State an interpretation of the writer’s underlying messages (themes) ● Infer themes and ideas from illustrations in graphic text <p><i>Think about the text:</i></p> <ul style="list-style-type: none"> ● Notice how the writer reveals the underlying messages or the theme of a text (through a character, through plot and events) ● Derive and critique the moral lesson of a text

<p>RL6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p><i>Think within the text:</i></p> <ul style="list-style-type: none"> ● Follow complex plots, including texts with literary devices (e.g., flashbacks and stories within stories) ● Gain important information from texts with complex plots (often with subplots) multiple characters, and episodes, and long stretches of descriptive language and dialogue <p><i>Think beyond the text:</i></p> <ul style="list-style-type: none"> ● Show evidence of recognize the author’s use of literacy features such as mood, imagery, exaggeration, plot structure, or personification <p><i>Think about the text:</i></p> <ul style="list-style-type: none"> ● Recognize differentiation of plot structures for different purposes ● Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, ending) ● Appreciate poetic and literary texts in terms of language, sentences or phrase construction, and organization of the text ● Evaluate the effectiveness of author’s use of literary devices such as exaggeration, imagery, personification ● Describe, analyze, and write critically about a text as an integrated whole, including how text, illustrations, and other features work together to convey meaning ● Recognize and understand satire, parody, allegory, and monologue and their purposes and characteristics ● Understand when a writer has combined underlying organizational structures (description, compare and contrast, temporal sequence, problem and solution, cause and effect)
<p>RL6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p><i>Think beyond the text:</i></p> <ul style="list-style-type: none"> ● Understand and discuss main and supporting characters and their development using information from description; what characters, say, think, and do; and what other characters say and think about them ● Understand subtexts where the author is saying one thing but meaning another ● Recognize and discuss different cultures and historical perspectives <p><i>Think about the text:</i></p> <ul style="list-style-type: none"> ● Recognize the narrator and discuss how the choice of first or third person point of view contributes to the reader’s enjoyment and understanding ● Compare and contrast multiple points of view
<p>RL6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.</p>	<p><i>Think beyond the text:</i></p> <ul style="list-style-type: none"> ● Make connections between plays, scripts, and narratives ● Make connections between texts and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing

<p>RL6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p><i>Think within the text:</i></p> <ul style="list-style-type: none"> ● Build meaning across several texts (fiction and nonfiction) <p><i>Think beyond the text:</i></p> <ul style="list-style-type: none"> ● Make connections to their own lives and contemporary issues and problems across all genres, including historical fiction and high fantasy ● Make connections to other texts by topic, major ideas, author’s style and genres ● Make connections among informational texts and historical fiction and content area study, using information from one setting to assist comprehending in the other ● Connect characters within and across texts and genres by circumstances, traits, or actions specify the nature of connections (topic, content, type of story, writer)
<p>W6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p> <p>W6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W6.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ● Use well-crafted transitions to support the pace and flow of the writing <p><i>Writing (Word Choices)</i></p> <ul style="list-style-type: none"> ● Use transitional words for time flow (next, while) <p><i>Writing (Language Use)</i></p> <ul style="list-style-type: none"> ● Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography and fiction ● Use descriptive language and dialogue to present characters who appear and develop in memoir, biography

<p>SL6.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p><i>Reading/Discussion (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> Remember where to find information in more complex texts so opinions and theories can be checked through revisiting <p><i>Oral, Visual, and Technological Communication (Presentation):</i></p> <ul style="list-style-type: none"> Use specific vocabulary to argue, draw contrasts, indicate agreement and disagreement Support argument with relevant evidence
<p>L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L6.1 a Ensure that pronouns are in the proper case (subjective, objective, possessive)</p>	<p><i>Writing (Conventions)</i></p> <ul style="list-style-type: none"> Use pronouns in agreement and in conventional order within sentences
<p>L6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L6.2a Use punctuation (commas, parentheses, dashes) to set</p>	<p><i>Writing (Conventions)</i></p> <ul style="list-style-type: none"> Uses commas and parentheses to set off parenthetical information

<p>nonrestrictive/parenthetical elements.</p>	
<p>L6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>L6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>Phonics, Spelling, and Word Study (Word-Solving Actions)</p> <ul style="list-style-type: none"> ● Use the context of the sentence, paragraph, or whole text to help determine the precise meaning of a word <p>Phonics, Spelling, and Word Study (Word-Solving Actions)</p> <ul style="list-style-type: none"> ● Distinguish between multiple meanings of words when reading texts ● Recognize and use different types of dictionaries

Instructional strategies

Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:

- Reading Workshop: book talks, mini-lessons, modeling (illustrative example), guided reading/practice, independent application, conferring with individual students, concluding whole-group share/evaluation
- Interactive read-alouds: modeling reading and thinking, with whole-group, small group, paired (Turn and Talk) collaborative discussions
- Writing Workshop: writer talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation

Assessments

In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Reading and responding to reading

Journal entries, quick-writes, exit slips, and other evidence to check for student understanding

Letters in reader response notebook with specific emphasis on:

- reflecting
- analysis
- using evidence from the text to support the points of analysis or reflection (Teachers may develop their own rubrics or use the one on page 183 of *Guiding Readers and Writers*)
- theme
- summarizing
- comparing and contrasting different genres on similar topics

Interactive read-aloud discussions (teacher observation, notes)

Conferring (teacher notes)

Writing

Teacher/student choice of mid-level assessments that evaluate and build on knowledge gained during the narrative unit, including, but not limited to:

- journal entries
- quick-writes
- short pieces of analytical writing leading up to the literary essay

with an emphasis on:

- using transitions
- precise words, descriptive details, sensory language
- organization

End of unit assessment: Book Review

Speaking & Listening

Teacher evaluation of participation in collaborative groups and class discussions (through observation and/or rubric)

Self-evaluation of participation in collaborative groups and class discussions

Conferring (teacher notes)

With an emphasis on:

- using evidence

Language

Evaluate through student writing and, as needed, through quizzes with an emphasis on:

- multiple meaning words (using context)
- pronouns
- commas, parentheses, dashes (to set nonrestrictive/parenthetical elements)
- using reference materials

Resources

<p>For teacher:</p> <p>Fountas & Pinnell Continuum Ongoing training and coaching in Readers/Writers Workshop Model Mentor texts (See Implementation Guide for growing list of books for Interactive Read Aloud, Guided Reading, Book Clubs, Classroom Library, and Bookrooms.)</p>	<p>For students:</p> <p>Mentor texts Classroom libraries</p>
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Unit Vocabulary Terms **Interdisciplinary Connections**

<p><u>Academic/Tier 2</u></p> <p>*analysis reflection convey *explicit *inference distinct summary opinions judgments bias coherent *elaborate</p>	<p><u>Tier 3</u></p> <p>*genre *theme central idea *setting *plot *point of view narrator/speaker sentence chapter scene stanza transitions</p>	<p>In Unit (#2 and 3) in social studies, students learn: Early Man, Fertile Crescent In Unit (#2) in science, students learn: Energy in Ecosystems, CSDE Embedded Task: Dig In</p>
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<p>compare/contrast *relevant *convey precise probe reflect</p> <p>*introduced in unit 1</p>	<ul style="list-style-type: none"> ● words ● phrases ● clauses <p>sensory language *figurative language *connotative context pronouns</p> <ul style="list-style-type: none"> ● subjective case ● objective case ● possessive case <p>punctuation</p> <ul style="list-style-type: none"> ● commas ● parentheses ● dashes <p>planning revising editing rewriting</p> <p>*introduced in unit 1</p>	
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Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 6
Trimester 2	Informational
Unit 3	How is information conveyed?
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>CCSS.ELA-Literacy.L.6.6 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.</p>	
Priority Standards	
RI	<p>6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>
W	<p>6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>6.2a Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>6.2f Provide a concluding statement or section that follows from the information or explanation presented.</p>

Revised July 2016

Underlined unwrapped standard: progression of learning from previous grade

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GRADE 6. Adapted from The Leadership and Learning Center "Rigorous Curriculum Design" model.

SL	6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
L	6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy scrimping, economical, thrifty).
Supporting Standards	
RI	6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
W	6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SL	6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
L	6.2b Spell correctly. 6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from range of strategies. 6.6 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.

Unwrapped Standards	
Concepts (What students need to know)	Skills (What students need to be able to do)
Reading:	
evidence <ul style="list-style-type: none"> ● explicit ● inferences 	cite
analysis	support
central idea	determine
summary <ul style="list-style-type: none"> ● <u>distinct from personal opinions</u> ● <u>distinct from judgments</u> 	provide
introductions, illustrations, elaborations <ul style="list-style-type: none"> ● individuals ● events 	analyze

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Underlined unwrapped standard: progression of learning from previous grade

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GRADE 6. Adapted from The Leadership and Learning Center "Rigorous Curriculum Design" model.

<ul style="list-style-type: none"> ideas 	
<p>meaning of words, phrases</p> <ul style="list-style-type: none"> <u>figurative</u> <u>connotative</u> <u>technical</u> 	determine
<p>structure of a text</p> <ul style="list-style-type: none"> <u>sentence</u> <u>paragraph</u> <u>chapter</u> <u>section</u> 	<u>analyze</u>
<p><u>point of view or purpose</u></p> <ul style="list-style-type: none"> <u>author</u> 	<u>determine</u>
<u>how conveyed</u>	<u>explain</u>
Writing:	
<p>informative, explanatory texts</p> <p>topic</p> <p>ideas</p> <p><u>concepts</u></p> <p>information</p> <p><u>relevant content</u></p>	<p>write</p> <p>examine</p> <p>convey</p> <p><u>select</u></p> <p><u>organize</u></p> <p><u>analyze</u></p>
<p>topic</p> <p><u>ideas</u></p> <p><u>concepts</u></p> <p><u>Information</u></p>	<p>introduce</p> <p><u>organize</u></p> <p><u>use</u></p>

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<p>strategies</p> <ul style="list-style-type: none"> ● <u>definition</u> ● <u>classification</u> ● <u>compare/contrast</u> ● <u>cause/effect</u> <p>formatting graphics multimedia</p>	<p>include</p>
<p>topic</p> <ul style="list-style-type: none"> ● <u>relevant facts</u> ● <u>definitions</u> ● <u>concrete details</u> ● <u>quotations</u> ● <u>other information/examples</u> 	<p>develop</p>
<p>concluding statement/section</p>	<p>provide</p>
<p>Speaking and Listening:</p>	
<p>key ideas</p> <p><u>understanding of multiple perspectives</u></p> <ul style="list-style-type: none"> ● <u>reflection</u> ● <u>paraphrasing</u> 	<p>review</p> <p><u>demonstrate</u></p>
<p>Language:</p>	
<p>connotations of words with similar <u>denotations</u></p>	<p>distinguish</p>

Essential Questions	Corresponding Big Ideas
<p>1. How do readers comprehend informative/explanatory text?</p>	<p>1. Readers use their knowledge of nonfiction text structures, examine text features, and consider such elements as the central idea and</p>

<ol style="list-style-type: none"> 2. How are readers able to understand words and phrases they encounter in a text? 3. How do writers create informational pieces? 4. How do speakers and listeners effectively build on one another's ideas? 	<p>author's purpose in order to comprehend informative/explanatory text.</p> <ol style="list-style-type: none"> 2. Readers use context as clues to determine the meaning of words and phrases as they are used in a text, including figurative and connotative, and technical meanings. 3. Writers follow a process to create a piece of writing. 4. Speakers and listeners review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<p>Powered Standards</p>	<p>Learning Objectives Identify what readers and writers will be able to:</p>
<p>RI 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><i>Thinking within the text:</i></p> <ul style="list-style-type: none"> ● Continuously check with the evidence in a text to ensure that writing reflects understanding <p><i>Thinking beyond the text:</i></p> <ul style="list-style-type: none"> ● Support Thinking Beyond the Text with specific evidence based on personal experience, or knowledge or evidence based on personal experience, or knowledge or evidence from the text ● Identify evidence that supports argument ● Make a wide range of predictions using (and including) information as evidence from the text or from knowledge of genre ● Support predictions with evidence from the text or from knowledge of genre <p><i>Thinking about the text:</i></p> <ul style="list-style-type: none"> ● Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text
<p>RI6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><i>Thinking within the text:</i></p> <ul style="list-style-type: none"> ● Construct summaries that are concise and reflect the important and overarching ideas and information in texts

	<p><i>Thinking beyond the text:</i></p> <ul style="list-style-type: none"> ● Infer the big ideas of a text and discuss how they are applicable to people’s lives today <p>Thinking about the text:</p> <ul style="list-style-type: none"> ● Notice how the writer reveals the underlying messages of a text ● Identify main ideas and supporting details ● Evaluate how the writer has used illustrations and print to convey big ideas
RI6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<p><i>Thinking beyond the text:</i></p> <ul style="list-style-type: none"> ● Infer character’s or subject’s thinking processes and struggles at key decision points in their lives <p>Thinking about the text:</p> <ul style="list-style-type: none"> ● Note specific examples of the writer’s craft (definition of terms within the text, divisions of text, use of descriptive language, interesting verbs, endings) ● Note the different ways the nonfiction writer organized and provided information ● Notice how the author or illustrator has used illustrations and other graphics to convey meaning
RI6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<p><i>Thinking within the text:</i></p> <ul style="list-style-type: none"> ● Recognize subtle meaning for words used in context ● Keep flexible definitions of complex words in order to derive new meanings for them or understand figurative or connotative use ● Notice that words have multiple meanings and use this knowledge to understand a text ● Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English ● Understand a variety of words that represent big ideas and abstract ideas and concepts <p><i>Thinking about the text:</i></p> <ul style="list-style-type: none"> ● Notice how an author uses words in a connotative way (to imply something beyond the literal meaning)
RI6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the	<p><i>Thinking beyond the text:</i></p> <ul style="list-style-type: none"> ● Notice and discuss the information provided in section titles, headings,

<p>development of the ideas.</p>	<p>and subheadings to predict information provided in a text</p> <p><i>Thinking about the text:</i></p> <ul style="list-style-type: none"> ● Notice and understand when the writer uses description, temporal sequence, comparison and contrast, cause and effect, and problem and solution ● Notice how the writer has organized an informational text (categories and subcategories, sequence, and others) and evaluate the coherence of the organization ● Describe, analyze, and write critically about a text as an integrated whole, including how text, illustrations and other features work together to convey meaning ● Use knowledge of genre to interpret and write about the quality or characteristics of a text ● Understand when a writer has combined underlying organizational structures (description, compare and contrast, temporal sequence, problem and solution, cause and effect)
<p>RI6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p><i>Thinking about the text:</i></p> <ul style="list-style-type: none"> ● Derive the author's purpose and stance even when implicitly stated ● Critique the author's presentation of a subject, noticing bias ● Analyze texts to determine the writer's point of view or bias, identifying specific language that reveals bias or qualifies as propaganda
<p>W6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W6.2a Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p><i>Writing (Literary Nonfiction)</i></p> <ul style="list-style-type: none"> ● Include features (for example: table of contents, boxes of facts set off from the text, diagrams, charts) and other tools (for example: glossary) to provide information to the reader ● Use headings and subheadings to organize different parts and guide the reader Include facts, figures, and graphics as appropriate ● Present details and information in categories or some other logical order

<p>W6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W6.2f Provide a concluding statement or section that follows from the information or explanation presented.</p>	<ul style="list-style-type: none"> ● Write an engaging lead and first section that orient the reader and provide an introduction to the topic <p><i>Writing (Expository Nonfiction)</i></p> <ul style="list-style-type: none"> ● Understand that feature articles and reports require research and organization <p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ● Present reports that are clearly organized with introduction, facts and details to illustrate the important ideas, logical conclusions, and common expository structure (compare and contrast, temporal sequence, established sequence, cause and effect, problem solution, description) <p><i>Writing (Expository Nonfiction)</i></p> <ul style="list-style-type: none"> ● Use quotes from experts (written text, speeches, or interviews) <p><i>Writing (Essay)</i></p> <ul style="list-style-type: none"> ● Provide details, examples, and images that develop and support the topic <p><i>Writing (Organization)</i></p> <p>End an informational text with a thoughtful or enlightening conclusion</p>
<p>SL6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing</p>	<p><i>Reading/Discussion (Thinking Beyond the Text)</i></p> <ul style="list-style-type: none"> ● Compare perspectives with other readers and build on the ideas of others in discussion <p><i>Oral, Visual, and Technological Communication (Listening and Speaking)</i></p> <ul style="list-style-type: none"> ● Monitor own understanding of others' comments and ask for clarification and elaboration ● Restate points that have been made and extend or elaborate them ● Restate or paraphrase the statements of others

L6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, thrifty).

Phonics, Spelling, and Word Study (Word Meaning)

- Distinguish between multiple meanings of words when reading texts

Instructional strategies

Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:

- Follow Fountas and Pinnell’s Reader’s Workshop model (*Guiding Readers and Writers*, 2001)
- Use Guided Reading : dynamic (flexible) small group instruction to target specific needs of specific students
- Reading Workshop: book talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation
- Interactive read-alouds: modeling reading and thinking, with whole-group, small group, paired (Turn and Talk) collaborative discussions
- Writing Workshop: writer talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation

Assessments

In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Reading and responding to reading

Journal entries, quick-writes, exit slips, and other evidence to check for student understanding

Letters in reader response notebook with specific emphasis on:

- reflecting
- analyzing
- using evidence from the text to support the points of reflection or analysis (Teachers may develop their own rubrics or use the one on page 183 of *Guiding Readers and Writers*)
- summarizing
- author’s point of view or purpose
- figurative, connotative, and technical meanings of words through context
- text structure

Interactive read-aloud discussions (teacher observation, notes)

Conferring (teacher notes)

End of unit assessment: Reading assessment

Writing

Teacher/student choice of mid-level assessments that evaluate and build on knowledge gained during the informational unit, including, but not limited to:

- journal entries
- quick-writes
- short pieces of writing in a variety of text structures
- analysis of author’s craft

with an emphasis on:

- elaboration (facts, definitions, details, quotes, etc.)
- organization
- text structure
- formatting, graphics, and multimedia
- conclusions

Speaking & Listening

Teacher evaluation of participation in collaborative groups and class discussions (through observation and/or rubric)

Self –evaluation of participation in collaborative groups and class discussions

Conferring (teacher notes)

with an emphasis on:

- paraphrasing
- reflecting

Language

Evaluate through student writing and, as needed, through quizzes

with an emphasis on:

- denotations and connotations

Unit Vocabulary Terms		Interdisciplinary Connections
<u>Academic/Tier 2</u> *cite *evidence *analysis *explicit	<u>Tier 3</u> informative/explanatory text central idea meanings <ul style="list-style-type: none"> ● figurative * 	In Unit (# 3) in social studies, students learn: (ancient Egypt, ancient India, ancient China) In Unit (#3) in science, students learn: ecosystems (food chain, food web, energy pyramid) and water & technology (well/septic,

<p>*inference *organization bias examples anecdotes *summary *elaborate *relevant content *convey formatting graphics multimedia multiple perspectives *reflection</p> <p>*introduced in previous units</p>	<ul style="list-style-type: none"> ● denotative * ● connotative * ● technical ● context clues * ● root words ● affixes <p>*point of view/purpose text structure</p> <ul style="list-style-type: none"> ● definition ● classification ● compare/contrast ● cause/effect <p>quotations paraphrasing *conclusions</p> <p>*introduced in previous units</p>	<p>ground water)</p>
<p>Resources</p>		
<p>For teacher:</p> <p>Fountas & Pinnell Continuum <i>Guiding Readers and Writers</i> (by Fountas and Pinnell, 2001) Ongoing training and coaching in Readers/Writers Workshop Model Mentor texts (See Implementation Guide for growing list of books for Guided Reading, Book Clubs, Classroom Library, and Bookrooms.) Research tools</p> <ul style="list-style-type: none"> ● NoodleTools 	<p>For students:</p> <p>Mentor texts Classroom libraries Research tools</p> <ul style="list-style-type: none"> ● NoodleTools 	

Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 6
Trimester 2	Informational/Explanatory
Unit 4	How does understanding informational text structures deepen my comprehension?
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>CCSS.ELA-Literacy.L.6.6 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.</p>	
Priority Standards	
RL	6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RI	6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). 6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
W	6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 6.2c Use appropriate transitions to clarify the relationships among ideas and concepts. 6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. 6.2e Establish and maintain a formal style. 6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 6.9b Apply grade 6 reading standards to literary nonfiction.*

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SL	6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L	6.1b Use intensive pronouns (e.g., myself, ourselves). 6.1c Recognize and correct inappropriate shifts in pronoun number and person* 6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)* 6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
Supporting Standards	
W	6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 6.5 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.
SL	6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
L	6.2b Spell correctly. 6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from range of strategies.

Unwrapped Standards	
Reading:	
different genres <ul style="list-style-type: none"> ● story/drama/poem with similar themes/topics 	compare and contrast
<u>introduction, illustration, elaboration</u> <ul style="list-style-type: none"> ● individual ● event ● idea 	<u>analyze</u>
<u>presentation of same event</u> <ul style="list-style-type: none"> ● <u>different authors</u> 	compare and contrast
Writing:	
informative/explanatory texts	write

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<p>topic</p> <p>ideas</p> <p>concepts</p> <p>information</p> <p>content</p> <ul style="list-style-type: none"> • relevant 	<p>examine</p> <p>convey</p> <p>select</p> <p>organize</p> <p>analyze</p>
<p><u>transitions</u></p> <p><u>relationships</u></p> <ul style="list-style-type: none"> • <u>ideas</u> • <u>concepts</u> 	<p><u>use</u></p> <p><u>clarify</u></p>
<p>language</p> <ul style="list-style-type: none"> • precise • domain specific 	<p>use</p>
<p>topic</p>	<p>inform or explain</p>
<p><u>formal style</u></p>	<p><u>establish</u></p> <p><u>maintain</u></p>
<p>relevant information</p> <ul style="list-style-type: none"> • multiple print and digital sources <p><u>credibility</u></p> <p><u>data</u></p> <p><u>conclusions</u></p> <ul style="list-style-type: none"> • <u>of others</u> <p><u>plagiarism</u></p>	<p>gather</p> <p><u>assess</u></p> <p><u>quote</u></p> <p>paraphrase</p> <p><u>avoid</u></p> <p><u>provide</u></p>

<u>bibliographic information</u>	
evidence <ul style="list-style-type: none"> ● literary text ● informational text analysis reflection research	draw support
<u>grade 6 reading standards</u> <ul style="list-style-type: none"> ● literary nonfiction 	apply
Speaking and Listening:	
speech <ul style="list-style-type: none"> ● contexts ● tasks <u>command</u> <ul style="list-style-type: none"> ● formal English 	adapt <u>demonstrate</u>
Language:	
<u>pronouns</u> <ul style="list-style-type: none"> ● <u>intensive (e.g. myself, ourselves)</u> 	<u>use</u>
<u>inappropriate pronoun shifts</u> <ul style="list-style-type: none"> ● <u>number</u> ● <u>person</u> 	<u>recognize</u> <u>correct</u>
<u>pronouns</u> <ul style="list-style-type: none"> ● <u>vague (ones with unclear or ambiguous antecedents)</u> 	<u>recognize</u> <u>correct</u>
Greek or Latin affixes and roots <ul style="list-style-type: none"> ● grade appropriate ● common 	use

<u>word relationships</u> <ul style="list-style-type: none"> ● <u>cause/effect, part/whole, item/category</u> 	<u>use</u>
<u>meaning</u>	<u>understand</u>

Essential Questions	Corresponding Big Ideas
<p>1. Why is it important for readers to explore different authors and genres?</p> <p>2. Why is it important for writers to establish and maintain a writing style within a written piece?</p> <p>3. How do speakers and listeners participate fully as group members?</p> <p>4. Why is it important for writers to use pronouns correctly?</p> <p>5. How does a reader's understanding of word parts and word relationships help unlock word meanings?</p>	<p>1. Readers compare and contrast different authors and genres to have a better understanding of a topic.</p> <p>2. Writers establish and maintain a formal writing style to create a well organized and fluent piece of writing.</p> <p>3. Speakers and listeners come prepared to discussions in order to demonstrate an understanding of a topic and have the ability to reflect and respond in a variety of contexts.</p> <p>4. Writers recognize and use pronouns correctly in order to maintain clarity in their writing.</p> <p>5. Readers apply their understanding of affixes, suffixes, and word relationships to decode the meanings of words in context.</p>
Powered Standards	Learning Objectives
RL6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes	Identify what readers and writers will be able to: <p><i>Think within the text:</i></p> <ul style="list-style-type: none"> ● Build meaning across several texts (fiction and nonfiction) <p><i>Think beyond the text:</i></p> <ul style="list-style-type: none"> ● Make connections to their own lives and contemporary issues and problems across all genres, including historical fiction and high fantasy

and topics.	<ul style="list-style-type: none"> ● Make connections to other texts by topic, major ideas, author’s style and genres ● Make connections among informational texts and historical fiction and content area study, using information from one setting to assist comprehending in the other ● Connect characters within and across texts and genres by circumstances, traits, or actions ● Specify the nature of connections (topic, content, type of story, writer)
RI6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<p><i>Think beyond the text:</i></p> <ul style="list-style-type: none"> ● Infer character’s or subject’s thinking processes and struggles at key decision points in their lives <p><i>Think about the text:</i></p> <ul style="list-style-type: none"> ● Note specific examples of the writer’s craft (leads, dialogue, definition of terms within the text, divisions of text, use of descriptive language, interesting verbs, endings) ● Analyze a text or a group of texts to reveal insights into the writer’s craft (the way the writer reveals characters, or uses symbolism, humor, irony, suspense) ● Note the different ways the nonfiction writer organized and provided information ● Notice how the author or illustrator has used illustrations and other graphics to convey meaning or create mood
RI6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<p><i>Think within the text:</i></p> <ul style="list-style-type: none"> ● Build meaning across several texts (fiction and nonfiction) <p><i>Think beyond the text:</i></p> <ul style="list-style-type: none"> ● Show connections by using graphic organizers, drawings, or writing to other texts by topic, major ideas, author’s styles, and genres ● Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing ● Connect characters within and across texts and genres by circumstances, traits, or actions ● Specify the nature of connections (topic, content, type of story, writer) <p><i>Think about the text:</i></p> <ul style="list-style-type: none"> ● Identify similarities across texts (concepts, theme, style, organization)
W6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	

<p>W6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W 6.2e Establish and maintain a formal style.</p>	<p><i>Writing (Language Use)</i></p> <ul style="list-style-type: none"> ● Use a variety of transitions and connections (words, phrases, sentences, and paragraphs) <p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ● Add transitional words and phrases to clarify meaning and make the writing smoother <p><i>Writing (Word Choice)</i></p> <ul style="list-style-type: none"> ● Select precise words to reflect the intended message or meaning <p><i>Writing (Expository Nonfiction)</i></p> <ul style="list-style-type: none"> ● Understand that feature articles and reports require research and organization
<p>W6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p><i>Writing About Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ● Include appropriate and important details when summarizing texts <p><i>Writing (Idea Development)</i></p> <ul style="list-style-type: none"> ● Provide details that are accurate, relevant, interesting, and vivid <p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ● Understand the concept of plagiarism and avoid it (for example: using quotes and citing resources) ● Conduct research to gather information in planning a writing project (for example: live interviews, Internet, artifacts, articles, books) ● Search for appropriate information from multiple sources (books and other print materials, websites, interviews) ● Record sources of information for citation <p><i>Writing (Expository Nonfiction)</i></p> <ul style="list-style-type: none"> ● Include a bibliography of references, in appropriate style, to support a report or article <p><i>Oral, Visual, and Technological Communication (Publishing)</i></p> <ul style="list-style-type: none"> ● Cite and credit material downloaded from interactive media
<p>W6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W6.9b Apply grade 6 reading standards to literary</p>	<p><i>Writing About Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ● Continuously check with the evidence in a text to ensure that writing reflects understanding ● Remember significant details from a longer series of events and use them to analyze the story

<p>nonfiction.*</p>	<p><i>Writing (Thinking Beyond the Text)</i></p> <ul style="list-style-type: none"> ● Make connections between historical and cultural knowledge and a text Support thinking beyond the text with specific evidence from the text or personal knowledge ● Make a wide range of predictions using (and including) information as evidence from the text or personal knowledge ● Show evidence of connections to other texts (theme, plot, characters, structure, writing style) ● Reflect diverse perspectives, especially when a text reveals insights into other cultures and parts of the world <p><i>Writing (Thinking About the Text)</i></p> <ul style="list-style-type: none"> ● Analyze a text or group of texts to reveal insights in the writer’s craft (the way the writer reveals characters or uses symbolism, humor, irony, suspense) <p><i>Writing (Text Writing)</i></p> <ul style="list-style-type: none"> ● Respond to a text in a way that reflects analytic or aesthetic thinking ● State a point of view and provide evidence ● State alternate points of view and critically analyze the evidence for each
<p>SL6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><i>Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ● Reflect meaning with the voice through pause, stress, phrasing, and intonation <p><i>Reading (Thinking Beyond the Text)</i></p> <ul style="list-style-type: none"> ● Use voice quality and volume to reflect inferences as to characters’ attributes, feelings, and underlying motivations <p><i>Reading (Thinking About the Text)</i></p> <ul style="list-style-type: none"> ● Use the voice to convey the author’s purpose or stance ● Use the voice to reflect literary features such as exaggeration, imagery, or personification <p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> ● Deliver both formal and informal presentations in a dynamic way ● Demonstrate the use of specific language for different kinds of presentation (dramatic, narrative, reports, news programs) ● Have an audience in mind before planning the presentation
<p>L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L6.1b Use intensive pronouns (e.g., myself, ourselves).</p>	<p><i>Writing (Conventions)</i></p> <ul style="list-style-type: none"> ● Use pronouns in agreement and in conventional order within sentences

<p>L6.1c Recognize and correct inappropriate shifts in pronoun number and person*</p> <p>L6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)*</p>	<ul style="list-style-type: none"> ● Use pronouns in agreement and in conventional order within sentences ● Use pronouns in agreement and in conventional order within sentences
<p>L6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>L6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>	<p><i>Phonics, Spelling, and Word Study (Word-Solving Actions)</i></p> <ul style="list-style-type: none"> ● Use knowledge of Greek and Latin roots in deriving the meaning of words while reading texts
<p>L6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p><i>Phonics, Spelling, and Word Study (Word Meaning)</i></p> <ul style="list-style-type: none"> ● Understand the concept of analogy and its use in discovering relationships between and among words

Instructional strategies

Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:

- Follow Fountas and Pinnell’s Reader’s Workshop model (*Guiding Readers and Writers*, 2001)
- Use Guided Reading : dynamic (flexible) small group instruction to target specific needs of specific students
- Reading Workshop: book talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation
- Interactive read-alouds: modeling reading and thinking, with whole-group, small group, paired (Turn and Talk) collaborative discussions
- Writing Workshop: writer talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation

Assessments

In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Reading and responding to reading

Journal entries, quick-writes, exit slips, and other evidence to check for student understanding

Letters in reader response notebook with specific emphasis on:

- reflecting
- analysis
- using evidence from the text to support the points of analysis and reflection (Teachers may develop their own rubrics or use the one on page 183 of *Guiding Readers and Writers*)
- compare and contrast

Interactive read-aloud discussions (teacher observation, notes)

Conferring (teacher notes)

Writing

Teacher /student choice of mid-level assessments that evaluate and build on knowledge gained during the informational unit, including, but not limited to:

- journal entries
- quick-writes
- short pieces of writing in a variety of text structures
- short pieces of analytical writing leading up to the informational writing piece

with an emphasis on:

- comparing author’s craft in paired texts
- elaboration
- organization
- transitions

Revised July 2016

Underlined unwrapped standard: progression of learning from previous grade

51

GRADE 6. Adapted from The Leadership and Learning Center “Rigorous Curriculum Design” model.

- domain specific vocabulary
- quotations
- paraphrasing
- conclusions

End of unit assessment: Nonfiction writing assignment (comparative essay two nonfiction pieces or one fiction/nonfiction on same topic with a focus on author's craft)

Speaking and Listening

Teacher evaluation of participation in collaborative groups and class discussions (through observation and/or rubric)

Self –evaluation of participation in collaborative groups and class discussions

Conferring (teacher notes)

Group share

Oral presentations with peer evaluations

with an emphasis on:

- adapting speech to a variety of contexts and tasks

Language

Evaluate through student writing and, as needed, through quizzes

with an emphasis on:

- word study: affixes, root words
- word relationships (cause/effect, part/whole, item/category)
- pronouns

Unit Vocabulary Terms		Interdisciplinary Connections
<u>Academic/Tier 2</u> *compare *contrast *convey *theme *analyze introduced	<u>Tier 3</u> *genre *informative/explanatory stories poems historical novels fantasy stories	In Unit (#4) in social studies, students learn: Ancient Egypt and ancient China In Unit (# 4) in science, students learn: ecosystems -food

Revised July 2016

Underlined unwrapped standard: progression of learning from previous grade

52

GRADE 6. Adapted from The Leadership and Learning Center "Rigorous Curriculum Design" model.

<p>illustrated *elaborate anecdotes transitions *clarify *relevant credibility assess sources <ul style="list-style-type: none"> ● print ● digital data conclusions *evidence vague</p> <p>*introduced in previous units</p>	<p>memoir biography *quote *paraphrase *pronouns <ul style="list-style-type: none"> ● intensive ● vague domain specific formal style ambiguous antecedents Greek/Latin <ul style="list-style-type: none"> ● affixes* ● roots* word relationships <ul style="list-style-type: none"> ● cause/effect* ● part/whole ● item/category ● interpret plagiarism bibliographic information formal English</p> <p>*introduced in previous units</p>	<p>chain, food web, energy pyramid and water and technology - well/septic, ground water</p>
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Resources

For teacher:

Fountas & Pinnell Continuum

Ongoing training and coaching in Readers/Writers Workshop Model

Mentor texts (See Implementation Guide for growing list of books for Guided Reading, Book Clubs, Classroom Library, and Bookrooms.)

Research tools

- NoodleTools

For students:

Mentor texts

Classroom libraries

Research tools

- NoodleTools

Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 6
Trimester 3	Argument
Unit 5	What makes a good argument?
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>CCSS.ELA-Literacy.L.6.6 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.</p>	
Priority Standards	
RI	<p>6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
W	<p>6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>6.1a Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>6.1e Provide a concluding statement or section that follows from the argument presented.</p> <p>6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>
SL	<p>6.2 Interpret information in diverse formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>

L	6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 6.3a Vary sentence patterns for meaning, reader/listener interest, and style. 6.3b Maintain consistency in style and tone.
Supporting Standards	
RI	6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
W	6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
L	6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from range of strategies. 6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).

Unwrapped Standards	
Concepts (What students need to know)	Skills (What students need to be able to do)
Reading:	
<u>point of view</u> • <u>author</u>	<u>determine</u>
<u>different media or formats</u> • <u>visually, quantitatively, in words</u>	<u>integrate</u>
<u>coherent understanding</u>	<u>develop</u>
<u>argument</u>	<u>trace</u> <u>evaluate</u>
<u>claims</u> • <u>supported by reasons and evidence from those that are not</u>	<u>distinguish</u>
Writing:	

<u>argument</u> <ul style="list-style-type: none"> • <u>clear reasons</u> • <u>relevant evidence</u> 	write
<u>claims</u> <u>reasons</u> <u>evidence</u>	<u>introduce</u> <u>organize</u>
concluding statement <ul style="list-style-type: none"> • that follows the <u>argument</u> 	provide
information <ul style="list-style-type: none"> • relevant <u>credibility</u> <u>data</u> <u>conclusions</u> <ul style="list-style-type: none"> • <u>of others</u> <u>plagiarism</u> <u>bibliographic information</u>	gather <u>assess</u> <u>quote</u> paraphrase <u>avoid</u> <u>provide</u>
Speaking and Listening:	
information speaker's <u>argument</u> speaker's <u>claims</u> <u>claims</u> <ul style="list-style-type: none"> • <u>supported by reasons and evidence from those that are not</u> 	<u>interpret</u> <u>delineate</u> distinguish
Language:	
conventions <ul style="list-style-type: none"> • writing 	use

<ul style="list-style-type: none"> ● speaking ● reading ● listening 	
<u>sentence patterns</u>	<u>vary</u>
<u>consistency</u> <ul style="list-style-type: none"> ● <u>style</u> ● <u>tone</u> 	<u>maintain</u>

Essential Questions	Corresponding Big Ideas
<p>1. How do readers recognize a strong argument?</p> <p>2. How do writers write a strong argument?</p> <p>3. How does the presentation of information through different media or formats contribute to the understanding of a topic or an idea?</p> <p>4. How do writers use language effectively?</p>	<p>1. Readers recognize that evidence that supports the validity of a claim while disproving the other side(s) makes a strong argument.</p> <p>2. Writers write arguments that are focused, organized and include relevant evidence from credible sources.</p> <p>3. Readers and writers integrate information presented in different media or formats to develop a coherent understanding of a topic or issue.</p> <p>4. Writers use conventions of standard English and vary sentence patterns while maintaining a consistent style and tone.</p>
Powered Standards	Learning Objectives
	Identify what readers and writers will be able to:
RI6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Derive the author's purpose and stance even when implicitly stated ● Critique the author's presentation of a subject, noticing bias ● Analyze texts to determine the writer's point of view or bias, identifying specific language that reveals bias or

	qualifies as propaganda
RI6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ● Search for and use information in a wide range of graphics and integrate with information from print (e.g., pictures, captions, diagrams, illustrations with labels, maps, charts) <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Make connections among informational texts and historical fiction and content area study using information from one setting to assist comprehending in the other ● Make connections between the social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of high fantasy ● Build meaning across several texts ● Mentally form categories of related information and revise them as new information is acquired across the text ● Integrate existing content knowledge with new information from a text to consciously create new understandings
RI6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Identify evidence that supports argument <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Evaluate the quality or authenticity of the text, including the writer’s qualifications and background knowledge ● Identify contradiction ● Distinguish between fact and opinion ● Critique an author’s use of argument and persuasion ● Discuss whether social issues and different cultural groups are accurately represented in a fiction or nonfiction text ● Critique texts in terms of the writer’s bias or the use of exaggeration and subtle misinformation (as in propaganda)
<p>W6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W6.1a Introduce claim(s) and organize the reasons and evidence clearly.</p>	<p><i>Writing (Essay)</i></p> <ul style="list-style-type: none"> ● Begin with a title or opening that tells the reader what is being argued or explained – a clearly stated thesis ● Use opinions supported by facts ● Write well-crafted sentences that express the writer’s convictions

<p>W6.1e Provide a concluding statement or section that follows from the argument presented.</p>	<p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ● Present reports that are clearly organized with introduction, facts, and details to illustrate the important ideas and logical conclusions <p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ● Bring the piece to closure, to a logical conclusion, through an ending or summary statement
<p>W6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p><i>Writing About Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ● Include appropriate and important details when summarizing texts <p><i>Writing (Expository Nonfiction)</i></p> <ul style="list-style-type: none"> ● Include a bibliography of references, in appropriate style, to support a report or article <p><i>Writing (Idea Development)</i></p> <ul style="list-style-type: none"> ● Provide details that are accurate, relevant, interesting, and vivid <p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ● Understand the concept of plagiarism and avoid it (for example: using quotes and citing resources) ● Conduct research to gather information in planning a writing project (for example: live interviews, Internet, artifacts, articles, books) ● Search for appropriate information from multiple sources (books and other print materials, websites, interviews) ● Record sources of information for citation Oral, Visual and Technological Communication (Gathering Information/Research) ● Locate and validate information on the Internet (approved sites) ● Recognize that the information is framed by the source’s point of view and use this information to detect bias on websites ● Critically read information published on the Internet and compare points of view <p><i>Oral, Visual, and Technological Communication (Publishing)</i></p> <ul style="list-style-type: none"> ● Cite and credit material downloaded from interactive media
<p>SL6.2 Interpret information in diverse formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p><i>Reading/Discussion (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ● Notice and remember significant information from illustrations or graphics <p><i>Reading/Discussion (Thinking Beyond the Text)</i></p> <ul style="list-style-type: none"> ● Notice and discuss the information provided in section titles, headings, subheadings to predict information provided in a text <p><i>Reading/Discussion (Thinking About the Text)</i></p>

	<ul style="list-style-type: none"> Recognize and discuss the artistic aspects of a text, including how illustrations and narrative form a cohesive whole) <p><i>Oral, Visual, and Technological Communication (Technology)</i></p> <ul style="list-style-type: none"> Draw information from both text (print) and non text (photos, sound effects, animation, illustrations, variation in font and color) elements Demonstrate knowledge of strategies used by media games, video, radio/TV broadcasts, websites to entertain and influence people
<p>SL6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><i>Oral, Visual, and Technological Communication (Listening and Understanding)</i></p> <ul style="list-style-type: none"> Critique presentations with regard to logic or presentation of evidence for arguments Examine information regarding the credibility of the speaker (or media messages) Recognize faulty reasoning and bias in presentations and media messages <p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> Recognize that information is framed by the source’s point of view and use this information to detect bias on websites
<p>L6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from range of strategies.</p> <p>L6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p>	<p><i>Phonics, Spelling, and Word Study (Word-Solving Actions)</i></p> <ul style="list-style-type: none"> Use knowledge of Greek and Latin roots in deriving the meaning of words while reading texts

Instructional strategies

Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:

- Follow Fountas and Pinnell’s Reader’s Workshop model (*Guiding Readers and Writers, 2001*)
- Use Guided Reading : dynamic (flexible) small group instruction to target specific needs of specific students
- Reading Workshop: book talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual

students, concluding whole-group share/evaluation

- Interactive read-alouds: modeling reading and thinking, with whole-group, small group, paired (Turn and Talk) collaborative discussions

Writing Workshop: writer talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation

Assessments

In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Reading and responding to reading

Journal entries, quick-writes, exit slips, and other evidence to check for student understanding

Letters in reader response notebook with specific emphasis on:

- paraphrasing
- reasons to support claims
- using evidence from text and other media to support claims (Teachers may develop their own rubrics or use the one on page 183 of *Guiding Readers and Writers*)

Interactive read-aloud discussions (teacher observation, notes)

Conferring (teacher notes)

Writing

Teacher /student choice of mid-level assessments that evaluate and build on knowledge gained during the text structures unit, including, but not limited to:

- journal entries
- quick-writes
- short research assignments

with an emphasis on:

- organization
- elaboration
- quotations
- paraphrasing
- citations
- conclusions

Speaking and Listening

Teacher evaluation of participation in collaborative groups and class discussions (through observation and/or rubric)

Self –evaluation of participation in collaborative groups and class discussions

Conferring (teacher notes)

Group share

Oral presentations with peer evaluations

with an emphasis on:

- interpreting information presented in diverse formats
- identifying a speaker's argument
- using evidence
- discriminating between claims supported by relevant reasons and evidence and those that are not

Language

Evaluate through student writing and, as needed, through quizzes

with an emphasis on:

- language conventions (spelling, punctuation, capitalization)
- varying sentence patterns
- consistency in style and tone

Unit Vocabulary Terms		Interdisciplinary Connections
<u>Academic/Tier 2</u> *convey integrate trace evaluate media coherent distinguish *relevant *sources <ul style="list-style-type: none"> ● digital* ● print* *assess *credibility *data *conclusions	<u>Tier 3</u> argument claim *point of view/purpose reasons *evidence *quote *paraphrase *conclusion *plagiarism *bibliographic information language conventions <ul style="list-style-type: none"> ● spelling ● punctuation* ● capitalization 	In Unit (#5) in social studies, students learn: ancient Greeks In Unit (#5) in science, students learn: matter, atoms, elements of the periodic table, compounds, mixtures

Revised July 2016

Underlined unwrapped standard: progression of learning from previous grade

63

GRADE 6. Adapted from The Leadership and Learning Center "Rigorous Curriculum Design" model.

<p>*interpret formats</p> <ul style="list-style-type: none"> ● visually ● quantitatively ● orally <p>delineate vary</p> <p>*introduced in previous units</p>	<p>style *tone</p> <p>*introduced in previous units</p>	
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Resources	
<p>For teacher:</p> <p>Fountas & Pinnell Continuum Ongoing training and coaching in Readers/Writers Workshop Model Mentor texts (See Implementation Guide for growing list of books for Guided Reading, Book Clubs, Classroom Library, and Bookrooms.) Research tools</p> <ul style="list-style-type: none"> ● NoodleTools 	<p>For students:</p> <p>Mentor texts Classroom libraries Research tools NoodleTools</p>

Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 6
Trimester 3	Argument
Unit 6	How does a researcher effectively support his or her point of view?
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>CCSS.ELA-Literacy.L.6.6 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.</p>	
Priority Standards	
RI	<p>6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>
W	<p>6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>6.1d Establish and maintain a formal style.</p> <p>6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>
SL	<p>6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>

Revised July 2016

Underlined unwrapped standard: progression of learning from previous grade

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GRADE 6. Adapted from The Leadership and Learning Center “Rigorous Curriculum Design” model.

L	<p>6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>6.1 e. Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language. *</p> <p>6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>6.2 b. Spell correctly.</p>
Supporting Standards	
RI	6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
W	<p>6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>6.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)</p>
SL	6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L	<p>6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p>

Unwrapped Standards	
Concepts (What students need to know)	Skills (What students need to be able to do)
Reading:	
<u>evidence</u>	<u>cite</u>
<u>analysis</u> <ul style="list-style-type: none"> ● explicit ● inferences 	<u>support</u>
<u>point of view</u> <u>purpose</u> <ul style="list-style-type: none"> ● author 	<u>determine</u>
<u>how conveyed</u>	<u>explain</u>

Revised July 2016

Underlined unwrapped standard: progression of learning from previous grade

66

GRADE 6. Adapted from The Leadership and Learning Center "Rigorous Curriculum Design" model.

Writing:	
<u>claim</u> <ul style="list-style-type: none"> • <u>with clear reasons</u> • <u>relevant evidence</u> <u>credible sources</u> <u>understanding</u> <ul style="list-style-type: none"> • <u>topic</u> • <u>text</u> 	support <u>use</u> <u>demonstrate</u>
words phrases clauses <u>relationships</u> <ul style="list-style-type: none"> • <u>claims and reasons</u> 	use <u>clarify</u>
<u>formal style</u>	<u>establish</u> <u>maintain</u>
technology (including Internet) writing with others keyboarding skills <ul style="list-style-type: none"> • minimum <u>3 pages</u> in single setting 	use produce publish interact collaborate demonstrate
short research <ul style="list-style-type: none"> • <u>answer a question</u> <u>several sources</u>	conduct <u>draw</u>

<u>inquiry</u>	<u>refocus</u>
<p>relevant information</p> <ul style="list-style-type: none"> • multiple print • digital sources <p><u>credibility</u></p> <p><u>data</u></p> <p><u>conclusions</u></p> <ul style="list-style-type: none"> • <u>of others</u> <p><u>plagiarism</u></p> <p><u>bibliographic information</u></p>	<p>gather</p> <p><u>assess</u></p> <p><u>quote/paraphrase</u></p> <p><u>avoid</u></p> <p><u>provide</u></p>
Speaking and Listening:	
<p><u>claims</u></p> <p><u>findings</u></p> <p>ideas</p> <p>description</p> <p>facts</p> <p>details</p> <p>ideas</p> <p>themes</p> <p><u>eye contact</u></p> <p><u>volume</u></p> <p><u>pronunciation</u></p>	<p><u>present</u></p> <p>sequence</p> <p>use</p> <p><u>accentuate</u></p> <p><u>use</u></p>

multimedia <ul style="list-style-type: none"> graphics, <u>images</u>, <u>music</u>, sound visual displays	include
<u>information</u>	<u>clarify</u>
Language:	
conventions of standard English <ul style="list-style-type: none"> writing speaking 	demonstrate
<u>variations from standard English</u> <ul style="list-style-type: none"> <u>own writing</u> <u>other's writing</u> 	<u>recognize</u>
<u>strategies</u> <ul style="list-style-type: none"> <u>improve expression</u> 	<u>identify</u> <u>use</u>
conventions of standard English <ul style="list-style-type: none"> capitalization punctuation spelling 	demonstrate
correctly	spell

Essential Questions	Corresponding Big Ideas
1. How do readers determine a writer's point of view or bias? 2. How do readers and writers conduct valid research to support a claim? 3. How do researchers present their findings effectively?	1. Readers determine the writer's point of view or bias by identifying specific language that reveals bias or qualifies as propaganda. 2. Researchers form questions and gather accurate, relevant information from multiple sources to support their claim. 3. Effective presentations include written and multimedia components and provide ample relevant evidence to support a claim.

4. How do writers and speakers express their ideas with clarity?	4. Writers and speakers express their ideas with clarity by using the conventions of standard English grammar.
Powered Standards	Learning Objectives Identify what readers and writers will be able to:
RI6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> Continuously check with the evidence in a text to ensure that writing reflects understanding T <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> Support thinking with specific evidence based on personal experience, or knowledge or evidence based on personal experience, or knowledge or evidence from the text Identify evidence that supports argument Make a wide range of predictions using (and including) information as evidence from the text or from knowledge of genre Support predictions with evidence from the text or from knowledge of genre <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text
RI6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> Derive the author’s purpose and stance even when implicitly stated Critique the author’s presentation of a subject, noticing bias Analyze texts to determine the writer’s point of view or bias, identifying specific language that reveals bias or qualifies as propaganda
<p>W6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<p><i>Writing (Essay)</i></p> <ul style="list-style-type: none"> Use opinions supported by facts <p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> Support ideas with facts, details, examples, and explanations from multiple authorities <p><i>Writing (Idea Development)</i></p> <ul style="list-style-type: none"> Engage the reader with ideas that show strong knowledge of the topic <p><i>Oral, Visual, and Technological Communication (Ideas and Content)</i></p>

<p>W6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>W6.1d Establish and maintain a formal style.</p>	<ul style="list-style-type: none"> ● Support the argument with relevant evidence <p><i>Oral, Visual, and Technological Communication (Gathering Information/Research)</i></p> <ul style="list-style-type: none"> ● Search to authenticate sources of information <p><i>Writing (Essay)</i></p> <ul style="list-style-type: none"> ● Write well-crafted sentences that express the writer’s convictions <p><i>Writing (Grammar)</i></p> <ul style="list-style-type: none"> ● Use dependent and independent clauses correctly to communicate meaning <p><i>Oral, Visual, and Technological Communication (Word Choice)</i></p> <ul style="list-style-type: none"> ● Use specific vocabulary to argue, draw contrasts, indicate agreement and disagreement <p><i>Writing (Essay)</i></p> <ul style="list-style-type: none"> ● Begin with a title or opening that tells the reader what is being argued or explained – a clearly stated thesis <p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ● Bring the piece to closure, to a logical conclusion, through an ending or summary statement
<p>W 6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p><i>Writing (Handwriting/Word Processing)</i></p> <ul style="list-style-type: none"> ● Use word-processing with understanding of how to produce and vary text (layout, font, special techniques) ● Use efficient keyboarding skills to create, drafts, revise, edit, and publish <p><i>Oral, Visual, and Technological Communication (General Communication)</i></p> <ul style="list-style-type: none"> ● Participate in online learning groups <p><i>Oral, Visual, and Technological Communication (Publishing)</i></p> <ul style="list-style-type: none"> ● Scan materials, such as photos to incorporate into reports and nonlinear presentations ● Use a variety of technology tools (dictionary, thesaurus, grammar checker, calculator, spell checker) to maximize the accuracy of technology-produced products
<p>W 6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p><i>Writing (Test Writing)</i></p> <ul style="list-style-type: none"> ● Write concisely and to the direction of the question or prompt <p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ● Ask relevant questions in talking about a topic Form questions and locate sources for information about topic ● Conduct research to gather information in planning a writing project (for example: live interviews, Internet, artifacts, articles, books) ● Search for appropriate information from multiple sources (books and other print materials, websites, interviews) <p><i>Oral, Visual and Technological Communication (Gathering Information/Research)</i></p>

	<ul style="list-style-type: none"> ● Draw information from both text (print) and non text (photos, sound effects, animation, illustrations, variation in font and color) elements ● Understand the importance of multiple sites and resources for research
<p>W 6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p><i>Writing About Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ● Include appropriate and important details when summarizing texts <p><i>Writing (Expository Nonfiction)</i></p> <ul style="list-style-type: none"> ● Include a bibliography of references, in appropriate style, to support a report or article <p><i>Writing (Idea Development)</i></p> <ul style="list-style-type: none"> ● Provide details that are accurate, relevant, interesting, and vivid <p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ● Understand the concept of plagiarism and avoid it (for example: using quotes and citing resources) ● Conduct research to gather information in planning a writing project (for example: live interviews, Internet, artifacts, articles, books) ● Search for appropriate information from multiple sources (books and other print materials, websites, interviews) ● Record sources of information for citation <p><i>Oral, Visual and Technological Communication (Gathering Information/Research)</i></p> <ul style="list-style-type: none"> ● Locate and validate information on the Internet (approved sites) ● Recognize that the information is framed by the source’s point of view and use this information to detect bias on websites ● Critically read information published on the Internet and compare points of view <p><i>Oral, Visual, and Technological Communication (Publishing)</i></p> <ul style="list-style-type: none"> ● Cite and credit material downloaded from interactive media
<p>SL6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> ● Use expression, tone, and pitch, where appropriate to emphasize aspects of events or people ● Speak directly to the audience, making eye contact with individuals ● Demonstrate a well-organized presentation with a clear introduction, body and well drawn conclusions ● Demonstrate the ability to select important information for a concise presentation ● Demonstrate the ability to select important information for a concise presentation ● Demonstrate understanding through a full development of a topic using facts, statistics, examples, anecdotes and quotations ● Make expository presentations that report research or explore a topic thoroughly ● Make persuasive presentations that present a clear and logical argument

<p>SL6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> ● Use visual displays (diagrams, charts, illustrations, video, multimedia, and all available technology) in ways that illustrate and extend the major points of the presentation ● Create nonlinear presentations using video, photos, voice-over, and other elements Scan materials, such as photos, to incorporate into reports and nonlinear presentations ● Select appropriate forms of graphics to represent particular types of data (for example, bar or line graphs) ● Use digital photos or illustrations from the Internet ● Create slides (for example, PowerPoint) to accompany a report ● Communicate knowledge through multimedia presentations, desktop published reports, and other electronic media
<p>L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L6.1e Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.</p>	<p><i>Writing (Conventions)</i></p> <ul style="list-style-type: none"> ● Use nouns, verbs, pronouns, adjectives, adverbs, and prepositions in agreement and in conventional order within sentences <p><i>Oral, Visual, and Technological Communication (Social Interaction)</i></p> <ul style="list-style-type: none"> ● Use conventions of respectful speaking
<p>L6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>6.2b Spell correctly.</p>	<p><i>Writing (Conventions)</i></p> <ul style="list-style-type: none"> ● Spell a large number (500+) of high-frequency words, a wide range of plurals, and base words with inflectional endings

Instructional strategies: Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:

- Follow Fountas and Pinnell’s Reader’s Workshop model (*Guiding Readers and Writers*, 2001)
- Use Guided Reading : dynamic (flexible) small group instruction to target specific needs of specific students
- Reading Workshop: book talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation
- Interactive read-alouds: modeling reading and thinking, with whole-group, small group, paired (Turn and Talk) collaborative discussions

Writing Workshop: writer talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation

Assessments

In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Reading and responding to reading

Journal entries, quick-writes, exit slips, and other evidence to check for student understanding

Letters in reader response notebook with specific emphasis on:

- reflecting
- analysis
- using evidence from the text to support analysis or reflection (Teachers may develop their own rubrics or use the one on page 183 of *Guiding Readers and Writers*)
- author’s point of view/purpose

Interactive read-aloud discussions (teacher observation, notes)

Conferring (teacher notes)

Writing

Teacher /student choice of mid-level assessments that evaluate and build on knowledge gained during the argument unit, including, but not limited to:

- journal entries
- quick-writes
- short pieces of research leading up to the Guaranteed Research Experience

With an emphasis on

- organization
- paraphrasing
- elaboration
- conducting research

End of unit assessment: Guaranteed Research Experience

Speaking and Listening

Group share

End of unit assessment: Present research article with an emphasis on

- technology
 - multimedia components (graphics, images, music, sound and visual displays)

Language

Evaluate through student writing and, as needed, through quizzes

With an emphasis on

- standard English conventions in writing and in speech

Unit Vocabulary Terms		Interdisciplinary Connections
<p><u>Academic/Tier 2</u></p> <ul style="list-style-type: none"> *cite *evidence *analysis *explicit *inferences *bias *convey *assess *credible *sources <ul style="list-style-type: none"> ● multiple print ● digital interact collaborate sufficient 	<p><u>Tier 3</u></p> <ul style="list-style-type: none"> *argument *claims *reasons *evidence phrases clauses *quote *paraphrase *plagiarism *conventions of standard English grammar usage <ul style="list-style-type: none"> ● capitalization* ● punctuation* ● spelling* *standard format for citations 	<p>In Unit (#6) in social studies, students learn: ancient Romans</p> <p>In Unit (#6) in science, students learn: weather systems - heat transfer, winds</p>

<p>keyboarding research inquiry *relevant *data *conclusions eye contact volume *multimedia</p> <ul style="list-style-type: none"> • graphics • images • music • sound <p>clarify</p> <p>*introduced in previous units</p>	<p>*introduced in previous unit</p>	
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Resources	
<p>For teacher:</p> <p>Fountas & Pinnell Continuum Ongoing training and coaching in Readers/Writers Workshop Model Mentor texts (See Implementation Guide for growing list of books for Guided Reading, Book Clubs, Classroom Library, and Bookrooms.) Research tools</p> <ul style="list-style-type: none"> • NoodleTools 	<p>For students:</p> <p>Mentor texts Classroom libraries Research tools NoodleTools</p>

Culminating Experience

Subject(s)	English Language Arts
Grade/Course	Grade 6
Trimester 3	Culminating Experience
Pacing	Approximately last two weeks of school
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>CCSS.ELA-Literacy.L.6.6 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.</p>	
Priority Standards	
RL	6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RI	6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
W	6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SL	6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L	6.3a Vary sentence patterns for meaning, reader/listener interest, and style.
Supporting Standards	
RL	6.6 Explain how an author develops the point of view of the narrator or speaker in a text. 6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RI	6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent

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Underlined unwrapped standard: progression of learning from previous grade

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GRADE 6. Adapted from The Leadership and Learning Center "Rigorous Curriculum Design" model.

	understanding of a topic or issue.
W	6.5 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.
SL	6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
L	6.1.e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language

Unwrapped Standards	
Concepts (What students need to know)	Skills (What students need to be able to do)
Reading:	
<u>texts</u> <ul style="list-style-type: none"> ● <u>different forms</u> ● <u>different genres</u> 	compare contrast
<u>presentation of same event</u> <ul style="list-style-type: none"> ● <u>one author to another</u> 	<u>compare</u> <u>contrast</u>
Writing:	
writing <ul style="list-style-type: none"> ● clear ● coherent <ul style="list-style-type: none"> ○ development ○ organization ○ style ○ task ○ purpose ○ audience 	produce
Speaking and Listening:	

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Underlined unwrapped standard: progression of learning from previous grade

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GRADE 6. Adapted from The Leadership and Learning Center "Rigorous Curriculum Design" model.

speech <ul style="list-style-type: none"> ● contexts ● tasks 	adapt demonstrate command of formal English
Language:	
sentence patterns <ul style="list-style-type: none"> ● meaning ● <u>reader/listener interest</u> ● <u>style</u> 	vary

Essential Question	Corresponding Big Ideas
1. How does the medium used to convey a point of view affect the meaning of the message?	1. Authors consider their audience when determining the appropriate medium to communicate their message.
Powered Standards	Learning Objectives Identify what readers and writers will be able to: (underline progressions and finish objectives etc.)
RL6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> ● Build meaning across several texts (fiction and nonfiction) <i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> ● Make connections to their own lives and contemporary issues and problems across all genres, including historical fiction and high fantasy ● Make connections to other texts by topic, major ideas, author's style and genres ● Make connections among informational texts and historical fiction and content area study, using information from one setting to assist comprehending in the other ● Connect characters within and across texts and genres by circumstances, traits, or actions ● Specify the nature of connections (topic, content, type of story, writer)
RI6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> ● Build meaning across several texts (fiction and nonfiction) <i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> ● Show connections by using graphic organizers, drawings, or writing to other texts by topic, major ideas, author's styles, and genres

	<ul style="list-style-type: none"> • Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing • Connect characters within and across texts and genres by circumstances, traits, or actions • Specify the nature of connections (topic, content, type of story, writer) <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Identify similarities across texts (concepts, theme, style, organization)
<p>W6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> • Organize the text appropriately as a narrative or informational piece <p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> • Understand how the purpose of the writing influences the selection of genre • Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan • Write with a specific reader or audience in mind • Select from a variety of forms the kind of text that will fit the purpose (books with illustration and word; alphabet books, label books poetry books, question and answer books, illustration-only books) <p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> • Identify vague parts
<p>SL6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><i>Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> • Reflect meaning with the voice through pause, stress, phrasing, and intonation <p><i>Reading (Thinking Beyond the Text)</i></p> <ul style="list-style-type: none"> • Use voice quality and volume to reflect inferences as to characters' attributes, feelings, and underlying motivations <p><i>Reading (Thinking About the Text)</i></p> <ul style="list-style-type: none"> • Use the voice to convey the author's purpose or stance • Use the voice to reflect literary features such as exaggeration, imagery, or personification <p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> • Deliver both formal and informal presentations in a dynamic way • Demonstrate the use of specific language for different kinds of presentation (dramatic, narrative, reports, news programs) • Have an audience in mind before planning the presentation
<p>L6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L6.3a Vary sentence patterns</p>	<p><i>Writing (Grammar)</i></p>

for meaning, reader/listener interest, and style.	Vary sentence structure and length for reasons of craft <i>Oral, Visual, and Technological Communication (Organization)</i> Select genre of presentation with audience in mind
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Instructional strategies

Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:

- Follow Fountas and Pinnell’s Reader’s Workshop model (*Guiding Readers and Writers*, 2001)
- Use Guided Reading : dynamic (flexible) small group instruction to target specific needs of specific students
- Reading Workshop: book talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation
- Interactive read-alouds: modeling reading and thinking, with whole-group, small group, paired (Turn and Talk) collaborative discussions

Writing Workshop: writer talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation

Assessments

In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Reading and responding to reading

Journal entries, quick-writes, exit slips, and other evidence to check for student understanding

Letters in reader response notebook with specific emphasis on:

- reflection
- analysis
- using evidence from the text to support analysis or reflection (Teachers may develop their own rubrics or use the one on page 183 of *Guiding Readers and Writers*)
- compare/contrast

Interactive read-aloud discussions (teacher observation, notes)

Writing

Teacher/student choice of two different mediums to deliver message on the same topic that demonstrate knowledge gained about writer’s craft throughout the year; written and/or digital products can include but are not limited to:

- an editorial
- a poem
- a short story
- a blog

- a feature article
- a report
- a review

with an emphasis on

- organization
- purpose
- audience

Speaking and Listening

Group share

End of unit assessment: Present product

with an emphasis on

- voice
- audience awareness

Language

Evaluate through student writing and, as needed, through quizzes

with an emphasis on

- varying sentence patterns for meaning

Vocabulary Terms		Interdisciplinary Connections
<u>Academic/Tier 2</u> vocabulary introduced in previous units	<u>Tier 3</u> vocabulary introduced in previous units	In Unit (#6) in social studies, students learn: ancient Romans In Unit (#6) in science, students learn: weather systems - heat transfer, winds

Resources	
<p>For teacher:</p> <p>Fountas & Pinnell Continuum</p> <p>Ongoing training and coaching in Readers/Writers Workshop Model</p> <p> Mentor texts (See Implementation Guide for growing list of books for Guided Reading, Book Clubs, Classroom Library, and Bookrooms.)</p> <p>Research tools</p> <ul style="list-style-type: none"> ● NoodleTools 	<p>For students:</p> <p>Mentor texts</p> <p>Classroom libraries</p> <p>Research tools</p> <p> NoodleTools</p>



Bristol Public Schools
Office of Teaching & Learning

DEPARTMENT: English/Language Arts

COURSE: Grade 7

Units 1-6 and culminating project

COURSE DESCRIPTION:

Grade 7 English Language Arts is a full-year course focused on developing thinkers as readers, writers, and speakers. Students will study a variety of genres in literature and in informational texts, that is, in fiction and nonfiction. They will respond through a variety of writing experiences, using much of what they read as mentor texts to inform and shape their own writing. Students will also conduct research, study the structure of the English language, and develop their vocabulary.

DEPARTMENT PHILOSOPHY:

The English/Language Arts curriculum helps students to discover, through the acquisition of reading, researching, writing, speaking, and listening skills, an understanding and appreciation of how literature and informational texts reflect and influence the “world in which they live.” Critical thinking and writing skills, demonstrated by various tasks ranging from research papers to essays, creative writing and/or multimedia projects, will support students to reach the departmental goals of becoming fluent writers, speakers and critical thinkers. Students will interact with each other and the teacher to discover the elements of the multiple genres within the subject matter. Examining literature and informational text will deepen their understanding of themselves and their world and will empower them to build intellectual arguments to express that understanding.

We recognize that students embody many differences in abilities, talents and learning styles as well as in interests and goals. We, therefore, are committed to developing and delivering curricula of such variety and scope that we may serve these widely divergent needs and interests. Academic and Accelerated coursework is driven by grade level standards. Text complexity and Webb’s Depth of Knowledge Levels associated with questioning, activities, or products differentiate the curriculum. The desired end: to prepare students to take their place in the world community, providing them with the capacity to succeed in college and careers and ultimately to live enriching personal and public lives.

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DEPARTMENT GOALS:

Through a planned, sequential and integrated curriculum, the staff of Bristol Public Schools strives to educate each student in conjunction with the Connecticut Core Standards of English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. The goals of the English/Language Arts Department are for students to:

- Develop the skills to read, write, speak, listen and view texts to construct meaning;
- Read with understanding and respond thoughtfully to a variety of texts;
- Write and speak English proficiently to communicate ideas clearly;
- Choose and apply strategies that enhance the fluent and proficient use of language arts;
- Understand and appreciate texts, both fictional and nonfictional, from many literary periods and cultures;
- Employ the language arts for lifelong learning, work and enjoyment.

CONNECTICUT CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

The College and Career Readiness anchor standards, found directly below, and grade-specific standards, found in subsequent pages, are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards exist for Reading, Writing, Speaking & Listening, and Language.

College and Career Readiness Anchor Standards for Reading (Reading Literature/ RL and Reading Information / RI)

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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Range of Reading and Level of Text Complexity

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

College and Career Readiness Anchor Standards for Writing (W)

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening (SL)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
7. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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College and Career Readiness Anchor Standards for Language (L)

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

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

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GRADE 7. Adapted from The Leadership and Learning Center “Rigorous Curriculum Design” model.

Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 7
Trimester 1	Narrative
Unit 1	What makes a good story?
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)</p> <p>CCSS.ELA-Literacy.L.7.6 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.</p>	
Priority Standards	
RL	<p>7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>
W	<p>7.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>7.3 a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>7.3 b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>7.3 e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
SL	<p>7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>

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	<p>7.1 b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>7.1 c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>
L	<p>7.4 c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>7.5 a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>
Supporting Standards	
RL	7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text
W	<p>7.3 c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>7.3 d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>
L	<p>7.2 Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing.</p> <p>7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>7.6 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.</p>

Unwrapped Standards	
Concepts (What students need to know)	Skills (What students need to be able to do)
Reading	
<p>textual evidence</p> <ul style="list-style-type: none"> ● <u>several pieces</u> <ul style="list-style-type: none"> ○ explicit ○ inferences <p>analysis</p>	<p><u>cite</u></p> <p>support</p>

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<u>interaction of elements</u> <ul style="list-style-type: none"> ● story ● drama (e.g., how setting shapes the characters or plot)	<u>analyze</u>
meaning words, phrases <ul style="list-style-type: none"> ● figurative ● connotative impact of <u>rhymes and other repetitions of sounds</u> <ul style="list-style-type: none"> ● <u>verse or stanza of a poem</u> ● <u>section of story or drama</u> 	determine analyze
Writing	
narratives real / imagined experiences / events <ul style="list-style-type: none"> ● effective techniques ● relevant descriptive details ● well-structured event sequences 	write develop
audience/reader context <u>point of view</u> narrator characters sequence <ul style="list-style-type: none"> ● naturally ● logically 	engage orient establish introduce organize

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<p>narrative techniques</p> <ul style="list-style-type: none"> ● dialogue ● pacing ● description <p>experiences events characters</p>	<p>use</p> <p>develop</p>
<p>conclusion</p> <ul style="list-style-type: none"> ● follows ● reflects <p>narrated experiences or events</p>	<p>provide</p>
<p>Speaking and Listening</p>	
<p>range</p> <ul style="list-style-type: none"> ● collaborative discussions <ul style="list-style-type: none"> ○ <u>Grade 7</u> <ul style="list-style-type: none"> ● topics ● texts ● issues <p>ideas</p> <ul style="list-style-type: none"> ● others' ● own 	<p>engage</p> <p>build express</p>
<p>rules for collegial discussions</p> <p><u>progress</u></p> <ul style="list-style-type: none"> ● goals ● deadlines <p>individual roles</p>	<p>follow</p> <p><u>track</u></p> <p>define</p>

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<p>questions</p> <p>elaboration</p> <p><u>relevant observations and ideas</u></p> <p>discussion</p> <ul style="list-style-type: none"> • <u>back on topic</u> 	<p>pose</p> <p><u>elicit</u></p> <p>respond</p> <p><u>bring</u></p>
Language	
<p>reference materials (e.g., dictionaries, glossaries, thesauruses)</p> <ul style="list-style-type: none"> • <u>general</u> • <u>specialized</u> <p>pronunciation</p> <p>precise meaning</p> <p>part of speech</p>	<p>consult</p> <p>find</p> <p>determine / clarify</p>
<p>understanding</p> <ul style="list-style-type: none"> • figurative language • word relationships • nuances in word meanings 	<p>demonstrate</p>
<p>figures of speech</p> <ul style="list-style-type: none"> • <u>(e.g., literary, biblical, and mythological allusions) in context</u> 	<p>interpret</p>

Essential Questions	Corresponding Big Ideas
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<ol style="list-style-type: none"> 1. How do readers support their analysis of what the text says? 2. How do readers come to understand the development of a story? 3. How do writers create engaging and effective narratives? 4. As speakers and listeners, how do members of a learning community participate effectively? 5. How do members of a learning community acquire new vocabulary and use it correctly? 	<ol style="list-style-type: none"> 1. Readers cite textual evidence to support what the text says explicitly as well as inferences drawn from the text. 2. Readers trace the interaction of story elements to determine how they influence the development of a story. 3. Writers create engaging and effective narratives by using the structure, techniques and elements of the narrative/fiction genre. 4. Speakers and listeners participate in effective collaborative discussions by establishing and following rules that guide the interactions between members of the learning community. Learners listen attentively to and build upon the ideas of others. While posing questions and responding, they express their own ideas clearly, elaborating to optimally engage in conversations with others. 5. Learners acquire new vocabulary and use it correctly through extensive experience with reading, writing, speaking, and listening as active members of a learning community. Additionally, learners use context and consult reference materials to check their understanding of inferred word meanings and figurative language.
<p>Prioritized standards</p>	<p>Learning objectives Identify what readers and writers will be able to:</p>
<p>RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><i>Think within the text:</i></p> <ul style="list-style-type: none"> ● Continuously check with the evidence in a text to ensure that writing reflects understanding <p><i>Think beyond the text:</i></p> <ul style="list-style-type: none"> ● Infer what the writer means but has not stated using evidence from the text ● Support thinking beyond the text with specific evidence based on personal experience, or knowledge or evidence from the text ● Identify evidence that supports argument ● Make and support predictions with evidence from the text or from knowledge or genre <p><i>Think about the text:</i></p>

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GRADE 7. Adapted from The Leadership and Learning Center "Rigorous Curriculum Design" model.

	<ul style="list-style-type: none"> ● Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text
<p>RL 7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p><i>Think within the text:</i></p> <ul style="list-style-type: none"> ● Provide details that are important to understanding the relationship among plot, setting, and character traits <p><i>Think beyond the text:</i></p> <ul style="list-style-type: none"> ● Infer character’s or subject’s thinking processes and struggles at the key decision points in their lives in fiction or biography <p><i>Think about the text:</i></p> <ul style="list-style-type: none"> ● Note specific examples of the writer’s craft (leads, dialogue, definition of terms within the text, divisions of text, use of descriptive language, interesting verbs, ending) ● Analyze a text or group of texts to reveal insights into the writer’s craft (the way the writer reveals characters, or uses symbolism, humor, irony, suspense) ● Analyze how language, illustrations, and layout work together as a unified whole to set mood and convey meaning
<p>RL 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p><i>Think within the text:</i></p> <ul style="list-style-type: none"> ● Recognize subtle meaning for words used in context ● Keep flexible definitions of complex words in order to derive new meanings for them or understand figurative or connotative use ● Notice that words have multiple meanings and use this knowledge to understand a text ● Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English ● Understand a variety of words that represent big ideas and abstract ideas and concepts <p><i>Think about the text:</i></p> <ul style="list-style-type: none"> ● Notice how an author uses words in a connotative way (to imply something beyond the literal meaning)

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GRADE 7. Adapted from The Leadership and Learning Center “Rigorous Curriculum Design” model.

<p>W 7.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>7.3 a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>7.3 b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>7.3 e. Provide a conclusion that</p>	<p><i>Writing (Memoir – Personal Narrative/Autobiography)</i></p> <ul style="list-style-type: none"> ● Understand a personal narrative as an important story from the writer’s life ● Use literary language (powerful nouns and verbs, figurative language) <p><i>Writing (Short Fiction)</i></p> <ul style="list-style-type: none"> ● Understand fiction as a short story about an event in the life of a main character <p><i>Writing (Language Use)</i></p> <ul style="list-style-type: none"> ● Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography and fiction <p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ● Establish an initiating event in a narrative with a series of events flowing from it <p><i>Writing (Language Use)</i></p> <ul style="list-style-type: none"> ● Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography and fiction ● Use descriptive language and dialogue to present characters who appear and develop in memoir, biography and fiction ● Write in second person to talk directly to the reader or for literary effect ● Use dialogue and action to draw readers into the story <p><i>Writing (Word Choices)</i></p> <ul style="list-style-type: none"> ● Select precise words to reflect what the writer is trying to say ● Use transitional words for time flow (meanwhile, next) <p><i>Writing (Short Fiction)</i></p>
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GRADE 7. Adapted from The Leadership and Learning Center “Rigorous Curriculum Design” model.

<p>follows from and reflects on the narrated experiences or events.</p>	<ul style="list-style-type: none"> ● Compose a narrative with setting, dialogue, plot or conflict, main characters, specific details, and a satisfying ending
<p>SL7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>7.1 b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p><i>Listen and speak:</i></p> <ul style="list-style-type: none"> ● Monitor understanding and ask questions to clarify ● Use conventions of respectful speaking ● Evaluate one's own part as a discussant as well as the effectiveness of the group ● Facilitate the entire group's discussion by ensuring that no one dominates and everyone has a chance to speak ● Monitor own understanding of others' comments and ask for clarification and elaboration ● Restate points that have been made and extend or elaborate them ● Listen and respond, taking an alternative perspective ● Sustain a line of discussion, staying on the main topic and requesting or signaling a change of topic

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<p>7.1 c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>	<ul style="list-style-type: none"> ● Remember others' comments and consider one's own thinking in relation to them ● Anticipate disagreement and use language to prevent conflict and engender collaborative discussion ● Negotiate issues without conflict or anger <p><i>Think within the text:</i></p> <ul style="list-style-type: none"> ● Remember where to find information in more complex texts so opinions and theories can be checked through revisiting ● Remember information in summary form so that it can be used in discussion with others and in writing <p><i>Think beyond the text:</i></p> <ul style="list-style-type: none"> ● Revise understandings and/or change opinions based on new information acquired through listening, reading, or discussion ● Form implicit questions and search for answers in the text while listening and during discussion ● Think deeply about social issues as revealed in realistic and historical fiction and discuss ideas with others ● Actively seek diverse perspectives and search for understanding of other cultures while listening, writing, and discussing texts
<p>L7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L7.4 c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p><i>Phonics, Spelling, and Word Study (Word solving actions):</i></p> <ul style="list-style-type: none"> ● Recognize and use the different types of dictionaries, general, specialized (synonyms, abbreviations, theme or topic, foreign language, thesaurus, electronic)

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GRADE 7. Adapted from The Leadership and Learning Center "Rigorous Curriculum Design" model.

<p>7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>7.5 a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>	<p><i>Phonics, Spelling, and Word Study (Word Meaning)</i></p> <ul style="list-style-type: none"> ● Recognize and use words as metaphors and similes to make comparisons ● Use figurative language to make a comparison
<p>Instructional strategies</p>	
<p>Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will employ the following:</p>	
<ul style="list-style-type: none"> ● Reading Workshop: book talks, mini-lessons, modeling (illustrative example), guided reading/practice, independent application, conferring with individual students, concluding whole-group share/evaluation ● Interactive read-alouds: modeling reading and thinking, with whole-group, small group, paired (Turn and Talk) collaborative discussions ● Writing Workshop: writer talks, mini-lessons, modeling (illustrative example), guided writing/practice, independent application, conferring with individual students, concluding whole-group share/evaluation 	

Assessments

All assessments will be differentiated at the academic and accelerated level with regard to text complexity, depth of questioning, and rubric expectations. In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Reading and responding to reading

Pre-Assessment:

- individual and whole-class, reading and writing assessments to determine student strengths and needs
- benchmark Assessment (for qualifying students) to determine instructional and independent levels

Journal entries, quick-writes, exit slips, and other evidence to check for student understanding

Letters in reader response notebook with specific emphasis on:

- reflecting (with limited retelling or summarizing, unless specifically assigned)
- analysis
- Using explicit or inferred evidence from the text to support points of reflection or analysis (Teachers may develop their own rubrics or use the one on page 183 of *Guiding Readers and Writers*)
- interactive read-aloud discussions (teacher observation, notes)
- conferring (teacher notes)
- figurative and connotative word meanings

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GRADE 7. Adapted from The Leadership and Learning Center “Rigorous Curriculum Design” model.

- Impact of rhymes, repetitions of sounds

Writing

Teacher /student choice of mid-level assessments that evaluate and build on knowledge gained during the narrative unit, including, but not limited to:

- journal entries
- quick-writes
- character sketches
- employing knowledge of literary elements to “add” a scene to a book read independently or as a read-aloud
- imagined narrative diary entry for the Iceman (studied in social studies) or character from a book read during the unit

with an emphasis on

- organization
- evidence
- elaboration
 - dialogue, pacing, description
- conclusions

Speaking & Listening

- teacher evaluation of participation in collaborative groups and class discussions(through observation and/or rubric)
- self –evaluation of participation in collaborative groups and class discussions
- conferring (teacher notes)
- evaluate through conferring notes, quizzes, student writing

With an emphasis on

- collaboration
- elaboration
- goal setting and deadlines
- questioning

Language

Evaluate through student writing and, as needed, through quizzes

with an emphasis on:

- multiple meaning words -- using context and verifying meaning
- figures of speech
 - literary

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GRADE 7. Adapted from The Leadership and Learning Center “Rigorous Curriculum Design” model.

<ul style="list-style-type: none"> ○ biblical ○ mythological allusions ● reference materials (pronunciation, meaning, part of speech) 		
Unit Vocabulary Terms		Interdisciplinary Connections
<p><u>Academic/Tier 2</u></p> <p>cite evidence analysis explicit inference context organize engage orient collaborative collegial discussions goals deadlines pose respond elicit elaborate consult clarify interpret relevant context interpret</p>	<p><u>Tier 3</u></p> <p>figurative and connotative meanings of words rhymes repetition of sounds (alliteration) verse stanza narrative techniques</p> <ul style="list-style-type: none"> ● dialogue ● pacing ● description <p>setting characters plot conclusion narrator reference materials figurative language</p> <ul style="list-style-type: none"> ● personification ● simile ● metaphor ● hyperbole ● etc. <p>parts of speech word meanings</p> <ul style="list-style-type: none"> ● figurative language ● word relationships ● nuances 	<p>In Unit 1 in social studies, students learn about: the spread of Christianity and Islam.</p> <p>In Unit 1 in science, students learn about scientific inquiry, literacy and numeracy.</p>

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	figures of speech <ul style="list-style-type: none"> ● literary ● biblical ● mythological allusions pronunciation	
Resources:		
For teachers: Fountas & Pinnell Continuum Ongoing training and coaching in Readers/Writers Workshop Model Mentor texts (See Implementation Guide for growing list of books for Guided Reading, Book Clubs, Classroom Library, and Bookrooms.) Research tools <ul style="list-style-type: none"> ● NoodleTools http://neoenglish.wordpress.com/2010/12/27/figures-of-speech-commonly-used-in-literature/	For students: Mentor texts Classroom libraries Research tools	

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GRADE 7. Adapted from The Leadership and Learning Center “Rigorous Curriculum Design” model.

Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 7
Trimester 1	Narrative
Unit 2	Unit 2: How does understanding narrative text structure enhance meaning?
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)</p> <p>CCSS.ELA-Literacy.L.7.6 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.</p>	
Priority Standards	
RL	<p>7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>
W	<p>7.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>7.3 d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>7.5 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. (Editing for conventions should demonstrate</p>

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	<p>command Language standards 1-3 up to and including grade 7)</p> <p>7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>7.9a Apply Grade 7 Reading standards (e.g. RL 7.9)</p>
S L	7.1a 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.
L	<p>7.1 a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>7.2a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old(,) green shirt.</i>)</p> <p>7.4 a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>7.4 d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p>
Supporting Standards	
RL	7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
W	<p>7.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>7.3 a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>7.3 b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>7.3 e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
S L	7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
L	<p>7.2b Spell correctly.</p> <p>7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>7.6 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.</p>

Unwrapped Standards

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Reading:	
<p>theme / central idea</p> <p><u>point of view</u> summary</p> <ul style="list-style-type: none"> ● <u>objective</u> 	<p>determine</p> <p><u>analyze</u> provide</p>
<p><u>drama's / poem's form or structure</u></p> <ul style="list-style-type: none"> ● (e.g., <u>soliloquy, sonnet</u>) ● meaning 	<p><u>analyze</u></p>
<p>point of view</p> <ul style="list-style-type: none"> ● <u>development</u> ● <u>contrasts</u> <ul style="list-style-type: none"> ● <u>characters / narrators</u> 	<p><u>analyze</u></p>
<p>written story / drama / poem</p> <ul style="list-style-type: none"> ● audio, filmed, staged, or <u>multimedia</u> version <p><u>techniques</u></p> <ul style="list-style-type: none"> ● <u>unique to each medium</u> 	<p><u>compare and contrast</u></p> <p><u>analyze</u></p>
<p><u>fictional portrayal</u> <u>historical account of the same period</u></p>	<p>compare and contrast</p>
Writing:	
<p>transitions</p> <ul style="list-style-type: none"> ● words ● phrases ● clauses ● <u>sequence</u> 	<p>use</p> <p><u>convey</u></p>

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<ul style="list-style-type: none"> ● <u>signal shifts</u> 	
<p>precise words and phrases relevant descriptive details sensory language</p> <p>experiences events</p>	<p>use</p> <p><u>convey</u></p>
<p>clear and coherent writing</p> <ul style="list-style-type: none"> ● development ● organization ● style ● task ● purpose ● audience 	<p>produce</p>
<p>writing</p> <ul style="list-style-type: none"> ● planning ● revising ● editing ● rewriting ● trying a new approach 	<p>develop and strengthen</p>
<p>evidence</p> <ul style="list-style-type: none"> ● literary text ● informational text <p>analysis reflection research</p>	<p>draw</p> <p>support</p>
<p><u>grade 7</u> reading standards to literature</p>	<p>apply</p>
<p>Speaking and Listening:</p>	

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<p>3. How does point of view affect the reader’s thoughts about characters and events in a text?</p> <p>4. How do readers compare different works of fiction?</p> <p>5. How do writers effectively convey experiences and events?</p> <p>6. How are writers able to develop and strengthen their writing to ensure their meaning is clearly communicated?</p> <p>7. How can members of a learning community engage in collaborative discussions?</p>	<p>3. Readers analyze how an author develops and contrasts the point of view of different characters or narrators to better understand the complexity of a text.</p> <p>4. Readers compare different works of fiction by analyzing the effects and techniques unique to each medium. Readers compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>5. Writers produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; they use precise words and phrases, relevant descriptive details, and sensory language.</p> <p>6. Writers develop and strengthen their writing as needed by planning, revising, editing, rewriting, or trying a new approach with some guidance and support from peers and adults. Through proofreading, they ensure the use of transitions to convey events in sequence and use commas appropriately.</p> <p>7. Members of a learning community should come to discussions prepared and draw on their preparation by referring to evidence as they probe and reflect on ideas under discussion.</p>
<p>Powered Standards</p>	<p>Learning Objectives Identify what readers and writers will be able to:</p>
<p>RL7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text</p>	<p><i>Think within the text:</i></p> <ul style="list-style-type: none"> ● Construct summaries that are concise and reflect the important and overarching ideas and information in texts <p><i>Think beyond the text:</i></p> <ul style="list-style-type: none"> ● Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people’s lives today

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	<p><i>Think about the text:</i></p> <ul style="list-style-type: none"> ● Notice how the writer reveals the underlying messages or the theme of a text (through a character, through plot and events) ● Derive and critique the moral lesson of a text ● Evaluate how the writer has used illustrations and print to convey big ideas
<p>RL7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p>	<p><i>Think beyond the text:</i></p> <ul style="list-style-type: none"> ● Notice and discuss the information provided in section titles, headings, and subheadings to predict information provided in a text <p><i>Think about the text:</i></p> <ul style="list-style-type: none"> ● Notice and understand when the writer uses description, temporal sequence, comparison and contrast, cause and effect, and problem and solution ● Notice how the writer has organized as informational text (categories and subcategories, sequence, and others) and evaluate the coherence of the Organization ● Describe, analyze, and write critically about a text as an integrated whole, including how text, illustrations and other features work together to convey meaning ● Use knowledge of genre to interpret and write about the quality or characteristics of a text ● Understand when a writer has combined underlying organizational structures (description, compare and contrast, temporal sequence, problem and solution, cause and effect)
<p>RL7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p><i>Think about the text:</i></p> <ul style="list-style-type: none"> ● Derive the author’s purpose and stance even when implicitly stated ● Analyze the selection of genre in relation to inferred writer’s purpose for a range of texts ● Critique the biographer’s presentation of a subject, noticing bias ● Analyze texts to determine the writer’s point of view or bias, identifying specific language that reveals bias or qualifies as propaganda
<p>RL7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles)</p>	<p><i>Think within the text:</i></p> <ul style="list-style-type: none"> ● Search for and use information in a wide range of graphics and integrate with information from print (e.g., pictures, captions, diagrams, illustrations with labels, maps, charts) <p><i>Think beyond the text:</i></p> <ul style="list-style-type: none"> ● Integrate existing content knowledge with new information from a text to consciously create new understandings ● Revise understandings and/or change opinions based on new information acquired through listening, reading,

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<p>in a film).</p>	<p>or discussion</p> <p><i>Think about the text:</i></p> <ul style="list-style-type: none"> ● Comment on how layout and the format of a text contribute to the meaning, effectiveness, and artistic quality of both fiction and nonfiction
<p>RL7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history</p>	<p><i>Think within the text:</i></p> <ul style="list-style-type: none"> ● Build meaning across several texts (fiction and nonfiction) <p><i>Think beyond the text:</i></p> <ul style="list-style-type: none"> ● Show connections by using graphic organizers, drawings, or writing to other texts by topic, major ideas, author’s styles, and genres ● Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing ● Connect characters within and across texts and genres by circumstances, traits, or actions ● Specify the nature of connections (topic, content, type of story, writer) <p><i>Think about the text:</i></p> <ul style="list-style-type: none"> ● <i>Identify similarities across texts (concepts, theme, style, organization)</i> ● <i>Engage in critical thinking across a writer’s body of work or across works on the same content and discuss findings or produce a literary essay</i>
<p>W7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W7.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W7.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey</p>	<p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ● Use well-crafted transitions to support the pace and flow of the writing <p><i>Writing (Word Choices)</i></p> <ul style="list-style-type: none"> ● Select precise words to reflect what the writer is trying to say ● Use transitional words for time flow (meanwhile, next) <p><i>Writing (Language Use)</i></p> <ul style="list-style-type: none"> ● Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography and fiction ● Use descriptive language and dialogue to present characters who appear and develop in memoir, biography

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<p>experiences and events.</p>	<p>and fiction</p> <ul style="list-style-type: none"> ● Write in second person to talk directly to the reader or for literary effect ● Use dialogue and action to draw readers into the story
<p>SL7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL7.1a 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</p>	<p><i>Read/Discuss (Think Within the Text):</i></p> <ul style="list-style-type: none"> ● Remember where to find information in more complex texts so opinions and theories can be checked through revisiting ● Remember information in summary form so that it can be used in discussion with others and in writing <p><i>Read/Discuss (Think Beyond the Text)</i></p> <ul style="list-style-type: none"> ● Revise understandings and/or change opinions based on new information acquired through listening, reading, or discussion ● Form implicit questions and search for answers in the text while listening and during discussion ● Think deeply about social issues as revealed in realistic and historical fiction and discuss ideas with others ● Actively seek diverse perspectives and search for understanding of other cultures while listening, writing, and discussing texts <p><i>Oral, Visual, and Technological Communication(Listening and Speaking)</i></p> <ul style="list-style-type: none"> ● Monitor own understanding of others' comments and ask for clarification and elaboration ● Restate points that have been made and extend or elaborate them ● Listen and respond, taking an alternative perspective ● Sustain a line of discussion, staying on the main topic and requesting or signaling a change of topic ● Remember others' comments and consider one's own thinking in relation to them ● Anticipate disagreement and use language to prevent conflict and engender collaborative discussion ● Negotiate issues without conflict or anger

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<p>L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L7.1 a Explain the function of phrases and clauses in general and their function in specific sentences</p>	<p><i>Writing (Grammar)</i></p> <ul style="list-style-type: none"> ● Write a variety of complex sentences using conventions of word order and punctuation ● Use a range of sentences types (declarative, interrogative, imperative, exclamatory)
<p>L7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>L7.2 a Use a comma to separate coordinate adjectives</p>	<p><i>Writing (Conventions)</i></p> <ul style="list-style-type: none"> ● Try out new ways of using punctuation ● Use commas to identify a series, introduce a speaker, or introduce a clause
<p>L7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>L7.4 a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L7.4 d Verify the preliminary determination of the meaning of</p>	<p><i>Phonics, Spelling, and Word Study (Word-Solving Actions)</i></p> <ul style="list-style-type: none"> ● Use the context of the sentence, paragraph, or whole text to help determine the precise meaning of a word ● Recognize and use the different types of dictionaries, general, specialized (synonyms, abbreviations, theme or topic, foreign language, thesaurus, electronic) <p><i>Phonics, Spelling, and Word Study (Word-Solving Actions)</i></p> <ul style="list-style-type: none"> ● Use the context of the sentence, paragraph, or whole text to help determine the precise meaning of a word

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a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- Recognize and use the different types of dictionaries, general, specialized (synonyms, abbreviations, theme or topic, foreign language, thesaurus, electronic

Instructional strategies

Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:

- Reading Workshop: book talks, mini-lessons, modeling (illustrative example), guided reading/practice, independent application, conferring with individual students, concluding whole-group share/evaluation
- Interactive read-alouds: modeling reading and thinking, with whole-group, small group, paired (Turn and Talk) collaborative discussions
- Writing Workshop: writer talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation

Assessments

All assessments will be differentiated at the academic and accelerated level with regard to text complexity, depth of questioning, and rubric expectations. In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Reading and responding to reading

Journal entries, quick-writes, exit slips, and other evidence to check for student understanding

Letters in reader response notebook with specific emphasis on:

- reflecting
- analysis
- using evidence from the text to support the points of analysis or reflection (Teachers may develop their own rubrics or use the one on page 183 of *Guiding Readers and Writers*)
- theme
- summarizing
- comparing and contrasting different genres on similar topics

Interactive read-aloud discussions (teacher observation, notes)

Conferring (teacher notes)

Writing

Teacher/student choice of mid-level assessments that evaluate and build on knowledge gained during the narrative unit, including, but not limited to:

- journal entries
- quick-writes

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- short pieces of analytical writing leading up to the literary essay

with an emphasis on:

- using transitions
- precise words, descriptive details, sensory language
- organization

End of unit assessment: Literary Essay/Book Review

Speaking & Listening

Teacher evaluation of participation in collaborative groups and class discussions (through observation and/or rubric)

Self –evaluation of participation in collaborative groups and class discussions

Conferring (teacher notes)

With an emphasis on:

- using evidence

Language

Evaluate through student writing and, as needed, through quizzes

with an emphasis on:

- multiple meaning words (using context)
- pronouns
- commas, parentheses, dashes (to set nonrestrictive/parenthetical elements)
- using reference materials

Resources

For teacher:

Fountas & Pinnell Continuum
Ongoing training and coaching in Readers/Writers Workshop Model
Mentor texts (See Implementation Guide for growing list of books for Interactive Read Aloud, Guided Reading, Book Clubs, Classroom Library, and Bookrooms.)

For students:

Mentor texts
Classroom libraries

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Unit Vocabulary Terms		Interdisciplinary Connections
<u>Academic/Tier 2</u> *analysis reflection convey *explicit *inference objective summary opinions judgments bias *context coherent *elaborate development *organization task purpose audience *evidence *relevant convey precise probe reflect *introduced in unit 1	<u>Tier 3</u> genre theme central idea form or structure <ul style="list-style-type: none"> ● drama ● poem soliloquy sonnet compare/contrast <ul style="list-style-type: none"> ● story, drama, poem to audio, filmed, staged or multimedia version ● fictional/historical accounts of same time period point of view *narrator transitions <ul style="list-style-type: none"> ● words ● phrases ● clauses sensory language *figurative language planning revising editing rewriting phrases clauses comma	In Unit 2 in social studies, students learn about the Middle Ages in Europe. In Unit 2 in science, students learn about cells.

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	coordinate adjectives *introduced in unit 1	
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Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 7
Trimester 2	Informational
Unit 3	How is information conveyed?
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)</p> <p>CCSS.ELA-Literacy.L.7.6 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.</p>	
Priority Standards	
RI	<p>7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>
W	<p>7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition,</p>

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	<p>classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</p> <p>7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>7.2f Provide a concluding statement or section that follows from the information or explanation presented.</p>
SL	7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.
L	7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)
Supporting Standards	
RI	7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
W	7.4 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SL	7.1a 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.
L	<p>7.2b Spell correctly.</p> <p>7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>7.6 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.</p>

Unwrapped Standards	
Concepts (What students need to know)	Skills (What students need to be able to do)
Reading:	
<u>several pieces evidence analysis</u> <ul style="list-style-type: none"> ● explicit ● inferences 	cite
<u>two or more central ideas</u>	determine

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	organize analyze
topic <u>clearly</u> <u>what is to follow</u> ideas concepts information strategies <ul style="list-style-type: none"> ● definition ● classification ● comparison/contrast ● cause/ effect formatting graphics multimedia	introduce <u>preview</u> organize use include
topic <ul style="list-style-type: none"> ● relevant facts ● definitions ● concrete details ● quotations ● other information and examples 	develop
concluding statement / section <ul style="list-style-type: none"> ● follows from ● <u>supports</u> 	provide
Speaking and Listening:	

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<u>new information</u> <ul style="list-style-type: none"> • <u>expressed by others</u> <u>own views</u>	<u>acknowledge</u> <u>modify</u>
Language:	
connotations (associations) denotations (definitions)	distinguish

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How do readers comprehend informative/explanatory text? 2. How are readers able to understand words and phrases they encounter in a text? 3. How do writers create informational pieces? 4. How do speakers and listeners effectively build on one another's ideas? 	<ol style="list-style-type: none"> 1. Readers use their knowledge of nonfiction text structures, examine text features, and consider such elements as the central idea and author's purpose in order to comprehend informative/explanatory text. 2. Readers use context as clues to determine the meaning of words and phrases as they are used in a text, including figurative and connotative, and technical meanings. 3. Writers follow a process to create a piece of writing. 4. Speakers and listeners build on one another's ideas by acknowledging new information expressed and modify their views when warranted.
Powered Standards	Learning Objectives
RI 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	Identify what readers and writers will be able to: <i>Think Beyond the Text</i> <ul style="list-style-type: none"> • Support Thinking Beyond the Text with specific evidence based on personal experience, or knowledge or evidence from the text • Consistently make predictions before, during and after reading using evidence from the text to

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	<p>support thinking</p> <ul style="list-style-type: none"> ● Support predictions with evidence from the text or from knowledge of genre <p><i>Think About the Text</i></p> <ul style="list-style-type: none"> ● Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text
RI7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<p><i>Think Within the Text</i></p> <ul style="list-style-type: none"> ● Construct summaries that are concise and reflect the important and overarching ideas and information in texts <p><i>Think Beyond the Text</i></p> <ul style="list-style-type: none"> ● Recognize underlying political messages in fiction and nonfiction texts ● State an interpretation of the writer’s underlying messages (themes) ● Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people’s lives today <p><i>Think About the Text</i></p> <ul style="list-style-type: none"> ● Notice how the writer reveals the underlying messages or the theme of a text (through a character, through plot and events) ● Evaluate how the writer has used illustrations and print to convey big ideas
RI7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<p><i>Think Beyond the Text</i></p> <ul style="list-style-type: none"> ● Reflect inferences about the main and supporting characters’ feelings, motivations, attitudes, and decisions based on information from the text (also for subjects of biography) ● In texts with multiple complex characters, infer traits, motivations and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them ● Infer character’s or subject’s thinking processes and struggles at key decision points in their lives in fiction or biography <p><i>Think About the Text</i></p> <ul style="list-style-type: none"> ● Become critical of the subjects of biography (decisions, motivations, accomplishments)
RI7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<p><i>Think Within the Text</i></p> <ul style="list-style-type: none"> ● Recognize subtle meaning for words used in context ● Keep flexible definitions of complex words in order to derive new meanings for them or understand figurative or connotative use ● Derive the meaning of words that reflect regional or historical dialects as well as words from

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	<p>languages other than English</p> <ul style="list-style-type: none"> ● Understand a variety of words that represent big ideas and abstract ideas and concepts <p><i>Think Beyond the Text</i></p> <ul style="list-style-type: none"> ● Identify and understand new meanings of words when they are used as similes and metaphors and apply these understanding to analyzing the whole text in terms of deeper meanings ● Demonstrate awareness of and sensitivity to words that impute stereotypes (race, gender, age) in general as well as to a particular audience ● Demonstrate awareness of words that have connotative meaning relative to social values <p><i>Think About the Text</i></p> <ul style="list-style-type: none"> ● Notice and provide examples of the ways writers select words to convey precise meaning ● Comment on the author’s word choice and use of language to create subtle shades of meaning and to create the mood
<p>RI7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the of the ideas.</p>	<p><i>Think About the Text</i></p> <ul style="list-style-type: none"> ● Recognize and discuss the artistic aspects of a text, including how illustrations and narrative form a cohesive whole ● Notice how the writer has organized an informational text (categories and subcategories, sequence, and others) and evaluate the coherence of the Organization ● Describe, analyze, and write critically about a text as a integrated whole, including how text, illustrations, and other features work together to convey meaning ● Comment on how layout and the format of a text contribute to the meaning, effectiveness, and artistic quality of both fiction and nonfiction ● Understand when a writer has combined underlying organizational structures (description, compare and contrast, temporal sequence, problem and solution, causes and effect) ● Recognize differentiation of plot and structures for different purposes and audiences
<p>RI7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others</p>	<p><i>Gather Information/Research</i></p> <ul style="list-style-type: none"> ● Recognize that information is framed by the source’s point of view and use this information to detect bias on websites <p><i>Think About the Text</i></p> <ul style="list-style-type: none"> ● Recognize bias in fiction or nonfiction texts and hypothesize the writer’s point of view ● Derive and discuss the author’s purpose (even if not implicitly stated) and hypothesize reasons for it ● Recognize bias in fiction or nonfiction texts and identify appropriate examples and rationales ● Respond to and critique the author’s moral lesson of a text

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	<ul style="list-style-type: none"> ● Critique the biographer’s presentation of a subject, noticing bias ● Analyze texts to determine the writer’s point of view or bias, identifying specific language that reveals bias or qualifies as propaganda
<p>W7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</p> <p>W7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples</p>	<p><i>Writing</i></p> <ul style="list-style-type: none"> ● Write an engaging lead and first section that orient the reader and provide an introduction to the topic <p><i>Literary Nonfiction)</i></p> <ul style="list-style-type: none"> ● Include features (for example: table of contents, boxes of facts set off from the text, diagrams, charts) and other tools (for example: glossary) to provide information to the reader ● Use headings and subheadings to guide the reader <p><i>Writing (Essay)</i></p> <ul style="list-style-type: none"> ● Provide details, examples, and images that develop and support the thesis ● Include illustrations, charts, or diagrams to inform or persuade the reader <p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ● Present reports that are clearly organized with introduction, facts and details to illustrate the important ideas, logical conclusions, and common expository structure (compare and contrast, temporal sequence, established sequence, cause and effect, problem solution, description) <p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ● Maintain central theme or focus across paragraphs ● Add transitional words and phrases to clarify meaning and make the writing smoother <p><i>Writing (Expository Nonfiction)</i></p> <ul style="list-style-type: none"> ● Use quotes from experts (written text, speeches, or interviews) ● Use new vocabulary specific to the topic <p><i>Oral, Visual, and Technological Communication (Ideas and Content)</i></p> <ul style="list-style-type: none"> ● Demonstrate understanding through full development of a topic using facts, statistics, examples,

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<p>W7.2f Provide a concluding statement or section that follows from the information or explanation presented</p>	<p>anecdotes, and quotations</p> <p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ● Bring the piece to closure, to a logical conclusion, through an ending or summary statement
<p>SL7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>SL7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p><i>Read/Discuss (Think Beyond the Text)</i></p> <ul style="list-style-type: none"> ● Revise understandings and/or change opinions based on new information acquired through listening, reading, or discussion ● Form implicit questions and search for answers in the text while listening and during discussion ● Think deeply about social issues as revealed in realistic and historical fiction and discuss ideas with others ● Actively seek diverse perspectives and search for understanding of other cultures while listening, writing, and discussing texts <p><i>Oral, Visual, and Technological Communication(Listen and Speak)</i></p> <ul style="list-style-type: none"> ● Monitor understanding and ask questions to clarify ● Monitor own understanding of others' comments and ask for clarification and elaboration ● Restate points that have been made and extend or elaborate them ● Listen and respond, taking an alternative perspective ● Remember others' comments and consider one's own thinking in relation to them
<p>L7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>L7.5c Distinguish among the connotations (associations) of words</p>	<p><i>Phonics, Spelling, and Word Study (Word Meaning)</i></p> <ul style="list-style-type: none"> ● Recognize and use words as metaphors and similes to make comparisons

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with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)	<ul style="list-style-type: none"> ● Distinguish between multiple meanings of words when reading texts <p><i>Writing (Word Choice)</i></p> <ul style="list-style-type: none"> ● Use figurative language to make a comparison
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Instructional strategies

Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:

- Follow Fountas and Pinnell’s Reader’s Workshop model (*Guiding Readers and Writers*, 2001)
- Use Guided Reading : dynamic (flexible) small group instruction to target specific needs of specific students
- Reading Workshop: book talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation
- Interactive read-alouds: modeling reading and thinking, with whole-group, small group, paired (Turn and Talk) collaborative discussions
- Writing Workshop: writer talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation

Assessments

All assessments will be differentiated at the academic and accelerated level with regard to text complexity, depth of questioning, and rubric expectations.

In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Reading and responding to reading

Journal entries, quick-writes, exit slips, and other evidence to check for student understanding

Letters in reader response notebook with specific emphasis on:

- reflecting
- analyzing
- using evidence from the text to support the points of reflection or analysis (Teachers may develop their own rubrics or use the one on page 183 of *Guiding Readers and Writers*)
- summarizing
- author’s point of view or purpose
- figurative, connotative, and technical meanings of words through context
- text structure

Interactive read-aloud discussions (teacher observation, notes)

Conferring (teacher notes)

End of unit assessment: Reading assessment

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Writing

Teacher/student choice of mid-level assessments that evaluate and build on knowledge gained during the informational unit, including, but not limited to:

- journal entries
- quick-writes
- short pieces of writing in a variety of text structures
- analysis of author’s craft

with an emphasis on:

- elaboration (facts, definitions, details, quotes, etc.)
- organization
- text structure
- formatting, graphics, and multimedia
- conclusions

Speaking & Listening

Teacher evaluation of participation in collaborative groups and class discussions (through observation and/or rubric)

Self –evaluation of participation in collaborative groups and class discussions

Conferring (teacher notes)

with an emphasis on:

- acknowledge new information and modify views when warranted

Language

Evaluate through student writing and, as needed, through quizzes

with an emphasis on:

- Word meanings
 - connotations
 - denotations

Unit Vocabulary Terms		Interdisciplinary Connections
<u>Academic/Tier 2</u> *cite *evidence	<u>Tier 3</u> informative/explanatory text *central idea	In Unit 3 in social studies, students learn about the Renaissance in Europe.

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<ul style="list-style-type: none"> *analysis *explicit *inference *organization *bias *summary *objective *elaborate *relevant content *convey formatting graphics multimedia acknowledge *reflection *introduced in previous units 	<p>word meanings</p> <ul style="list-style-type: none"> ● figurative * ● word relationships* ● nuances* ● denotations ● connotations* ● technical <p>meaning</p> <p>tone</p> <p>*point of view/purpose</p> <p>text structure</p> <ul style="list-style-type: none"> ● definition ● classification ● compare/contrast* ● cause/effect <p>quotations</p> <p>*conclusions</p> <p>*introduced in previous units</p>	<p>In Unit 3 in science, students learn about food preservation and about the human body systems.</p>
<p>Resources</p>		
<p>For teacher:</p> <p>Fountas & Pinnell Continuum</p> <p><i>Guiding Readers and Writers</i> (by Fountas and Pinnell, 2001)</p> <p>Ongoing training and coaching in Readers/Writers Workshop Model</p> <p>Mentor texts (See Implementation Guide for growing list of books for Guided Reading, Book Clubs, Classroom Library, and Bookrooms.)</p> <p>Research tools</p>	<p>For students:</p> <p>Mentor texts</p> <p>Classroom libraries</p> <p>Research tools</p> <ul style="list-style-type: none"> ● NoodleTools 	

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• NoodleTools	
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Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 7
Trimester 2	Informational/Explanatory
Unit 4	How does understanding informational text structures deepen my comprehension?
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)</p> <p>CCSS.ELA-Literacy.L.7.6 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.</p>	
Priority Standards	
RL	7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
RI	<p>7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>
W	<p>7.2 Write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>7.2e Establish and maintain a formal style.</p> <p>7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each</p>

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	<p>source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>7.9b Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>
SL	7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3)
L	<p>7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</p> <p>7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>
Supporting Standards	
W	<p>7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>7.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7)</p>
SL	7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.
L	<p>7.2b Spell correctly.</p> <p>7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p>

Unwrapped Standards	
Reading	
<p><u>fictional portrayal and historical account</u></p> <p><u>how history</u></p> <ul style="list-style-type: none"> ● <u>used by authors</u> ● <u>altered by authors</u> 	<p>compare and contrast</p> <p>understand</p>

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vocabulary <ul style="list-style-type: none"> ● domain-specific 	inform and explain
formal style	establish and maintain
relevant information <ul style="list-style-type: none"> ● multiple print and digital sources ● <u>search terms</u> ● credibility ● <u>accuracy</u> data and conclusions plagiarism <u>standard format for citation</u>	gather quote or paraphrase avoid use
evidence literary or informational texts <ul style="list-style-type: none"> ● analysis, reflection, and research 	draw support
<u>Grade 7 reading standards</u> <ul style="list-style-type: none"> ● literary nonfiction 	apply
Speaking and Listening	
speech <ul style="list-style-type: none"> ● variety of context and tasks command formal English	adapt demonstrate

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Language	
sentences <ul style="list-style-type: none"> ● <u>simple</u> ● <u>compound</u> ● <u>complex</u> ● <u>compound-complex sentences</u> differing relationships among ideas	choose
phrases and clauses modifiers <ul style="list-style-type: none"> ● <u>misplaced</u> ● <u>dangling</u> 	place recognize and correct
Greek or Latin affixes and roots <ul style="list-style-type: none"> ● grade-appropriate ● common 	use
word relationships <ul style="list-style-type: none"> ● synonym/antonym, analogy meaning	use understand

Essential Questions	Corresponding Big Ideas
1. Why is it important for readers to explore different	1. Readers compare and contrast different authors and genres to have a better understanding of a topic.

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<p>authors and genres?</p> <p>2. Why is it important to establish and maintain a writing style within a written piece?</p> <p>3. How do speakers and listeners participate fully as group members?</p> <p>4. Why is it important for writers to use appropriate transitions correctly?</p> <p>5. How does a reader's understanding word parts and word relationships help unlock word meanings?</p>	<p>2. Writers establish and maintain a formal writing style to create a well organized and fluent piece of writing.</p> <p>3. Speakers and listeners come prepared to discussions in order to demonstrate an understanding of a topic and have the ability to reflect and respond to multiple perspectives.</p> <p>4. Writers use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>5. Readers apply their understanding of affixes, suffixes, and word relationships to decode the meanings of words in context.</p>
<p>Powered Standards</p>	<p>Learning Objectives Identify what readers and writers will be able to:</p>
<p>RL7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p><i>Think within the text:</i></p> <ul style="list-style-type: none"> ● Build meaning across several texts (fiction and nonfiction) <p><i>Think beyond the text:</i></p> <ul style="list-style-type: none"> ● Show connections by using graphic organizers, drawings, or writing to other texts by topic, major ideas, author's styles, and genres ● Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing ● Connect characters within and across texts and genres by circumstances, traits, or actions <p><i>Think About the Text</i></p> <ul style="list-style-type: none"> ● Identify similarities across texts (concepts, theme, style, organization) ● Engage in critical thinking across a writer's body of work or across works on the same content and discuss

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	<p>findings or produce a literary essay</p> <ul style="list-style-type: none"> Specify the nature of connections (topic, content, type of story, writer)
<p>RI7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p><i>Think beyond the text:</i></p> <ul style="list-style-type: none"> Reflect inferences about the main and supporting characters' feelings, motivations, attitudes, and decisions based on information from the text (also for subjects of biography) In texts with multiple complex characters, infer traits, motivations and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them Infer character's or subject's thinking processes and struggles at key decision points in their lives in fiction or biography <p><i>Think about the text:</i></p> <ul style="list-style-type: none"> Become critical of the subjects of biography (decisions, motivations, accomplishments)
<p>RI7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p><i>Think within the text:</i></p> <ul style="list-style-type: none"> Build meaning across several texts (fiction and nonfiction) <p><i>Think beyond the text:</i></p> <ul style="list-style-type: none"> Make connections among informational texts and historical fiction and content area study, using information from one seeing to assist comprehending in the other Show evidence of connections to other texts (theme, plot, characters, structure, writing style) Connect characters within and across texts and genres by circumstances, traits, or actions <p><i>Think about the text:</i></p> <ul style="list-style-type: none"> Evaluate the quality or authenticity of the text, including the writer's qualifications and background knowledge Analyze texts to determine the writer's point of view or bias, identifying specific language that reveals bias or qualifies as propaganda Engage in critical thinking across a writer's body of work or across works on the same content and discuss findings or produce a literary essay
<p>W7.2 Write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W7.2c Use appropriate transitions to create cohesion</p>	<p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> Maintain central theme or focus across paragraphs

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<p>and clarify the relationships among ideas and concepts.</p> <p>W7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W 7.2e Establish and maintain a formal style.</p>	<ul style="list-style-type: none"> ● Add transitional words and phrases to clarify meaning and make the writing smoother <p><i>Writing (Expository Nonfiction)</i></p> <ul style="list-style-type: none"> ● Use quotes from experts (written text, speeches, or interviews) ● Use new vocabulary specific to the topic <p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ● Present reports that are clearly organized with introduction, facts and details to illustrate the important ideas, logical conclusions, and common expository structure (compare and contrast, temporal sequence, established sequence, cause and effect, problem solution, description) <p><i>Oral, Visual, and Technological Communication (Ideas and Content)</i></p> <ul style="list-style-type: none"> ● Demonstrate understanding through full development of a topic using facts, statistics, examples, anecdotes, and quotations
<p>W7.8 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><i>Writing About Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ● Construct summaries that are concise and reflect the important and overarching ideas and information in texts <p><i>Writing (Idea Development)</i></p> <ul style="list-style-type: none"> ● Provide details that are accurate, relevant, interesting, and vivid <p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ● Use notes to record and organize information ● Search for appropriate information from multiple sources (books and other print materials, websites, interviews) ● Understand the concept of plagiarism and avoid it (for example: using quotes and citing resources) ● Evaluate sources for validity and point of view <p><i>Writing (Expository Nonfiction)</i></p> <ul style="list-style-type: none"> ● Accurately document reports and articles with references, footnotes, and citations ● Include a bibliography of references, in appropriate style, to support a report or article ● Avoid bias and/or present perspectives and counter-perspectives on a topic <p><i>Oral, Visual, and Technological Communication (Publishing)</i></p> <ul style="list-style-type: none"> ● Draw information from both text (print) and non-text (photos, sound effects, animation, illustrations, variation in font and color) elements ● Locate and validate information on the Internet (approved sites)

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	<ul style="list-style-type: none"> ● Recognize that the information is framed by the source’s point of view and use this information to detect bias on websites ● Read information published on Internet critically and compare points of view ● Cite and credit material downloaded from interactive media
<p>W7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W7.9b Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p><i>Writing About Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ● Continuously check with the evidence in a text to ensure that writing reflects understanding <p><i>Writing (Thinking Beyond the Text)</i></p> <ul style="list-style-type: none"> ● Make connections between historical and cultural knowledge and a text ● Support thinking beyond the text with specific evidence from the text or personal knowledge ● Show evidence of connections to other texts (theme, plot, characters, structure, writing style) ● Describe connections between fiction and nonfiction texts, historical fiction and content area study, fantasy and realism <p><i>Writing (Thinking About the Text)</i></p> <ul style="list-style-type: none"> ● Analyze a text or group of texts to reveal insights in the writer’s craft (the way the writer reveals characters or uses symbolism, humor, irony, suspense) <p><i>Writing (Text Writing)</i></p> <ul style="list-style-type: none"> ● Respond to a text in a way that reflects analytic or aesthetic thinking ● State a point of view and provide evidence
<p>SL7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3)</p>	<p><i>Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ● Reflect meaning with the voice through pause, stress, and phrasing <p><i>Reading (Thinking About the Text)</i></p> <ul style="list-style-type: none"> ● Use the voice to convey the author’s purpose or stance ● Use the voice to reflect literary features such as exaggeration, imagery, or personification <p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> ● Plan modulation of voice to create an interesting performance ● Demonstrate interpretation and personal style when reading aloud ● Demonstrate a personal style as a speaker ● Speak at an appropriate rate to be understood by the audience

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	<ul style="list-style-type: none"> ● Enunciate words clearly ● Demonstrate the use of specific language for different kinds of presentation (dramatic, narrative, reports, news programs) ● Have an audience in mind before planning the presentation ● Demonstrate an awareness of the knowledge base and interests of the audience ● Select genre of oral presentation with audience in mind ● Use language appropriate to oral presentation words (rather than slang or overly formal dense prose) ● Deliver both formal and informal presentations and vary content, language, and style ● appropriately
<p>L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>L7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</p>	<p><i>Writing (Conventions)</i></p> <ul style="list-style-type: none"> ● Make purposeful choices for punctuation to reveal the intended meaning <p><i>Writing (Grammar)</i></p> <ul style="list-style-type: none"> ● Write a variety of complex sentences using conventions of word order and punctuation ● Use a range of sentences types (declarative, interrogative, imperative, exclamatory) <p><i>Writing (Conventions)</i></p> <ul style="list-style-type: none"> ● Make purposeful choices for punctuation to reveal the intended meaning <p><i>Writing (Grammar)</i></p> <ul style="list-style-type: none"> ● Write a variety of complex sentences using conventions of word order and punctuation ● Use a range of sentences types (declarative, interrogative, imperative, exclamatory)

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<p>L7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>L7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p>	<p><i>Phonics, Spelling, and Word Study (Word-Solving Actions)</i></p> <ul style="list-style-type: none"> • Understand many English words have Latin roots • Understand many English words have Greek roots <p><i>Phonics, Spelling, and Word Study (Word-Solving Actions)</i></p> <ul style="list-style-type: none"> • Use word parts to derive the meaning of a word
<p>L7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>	<p><i>Phonics, Spelling, and Word Study (Word Meaning)</i></p> <ul style="list-style-type: none"> • Recognize and use words as metaphors and similes to make comparisons • Distinguish between multiple meanings of words when reading texts <p><i>Writing (Word Choice)</i></p> <ul style="list-style-type: none"> • Use figurative language to make a comparison

Instructional strategies

Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:

- Follow Fountas and Pinnell’s Reader’s Workshop model (*Guiding Readers and Writers*, 2001)
- Use Guided Reading : dynamic (flexible) small group instruction to target specific needs of specific students
- Reading Workshop: book talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual

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students, concluding whole-group share/evaluation

- Interactive read-alouds: modeling reading and thinking, with whole-group, small group, paired (Turn and Talk) collaborative discussions
- Writing Workshop: writer talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation

Assessments

All assessments will be differentiated at the academic and accelerated level with regard to text complexity, depth of questioning, and rubric expectations. In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Reading and responding to reading

Journal entries, quick-writes, exit slips, and other evidence to check for student understanding

Letters in reader response notebook with specific emphasis on:

- reflecting
- analysis
- using evidence from the text to support the points of analysis and reflection (Teachers may develop their own rubrics or use the one on page 183 of *Guiding Readers and Writers*)
- compare and contrast

Interactive read-aloud discussions (teacher observation, notes)

Conferring (teacher notes)

Writing

Teacher /student choice of mid-level assessments that evaluate and build on knowledge gained during the informational unit, including, but not limited to:

- journal entries
- quick-writes
- short pieces of writing in a variety of text structures
- short pieces of analytical writing leading up to the informational essay

with an emphasis on:

- comparing author's craft in paired texts
- elaboration
- organization
- transitions
- domain specific vocabulary
- quotations
- paraphrasing
- conclusions

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End of unit assessment: End of unit assessment: Nonfiction writing assignment (comparative essay two nonfiction pieces or one fiction/nonfiction on same topic with a focus on author's craft)

Speaking and Listening

Teacher evaluation of participation in collaborative groups and class discussions (through observation and/or rubric)

Self –evaluation of participation in collaborative groups and class discussions

Conferring (teacher notes)

Group share

Oral presentations with peer evaluations

with an emphasis on:

- adapting speech to a variety of contexts and tasks

Language

Evaluate through student writing and, as needed, through quizzes

with an emphasis on:

- simple, compound, complex, and compound-complex sentences
- phrases and clauses and correct placement of modifiers
- multiple meaning words
- Greek/Latin affixes and roots
- word meanings
 - figurative language
 - word relationships
 - nuances
- word relationships (cause/effect, part/whole, item/category)

Unit Vocabulary Terms		Interdisciplinary Connections
<u>Academic/Tier 2</u> *compare *contrast	<u>Tier 3</u> *genre *informative/explanatory	In Unit 4 in social studies, students learn about the

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<p>*convey *analyze emphasizing advancing interpretation transitions cohesion *clarify *organization *relevant assess accuracy credibility sources <ul style="list-style-type: none"> ● print ● digital search terms data conclusions *evidence</p> <p>*introduced in previous units</p>	<p>fictional portrayal historical account *quote *paraphrase plagiarism standard format for citation sentences <ul style="list-style-type: none"> ● simple ● compound ● complex ● compound-complex *phrases *clauses modifiers multiple meaning words Greek/Latin <ul style="list-style-type: none"> ● affixes ● roots *word meanings <ul style="list-style-type: none"> ● figurative language* ● word relationships <ul style="list-style-type: none"> ○ synonym ○ antonym ○ analogy ● nuances* </p> <p>*introduced in previous units</p>	<p>Middle Ages and Renaissance in China.</p> <p>In Unit 4 in science, students learn about plate tectonics and interior Earth.</p>
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Resources	
<p>For teacher:</p> <p>Fountas & Pinnell Continuum</p> <p>Ongoing training and coaching in Readers/Writers Workshop Model</p> <p>Mentor texts (See Implementation Guide for growing list of books for Guided Reading, Book Clubs, Classroom Library, and Bookrooms.)</p> <p>Research tools</p> <ul style="list-style-type: none"> ● NoodleTools 	<p>For students:</p> <p>Mentor texts</p> <p>Classroom libraries</p> <p>Research tools</p> <ul style="list-style-type: none"> ● NoodleTools

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Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 7
Trimester 3	Argument
Unit 5	What makes a good argument?
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)</p> <p>CCSS.ELA-Literacy.L.7.6 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.</p>	
Priority Standards	
RI	<p>7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>
W	<p>7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>7.1a Introduce claim(s) acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>7.1e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>7.8 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>
SL	<p>7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the</p>

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	evidence.
L	7.3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Supporting Standards	
RI	7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
W	7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
L	7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

Unwrapped Standards	
Concepts (What students need to know)	Skills (What students need to be able to do)
Reading:	
point of view purpose	determine
<u>distinguishes position</u>	<u>analyze</u>
audio, video, or multimedia version of the text	<u>compare and contrast</u>
<u>medium's portrayal of the subject</u>	<u>analyze</u>
argument	trace
specific claims	evaluate
reasoning <ul style="list-style-type: none"> ● sound 	assess

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<ul style="list-style-type: none"> evidence -- relevant and <u>sufficient</u> 	
Writing:	
arguments <ul style="list-style-type: none"> clear reasons elevant evidence 	write
claim(s) <u>alternate or opposing claims</u> reasons and evidence <ul style="list-style-type: none"> <u>logically</u> 	Introduce <u>acknowledge</u> organize
concluding statement or section <ul style="list-style-type: none"> follows from, supports argument 	provide
relevant information <ul style="list-style-type: none"> multiple print and digital sources <u>search terms</u> credibility <u>accuracy</u> data and conclusions plagiarism <u>standard format for citation</u>	gather quote or paraphrase avoid use
Speaking and Listening:	

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<p>main ideas supporting details</p> <ul style="list-style-type: none"> presented in diverse media and formats <p>how ideas</p> <ul style="list-style-type: none"> clarify a topic, text, or issue 	<p><u>analyze</u></p> <p><u>explain</u></p>
<p>speaker’s argument, specific claims</p> <p>soundness reasoning relevance sufficiency of the evidence</p>	<p><u>delineate</u></p> <p><u>evaluate</u></p>
<p>Language:</p>	
<p><u>knowledge of conventions</u></p> <ul style="list-style-type: none"> writing speaking reading listening 	<p><u>use</u></p>
<p><u>language</u></p> <p><u>ideas</u></p> <ul style="list-style-type: none"> <u>precisely</u> <u>concisely</u> <p><u>wordiness</u> <u>redundancy</u></p>	<p><u>choose</u></p> <p><u>express</u></p> <p><u>eliminate</u></p>

Essential Questions	Corresponding Big Ideas
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<p>1. How do readers recognize a strong argument?</p> <p>2. How can I write a strong argument?</p> <p>3. How does the presentation of information through different media or formats contribute to the understanding of a topic or an idea?</p> <p>4. How do writers use language effectively?</p>	<p>1. Evidence that supports the validity of a claim while disproving the other side(s) makes a strong argument.</p> <p>2. Strong arguments are focused, organized and include relevant evidence from credible sources.</p> <p>3. Readers integrate information presented in different media or formats to develop a coherent understanding of a topic or issue.</p> <p>4. Writers use conventions of standard English and choose language that expresses ideas precisely and concisely.</p>
<p>Powered Standards</p>	<p>Learning Objectives Identify what readers and writers will be able to:</p>
<p>RI7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p><i>Gather Information/Research</i></p> <ul style="list-style-type: none"> ● Recognize that information is framed by the source’s point of view and use this information to detect bias on websites ● <i>Think About the Text</i> ● Recognize bias in fiction or nonfiction texts and hypothesize the writer’s point of view ● Derive and discuss the author’s purpose (even if not implicitly stated) and hypothesize reasons for it ● Recognize bias in fiction or nonfiction texts and identify appropriate examples and rationales ● Respond to and critique the author’s moral lesson of a text ● Critique the biographer’s presentation of a subject, noticing bias ● Analyze texts to determine the writer’s point of view or bias, identifying specific language that reveals bias or qualifies as propaganda

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<p>RI7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p><i>Think Within the Text</i></p> <ul style="list-style-type: none"> ● Notice and respond to stress and tone of voice while listening and afterward <p><i>Think Beyond the Text</i></p> <ul style="list-style-type: none"> ● Revise understandings and/or change opinions based on new information acquired through listening, reading, or discussion ● Make connections between the text and other texts that have been read, or heard (particularly texts with diverse settings) and demonstrate in writing ● Demonstrate knowledge of strategies used by media games, video, radio/TV, broadcasts, websites to entertain and influence people ● Recognize faulty reasoning and bias in presentations and media messages <p><i>Think About the Text</i></p> <ul style="list-style-type: none"> ● Critique presentations for subtexts-significant inclusions or exclusions ● Critique presentations with regard to logic or presentation of evidence for arguments
<p>RI7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p><i>Think Beyond the Text</i></p> <ul style="list-style-type: none"> ● Infer and describe a writer’s attitude toward social issues as revealed in texts ● Differentiate between evidence and opinion ● Recognize and address opposing points of view on an issue or topic <p><i>Think About the Text</i></p> <ul style="list-style-type: none"> ● Evaluate the quality or authenticity of the text, including the writer’s qualifications and background knowledge ● Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text ● Identify contradiction ● Discuss whether social issues and different cultural groups are accurately represented in a fiction or nonfiction text ● Critique texts in terms of the writer’s bias or the use of exaggeration and subtle misinformation (as in propaganda) ● Identify, analyze, and critique persuasive techniques
<p>W7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W7.1a Introduce claim(s) acknowledge alternate or opposing claims, and organize</p>	<p><i>Writing (Essay)</i></p> <ul style="list-style-type: none"> ● Begin with a title or opening that tells the reader what is being argued or explained – a clearly stated thesis ● Provide a series of clear arguments or reasons to support the argument

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<p>the reasons and evidence logically.</p> <p>W7.1e Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><i>Oral, Visual, and Technological Communication (Ideas and Content)</i></p> <ul style="list-style-type: none"> ● Make persuasive presentations that present a clear logical argument ● Recognize and address opposing points of view on an issue or topic ● Support the argument with relevant evidence <p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ● Support ideas with facts, details, examples, and explanations from multiple authorities <p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ● Bring the piece to closure, to a logical conclusion, through an ending or summary statement
<p>W7.8 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><i>Writing (Expository Nonfiction)</i></p> <ul style="list-style-type: none"> ● Accurately document reports and articles with references, footnotes, and citations ● Include a bibliography of references, in appropriate style, to support a report or article ● Avoid bias and/or present perspectives and counter-perspectives on a topic <p><i>Writing (Idea Development)</i></p> <ul style="list-style-type: none"> ● Provide details that are accurate, relevant, interesting, and vivid <p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ● Use notes to record and organize information ● Search for appropriate information from multiple sources (books and other print materials, websites, interviews) ● Understand the concept of plagiarism and avoid it (for example: using quotes and citing resources) ● Evaluate sources for validity and point of view
<p>SL7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p><i>Writing About Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ● Notice and make note of or summarize significant information from illustrations or graphics; include information from graphics in writing summaries of texts ● Write statements that reflect understanding of both the text body and graphics and the integration of the two <p><i>Writing About Reading (Thinking About the Text)</i></p> <ul style="list-style-type: none"> ● Describe, analyze, and write critically about a text as an integrated whole, including how text, illustrations, and other features work together to convey meaning <p><i>Oral, Visual, and Technological Communication (Listening and Speaking)</i></p> <ul style="list-style-type: none"> ● Critique presentations with regard to logic or presentation of evidence for arguments

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	<ul style="list-style-type: none"> Identify, analyze, and critique persuasive techniques <p><i>Oral, Visual, and Technological Communication (Technology)</i></p> <ul style="list-style-type: none"> Draw information from both text (print) and non-text (photos, sound effects, animation, illustrations, variation in font and color) elements Demonstrate knowledge of strategies used by media games, video, radio/TV broadcasts, websites to entertain and influence people
SL7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<p><i>Oral, Visual, and Technological Communication (Listening and Speaking)</i></p> <ul style="list-style-type: none"> Critique presentations with regard to logic or presentation of evidence for arguments Examine information regarding the credibility of the speaker (or media messages) Recognize faulty reasoning and bias in presentations and media messages <p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> Recognize that information is framed by the source’s point of view and use this information to detect bias on websites

Instructional strategies

Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:

- Follow Fountas and Pinnell’s Reader’s Workshop model (*Guiding Readers and Writers, 2001*)
- Use Guided Reading : dynamic (flexible) small group instruction to target specific needs of specific students
- Reading Workshop: book talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation
- Interactive read-alouds: modeling reading and thinking, with whole-group, small group, paired (Turn and Talk) collaborative discussions

Writing Workshop: writer talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation

Assessments

All assessments will be differentiated at the academic and accelerated level with regard to text complexity, depth of questioning, and rubric expectations. In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Reading and responding to reading

Journal entries, quick-writes, exit slips, and other evidence to check for student understanding

Letters in reader response notebook with specific emphasis on:

- analysis of one author’s point of view compared to another’s
- compare/contrast a text to other media version of the text

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- using evidence to assess the soundness of reasoning and relevancy of evidence used to support claims made in text and other media (Teachers may develop their own rubrics or use the one on page 183 of *Guiding Readers and Writers*)

Interactive read-aloud discussions (teacher observation, notes)

Conferring (teacher notes)

Writing

Teacher /student choice of mid-level assessments that evaluate and build on knowledge gained during the text structures unit, including, but not limited to:

- journal entries
- quick-writes
- short research assignments

with an emphasis on:

- organization
- elaboration
- quotations
- paraphrasing
- citations
- conclusions

Speaking and Listening

Teacher evaluation of participation in collaborative groups and class discussions (through observation and/or rubric)

Self-evaluation of participation in collaborative groups and class discussions

Conferring (teacher notes)

Group share

Oral presentations with peer evaluations

with an emphasis on:

- analyzing information presented in diverse formats
- identifying a speaker's argument
- evaluating soundness of reasoning and relevancy and sufficiency of evidence

Language

Evaluate through student writing and, as needed, through quizzes

with an emphasis on:

- language conventions (spelling, punctuation, capitalization)

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- precise/concise language

Unit Vocabulary Terms		Interdisciplinary Connections
<u>Academic/Tier 2</u> *analyze position trace evaluate *evidence *relevant sufficient *acknowledge alternate opposing *organize *sources <ul style="list-style-type: none"> ● digital* ● print* *assess *credibility data *conclusions diverse media and formats <ul style="list-style-type: none"> ● visually ● quantitatively ● orally delineate	<u>Tier 3</u> argument claim reasoning <ul style="list-style-type: none"> ● sound *point of view/purpose *compare/contrast <ul style="list-style-type: none"> ● text ● audio/video/ multimedia version *quote *paraphrase plagiarism *standard format for citation standard English conventions wordiness redundancy *introduced in previous units	In Unit 5 in social studies, students learn about the Middle Ages and Renaissance in Japan. In Unit 5 in science, students learn about weathering and erosion.

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*introduced in previous units		
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Resources	
For teacher:	For students:
Fountas & Pinnell Continuum Ongoing training and coaching in Readers/Writers Workshop Model Mentor texts (See Implementation Guide for growing list of books for Guided Reading, Book Clubs, Classroom Library, and Bookrooms.) Research tools ● NoodleTools	Mentor texts Classroom libraries Research tools NoodleTools

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Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 7
Trimester 3	Argument
Unit 6	How does a researcher effectively support his or her point of view?
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)</p> <p>CCSS.ELA-Literacy.L.7.6 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.</p>	
Priority Standards	
RI	<p>7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>
W	<p>7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</p> <p>7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>7.1d Establish and maintain a formal style.</p> <p>7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources</p> <p>7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>7.8 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>

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SL	7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
L	7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 7.2b Spell correctly.
Supporting Standards	
RI	7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
W	7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 7.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 7)
SL	7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 Language standards 1 and 3)
L	7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

Unwrapped Standards	
Concepts (What students need to know)	Skills (What students need to be able to do)
Reading:	
evidence <ul style="list-style-type: none"> ● <u>several pieces</u> analysis <ul style="list-style-type: none"> ● explicit ● inferences 	cite support

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<p>point of view purpose</p> <p><u>how author</u></p> <ul style="list-style-type: none"> • <u>distinguishes position from others</u> 	<p>determine</p> <p><u>analyze</u></p>
<p>Writing:</p>	
<p>claim</p> <ul style="list-style-type: none"> • <u>logical reasoning</u> • relevant evidence <p><u>accurate, credible sources</u></p> <p>understanding</p> <ul style="list-style-type: none"> • topic • text 	<p>support</p> <p>use</p> <p>demonstrate</p>
<p>words phrases clauses</p> <p><u>cohesion</u></p> <p>relationships</p> <ul style="list-style-type: none"> • claims, reasons, <u>evidence</u> 	<p>use</p> <p><u>create</u></p> <p>clarify</p>
<p>formal style</p>	<p>establish maintain</p>

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<p>technology (including Internet)</p> <p>writing</p> <p>sources</p> <p>with others</p>	<p>use</p> <p>produce publish</p> <p><u>link and cite</u></p> <p>interact collaborate</p>
<p>short research</p> <ul style="list-style-type: none"> ● answer a question <p>several sources</p> <p><u>additional related, focused questions</u></p> <ul style="list-style-type: none"> ● <u>further research and investigation</u> 	<p>conduct</p> <p>draw</p> <p><u>generate</u></p>
<p>relevant information</p> <ul style="list-style-type: none"> ● multiple print and digital sources ● <u>search terms</u> ● credibility ● <u>accuracy</u> <p>data and conclusions</p> <p>plagiarism</p> <p><u>standard format for citation</u></p>	<p>gather</p> <p>quote or paraphrase</p> <p>avoid</p> <p><u>follow</u></p>
<p>Speaking and Listening:</p>	

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claims findings points <ul style="list-style-type: none"> ● <u>salient</u> ● <u>focused, coherent</u> description facts details eye contact volume pronunciation	present <u>emphasize</u> use use
multimedia visual displays claims and findings <u>salient points</u>	include clarify <u>emphasize</u>
Language:	
conventions of standard English <ul style="list-style-type: none"> ● writing ● speaking 	demonstrate
conventions of standard English <ul style="list-style-type: none"> ● capitalization ● punctuation ● spelling 	demonstrate

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correctly	spell
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> How do readers determine a writer's point of view or bias? How do readers and writers conduct valid research to support a claim? How do researchers present their findings effectively? How do writers and speakers express their ideas with clarity? 	<ol style="list-style-type: none"> Readers determine the writer's point of view or bias by identifying specific language that reveals bias or qualifies as propaganda. Researchers form questions and gather accurate, relevant information from multiple sources to support their claim. Effective presentations include written and multimedia components and provide ample relevant evidence to support a claim. Writers and speakers express their ideas with clarity by using the conventions of standard English grammar.
Powered Standards	Learning Objectives
	Identify what readers and writers will be able to:
RI7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> Support Thinking Beyond the Text with specific evidence based on personal experience, or knowledge or evidence from the text Consistently make predictions before, during and after reading using evidence from the text to support thinking Support predictions with evidence from the text or from knowledge of genre <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text
RI7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> Notice and respond to stress and tone of voice while listening and afterward <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> Revise understandings and/or change opinions based on new information acquired through listening, reading, or discussion Make connections between the text and other texts that have been read, or heard (particularly texts with diverse settings) and demonstrate in writing

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	<ul style="list-style-type: none"> ● Demonstrate knowledge of strategies used by media games, video, radio/TV, broadcasts, websites to entertain and influence people ● Recognize faulty reasoning and bias in presentations and media messages <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Critique presentations for subtexts-significant inclusions or exclusions ● Critique presentations with regard to logic or presentation of evidence for arguments
<p>W7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</p> <p>W7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W7.1d Establish and maintain a formal style.</p>	<p><i>Writing (Essay)</i></p> <ul style="list-style-type: none"> ● Provide a series of clear arguments or reasons to support the argument ● Use opinions supported by facts ● Write well-crafted sentences that express the writer’s convictions <p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ● Support ideas with facts, details, examples, and explanations from multiple authorities <p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ● Add transitional words and phrases to clarify meaning and make the writing smoother ● Add words phrases, sentences, and paragraphs to clarify meaning <p><i>Oral, Visual, and Technological Communication (Word Choice)</i></p> <ul style="list-style-type: none"> ● Use specific vocabulary to argue, draw contrasts, indicate agreement and disagreement <p><i>Oral, Visual, and Technological Communication (Ideas and Content)</i></p> <ul style="list-style-type: none"> ● Make persuasive presentations that present a clear logical argument ● Recognize and address opposing points of view on an issue or topic ● Support the argument with relevant evidence
<p>W 7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources</p>	<p><i>Writing (Handwriting/Word Processing)</i></p> <ul style="list-style-type: none"> ● Use word-processing with understanding of how to produce and vary text (layout, font, special techniques) ● Use word-processor to get ideas down, revise, edit, and publish ● Make wider use of computer skills, including PowerPoint, in presenting text (tables, layouts, graphics, and multimedia) <p><i>Oral, Visual, and Technological Communication (General Communication)</i></p>

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	<ul style="list-style-type: none"> ● Send and respond to email messages ● Participate in online learning groups ● Understand the concept of networking and be able to identify various components of a computer system <p><i>Oral, Visual, and Technological Communication (Publishing)</i></p> <ul style="list-style-type: none"> ● Use a variety of technology tools (dictionary, thesaurus, grammar checker, calculator, spell checker) to maximize the accuracy of technology-produced products ● Communicate knowledge through multimedia presentations, desktop published reports, and other electronic media
<p>W7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ● Form questions and locate sources for information about topic ● Conduct research to gather information in planning a writing project (for example: live interviews, Internet, artifacts, articles, books) ● Search for appropriate information from multiple sources (books and other print materials, websites, interviews) <p><i>Oral, Visual and Technological Communication (Gathering Information/Research)</i></p> <ul style="list-style-type: none"> ● Understand the importance of multiple sites and resources for research
<p>W7.8 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><i>Writing (Expository Nonfiction)</i></p> <ul style="list-style-type: none"> ● Accurately document reports and articles with references, footnotes, and citations ● Include a bibliography of references, in appropriate style, to support a report or article ● Avoid bias and/or present perspectives and counter-perspectives on a topic <p><i>Writing (Idea Development)</i></p> <ul style="list-style-type: none"> ● Provide details that are accurate, relevant, interesting, and vivid <p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ● Use notes to record and organize information ● Search for appropriate information from multiple sources (books and other print materials, websites, interviews) ● Understand the concept of plagiarism and avoid it (for example: using quotes and citing resources) ● Evaluate sources for validity and point of view
<p>SL7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use</p>	<p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> ● Speak with appropriate volume for the size of the audience and place of presentation ● Speak directly to the audience, making eye contact with individuals ● Demonstrate a well-organized presentation with a clear introduction, body and well drawn conclusions ● Demonstrate the ability to select important information for a concise presentation

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<p>appropriate eye contact, adequate volume, and clear pronunciation.</p>	<ul style="list-style-type: none"> ● Demonstrate understanding through a full development of a topic using facts, statistics, examples, anecdotes and quotations ● Make expository presentations that report research or explore a topic thoroughly ● Make persuasive presentations that present a clear and logical argument
<p>SL7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> ● Use visual displays (diagrams, charts, illustrations, video, multimedia, and all available technology) in ways that illustrate and extend the major points of the presentation ● Create nonlinear presentations using video, photos, voice-over, and other elements ● Scan materials, such as photos, to incorporate into reports and nonlinear presentations ● Select appropriate forms of graphics to represent particular types of data (for example, bar or line graphs) ● Use digital photos or illustrations from the Internet ● Create nonlinear presentations (web pages) that convey information ● Communicate knowledge through multimedia presentations, desktop published reports, and other electronic media
<p>L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><i>Writing (Conventions)</i></p> <ul style="list-style-type: none"> ● Make purposeful choices for punctuation to reveal the intended meaning <p><i>Writing (Grammar)</i></p> <ul style="list-style-type: none"> ● Write a variety of complex sentences using conventions of word order and punctuation Use a range of sentences types (declarative, interrogative, imperative, exclamatory) <p><i>Writing (Conventions)</i></p> <ul style="list-style-type: none"> ● Try out new ways of using punctuation ● Use commas to identify a series, introduce a speaker, or introduce a clause ● Write a variety of complex sentences using conventions of word order and punctuation

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<p>L7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>7.2b Spell correctly.</p>	<p><i>Writing (Spelling)</i></p> <ul style="list-style-type: none"> ● Spell a large number of high-frequency words, a wide range of plurals, and base words with inflectional endings
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Instructional strategies: Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:

- Follow Fountas and Pinnell’s Reader’s Workshop model (*Guiding Readers and Writers*, 2001)
- Use Guided Reading : dynamic (flexible) small group instruction to target specific needs of specific students
- Reading Workshop: book talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation
- Interactive read-alouds: modeling reading and thinking, with whole-group, small group, paired (Turn and Talk) collaborative discussions

Writing Workshop: writer talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation

Assessments:

All assessments will be differentiated at the academic and accelerated level with regard to text complexity, depth of questioning, and rubric expectations. In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Reading and responding to reading

Journal entries, quick-writes, exit slips, and other evidence to check for student understanding

Letters in reader response notebook with specific emphasis on:

- analysis
- reflecting
- using evidence from the text to support analysis and reflection (Teachers may develop their own rubrics or use the one on page 183 of *Guiding Readers and Writers*)

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Interactive read-aloud discussions (teacher observation, notes)
 Conferring (teacher notes)

Writing

Teacher /student choice of mid-level assessments that evaluate and build on knowledge gained during the argument unit, including, but not limited to:

- journal entries
- quick-writes
- short pieces of research leading up to the Guaranteed Research Experience

With an emphasis on

- organization
- paraphrasing
- elaboration
- quotations
- cohesion and clarification among claims, reasoning, and evidence through words, phrases, and clauses

End of unit assessment: Guaranteed Research Experience

Speaking and Listening

Group share

End of unit assessment: Present research article

with an emphasis on

- technology
 - multimedia components
- eye contact, volume, pronunciation

Language

Evaluate through student writing and, as needed, through quizzes

With an emphasis on

- standard English conventions in writing and in speech

Unit Vocabulary Terms

Interdisciplinary Connections

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<p><u>Academic/Tier 2</u></p> <ul style="list-style-type: none"> *cite *analysis *explicit *inferences *point of view *position *bias *logical *assess *accurate *credible *cohesion *clarify technology Internet produce publish link interact *collaborate keyboarding research *search terms inquiry *relevant *sources <ul style="list-style-type: none"> ● multiple print* ● digital* 	<p><u>Tier 3</u></p> <ul style="list-style-type: none"> *argument *claims *reasons *evidence *phrases *clauses *quote *paraphrase *plagiarism *search terms *conventions of standard English grammar usage <ul style="list-style-type: none"> ● capitalization ● punctuation ● spelling *standard format for citations *introduced in previous units 	<p>In Unit 6 in social studies, students learn about the Middle Ages and Renaissance in Africa.</p> <p>In Unit 6 in science, students learn about forces, motion and simple machines.</p>
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<ul style="list-style-type: none"> *data *conclusions eye contact volume pronunciation *multimedia salient *formal style *introduced in previous units 		
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Resources	
<p>For teacher:</p> <ul style="list-style-type: none"> Fountas & Pinnell Continuum Ongoing training and coaching in Readers/Writers Workshop Model Mentor texts (See Implementation Guide for growing list of books for Guided Reading, Book Clubs, Classroom Library, and Bookrooms.) Research tools <ul style="list-style-type: none"> ● NoodleTools 	<p>For students:</p> <ul style="list-style-type: none"> Mentor texts Classroom libraries Research tools <ul style="list-style-type: none"> NoodleTools

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Culminating Experience

Subject(s)	English Language Arts
Grade/Course	Grade 7
Trimester 3	Culminating Experience
Pacing	Approximately last two weeks of school
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)</p> <p>CCSS.ELA-Literacy.L.7.6 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.</p>	
Priority Standards	
RL	7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
RI	7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
W	7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
SL	7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3)
L	7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening 7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Supporting Standards	

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RL	7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RI	7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. 7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
W	7.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7)
SL	7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
L	6.1.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.

Unwrapped Standards	
Concepts (What students need to know)	Skills (What students need to be able to do)
Reading:	
<u>fictional portrayal and historical account</u>	compare and contrast
<u>how history</u> <ul style="list-style-type: none"> ● <u>used by authors</u> ● <u>altered by authors</u> 	understand
<u>presentation of same event</u> <ul style="list-style-type: none"> ● <u>two or more authors</u> ● <u>differences</u> <ul style="list-style-type: none"> ○ <u>evidence</u> ○ <u>interpretations of facts</u> 	<u>analyze</u>

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Writing:	
writing <ul style="list-style-type: none"> ● clear ● coherent <ul style="list-style-type: none"> ○ development ○ organization ○ style ○ task ○ purpose ○ audience 	produce
Speaking and Listening:	
speech <ul style="list-style-type: none"> ● contexts ● tasks 	adapt
command of formal English	demonstrate
Language:	
conventions <ul style="list-style-type: none"> ● writing ● speaking ● reading ● listening ● sentence 	use
<u>language</u> <u>ideas</u> <ul style="list-style-type: none"> ● <u>precisely</u> ● <u>concisely</u> <u>wordiness</u>	<u>choose</u> <u>express</u> <u>eliminate</u>

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<u>redundancy</u>	
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Essential Question	Corresponding Big Ideas
1. How does the medium used to convey a point of view affect the meaning of the message?	1. Authors consider their audience when determining the appropriate medium to communicate their message.
Powered Standards	Learning Objectives
Identify what readers and writers will be able to: (underline progressions and finish objectives etc.)	
RL7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ● Build meaning across several texts (fiction and nonfiction) <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Show connections by using graphic organizers, drawings, or writing to other texts by topic, major ideas, author's styles, and genres ● Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing ● Connect characters within and across texts and genres by circumstances, traits, or actions ● Specify the nature of connections (topic, content, type of story, writer) <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Identify similarities across texts (concepts, theme, style, organization) ● Engage in critical thinking across a writer's body of work or across works on the same content and discuss findings or produce a literary essay
RI7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ● Build meaning across several texts (fiction and nonfiction) <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Make connections among informational texts and historical fiction and content area study, using information from one seeing to assist comprehending in the other ● Show evidence of connections to other texts (theme, plot, characters, structure, writing style) ● Connect characters within and across texts and genres by circumstances, traits, or actions <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Evaluate the quality or authenticity of the text, including the writer's qualifications and background knowledge

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	<ul style="list-style-type: none"> Analyze texts to determine the writer’s point of view or bias, identifying specific language that reveals bias or qualifies as propaganda Engage in critical thinking across a writer’s body of work or across works on the same content and discuss findings or produce a literary essay
<p>W7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><i>Writing (Hybrid Texts – Mixed Genres)</i></p> <ul style="list-style-type: none"> Select different genres with a clear purpose in mind <p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> Organize the text appropriately as a narrative or informational piece <p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> Understand how the purpose of the writing influences the selection of genre Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan Write with a specific reader or audience in mind Write for a broader, unknown audience Select from a variety of forms the kind of text that will fit the purpose (books with illustration and word; alphabet books, label books poetry books, question and answer books, illustration-only books; letters; newspaper accounts; broadcasts) <p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> Identify vague parts and change the language or content to be more precise, to the point, or specific
<p>SL7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3)</p>	<p><i>Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> Reflect meaning with the voice through pause, stress, and phrasing <p><i>Reading (Thinking About the Text)</i></p> <ul style="list-style-type: none"> Use the voice to convey the author’s purpose or stance Use the voice to reflect literary features such as exaggeration, imagery, or personification <p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> Plan modulation of voice to create an interesting performance Demonstrate interpretation and personal style when reading aloud Demonstrate a personal style as a speaker Speak at an appropriate rate to be understood by the audience Enunciate words clearly Demonstrate the use of specific language for different kinds of presentation (dramatic, narrative, reports, news programs) Have an audience in mind before planning the presentation Demonstrate an awareness of the knowledge base and interests of the audience Select genre of oral presentation with audience in mind

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	<ul style="list-style-type: none"> ● Use language appropriate to oral presentation words (rather than slang or overly formal dense prose) ● Deliver both formal and informal presentations and vary content, language, and style appropriately
<p>L7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p><i>Writing (Craft)</i></p> <ul style="list-style-type: none"> ● Select precise words to reflect what the writer is trying to say

Instructional strategies

Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:

- Follow Fountas and Pinnell’s Reader’s Workshop model (*Guiding Readers and Writers*, 2001)
- Use Guided Reading : dynamic (flexible) small group instruction to target specific needs of specific students
- Reading Workshop: book talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation
- Interactive read-alouds: modeling reading and thinking, with whole-group, small group, paired (Turn and Talk) collaborative discussions

Writing Workshop: writer talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation

Assessments

All assessments will be differentiated at the academic and accelerated level with regard to text complexity, depth of questioning, and rubric expectations. In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Reading and responding to reading

Journal entries, quick-writes, exit slips, and other evidence to check for student understanding

Letters in reader response notebook with specific emphasis on:

- reflecting
- analysis
- using evidence from the text to support analysis and reflection (Teachers may develop their own rubrics or use the one on page 183 of *Guiding*)

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Readers and Writers)

- compare/contrast same fictional and historical account

Interactive read-aloud discussions (teacher observation, notes)

Writing

Teacher/student choice of two different mediums to deliver message on the same topic that demonstrate knowledge gained about writer's craft throughout the year; written and/or digital products can include but are not limited to:

- an editorial
- a poem
- a short story
- a blog
- a feature article
- a report
- a review

with an emphasis on

- organization
- purpose
- audience

Speaking and Listening

Group share

End of unit assessment: Present product

with an emphasis on

- adapting speech to a variety of contexts and tasks
- command of formal English

Language

Evaluate through student writing and, as needed, through quizzes

with an emphasis on

- use knowledge of language and its conventions when writing, speaking, reading, or listening
- choose precisely language to express ideas concisely

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Vocabulary Terms		Interdisciplinary Connections
<u>Academic/Tier 2</u> vocabulary introduced in previous units	<u>Tier 3</u> vocabulary introduced in previous units	

Resources	
<p>For teacher:</p> <p>Fountas & Pinnell Continuum</p> <p>Ongoing training and coaching in Readers/Writers Workshop Model</p> <p> Mentor texts (See Implementation Guide for growing list of books for Guided Reading, Book Clubs, Classroom Library, and Bookrooms.)</p> <p>Research tools</p> <ul style="list-style-type: none"> • NoodleTools 	<p>For students:</p> <p>Mentor texts</p> <p>Classroom libraries</p> <p>Research tools</p> <p> NoodleTools</p>

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GRADE 7. Adapted from The Leadership and Learning Center “Rigorous Curriculum Design” model.



Bristol Public Schools
Office of Teaching & Learning

DEPARTMENT: English/Language Arts

COURSE: Grade 8

Units: 1-6 and culminating project

COURSE DESCRIPTION:

Grade 8 English Language Arts is a full-year course focused on developing thinkers as readers, writers, and speakers. Students will study a variety of genres in literature and in informational texts, that is, in fiction and nonfiction. They will respond through a variety of writing experiences, using much of what they read as mentor texts to inform and shape their own writing. Students will also conduct research, study the structure of the English language, and develop their vocabulary.

DEPARTMENT PHILOSOPHY:

The English/Language Arts curriculum helps students to discover, through the acquisition of reading, researching, writing, speaking, and listening skills, an understanding and appreciation of how literature and informational texts reflect and influence the “world in which they live.” Critical thinking and writing skills, demonstrated by various tasks ranging from research papers to essays, creative writing and/or multimedia projects, will support students to reach the departmental goals of becoming fluent writers, speakers and critical thinkers. Students will interact with each other and the teacher to discover the elements of the multiple genres within the subject matter. Examining literature and informational text will deepen their understanding of themselves and their world and will empower them to build intellectual arguments to express that understanding.

We recognize that students embody many differences in abilities, talents and learning styles as well as in interests and goals. We, therefore, are committed to developing and delivering curricula of such variety and scope that we may serve these widely divergent needs and interests. Academic and Accelerated coursework is driven by grade level standards. Text complexity and Webb’s Depth of Knowledge Levels associated with questioning, activities, or products

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differentiate the curriculum. The desired end: to prepare students to take their place in the world community, providing them with the capacity to succeed in college and careers and ultimately to live enriching personal and public lives.

DEPARTMENT GOALS:

Through a planned, sequential and integrated curriculum, the staff of Bristol Public Schools strives to educate each student in conjunction with the Connecticut Core Standards of English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. The goals of the English/Language Arts Department are for students to:

- Develop the skills to read, write, speak, listen and view texts to construct meaning;
- Read with understanding and respond thoughtfully to a variety of texts;
- Write and speak English proficiently to communicate ideas clearly;
- Choose and apply strategies that enhance the fluent and proficient use of language arts;
- Understand and appreciate texts, both fictional and nonfictional, from many literary periods and cultures;
- Employ the language arts for lifelong learning, work and enjoyment.

CONNECTICUT CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

The College and Career Readiness anchor standards, found directly below, and grade-specific standards, found in subsequent pages, are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards exist for Reading, Writing, Speaking & Listening, and Language.

College and Career Readiness Anchor Standards for Reading (Reading Literature/ RL and Reading Information / RI)

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

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8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

Range of Reading and Level of Text Complexity

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

College and Career Readiness Anchor Standards for Writing (W)

Text Types and Purposes

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

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

Production and Distribution of Writing

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

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening (SL)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

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4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language (L)

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

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

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Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 8
Trimester 1	Narrative
Unit 1	What makes a good story?
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grade 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction in the grade 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)</p> <p>CCSS.ELA-Literacy.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.</p>	
Priority Standards	
RL	<p>RL.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>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
W	<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.8.3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.8.3.b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>W.8.3.e Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
SL	SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on

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	<p>grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.8.1.c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>
L	<p>L.8.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>L.8.5.a Interpret figures of speech (e.g. verbal irony, puns) in context.</p>
Supporting Standards	
RL	RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
W	<p>W.8.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.8.1.d Establish and maintain a formal style.</p>
L	<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p>

Unwrapped Standards	
Concepts (What students need to know)	Skills (What students need to be able to do)
Reading:	
<p>textual evidence</p> <ul style="list-style-type: none"> ● <u>most strongly</u> <ul style="list-style-type: none"> ● explicit ● inferences 	cite

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GRADE 8. Adapted from The Leadership and Learning Center "Rigorous Curriculum Design" model.

analysis	support
<u>dialogue incidents</u> <ul style="list-style-type: none"> ● <u>propel action</u> ● <u>reveal aspects</u> ● <u>provoke a decision</u> 	analyze how
meaning words, phrases <ul style="list-style-type: none"> ● figurative ● connotative <u>impact of word choice</u> <ul style="list-style-type: none"> ● <u>meaning</u> ● <u>tone</u> <ul style="list-style-type: none"> ○ <u>analogies to other texts</u> ○ <u>allusions to other texts</u> 	determine analyze
Writing:	
narratives	write
reader <u>context</u> <u>point of view</u> event sequence <ul style="list-style-type: none"> ● naturally ● logically 	engage orient establish organize

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GRADE 8. Adapted from The Leadership and Learning Center "Rigorous Curriculum Design" model.

narrative techniques <ul style="list-style-type: none"> ● dialogue ● pacing ● description ● <u>reflection</u> experiences events characters	use develop
conclusion	provide
Speaking and Listening:	
in collaborative discussions on ideas of others ideas clearly	engage build express
rules <ul style="list-style-type: none"> ● collegial discussions ● <u>decision making</u> progress <ul style="list-style-type: none"> ● goals ● deadlines individual roles	follow track define
questions <u>ideas</u> others' questions and comments <ul style="list-style-type: none"> ● <u>evidence</u> 	pose <u>connect</u> respond

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<ul style="list-style-type: none"> ● observations ● ideas 	
Language:	
reference materials (print and digital) <ul style="list-style-type: none"> ● general ● specialized pronunciation	consult find
meaning or part of speech	determine clarify
understanding <ul style="list-style-type: none"> ● figurative language ● word relationships ● nuances in meaning 	demonstrate
figures of speech <ul style="list-style-type: none"> ● <u>verbal irony</u> ● <u>puns</u> 	interpret

Essential Questions	Corresponding Big Ideas
1. How do readers support their analysis of what the text says?	1. Readers cite textual evidence to support what the text says explicitly as well as inferences drawn from the text.
2. How do readers come to understand the development of the action or characters in a story?	2. Readers trace a story's action and character development by examining the author's use of dialogue and series of events.
3. How do writers create engaging and effective narratives?	3. Writers create engaging and effective narratives by using the structure, techniques and elements of the narrative/fiction genre.
4. As speakers and listeners, how do members of a learning	4. Speakers and listeners engage in effective collaborative discussions by

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<p>community engage effectively?</p> <p>5. How do members of the learning community acquire new vocabulary and use it correctly?</p>	<p>establishing and following rules that guide the interactions between members of the learning community. Learners listen attentively to and build upon the ideas of others. While posing questions and responding, they express their own ideas clearly, elaborating to optimally engage in conversations with others.</p> <p>5. Learners acquire new vocabulary and use it correctly through extensive experience with reading, writing, speaking, and listening as active members of a learning community. Additionally, learners use context and consult reference materials to check their understanding of inferred word meanings and figurative language.</p>
<p>Prioritized standards</p>	<p>Learning objectives Identify what readers and writers will be able to:</p>
<p>RL.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><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ● Provide evidence of understanding complex plot with multiple events and characters in responses to reading or in-text summaries <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Infer what the writer means but has not stated using evidence from the text ● Support Thinking Beyond the Text with specific evidence based on personal experience or knowledge or evidence from the text ● Make and support predictions before, during, and after reading with evidence from the text or from knowledge of genre <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text

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RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Thinking Within the Text

- Follow complex plots, tracking multiple events and gathering information about many characters and their traits and relationships
- Identify and discuss the problem, the events of the story and the problem resolution
- Keep flexible definitions of complex words in order to derive new meanings for them or understand the figurative or connotative use
- Understand words used in a symbolic or satirical way

Thinking Beyond the Text

- Make predictions on an ongoing basis (progression of the plot, characteristics of the setting, actions of characters)
- Draw conclusions from dialogue, including language with double-meaning (satire)
- Notice and interpret dialogue and the meanings that are implied by it
- In texts with multiple complex characters, infer traits, motivations and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them
- In fiction or biography, infer character's or subjects' thinking processes and struggles at key decision points in their lives
- Identify significant events and tell how they are related to the problem of the story or the solution

Thinking About the Text

- Note aspects of the writer's craft, including word selection, choice of narrator (first, second or third person), use of symbolism, leads dialogue, definition of terms within the text, divisions of text, and use of description
- Notice and provide examples of the ways writers select words to convey precise meaning
- Appreciate poetic and literary texts of language, sentence or phrase

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	<p>construction, and organization of the text</p>
<p>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ● Keep flexible definitions of complex words in order to derive new meanings for them or understand the figurative or connotative use ● Understand words used in a symbolic or satirical way <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Understand the deeper meanings of poetry and prose texts (symbolism, allusion, irony) <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Notice and provide examples of the ways writers select words to convey precise meaning ● Appreciate poetic and literary texts of language, sentence or phrase construction, and organization of the text ● Look closely at the written language to discover relationships among words and writing techniques ● Comment on the author’s word choice and use of language to create subtle shades of meaning and to create the mood ● Recognize and comment on the writer’s use of language in a satirical way or to convey irony ● Recognize and comment on how a writer uses language to evoke sensory images

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GRADE 8. Adapted from The Leadership and Learning Center “Rigorous Curriculum Design” model.

	<ul style="list-style-type: none"> ● Recognize and comment on how a writer uses language to create symbolic meaning
<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.8.3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.8.3.b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<p><i>Writing (Memoir – Personal Narrative/Autobiography)</i></p> <ul style="list-style-type: none"> ● Understand a person’s narrative as a type of memoir that tells a story from the writer’s life <p><i>Writing (Short Fiction)</i></p> <ul style="list-style-type: none"> ● Understand fiction as a short story about an event in the life of a main character <p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ● Establish an initiating event in a narrative with a series of events flowing from it <p><i>Writing (Language Use)</i></p> <ul style="list-style-type: none"> ● Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography and fiction ● Use characterization techniques to show characters’ motivations and feelings by their physical appearance, actions, dialogue, thoughts and feelings, and by what other characters say about them. <p><i>Writing (Language Use)</i></p> <ul style="list-style-type: none"> ● Use descriptive language and dialogue to present characters who appear and develop in memoir, biography and fiction ● Write in second person to talk directly to the reader or for literary effect ● Use dialogue and action to draw readers into the story

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<p>W.8.3.e Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Writing (Short Fiction)</p> <ul style="list-style-type: none"> ● Compose a narrative with appropriate pacing, relevant, descriptive details, a well-structured and logical sequence of events, and a satisfying ending
<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.</p> <p>SL.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.8.1.c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>	<p><i>Listening and speaking:</i></p> <ul style="list-style-type: none"> ● Use conventions of respectful speaking ● Respond to others' ideas before changing the subject ● Work to use tone and gesture in a collaborative and meaningful way ● Monitor your own understanding of others' comments and ask for clarification and elaboration ● Restate point that have been made and extend or elaborate them ● Negotiate issue without conflict or anger <p><i>Thinking within the text:</i></p> <ul style="list-style-type: none"> ● Remember where to find information in more complex texts so opinions and theories can be checked through revisiting <p><i>Thinking beyond the text:</i></p> <ul style="list-style-type: none"> ● Form implicit questions and search for answers in the text while listening and during discussion ● Compare perspectives with other readers and build on the ideas of others in discussion
<p>L8.4 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.</p> <p>L.8.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the</p>	<p><i>Phonics, Spelling, and Word Study (Word solving actions):</i></p> <ul style="list-style-type: none"> ● Recognize and use the different types of dictionaries, general,

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pronunciation of a word or determine or clarify its precise meaning or its part of speech.	specialized (synonyms, abbreviations, theme or topic, foreign language, thesaurus, electronic)
L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L.8.5.a Interpret figures of speech (e.g. verbal irony, puns) in context.	<i>Phonics, Spelling, and Word Study (Word meaning):</i> <ul style="list-style-type: none"> Recognize and use words as metaphors and similes to make comparisons
Instructional strategies	
Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will employ the following:	
<ul style="list-style-type: none"> Reading Workshop: book talks, mini-lessons, modeling (illustrative example), guided reading/practice, independent application, conferring with individual students, concluding whole-group share/evaluation Interactive read-alouds: modeling reading and thinking, with whole-group, small group, paired (Turn and Talk) collaborative discussions Writing Workshop: writer talks, mini-lessons, modeling (illustrative example), guided writing/practice, independent application, conferring with individual students, concluding whole-group share/evaluation 	

Assessments

All assessments will be differentiated at the academic and accelerated level with regard to text complexity, depth of questioning, and rubric expectations. In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Reading and responding to reading

Pre-Assessment:

- individual and whole-class, reading and writing assessments to determine student strengths and needs
- benchmark Assessment (for qualifying students) to determine instructional and independent levels

Journal entries, quick-writes, exit slips, and other evidence to check for student understanding

Letters in reader response notebook with specific emphasis on:

- reflecting/analysis (with limited retelling or summarizing, unless specifically assigned)
- using evidence from the text to support the points of reflection/analysis (Teachers may develop their own rubrics or use the one on page 183 of *Guiding Readers and Writers*)
- interactive read-aloud discussions (teacher observation, notes)
- conferring (teacher notes)

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- word meanings -figurative and connotative (formative assessments)

End of Unit: Reading assessment

Writing

Teacher /student choice of mid-level assessments that evaluate and build on knowledge gained during the narrative unit, including, but not limited to:

- journal entries
- quick-writes
- character sketches
- employing knowledge of literary elements to “add” a scene to a book read independently or as a read-aloud
- imagined narrative diary entry for the Iceman (studied in social studies) or character from a book read during the unit

with an emphasis on

- organization
- narrative techniques (dialogue, pacing, description, reflection)
- elaboration
- conclusion

Speaking & Listening

- teacher evaluation of participation in collaborative groups and class discussions(through observation and/or rubric)
- self –evaluation of participation in collaborative groups and class discussions
- conferring (teacher notes)
- evaluate through conferring notes, quizzes, student writing

With an emphasis on

- rules of collegial discussions
- evidence
- tracking progress

Language

- evaluate through student writing and, as needed, through quizzes/formative assessments

with an emphasis on

- figurative language
 - verbal irony
 - puns
- word nuances

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<ul style="list-style-type: none"> words in context 		
Unit Vocabulary Terms		Interdisciplinary Connections
<u>Academic/Tier 2</u> cite evidence explicit inferences analysis propel reveal provoke meaning tone context collaborative collegial goals deadlines interpret elaborate diverse pose relevant effective engage orient	<u>Tier 3</u> narrative analogies allusions phrases figurative connotative meaning tone point of view word meanings <ul style="list-style-type: none"> figurative language word relationships nuances figures of speech <ul style="list-style-type: none"> verbal irony puns narrative techniques <ul style="list-style-type: none"> dialogue pacing description reflection 	<p>In Unit (#1-2) in social studies, students learn: Exploration and Colonization (Jamestown to French and Indian War)</p> <p>In Unit (#1-2) in science, students learn: brief overview of metric system and scientific method, motion and forces</p>
Resources:		
For teachers: Fountas & Pinnell <i>Continuum of Literacy Learning Pre-K-8</i>		For students:

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Ongoing training and coaching in Reading/Writing Workshop Model Mentor texts (See Implementation Guide for growing list of books for Interactive Read Aloud , Guided Reading, Book Clubs, Classroom Library, and Bookrooms.)	Mentor texts Classroom libraries
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Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 8
Trimester 1	Narrative
Unit 2	Unit 2: How does understanding narrative text structure enhance meaning?
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grade 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction in the grade 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)</p> <p>CCSS.ELA-Literacy.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.</p>	
Priority Standards	
RL	<p>RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>

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	RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
W	W8.3.c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. W8.3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. W8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W8.5 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.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. W8.9a Apply <i>grade 8 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
S L	SL8.1a 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.
L	L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. L.8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break. L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L.8.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Supporting Standards	
RL	8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
W	8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 8.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 8.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.
S L	8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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L	<p>8.2b Use an ellipsis to indicate an omission.</p> <p>8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p>
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Unwrapped Standards

Reading:	
theme central idea <u>including relationship to</u> <ul style="list-style-type: none"> ● characters ● setting ● plot 	determine
summary	provide
structure <ul style="list-style-type: none"> ● <u>two or more texts</u> 	<u>compare</u> <u>contrast</u>
<u>structure</u>	<u>analyze</u>
<u>differences in points of view</u> <ul style="list-style-type: none"> ● <u>of character create effects</u> ● <u>of audience/reader create effects</u> <ul style="list-style-type: none"> ○ <u>suspense</u> ○ <u>humor</u> 	<u>analyze</u>
<u>filmed or live production</u> <ul style="list-style-type: none"> ● <u>stays faithful</u> ● <u>departs</u> <ul style="list-style-type: none"> ○ <u>from text or script</u> 	<u>analyze</u>
<u>choices</u> <ul style="list-style-type: none"> ● <u>directors</u> 	<u>evaluate</u>

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<ul style="list-style-type: none"> audience 	
writing <ul style="list-style-type: none"> planning revising editing rewriting trying a new approach 	develop and strengthen
evidence <ul style="list-style-type: none"> literary text informational text analysis reflection research	draw support
grade 8 reading standards to literature	apply
Speaking and Listening:	
prepared for discussions <ul style="list-style-type: none"> reading studying evidence <ul style="list-style-type: none"> topic text issue ideas	come refer probe reflect
Language:	
function of <u>verbals</u> <ul style="list-style-type: none"> <u>gerunds</u> 	explain

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<ul style="list-style-type: none"> ● <u>participles</u> ● <u>infinitives</u> 	
<p>punctuation</p> <ul style="list-style-type: none"> ● comma ● <u>ellipsis</u> ● <u>dash</u> <ul style="list-style-type: none"> ○ <u>indicate pause or break</u> 	use
<p>context</p> <ul style="list-style-type: none"> ● <u>word/phrase meaning</u> 	use
<p>meaning</p> <ul style="list-style-type: none"> ● context ● dictionary 	verify

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How do readers determine the theme or central idea of a text? 2. How do readers use text structure to understand various texts? 3. How do readers understand the effects of various points of view on a story? 4. How do readers analyze different works of fiction? 	<ol style="list-style-type: none"> 1. Readers determine a theme or central idea of a text and how it is conveyed through particular details; they provide a summary of the text distinct from personal opinions or judgments. 2. Readers compare and contrast various text structures to analyze contributions to text style and meaning. 3. Readers analyze how differences in the points of view of the characters and the audience or reader create effects such as suspense or humor. 4. Readers analyze different works of fiction by comparing how a filmed or live production departs or adheres to a text or script and by evaluating choices made by directors and actors. Readers analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works and describe how the material is rendered new..

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<p>5. How do writers effectively convey experiences and events?</p> <p>6. How are writers able to develop and strengthen their writing to ensure their meaning is clearly communicated?</p> <p>7. How can members of a learning community engage in collaborative discussions?</p>	<p>5. Writers produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience through the use of transition words, phrases and clauses, precise words and phrases, relevant descriptive details, and sensory language.</p> <p>6. Writers develop and strengthen their writing as needed by planning, revising, editing, rewriting, or trying a new approach with some guidance and support from peers and adults. Through proofreading, they ensure that pronouns are in the proper case and punctuation is used to set nonrestrictive/parenthetical elements.</p> <p>7. Members of a learning community should come to discussions prepared and draw on their preparation by Referring to evidence as they probe and reflect on ideas under discussion.</p>
<p>Powered Standards</p>	<p>Learning Objectives Identify what readers and writers will be able to:</p>
<p>RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ● Exercise selectively in summarizing the information in a text (most important information or ideas and facts focused by the reader’s purpose) ● Construct summaries that are concise and reflect the important and overarching ideas and information in texts <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Think deeply about social issues as revealed in realistic and historical fiction and discuss ideas with others ● Recognize underlying political messages in fiction and nonfiction texts ● State an interpretation of the writer’s underlying messages (themes) ● Infer the big ideas or themes of a text and assess how they are applicable to people’s lives today ● Infer themes and ideas from illustrations in graphic text <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Notice how the writer reveals the underlying messages or the theme of a text (through a character, through plot and events) ● Derive and critique the moral lesson of a text

<p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Show evidence of connections to other texts (theme, plot, characters, structure writing style) ● Describe connections between fiction and nonfiction texts, historical fiction and Content area study, fantasy and realism ● Connect and compare all aspects of texts within and across genres <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Notice and understand when the writer uses describe, temporal sequence, comparison and contrast, cause and effect, and problem and solution ● Recognize the differentiation of plot structures for different purposes and audiences ● Recognize and comment on aspects of narrative structure (beginning, series of events, high point of the story, ending) ● Analyze the structure of complex plots in fiction and organization of the text in nonfiction ● Identify similarities across texts (concepts, theme, style, organization, perspective)
<p>RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Recognize and compare multiple points of view ● Identify the sources of conflict in fiction texts and draw implications for the issues of today ● Infer and describe a writer’s attitudes toward social issues as revealed in texts ● In texts with multiple complex characters, infer traits, motivations and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them ● In fiction or biography, infer character’s or subjects thinking processes and struggles as key decision points in their lives <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Critique realistic fiction texts in terms of authenticity of characters, accurate portrayal of current or historical issues, and appropriate voice and tone ● Recognize the narrator and discuss how the choice of first, second, or third person point of view contributes to the reader’s enjoyment and understanding ● Analyze a text or a group of texts to reveal insights into the writer’s craft (the way the writer reveals characters or uses symbolism, humor, irony, suspense)
<p>RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or</p>	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Revise understandings and/or change opinions based on new information acquired through listening, reading, or discussion ● Make connections between plays, scripts, and narratives <p><i>Thinking About the Text</i></p>

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	<ul style="list-style-type: none"> ● Comment on how layout and the format of a text contribute to the meaning, effectiveness, and artistic quality of both fiction and nonfiction ● Critique presentations for subtexts-significant inclusions or exclusions
<p>RL8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ● Build meaning across several texts (fiction and nonfiction) <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Show evidence of connections to other texts (theme, plot, characters, structure, writing style) ● Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing ● Connect characters within and across texts and genres by circumstances, traits, or actions ● Specify the nature of connections (topic, content, type of story, writer) <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Engage in critical thinking across a writer’s body of work or across works on the same content and discuss findings or produce a literary essay ● Notice and discuss the meaning of symbolism when used by a writer to create texts, including complex fantasy where the writer is representing good and evil
<p>W8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W8.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>W8.3d Use precise words and</p>	<p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ● Use well-crafted transitions to support the pace and flow of the writing <p><i>Writing (Word Choices)</i></p> <ul style="list-style-type: none"> ● Use transitional words for time flow (next, while) <p><i>Writing (Language Use)</i></p>

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<p>phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<ul style="list-style-type: none"> ● Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography and fiction ● Use descriptive language and dialogue to present characters who appear and develop in memoir, biography, and fiction
<p>SL8.1 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.</p> <p>SL8.1a 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.</p>	<p><i>Reading/Discussion (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ● Remember where to find information in more complex texts so opinions and theories can be checked through revisiting <p><i>Oral, Visual, and Technological Communication (Presentation):</i></p> <ul style="list-style-type: none"> ● Use specific vocabulary to argue, draw contrasts, indicate agreement and disagreement ● Support argument with relevant evidence <p><i>Reading/Discussion (Thinking Beyond the Text)</i></p> <ul style="list-style-type: none"> ● Revise understandings and/or change opinions based on new information acquired through listening, reading, or discussion ● Form implicit questions and search for answers in the text while listening and during discussion ● Actively seek diverse perspectives and search for understanding of other cultures while listening, writing, and discussing texts ● Recognize and compare multiple points of view
<p>L8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L8.1 a Explain the function of verbals (gerunds, participles, infinitives) in general and their</p>	<p>Writing (Grammar)</p> <ul style="list-style-type: none"> ● Use correct verb agreement (tense, plurality, verb to object) ● Correctly use verbs that are often misused (lie, lay; rise, raise)

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<p>function in particular sentences.</p>	
<p>L8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L8.2 a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>	<p><i>Writing (Conventions)</i></p> <ul style="list-style-type: none"> • Understand and use ellipses to show pause or anticipation, usually before something surprising
<p>L8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L8.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context</p>	<p><i>Phonics, Spelling, and Word Study (Word-Solving Actions)</i></p> <ul style="list-style-type: none"> • Use the context of the sentence, paragraph, or whole text to help determine the precise meaning of a word <p><i>Phonics, Spelling, and Word Study (Word-Solving Actions)</i></p> <ul style="list-style-type: none"> • Use the context of the sentence, paragraph, or whole text to help determine the precise meaning of a word • Recognize and use the different types of dictionaries, general, specialized (synonyms, abbreviations, theme or topic, foreign language, thesaurus, electronic)

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or in a dictionary).	
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Instructional strategies

Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:

- Reading Workshop: book talks, mini-lessons, modeling (illustrative example), guided reading/practice, independent application, conferring with individual students, concluding whole-group share/evaluation
- Interactive read-alouds: modeling reading and thinking, with whole-group, small group, paired (Turn and Talk) collaborative discussions
- Writing Workshop: writer talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation

Assessments

All assessments will be differentiated at the academic and accelerated level with regard to text complexity, depth of questioning, and rubric expectations. In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Reading and responding to reading

Journal entries, quick-writes, exit slips, and other evidence to check for student understanding

Letters in reader response notebook with specific emphasis on:

- using evidence from the text to support the points of analysis (Teachers may develop their own rubrics or use the one on page 183 of *Guiding Readers and Writers*)
- comparing and contrasting
- summarizing

Interactive read-aloud discussions (teacher observation, notes)

Conferring (teacher notes)

Writing

Teacher/student choice of mid-level assessments that evaluate and build on knowledge gained during the narrative unit, including, but not limited to:

- journal entries
- quick-writes
- short pieces of analytical writing leading up to the literary essay

with an emphasis on:

- using transitions (words, phrases, clauses)
- organization
- evidence

End of unit assessment: Literary Essay

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Speaking & Listening

Teacher evaluation of participation in collaborative groups and class discussions (through observation and/or rubric)

Self –evaluation of participation in collaborative groups and class discussions

Conferring (teacher notes)

With an emphasis on:

- using evidence

Language

Evaluate through student writing and, as needed, through quizzes

with an emphasis on:

- multiple meaning words/phrases (using context)
- verbals (gerunds, participles, infinitives)
- comma, ellipsis, and dash

Resources

For teacher:

Fountas & Pinnell Continuum
 Ongoing training and coaching in Readers/Writers Workshop Model
 Mentor texts (See Implementation Guide for growing list of books for Interactive Read Aloud, Guided Reading, Book Clubs, Classroom Library, and Bookrooms.)

For students:

Mentor texts
 Classroom libraries

Unit Vocabulary Terms

Academic/Tier 2
 compare
 contrast
 objective
 analyze

Tier 3
 *narrative
 theme
 central idea
 characters

Interdisciplinary Connections

In Unit (#2 and 3) in social studies, students learn:
 Exploration and Colonization (Jamestown to French and Indian War)

In Unit (#2) in science, students learn: embedded task - “Shipping and

<p>summary structure suspense humor filmed live production directors actors precise *relevant *explicit *collaborative probe *context</p> <p>*introduced in unit 1</p>	<p>setting plot style *point of view modern fiction myths traditional stories religious works dramatic irony suspense humor *phrases clauses sequence signal shifts transitional sensory language multiple meaning literary text verbals</p> <ul style="list-style-type: none"> ● gerunds ● participles ● infinitives <p>punctuation</p> <ul style="list-style-type: none"> ● comma ● ellipsis ● dash <p>context clues planning revising editing rewriting</p>	<p>Sliding,” an investigation of ways to increase friction on a shipping vessel to keep television boxes from sliding and damaging the contents</p>
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	*introduced in unit 1	
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Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 8
Trimester 2	Informational
Unit 3	How is information conveyed?
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grade 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction in the grades 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)</p> <p>CCSS.ELA-Literacy.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.</p>	
Priority Standards	
RI	<p>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>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>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>8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>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.</p> <p>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.</p>
W	8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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	<p>W.8.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W.8.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>8.2f Provide a concluding statement or section that follows from the information or explanation presented.</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.
L	8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).
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.
W	8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SL	8.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
L	<p>8.2b Use an ellipsis to indicate an omission.</p> <p>8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from range of strategies.</p> <p>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.</p>

Unwrapped Standards	
Concepts (What students need to know)	Skills (What students need to be able to do)
Reading:	
<p>textual evidence</p> <ul style="list-style-type: none"> ● explicit ● inferences <p>analysis</p>	<p>cite</p> <p>support</p> <ul style="list-style-type: none"> ● <u>most strongly</u>

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<p>central idea</p> <ul style="list-style-type: none"> including relationship to supporting ideas <p>summary</p>	<p>determine</p> <p>analyze</p> <p>provide</p>
<p><u>text connections</u></p> <ul style="list-style-type: none"> <u>among</u> <u>between</u> <ul style="list-style-type: none"> individuals events ideas 	<p>analyze</p>
<p>meaning of words, phrases</p> <ul style="list-style-type: none"> figurative connotative technical <p>impact of word choices</p> <ul style="list-style-type: none"> meaning tone <ul style="list-style-type: none"> <u>including analogies to other texts</u> <u>including allusions to other texts</u> 	<p>determine</p> <p>analyze</p>
<p>structure</p> <ul style="list-style-type: none"> <u>in detail</u> <ul style="list-style-type: none"> <u>specific paragraph</u> <u>particular sentences</u> 	<p>analyze</p>
<p>point of view</p> <p>purpose</p> <p><u>author's response</u></p> <ul style="list-style-type: none"> <u>conflicting evidence</u> <u>conflicting viewpoints</u> 	<p>determine</p> <p>analyze</p>
<p>Writing:</p>	

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informative, explanatory texts topic ideas concepts information relevant content	write examine convey select organize analyze
topic <ul style="list-style-type: none"> ● relevant ● well-chosen <ul style="list-style-type: none"> ○ definitions ○ concrete details ○ quotations 	develop
concluding statement/section	provide
Speaking and Listening:	
information expressed by others views <ul style="list-style-type: none"> ● in light of evidence presented 	acknowledge qualify <u>justify</u>
Language:	
connotations of words with similar denotations	distinguish

Essential Questions	Corresponding Big Ideas
1. How do readers comprehend informative/explanatory texts?	1. Readers use their knowledge of nonfiction text structures, examine text features, and consider such elements as the central idea and

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<p>2. How are readers able to understand words and phrases they encounter in a text?</p> <p>3. How do writers create informational pieces?</p> <p>4. How do speakers and listeners effectively build on one another's ideas?</p>	<p>author's purpose in order to comprehend informative/explanatory text.</p> <p>2. Readers use context as clues to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>3. Writers follow a process to create an informational piece of writing.</p> <p>4. Speakers and listeners build on one another's ideas by acknowledging new information expressed and qualifying or justifying their own views in light of evidence presented.</p>
<p>Powered Standards</p>	<p>Learning Objectives Identify what readers and writers will be able to:</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><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Support Thinking Beyond the Text with specific evidence from the text or personal knowledge ● Consistently make predictions before, during and after reading using evidence from the text to support thinking or from knowledge of genre
<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><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ● Exercise selectivity in summarizing the information in a text (most important information or ideas and facts focused by the reader's purpose) ● Construct summaries that are concise and reflect the important and overarching ideas and information in texts <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Recognize underlying political messages in nonfiction texts ● State an interpretation of the writer's underlying messages ● Infer the big ideas and assess how they are applicable to people's lives today

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	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Notice how the writer reveals the underlying messages of a text ● Evaluate how the writer has used illustrations and print to convey big ideas
<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><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ● Write statements that reflect understanding of both the text body and graphics and the integration of the two <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Support thinking beyond the text with specific evidence from the text or personal knowledge <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Give close attention to an informational text to look for particular features (signal words, comparisons) ● Analyze a text or group of texts to reveal insights into the writer’s craft
<p>RI8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ● Learn new words and the meanings for known words from the context of the texts ● Notice interesting words and discuss origins or roots ● Explore and comment on complex definitions for new words including figurative and connotative uses ● Using word-solving strategies, background knowledge, graphics, text content, and readers’ tools (glossaries, dictionaries) to solve words, including content-specific and technical words <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Show evidence of connections to other texts (theme, plot, characters, structure, writing style) ● Identify and understand new meanings of words when they are used as similes and metaphors and apply these understandings to analyzing the whole text in terms of deeper meanings ● Demonstrate awareness of and sensitivity to words that impute stereotypes (race, gender, age) in general as well as to a particular audience

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	<ul style="list-style-type: none"> ● Demonstrate awareness of words that have connotative meaning relative to social values <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Notice and provide examples of the ways writers select words to convey precise meaning ● Look closely at the written text to discover relationships among words and writing techniques ● Notice the writer’s choice of words that are not English and reflect on the reasons for these choices and how those words ass to the meaning of a text
<p>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.</p>	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Notice how the writer has organized an informational text (categories and subcategories, sequence, and others) and evaluate the coherence of the organization ● Describe, analyze, and write critically about a text as an integrated whole, including how text, illustrations, and other features work together to convey meaning ● Analyze the organization of the text in nonfiction
<p>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.</p>	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Actively seek diverse perspectives and search for understating of other cultures while listening, writing, and discussing texts <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Recognize bias in nonfiction texts and hypothesize the writer’s point of view ● Derive and discuss the author’s purpose (even if not explicitly stated) and hypothesize reasons for it ● Respond to and critique the author’s moral lesson of a text ● Analyze the texts to determine the writer’s point of view or bias, identifying specific language that reveals bias or qualifies as propaganda ● Critique the biographer’s presentation of a subject, noticing bias ● Derive the author’s purpose and beliefs even when not explicitly stated

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GRADE 8. Adapted from The Leadership and Learning Center “Rigorous Curriculum Design” model.

	<ul style="list-style-type: none"> ● Identify contradiction
<p>W8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W8.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W8.2f Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p><i>Writing (Literary Nonfiction)</i></p> <ul style="list-style-type: none"> ● Include features (for example: table of contents, boxes of facts set off from the text, diagrams, charts) and other tools (for example: glossary) to provide information to the reader ● Use headings and subheadings to organize different parts and guide the reader Include facts, figures, and graphics as appropriate ● Write an engaging lead and first section that orient the reader and provide an introduction to the topic <p><i>Writing (Expository Nonfiction)</i></p> <ul style="list-style-type: none"> ● Use quotes from experts (written text, speeches, or interviews) ● Use new vocabulary specific to the topic <p><i>Writing (Essay)</i></p> <ul style="list-style-type: none"> ● Provide details, examples, and images that develop and support the topic <p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ● Bring the piece to closure, to a logical conclusion, through an ending

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	or summary statement
<p>SL8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>SL8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p><i>Reading/Discussion (Thinking Beyond the Text)</i></p> <ul style="list-style-type: none"> ● Compare perspectives with other readers and build on the ideas of others in discussion ● Actively seek diverse perspectives and search for understanding of other cultures while listening, writing, and discussing texts ● Recognize and compare multiple points of view <p><i>Oral, Visual, and Technological Communication(Listening and Speaking)</i></p> <ul style="list-style-type: none"> ● Monitor own understanding of others’ comments and ask for clarification and elaboration ● Restate points that have been made and extend or elaborate them ● Restate or paraphrase the statements of others
<p>L8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	<p><i>Phonics, Spelling, and Word Study (Word Meaning)</i></p> <ul style="list-style-type: none"> ● Use figurative language to make a comparison

Instructional strategies

Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:

- Follow Fountas and Pinnell’s Reader’s Workshop model (*Guiding Readers and Writers, 2001*)
- Use Guided Reading : dynamic (flexible) small group instruction to target specific needs of specific students
- Reading Workshop: book talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with

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individual students, concluding whole-group share/evaluation

- Interactive read-alouds: modeling reading and thinking, with whole-group, small group, paired (Turn and Talk) collaborative discussions
- Writing Workshop: writer talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation

Assessments

All assessments will be differentiated at the academic and accelerated level with regard to text complexity, depth of questioning, and rubric expectations.

In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Reading and responding to reading

Journal entries, quick-writes, exit slips, and other evidence to check for student understanding

Letters in reader response notebook with specific emphasis on:

- analysis
- using evidence from the text to support analysis (Teachers may develop their own rubrics or use the one on page 183 of *Guiding Readers and Writers*)
- summarizing

Interactive read-aloud discussions (teacher observation, notes)

Conferring (teacher notes)

End of unit assessment: Reading assessment

Writing

Teacher/student choice of mid-level assessments that evaluate and build on knowledge gained during the informational unit, including, but not limited to:

- journal entries
- quick-writes
- short pieces of writing in a variety of text structures
- analysis of author's craft

with an emphasis on:

- organization
- elaboration
- conclusions

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Speaking & Listening

Teacher evaluation of participation in collaborative groups and class discussions (through observation and/or rubric)

Self –evaluation of participation in collaborative groups and class discussions

Conferring (teacher notes)

with an emphasis on:

- acknowledging information expressed by others
- qualify /justify own views

Language

Evaluate through student writing and, as needed, through quizzes

with an emphasis on:

- connotations
- denotations

Unit Vocabulary Terms**Interdisciplinary Connections**Academic/Tier 2

*cite
 *evidence
 *inferences
 *explicit
 *objective
 *summary
 *meaning
 *tone
 *relevant
 acknowledge
 conflicting
 qualify
 justify
 organization
 conclusion
 formatting

Tier 3

informative/explanatory text
 *central idea
 *analysis

- comparisons
- analogies
- categories

 meanings of words/*phrases

- figurative *
- denotative *
- connotative *
- technical

 *point of view/purpose
 *analogies
 *allusions
 structure
 quotations

In Unit (# 3) in social studies, students learn: American Revolution (British Acts to Treaty of Paris)

In Unit (#3) in science, students learn: bridges, genetics and heredity

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graphics multimedia	concrete details	
*introduced in previous units	*introduced in previous units	
Resources		
For teacher: Fountas & Pinnell Continuum <i>Guiding Readers and Writers</i> (by Fountas and Pinnell, 2001) Ongoing training and coaching in Readers/Writers Workshop Model Mentor texts (See Implementation Guide for growing list of books for Guided Reading, Book Clubs, Classroom Library, and Bookrooms.) Research tools <ul style="list-style-type: none"> ● NoodleTools 	For students: Mentor texts Classroom libraries Research tools <ul style="list-style-type: none"> ● NoodleTools 	

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GRADE 8. Adapted from The Leadership and Learning Center "Rigorous Curriculum Design" model.

Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 8
Trimester 2	Informational/Explanatory
Unit 4	How does understanding informational text structures deepen my comprehension?
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grade 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction in the grade 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)</p> <p>CCSS.ELA-Literacy.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.</p>	
Priority Standards	
RL	8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
RI	8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 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.
W	8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. 8.2e Establish and maintain a formal style. 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. 8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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<ul style="list-style-type: none"> ● individuals ● events ● ideas <ul style="list-style-type: none"> ○ <u>comparisons</u> ○ <u>analogies</u> ○ <u>categories</u> 	
<p>two or more texts</p> <ul style="list-style-type: none"> ● <u>conflicting information on same topic</u> <p><u>disagreement</u></p> <ul style="list-style-type: none"> ● <u>fact</u> ● <u>interpretation</u> 	<p>analyze</p> <p>identify</p>
Writing:	
<p>informative/explanatory texts</p> <p>topic</p> <p>ideas</p> <p>concepts</p> <p>information</p> <p>content</p> <ul style="list-style-type: none"> ● relevant 	<p>write</p> <p>examine</p> <p>convey</p> <p>select</p> <p>organize</p> <p>analyze</p>
<p>transitions</p> <ul style="list-style-type: none"> ● <u>varied</u> <p>relationships</p> <ul style="list-style-type: none"> ● ideas ● concepts 	<p><u>use</u></p> <p>clarify</p>

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language <ul style="list-style-type: none"> ● precise ● domain specific 	use
topic	inform or explain
formal style	establish maintain
relevant information <ul style="list-style-type: none"> ● multiple print and digital sources credibility data conclusions <ul style="list-style-type: none"> ● of others plagiarism standard format <ul style="list-style-type: none"> ● citation 	gather assess quote paraphrase avoid provide
evidence <ul style="list-style-type: none"> ● literary text ● informational text analysis reflection research	draw support
<u>grade 8</u> reading standards <ul style="list-style-type: none"> ● literary nonfiction 	apply
Speaking and Listening:	

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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. Why is it important for readers to explore different authors and genres? 2. Why is it important for writers to establish and maintain a writing style within a written piece? 3. How do speakers and listeners participate fully as group members? 4. Why is it important for writers to use verbs correctly? 5. How does a reader’s understanding of word parts and word relationships help unlock word meanings? 	<ol style="list-style-type: none"> 1. Readers compare and contrast different authors and genres to have a better understanding of a topic. 2. Writers establish and maintain a formal writing style to create a well organized and fluent piece of writing. 3. Speakers and listeners come prepared to discussions in order to demonstrate an understanding of a topic and have the ability to reflect and respond in a variety of contexts. 4. Writers recognize and use verbs correctly in order to maintain clarity in their writing. 5. Readers apply their understanding of affixes, suffixes, and word relationships to decode the meanings of words in context.
Powered Standards	Learning Objectives
<p>RL 8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>Identify what readers and writers will be able to:</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ● Build meaning across several texts (fiction and nonfiction) <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Show evidence of connections to other texts (theme, plot, characters, structure, writing style) ● Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing ● Connect characters within and across texts and genres by circumstances, traits, or actions

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GRADE 8. Adapted from The Leadership and Learning Center “Rigorous Curriculum Design” model.

	<ul style="list-style-type: none"> ● Specify the nature of connections (topic, content, type of story, writer) <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Engage in critical thinking across a writer’s body of work or across works on the same content and discuss findings or produce a literary essay ● Notice and discuss the meaning of symbolism when used by a writer to create texts, including complex fantasy where the writer is representing good and evil
<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><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ● Write statements that reflect understanding of both the text body and graphics and the integration of the two <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Support thinking beyond the text with specific evidence from the text or personal knowledge ● Reflect inferences about the main and supporting characters’ feelings, motivations, attitudes, and decisions based on information from the text (also for subjects of biography) ● In texts with multiple complex characters, infer traits, motivations and changes through examining how the writer describes them, what they do what they say and think, and what other characters say about them ● In fiction or biography, infer character’s subject’s thinking processes and struggles at key decision points in their lives <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Give close attention to an informational text to look for particular features (signal words, comparisons) ● Analyze a text or group of texts to reveal insights into the writer’s craft ● Notice and compare the traits and development of characters within and across genres (well-developed characters vs. flat characters; heroic, multidimensional, etc.) ● Become critical of the subjects of biography (decisions, motivations, accomplishments)
<p>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.</p>	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ● Build meaning across several texts (fiction and nonfiction) ● Thinking Beyond the Text ● Make connections among informational texts and historical fiction and content area study, using information from one setting to assist comprehending in the other ● Connect and compare all aspects of texts within and across genres ● Recognize that information is framed by the source’s point of view and use this information to detect bias on websites <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Critique informational texts in terms of the quality of writing, accuracy, the logic of conclusions, and the

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	<p>coherence of the organization</p> <ul style="list-style-type: none"> Analyze texts to determine the writer’s point of view or bias, identifying specific language that reveals bias or qualifies as propaganda Engage in critical thinking across a writer’s body of work or across works on the same content and discuss findings or produce a literary essay
<p>W8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W 8.2e Establish and maintain a formal style.</p>	<p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> Add transitional words and phrases to clarify meaning and make the writing smoother <p><i>Writing (Word Choice)</i></p> <ul style="list-style-type: none"> Use vocabulary specific to the topic <p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> Maintain central theme or focus across paragraphs <p><i>Oral, Visual, and Technological Communication (Ideas and Content)</i></p> <ul style="list-style-type: none"> Demonstrate understanding through full development of a topic using facts, statistics, examples, anecdotes, and quotations
<p>W8.8 Gather relevant information from multiple print and digital</p>	<p><i>Writing (Expository Nonfiction)</i></p> <ul style="list-style-type: none"> Accurately document reports and articles with references, footnotes, and citations

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<p>sources, using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation</p>	<ul style="list-style-type: none"> ● Include a bibliography of references, in appropriate style, to support a report or article ● Avoid bias and/or present perspectives and counter perspectives on a topic <p><i>Writing (Idea Development)</i></p> <ul style="list-style-type: none"> ● Provide details that are accurate, relevant, interesting, and vivid <p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ● Use notes to record and organize information ● Search for appropriate information from multiple sources (books and other print materials, websites, interviews) ● Understand the concept of plagiarism and avoid it (for example: using quotes and citing resources) ● Evaluate sources for validity and point of view <p><i>Oral, Visual, and Technological Communication (Publishing)</i></p> <ul style="list-style-type: none"> ● Draw information from both text (print) and non text (photos, sound effects, animation, illustrations, variation in font and color) elements ● Locate and validate information on the Internet (approved sites) ● Recognize that the information is framed by the source's point of view and use this information to detect bias on websites ● Read information published on Internet critically and compare points of view ● Cite and credit material downloaded from interactive media <p><i>Reading</i></p> <ul style="list-style-type: none"> ● Construct summaries that are concise and reflect the important and overarching ideas and information in texts
<p>W8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W8.9b Apply grade 8 reading standards to literary nonfiction.*</p>	<p><i>Writing About Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ● Continuously check with the evidence in a text to ensure that writing reflects understanding <p><i>Writing About Reading (Thinking Beyond the Text)</i></p> <ul style="list-style-type: none"> ● Make connections between historical and cultural knowledge and a text ● Support thinking beyond the text with specific evidence from the text or personal knowledge ● Show evidence of connections to other texts (theme, plot, characters, structure, writing style) ● Describe connections between fiction and nonfiction texts, historical fiction and content area study, fantasy and realism <p><i>Writing About Reading (Thinking About the Text)</i></p>

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	<ul style="list-style-type: none"> ● Critically analyze the quality of a poem, or work of fiction or nonfiction offering rationales for points ● Critique the author’s use of argument and persuasion ● Analyze a text or group of texts to reveal insights in the writer’s craft (the way the writer reveals characters or uses symbolism, humor, irony, suspense) ● Show evidence of ability to analyze an author’s use of mood, imagery, plot, structure, and personification <p><i>Writing (Essay)</i></p> <ul style="list-style-type: none"> ● Provide details, examples, and images that develop and support the thesis <p><i>Writing (Test Writing)</i></p> <ul style="list-style-type: none"> ● Respond to a text in a way that reflects analytic or aesthetic thinking ● State a point of view and provide evidence
<p>SL8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><i>Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ● Read with accuracy, fluency, and phrasing in unison with others and in solo parts ● Reflect meaning with the voice through pause, stress, and phrasing ● Use dramatic expression where appropriate to communicate additional meaning of a text <p><i>Reading (Thinking Beyond the Text)</i></p> <ul style="list-style-type: none"> ● Use the voice to convey multiple points of view <p><i>Reading (Thinking About the Text)</i></p> <ul style="list-style-type: none"> ● Use the voice to reflect literary features such as exaggeration, imagery, or personification <p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> ● Demonstrate interpretation and personal style when reading aloud ● Demonstrate a personal style as a speaker ● Deliver both formal and informal presentations in a dynamic way ● Speak at an appropriate rate to be understood by the audience ● Enunciate words clearly ● Demonstrate the use of specific language for different kinds of presentation (dramatic, narrative, reports, news programs) ● Have an audience in mind before planning the presentation ● Demonstrate an awareness of the knowledge base and interests of the audience ● Select genre of oral presentation with audience in mind <p><i>Use language appropriate to oral presentation words (rather than slang or overly formal dense prose)</i></p> <ul style="list-style-type: none"> ● Deliver both formal and informal presentations and vary content, language, and style appropriately

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<p>L8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L8.1b Form and use verbs in the active and passive voice.</p> <p>L8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>L8.1d Recognize and correct inappropriate shifts in verb voice and mood.</p>	<p><i>Writing (Grammar)</i></p> <ul style="list-style-type: none"> ● Use correct verb agreement (tense, plurality, verb to object) ● Correctly use verbs that are often misused (lie, lay; rise, raise) <p><i>Writing (Grammar)</i></p> <ul style="list-style-type: none"> ● Use correct verb agreement (tense, plurality, verb to object) ● Correctly use verbs that are often misused (lie, lay; rise, raise) <p><i>Writing (Grammar)</i></p> <ul style="list-style-type: none"> ● Use correct verb agreement (tense, plurality, verb to object) ● Correctly use verbs that are often misused (lie, lay; rise, raise)
<p>L8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>L8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede.)</p>	<p><i>Phonics, Spelling, and Word Study (Word-Solving Actions)</i></p> <ul style="list-style-type: none"> ● Use knowledge of Greek and Latin roots in deriving the meaning of words while reading texts

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<p>L8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L8.5b Use the relationship between particular words to better understand each of the words.</p>	<p>Writing (Word Choice)</p> <ul style="list-style-type: none"> ● Use figurative language to make a comparison
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Instructional strategies

Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:

- Follow Fountas and Pinnell’s Reader’s Workshop model (*Guiding Readers and Writers*, 2001)
- Use Guided Reading : dynamic (flexible) small group instruction to target specific needs of specific students
- Reading Workshop: book talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation
- Interactive read-alouds: modeling reading and thinking, with whole-group, small group, paired (Turn and Talk) collaborative discussions
- Writing Workshop: writer talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation

Assessments

All assessments will be differentiated at the academic and accelerated level with regard to text complexity, depth of questioning, and rubric expectations. In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Reading and responding to reading

Journal entries, quick-writes, exit slips, and other evidence to check for student understanding

Letters in reader response notebook with specific emphasis on:

- analysis
- using evidence from text and other media to support analysis (Teachers may develop their own rubrics or use the one on page 183 of *Guiding Readers and Writers*)

Interactive read-aloud discussions (teacher observation, notes)

Conferring (teacher notes)

Writing

Teacher /student choice of mid-level assessments that evaluate and build on knowledge gained during the text structures unit, including, but not limited to:

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- journal entries
- quick-writes
- short research assignments

with an emphasis on:

- organization
- elaboration
- transitions
- using quotes
- paraphrasing
- citing evidence

End of unit assessment: Nonfiction writing assignment (comparative essay two nonfiction pieces or one fiction/nonfiction on same topic with a focus on author's craft)

Speaking and Listening

Teacher evaluation of participation in collaborative groups and class discussions (through observation and/or rubric)

Self –evaluation of participation in collaborative groups and class discussions

Conferring (teacher notes)

Group share

Oral presentations with peer evaluations

with an emphasis on:

- adapting speech to various contexts

Language

Evaluate through student writing and, as needed, through quizzes

with an emphasis on:

- verbs
- Greek and Latin roots and affixes
- word relationships

Unit Vocabulary Terms

Interdisciplinary Connections

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<p><u>Academic/Tier 2</u></p> <ul style="list-style-type: none"> *analysis *comparison analogy category *interpretation *relevant content transitions cohesion credibility accuracy data *conclusions clarify *precise format *evidence adapt <p>*introduced in previous units</p>	<p><u>Tier 3</u></p> <ul style="list-style-type: none"> *informative/explanatory modern work *fiction *theme *myth *traditional story *religious work connections <ul style="list-style-type: none"> • comparisons • analogies • categories domain specific formal style sources <ul style="list-style-type: none"> • multiple print • digital search terms quote paraphrase plagiarism standard format for citation citation verbs <ul style="list-style-type: none"> • active voice • passive voice • indicative mood • interrogative mood • conditional mood • subjunctive mood *Greek/Latin <ul style="list-style-type: none"> • affixes* • roots* 	<p>In Unit (#4) in social studies, students learn: American Revolution (British Acts to Treaty of Paris)</p> <p>In Unit (# 4) in science, students learn: bridges, genetics and heredity</p>
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	*introduced in previous units	
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Resources	
<p>For teacher:</p> <p>Fountas & Pinnell Continuum Ongoing training and coaching in Readers/Writers Workshop Model Mentor texts (See Implementation Guide for growing list of books for Guided Reading, Book Clubs, Classroom Library, and Bookrooms.) Research tools</p> <ul style="list-style-type: none"> ● NoodleTools 	<p>For students:</p> <p>Mentor texts Classroom libraries Research tools</p> <ul style="list-style-type: none"> ● NoodleTools

Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 8
Trimester 3	Argument
Unit 5	What makes a good argument?
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grade 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction in the grade 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)</p> <p>CCSS.ELA-Literacy.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.</p>	
Priority Standards	
RI	<p>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.</p> <p>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.</p> <p>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.</p>
W	<p>8.1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>8.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>8.1e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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>

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<p><u>advantages</u> <u>disadvantages</u></p> <ul style="list-style-type: none"> ● <u>use of different mediums</u> <ul style="list-style-type: none"> ○ <u>print</u> ○ <u>digital text</u> ○ <u>video</u> ○ <u>multimedia</u> 	<p><u>evaluate</u></p>
<p>argument claims</p> <p>reasoning evidence</p> <ul style="list-style-type: none"> ● relevant ● sufficient <p><u>irrelevant evidence</u></p>	<p><u>delineate</u> evaluate</p> <p>assessing</p> <p><u>recognize</u></p>
<p>Writing:</p>	
<p>argument</p> <ul style="list-style-type: none"> ● clear reasons ● relevant evidence 	<p>write</p>
<p>claims</p> <p>claims</p> <ul style="list-style-type: none"> ● alternate ● opposing <p>reasons evidence</p>	<p><u>introduce</u></p> <p>acknowledge <u>distinguish</u></p> <p>organize</p>
<p>concluding statement</p> <ul style="list-style-type: none"> ● that follows the argument 	<p>provide</p>

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information <ul style="list-style-type: none"> ● relevant credibility data conclusions <ul style="list-style-type: none"> ● of others plagiarism standard citation format	gather assess quote paraphrase avoid follow
Speaking and Listening:	
<u>purpose</u> <ul style="list-style-type: none"> ● <u>information presented</u> <ul style="list-style-type: none"> ○ diverse media ○ formats <u>motives</u> <ul style="list-style-type: none"> ● <u>social</u> ● <u>commercial</u> ● <u>political</u> 	analyze <u>evaluate</u>
argument claims reasoning <ul style="list-style-type: none"> ● soundness evidence <ul style="list-style-type: none"> ● relevance ● sufficiency <u>irrelevant evidence</u>	delineate evaluate <u>identify</u>

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Language:	
conventions <ul style="list-style-type: none"> ● writing ● speaking ● reading ● listening 	use
verbs <ul style="list-style-type: none"> ● <u>active voice</u> ● <u>passive voice</u> ● <u>conditional mood</u> ● <u>subjunctive mood</u> 	use

Essential Questions	Corresponding Big Ideas
1. How do readers recognize a strong argument? 2. How do writers write strong arguments? 3. How does the presentation of information through different media or formats contribute to the understanding of a topic or an idea? 4. How do writers use language effectively?	1. Readers recognize that evidence that supports the validity of a claim while disproving the other side(s) makes a strong argument. 2. Writers write arguments that are focused, organized and include relevant evidence from credible sources. 3. Readers and writers integrate information presented in different media or formats to develop a coherent understanding of a topic or issue. 4. Writers use the conventions of standard English including verb agreement to achieve effects that make their writing more interesting.

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Powered Standards	Learning Objectives Identify what readers and writers will be able to:
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.	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Actively seek diverse perspectives and search for understanding of other cultures while listening, writing, and discussing texts <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Recognize bias in fiction or nonfiction texts and hypothesize the writer's point of view ● Derive and discuss the author's purpose (even if not explicitly stated) and hypothesize reasons for it ● Respond to and critique the author's moral lesson of a text ● Analyze the texts to determine the writer's point of view or bias, identifying specific language that reveals bias or qualifies as propaganda ● Critique the biographer's presentation of a subject, noticing bias ● Derive the author's purpose and beliefs even when not explicitly stated Identify contradiction
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.	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Make connections between plays, scripts, and narratives ● Work cooperatively with others to reach consensus on the meaning of a text and how to interpret it through performance ● Make connections between the text and other texts that have been read, or heard (particularly texts with diverse settings) ● Connect and compare all aspects of texts within and across genres ● Demonstrate knowledge of strategies used by media games, video, radio/TV, broadcasts, websites to entertain and influence people <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Recognize and discuss the artistic aspects of a text, including how illustrations and narrative form a cohesive whole ● Comment on how layout and the format of a text contribute to the meaning, effectiveness, and artistic quality of both fiction and nonfiction
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;	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Recognize and compare multiple points of view Infer and describe a writer's attitude toward social issues as revealed in texts ● Differentiate between evidence and opinion ● Recognize and address opposing points of view on an issue or topic

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<p>recognize when irrelevant evidence is introduced.</p>	<ul style="list-style-type: none"> ● Recognize faulty reasoning and bias in presentations and media messages <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Evaluate the quality or authenticity of the text, including the writer’s qualifications and background knowledge ● Think critically about informational text in terms of quality of writing, accuracy, and the logic of conclusions ● Critique the author’s use of argument and persuasion ● Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of adolescents ● Assess whether social issues and different cultural groups are accurately represented in a fiction or nonfiction text ● Critique texts in terms of writer’s bias or the use of exaggeration and subtle misinformation (as in propaganda)
<p>W8.1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>W8.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W8.1e Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><i>Writing (Essay)</i></p> <ul style="list-style-type: none"> ● Begin with a title or opening that tells the reader what is being argued or explained – a clearly stated thesis ● Provide a series of clear arguments or reasons to support the argument ● Use opinions supported by facts ● Write well-crafted sentences that express the writer’s convictions <p><i>Writing (Voice)</i></p> <ul style="list-style-type: none"> ● Produce expository writing that is persuasive and well constructed, and reveals the stance of the writer toward the topic <p>Oral, Visual, and Technological Communication (Ideas and Content)</p> <ul style="list-style-type: none"> ● Make persuasive presentations that present a clear logical argument ● Recognize and address opposing points of view on an issue or topic ● Support the argument with relevant evidence <p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ● Bring the piece to closure, to a logical conclusion, through an ending or summary statement

<p>W8.8 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><i>Writing (Expository Nonfiction)</i></p> <ul style="list-style-type: none"> ● Accurately document reports and articles with references, footnotes, and citations ● Include a bibliography of references, in appropriate style, to support a report or article Avoid bias and/or present perspectives and counter perspectives on a topic <p><i>Writing (Idea Development)</i></p> <ul style="list-style-type: none"> ● Provide details that are accurate, relevant, interesting, and vivid <p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ● Use notes to record and organize information ● Search for appropriate information from multiple sources (books and other print materials, websites, interviews) ● Understand the concept of plagiarism and avoid it (for example: using quotes and citing resources) <p><i>Evaluate sources for validity and point of view Oral, Visual, and Technological Communication (Publishing)</i></p> <ul style="list-style-type: none"> ● Draw information from both text (print) and non text (photos, sound effects, animation, illustrations, variation in font and color) elements ● Locate and validate information on the Internet (approved sites) ● Recognize that the information is framed by the source’s point of view and use this information to detect bias on websites ● Read information published on Internet critically and compare points of view ● Cite and credit material downloaded from interactive media <p><i>Reading</i></p> <ul style="list-style-type: none"> ● Construct summaries that are concise and reflect the important and overarching ideas
<p>SL8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p><i>Reading/Discussion (Thinking Beyond the Text)</i></p> <ul style="list-style-type: none"> ● Recognize underlying political messages in fiction and nonfiction texts <p><i>Reading/Discussion (Thinking About the Text)</i></p> <ul style="list-style-type: none"> ● Derive and discuss the author’s purpose (even if not explicitly stated) <p><i>Writing About Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ● Notice and make note of or summarize significant information from illustrations or graphics; include information from graphics in writing summaries of texts ● Write statements that reflect understanding of both the text body and graphics and the integration of the two <p><i>Oral, Visual, and Technological Communication (Listening and Speaking)</i></p> <ul style="list-style-type: none"> ● Critique presentations with regard to logic or presentation of evidence for arguments ● Examine information regarding the credibility of the speaker (or media messages) ● Recognize faulty reasoning and bias in presentations and media messages

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	<ul style="list-style-type: none"> ● Identify, analyze, and critique persuasive techniques <p><i>Oral, Visual, and Technological Communication (Technology)</i></p> <ul style="list-style-type: none"> ● Draw information from both text (print) and non text (photos, sound effects, animation, illustrations, variation in font and color) elements ● Demonstrate knowledge of strategies used by media games, video, radio/TV broadcasts, websites to entertain and influence people
<p>SL8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p><i>Reading/Discussion</i></p> <ul style="list-style-type: none"> ● Identify contradiction <p><i>Oral, Visual, and Technological Communication(Listening and Speaking)</i></p> <ul style="list-style-type: none"> ● Critique presentations with regard to logic or presentation of evidence for arguments ● Examine information regarding the credibility of the speaker (or media messages) ● Recognize faulty reasoning and bias in presentations and media messages ● Identify, analyze, and critique persuasive techniques <p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> ● Recognize that information is framed by the source's point of view and use this information to detect bias on websites
<p>L8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p>	<p><i>Phonics, Spelling, and Word Study (Word-Solving Actions)</i></p> <ul style="list-style-type: none"> ● Use knowledge of Greek and Latin roots in deriving the meaning of words while reading texts ● Use knowledge of prefixes, root words, and suffixes to derive the meaning of words while reading texts

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Instructional strategies

Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:

- Follow Fountas and Pinnell’s Reader’s Workshop model (*Guiding Readers and Writers*, 2001)
- Use Guided Reading : dynamic (flexible) small group instruction to target specific needs of specific students
- Reading Workshop: book talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation
- Interactive read-alouds: modeling reading and thinking, with whole-group, small group, paired (Turn and Talk) collaborative discussions

Writing Workshop: writer talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation

Assessments

All assessments will be differentiated at the academic and accelerated level with regard to text complexity, depth of questioning, and rubric expectations. In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Reading and responding to reading

Journal entries, quick-writes, exit slips, and other evidence to check for student understanding

Letters in reader response notebook with specific emphasis on:

- determining point of view
- evaluating an argument
 - soundness of reasoning
 - relevant evidence
- using evidence from text and other media to support claims (Teachers may develop their own rubrics or use the one on page 183 of *Guiding Readers and Writers*)

Interactive read-aloud discussions (teacher observation, notes)

Conferring (teacher notes)

End of unit assessment: Reading assessment

Writing

Teacher /student choice of mid-level assessments that evaluate and build on knowledge gained during the text structures unit, including, but not limited to:

- journal entries
- quick-writes
- short research assignments

with an emphasis on:

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- organization
 - claims
 - reasons
 - evidence
- elaboration
- using quotes
- paraphrasing
- citing evidence

Speaking and Listening

Teacher evaluation of participation in collaborative groups and class discussions (through observation and/or rubric)

Self –evaluation of participation in collaborative groups and class discussions

Conferring (teacher notes)

Group share

Oral presentations with peer evaluations

with an emphasis on:

- Evaluating soundness of speaker’s reasoning
- Evaluating relevance and sufficiency of speaker’s evidence

Language

Evaluate through student writing and, as needed, through quizzes

with an emphasis on:

- Verbs
 - active voice
 - passive voice
 - conditional mood
 - subjunctive mood

Unit Vocabulary Terms		Interdisciplinary Connections
<u>Academic/Tier 2</u> advantages	<u>Tier 3</u> *point of view/purpose	

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<p>disadvantages</p> <p>mediums</p> <ul style="list-style-type: none"> • print • digital text • video • multimedia <p>delineate</p> <p>evaluate</p> <p>sound</p> <p>reasoning</p> <p>*evidence</p> <p>*relevant</p> <p>irrelevant</p> <p>sufficient</p> <p>evaluate</p> <p>assess</p> <p>*acknowledge</p> <p>distinguish</p> <p>alternate</p> <p>opposing</p> <p>accuracy</p> <p>credibility</p> <p>diverse media</p> <ul style="list-style-type: none"> • visually • quantitatively • orally <p>motives</p> <ul style="list-style-type: none"> • social • commercial • political • Soundness <p>*analyze</p> <p>conflicting</p>	<p>argument</p> <p>claims</p> <p>*citation</p> <p>plagiarism</p> <p>verbs</p> <ul style="list-style-type: none"> • active voice • passive voice • conditional mood • subjunctive mood <p>*quote</p> <p>paraphrase</p> <p>search terms</p> <p>standard format for citation</p> <p>language conventions</p> <p>style</p> <p>tone</p> <p>*introduced in previous units</p>	<p>In Unit (#5) in social studies, students learn: Constitution (problems facing new nation to Amendments), Expansion & Sectionalism (Louisiana Purchase to Election of 1860)</p> <p>In Unit (#5) in science, students learn: space science, deeper revisit of forces/motion and genetics/heredity</p>
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irrelevant *sources <ul style="list-style-type: none"> • multiple print* • digital sources* data *conclusions consistency *introduced in previous units		
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Resources	
For teacher: Fountas & Pinnell Continuum Ongoing training and coaching in Readers/Writers Workshop Model Mentor texts (See Implementation Guide for growing list of books for Guided Reading, Book Clubs, Classroom Library, and Bookrooms.) Research tools <ul style="list-style-type: none"> • NoodleTools 	For students: Mentor texts Classroom libraries Research tools NoodleTools

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Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 8
Trimester 3	Argument
Unit 6	How does a researcher effectively support his or her point of view?
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grade 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction in the grade 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>CCSS.ELA-Literacy.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.</p>	
Priority Standards	
RI	<p>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>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.</p>
W	<p>8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>8.1d Establish and maintain a formal style.</p> <p>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> <p>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>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>

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SL	<p>8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
L	<p>8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>8.2c Spell correctly</p> <p>8.2 b Use an ellipsis to indicate an omission.</p>
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.
W	<p>8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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>
SL	8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L	<p>8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p>

Unwrapped Standards	
Concepts (What students need to know)	Skills (What students need to be able to do)
Reading:	
<p>textual evidence</p> <ul style="list-style-type: none"> ● explicit ● inferences <p>analysis</p>	<p>cite</p> <p>support</p> <ul style="list-style-type: none"> ● <u>most strongly</u>

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<p>point of view purpose</p> <ul style="list-style-type: none"> ● author <p>author's</p> <ul style="list-style-type: none"> ● <u>acknowledgement</u> ● <u>response</u> <ul style="list-style-type: none"> ○ <u>conflicting evidence</u> ○ <u>conflicting viewpoints</u> <p><u>advantages</u> <u>disadvantages</u></p> <ul style="list-style-type: none"> ● <u>use of different mediums</u> <ul style="list-style-type: none"> ○ <u>print</u> ○ <u>digital text</u> ○ <u>video</u> ○ <u>multimedia</u> 	<p>determine</p> <p>analyze</p> <p><u>evaluate</u></p>
<p>Writing:</p>	
<p>claim</p> <ul style="list-style-type: none"> ● logical reasoning ● relevant evidence <p>sources</p> <ul style="list-style-type: none"> ● accurate ● credible <p>understanding</p> <ul style="list-style-type: none"> ● topic ● text 	<p>support</p> <p><u>use</u></p> <p>demonstrate</p>
<p>words phrases clauses</p>	<p>use</p>

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<p>cohesion</p> <p>relationships</p> <ul style="list-style-type: none"> ● claims ● reasons ● evidence 	<p>create</p> <p>clarify</p>
<p>formal style</p>	<p>establish</p> <p>maintain</p>
<p>technology (including Internet)</p> <p>writing</p> <p>relationships</p> <ul style="list-style-type: none"> ● information ● ideas <p>with others</p>	<p>use</p> <p>produce</p> <p>publish</p> <p>present</p> <p>interact</p> <p>collaborate</p>
<p>short research</p> <ul style="list-style-type: none"> ● answer a question <ul style="list-style-type: none"> ○ <u>including self generated</u> <p>several sources</p> <p>additional questions</p> <ul style="list-style-type: none"> ● <u>multiple avenues of exportation</u> 	<p>conduct</p> <p>draw</p> <p>generate</p>
<p>information</p> <ul style="list-style-type: none"> ● relevant 	<p>gather</p>

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<p>credibility</p> <p>data</p> <p>conclusions</p> <ul style="list-style-type: none"> • of others <p>plagiarism</p> <p>standard citation format</p>	<p>assess</p> <p>quote or paraphrase</p> <p>avoid</p> <p>follow</p>
Speaking and Listening:	
<p>claims</p> <p>findings</p> <p>points</p> <ul style="list-style-type: none"> • coherent manner • <u>relevant evidence</u> • <u>sound, valid reasoning</u> <p>eye contact</p> <p>volume</p> <p>pronunciation</p>	<p>present</p> <p>emphasize</p> <p>use</p>
<p>multimedia</p> <p>visual displays</p> <p><u>information</u></p> <p>claims</p> <p><u>evidence</u></p> <p><u>interest</u></p>	<p><u>integrate</u></p> <p>clarify</p> <p><u>strengthen</u></p> <p><u>add</u></p>

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Language:	
conventions of standard English grammar <ul style="list-style-type: none"> • writing • speaking 	demonstrate
conventions of standard English in writing <ul style="list-style-type: none"> • capitalization • punctuation • spelling 	demonstrate
ellipsis <ul style="list-style-type: none"> • <u>indicate omission</u> 	<u>use</u>
words correctly	spell

Essential Questions	Corresponding Big Ideas
1. How do readers determine a writer's point of view or bias?	1. Readers determine the writer's point of view or bias by identifying specific language that reveals bias or qualifies as propaganda.
2. How do readers and writers conduct valid research to support a claim?	2. Researchers form questions and gather accurate, relevant information from multiple sources to support their claim.
3. How do researchers present their findings effectively?	3. Effective presentations include written and multimedia components and provide ample relevant evidence to support a claim.
4. How do writers and speakers express their ideas with clarity?	4. Writers and speakers express their ideas with clarity by using the conventions of standard English grammar.
Powered Standards	Learning Objectives
R18.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as	Identify what readers and writers will be able to: <i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> • Support Thinking Beyond the Text with specific evidence from the text or personal knowledge • Consistently make predictions before, during and after reading using evidence from the text to support thinking

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well as inferences drawn from the text.	or from knowledge of genre
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.	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● <i>Actively seek diverse perspectives and search for understating of other cultures while listening, writing, and discussing texts</i> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● <i>Recognize bias in fiction or nonfiction texts and hypothesize the writer's point of view</i> ● <i>Derive and discuss the author's purpose (even if not explicitly stated) and hypothesize reasons for it</i> ● <i>Respond to and critique the author's moral lesson of a text</i> ● <i>Analyze the texts to determine the writer's point of view or bias, identifying specific language that reveals bias or qualifies as propaganda</i> ● <i>Critique the biographer's presentation of a subject, noticing bias</i> ● <i>Derive the author's purpose and beliefs even when not explicitly stated Identify contradiction</i>
<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>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.</p> <p>W.8.1c Use words, phrases,</p>	<p><i>Writing (Essay)</i></p> <ul style="list-style-type: none"> ● Use opinions supported by facts <p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ● Support ideas with facts, details, examples, and explanations from multiple authorities <p><i>Writing (Idea Development)</i></p> <ul style="list-style-type: none"> ● Engage the reader with ideas that show strong knowledge of the topic <p><i>Oral, Visual, and Technological Communication (Ideas and Content)</i></p> <ul style="list-style-type: none"> ● Support the argument with relevant evidence <p><i>Writing (Essay)</i></p>

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<p>and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W8.1d Establish and maintain a formal style.</p>	<ul style="list-style-type: none"> ● Write well-crafted sentences that express the writer’s convictions <p><i>Writing (Voice)</i></p> <ul style="list-style-type: none"> ● Produce expository writing that is persuasive and well constructed, and reveals the stance of the writer toward the topic <p><i>Oral, Visual, and Technological Communication (Word Choice)</i></p> <ul style="list-style-type: none"> ● Use specific vocabulary to argue, draw contrasts, indicate agreement and disagreement <p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ● Add transitional words and phrases to clarify meaning and make the writing smoother ● Add words phrases, sentences, and paragraphs to clarify meaning <p><i>Writing (Essay)</i></p> <ul style="list-style-type: none"> ● Begin with a title or opening that tells the reader what is being argued or explained – a clearly stated thesis <p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ● Bring the piece to closure, to a logical conclusion, through an ending or summary statement
<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>	<p><i>Writing (Handwriting/Word Processing)</i></p> <ul style="list-style-type: none"> ● Use word-processing with understanding of how to produce and vary text (layout, font, special techniques) ● Use word-processor to get ideas down, revise, edit, and publish ● Make wider use of computer skills, including PowerPoint, in presenting text (tables, layouts, graphics, and multimedia) <p><i>Oral, Visual, and Technological Communication (General Communication)</i></p> <ul style="list-style-type: none"> ● Send and respond to email messages ● Participate in online learning groups ● Understand the concept of networking and be able to identify various components of a computer system <p><i>Oral, Visual, and Technological Communication (Gathering Information/Research)</i></p> <ul style="list-style-type: none"> ● Search for and download information on a wide range of topics ● Use technology tools for research across curriculum areas Understand that material downloaded from interactive media should be credited and cited <p><i>Oral, Visual, and Technological Communication (Publishing)</i></p> <ul style="list-style-type: none"> ● Use a variety of technology tools (dictionary, thesaurus, grammar checker, calculator, spell checker) to maximize the accuracy of technology-produced products ● Communicate knowledge through multimedia presentations, desktop published reports, and other electronic media

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<p>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><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ● Select own topics for informational writing and show through writing what is important about the topic ● Form questions and locate sources for information about topic ● Conduct research to gather information in planning a writing project (for example: live interviews, Internet, artifacts, articles, books) ● Search for appropriate information from multiple sources (books and other print materials, websites, interviews) <p><i>Oral, Visual and Technological Communication (Gathering Information/Research)</i></p> <ul style="list-style-type: none"> ● Understand the importance of multiple sites and resources for research
<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><i>Writing (Expository Nonfiction)</i></p> <ul style="list-style-type: none"> ● Accurately document reports and articles with references, footnotes, and citations ● Include a bibliography of references, in appropriate style, to support a report or article ● Avoid bias and/or present perspectives and counter perspectives on a topic <p><i>Writing (Idea Development)</i></p> <ul style="list-style-type: none"> ● Provide details that are accurate, relevant, interesting, and vivid <p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ● Use notes to record and organize information ● Search for appropriate information from multiple sources (books and other print materials, websites, interviews) ● Understand the concept of plagiarism and avoid it (for example: using quotes and citing sources) ● Evaluate sources for validity and point of view <p><i>Oral, Visual, and Technological Communication (Publishing)</i></p> <ul style="list-style-type: none"> ● Draw information from both text (print) and non text (photos, sound effects, animation, illustrations, variation in font and color) elements ● Locate and validate information on the Internet (approved sites) ● Recognize that the information is framed by the source’s point of view and use this information to detect bias on websites ● Read information published on Internet critically and compare points of view ● Cite and credit material downloaded from interactive media <p><i>Reading</i></p> <ul style="list-style-type: none"> ● Construct summaries that are concise and reflect the important and overarching ideas ● and information in texts

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<p>SL8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> ● <i>Speak with appropriate volume for the size of the audience and place of presentation</i> ● <i>Speak directly to the audience, making eye contact with individuals</i> ● <i>Demonstrate a well-organized presentation with a clear introduction, body and well drawn conclusions</i> ● <i>Demonstrate the ability to select important information for a concise presentation</i> ● <i>Demonstrate understanding through a full development of a topic using facts, statistics, examples, anecdotes and quotations</i> ● <i>Make expository presentations that report research or explore a topic thoroughly</i> ● <i>Make persuasive presentations that present a clear and logical argument</i>
<p>SL8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> ● <i>Use technology (slides, video, etc.) as an integral part of presentations</i> ● <i>Use visual displays (diagrams, charts, illustrations, video, multimedia, and all available technology) in ways that illustrate and extend the major points of the presentation</i> ● <i>Scan materials, such as photos, to incorporate into reports and nonlinear presentations</i> ● <i>Select appropriate forms of graphics to represent particular types of data (for example, bar or line graphs)</i> ● <i>Communicate knowledge through multimedia presentations, desktop published reports, and other electronic media</i>
<p>L8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>8.2b Use an ellipsis to indicate an omission.</p>	<p><i>Writing (Punctuation)</i></p> <ul style="list-style-type: none"> ● Understand and use ellipses to show pause or anticipation, usually before something surprising

Instructional strategies: Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:

- Follow Fountas and Pinnell’s Reader’s Workshop model (*Guiding Readers and Writers*, 2001)
- Use Guided Reading : dynamic (flexible) small group instruction to target specific needs of specific students
- Reading Workshop: book talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual

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students, concluding whole-group share/evaluation

- Interactive read-alouds: modeling reading and thinking, with whole-group, small group, paired (Turn and Talk) collaborative discussions

Writing Workshop: writer talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation

Assessments:

All assessments will be differentiated at the academic and accelerated level with regard to text complexity, depth of questioning, and rubric expectations. In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Reading and responding to reading

Journal entries, quick-writes, exit slips, and other evidence to check for student understanding

Letters in reader response notebook with specific emphasis on:

- determining point of view/purpose
- evaluating an argument
 - soundness of reasoning
 - relevant evidence
- using evidence from text and other media to support claims (Teachers may develop their own rubrics or use the one on page 183 of *Guiding Readers and Writers*)

Interactive read-aloud discussions (teacher observation, notes)

Conferring (teacher notes)

End of unit assessment: Guaranteed Research Experience

Writing

Teacher /student choice of mid-level assessments that evaluate and build on knowledge gained during the text structures unit, including, but not limited to:

- journal entries
- quick-writes
- short research assignments

with an emphasis on:

- organization
 - claims
 - counterclaims
 - reasons
 - evidence
- elaboration
- using quotes

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- paraphrasing
- citing evidence

Speaking and Listening

Teacher evaluation of participation in collaborative groups and class discussions (through observation and/or rubric)

Self –evaluation of participation in collaborative groups and class discussions

Conferring (teacher notes)

Group share

Oral presentations with peer evaluations

with an emphasis on:

- eye contact
- volume
- pronunciation
- multimedia presentations

Language

Evaluate through student writing and, as needed, through quizzes

with an emphasis on:

- ellipsis
- standard English conventions

Unit Vocabulary Terms		Interdisciplinary Connections
<u>Academic/Tier 2</u> *cite *analysis *explicitly *inferences *mediums *reasoning *evidence salient	<u>Tier 3</u> *argument *point of view/purpose *claims counterclaims *citation *plagiarism clauses ellipsis	In Unit (#6) in social studies, students learn: Civil War & Reconstruction In Unit (#6) in science, students learn: Forces/motion and genetics/heredity continued, Polymers

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<p>coherent</p> <ul style="list-style-type: none"> *relevant *acknowledge <p>conflicting</p> <ul style="list-style-type: none"> *clarify *credibility *sources <ul style="list-style-type: none"> ● digital* ● print* ● multimedia* <p>valid</p> <ul style="list-style-type: none"> *motives <ul style="list-style-type: none"> ● social* ● commercial* ● political* ● soundness* *analyze *accuracy <p>self-generated question</p> <ul style="list-style-type: none"> *cohesion *collaborate <p>*introduced in previous units</p>	<p>eye contact</p> <p>volume</p> <ul style="list-style-type: none"> *pronunciation *quote *paraphrase *search terms <p>formal style</p> <ul style="list-style-type: none"> *capitalization *punctuation *spelling <p>*introduced in previous units</p>	
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Resources	
<p>For teacher:</p> <p>Fountas & Pinnell Continuum</p> <p>Ongoing training and coaching in Readers/Writers Workshop Model</p> <p>Mentor texts (See Implementation Guide for growing list of books for Guided</p>	<p>For students:</p> <p>Mentor texts</p> <p>Classroom libraries</p> <p>Research tools</p>

Reading, Book Clubs, Classroom Library, and Bookrooms.) Research tools ● NoodleTools	NoodleTools
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Culminating Experience

Subject(s)	English Language Arts
Grade/Course	Grade 6
Trimester 3	Culminating Experience
Pacing	Approximately last two weeks of school
Overarching Standards	
<p>CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grade 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction in the grade 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)</p> <p>CCSS.ELA-Literacy.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.</p>	
Priority Standards	
RL	8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
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.
W	8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SL	8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L	8.3a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Supporting Standards	
RL	<p>RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the</p>

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	choices made by the director or actors.
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. 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.
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.
SL	8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Unwrapped Standards	
Concepts (What students need to know)	Skills (What students need to be able to do)
Reading:	
<u>modern fiction</u> <ul style="list-style-type: none"> ● <u>draws on themes, patterns of events, or character types</u> <ul style="list-style-type: none"> ○ <u>myths</u> ○ <u>traditional stories</u> ○ <u>religious works</u> ● <u>describing how the material is new</u> 	<u>analyze</u>
<u>two or more texts</u> <u>disagreement</u> <ul style="list-style-type: none"> ● fact ● interpretation 	analyze <u>identify</u>
Writing:	

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writing <ul style="list-style-type: none"> ● clear ● coherent <ul style="list-style-type: none"> ○ development ○ organization ○ style ○ task ○ purpose ○ audience 	produce
Speaking and Listening:	
speech <ul style="list-style-type: none"> ● contexts ● formal English 	adapt demonstrate command
Language:	
<u>inappropriate shifts</u> <ul style="list-style-type: none"> ● <u>verb voice</u> ● <u>mood</u> 	<u>recognize</u>

Essential Question	Corresponding Big Ideas
1. How does the medium used to convey a point of view affect the meaning of the message?	1. Authors consider their audience when determining the appropriate medium to communicate their message.
Powered Standards	Learning Objectives
RL8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as	Identify what readers and writers will be able to: (underline progressions and finish objectives etc.) <i>Thinking Within the Text</i> <ul style="list-style-type: none"> ● Build meaning across several texts (fiction and nonfiction) <i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> ● Show evidence of connections to other texts (theme, plot, characters, structure, writing style) ● Make connections between the text and other texts that have been read or heard (particularly texts with

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<p>the Bible, including describing how the material is rendered new.</p>	<p>diverse settings) and demonstrate in writing</p> <ul style="list-style-type: none"> ● Connect characters within and across texts and genres by circumstances, traits, or actions ● Specify the nature of connections (topic, content, type of story, writer) <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Engage in critical thinking across a writer’s body of work or across works on the same content and discuss findings or produce a literary essay ● Notice and discuss the meaning of symbolism when used by a writer to create texts, including complex fantasy where the writer is representing good and evil
<p>RI8.9 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.</p>	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ● Build meaning across several texts (fiction and nonfiction) <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Make connections among informational texts and historical fiction and content area study, using information from one setting to assist comprehending in the other ● Connect and compare all aspects of texts within and across genres ● Recognize that information is framed by the source’s point of view and use this information to detect bias on websites <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ● Critique informational texts in terms of the quality of writing, accuracy, the logic of conclusions, and the coherence of the organization ● Analyze texts to determine the writer’s point of view or bias, identifying specific language that reveals bias or qualifies as propaganda ● Engage in critical thinking across a writer’s body of work or across works on the same content and discuss findings or produce a literary essay
<p>W8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><i>Writing (Hybrid Texts – Mixed Genres)</i></p> <ul style="list-style-type: none"> ● Select different genres with a clear purpose in mind <p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ● Organize the text appropriately as a narrative or informational piece <p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ● Understand how the purpose of the writing influences the selection of genre ● Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan ● Write with a specific reader or audience in mind ● Write for a broader, unknown audience ● Select from a variety of forms the kind of text that will fit the purpose (books with illustration and word;

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	<p>alphabet books, label books poetry books, question and answer books, illustration-only books; letters; newspaper accounts; broadcasts)</p> <p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ● Identify vague parts and change the language or content to be more precise, to the point, or specific
<p>SL8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><i>Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ● Read with accuracy, fluency, and phrasing in unison with others and in solo parts ● Reflect meaning with the voice through pause, stress, and phrasing ● Use dramatic expression where appropriate to communicate additional meaning of a text <p><i>Reading (Thinking Beyond the Text)</i></p> <ul style="list-style-type: none"> ● Use the voice to convey multiple points of view <p><i>Reading (Thinking About the Text)</i></p> <ul style="list-style-type: none"> ● Use the voice to reflect literary features such as exaggeration, imagery, or personification <p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> ● Demonstrate interpretation and personal style when reading aloud ● Demonstrate a personal style as a speaker ● Deliver both formal and informal presentations in a dynamic way ● Speak at an appropriate rate to be understood by the audience ● Enunciate words clearly ● Demonstrate the use of specific language for different kinds of presentation (dramatic, narrative, reports, news programs) ● Have an audience in mind before planning the presentation ● Demonstrate an awareness of the knowledge base and interests of the audience ● Select genre of oral presentation with audience in mind Use language appropriate to oral presentation words (rather than slang or overly formal dense prose) ● Deliver both formal and informal presentations and vary content, language, and style appropriately
<p>L8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L8.3a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular</p>	<p><i>Writing (Word Choice)</i></p> <ul style="list-style-type: none"> ● Use words that convey an intended mood or effect

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effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Instructional strategies

Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will:

- Follow Fountas and Pinnell’s Reader’s Workshop model (*Guiding Readers and Writers*, 2001)
- Use Guided Reading : dynamic (flexible) small group instruction to target specific needs of specific students
- Reading Workshop: book talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation
- Interactive read-alouds: modeling reading and thinking, with whole-group, small group, paired (Turn and Talk) collaborative discussions

Writing Workshop: writer talks, mini-lessons, modeling (illustrative example), guided practice, independent application, conferring with individual students, concluding whole-group share/evaluation

Assessments

All assessments will be differentiated at the academic and accelerated level with regard to text complexity, depth of questioning, and rubric expectations. In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Reading and responding to reading

Journal entries, quick-writes, exit slips, and other evidence to check for student understanding

Letters in reader response notebook with specific emphasis on:

- analysis
- making connections across texts
- using evidence from the texts to support analysis and connections (Teachers may develop their own rubrics or use the one on page 183 of *Guiding Readers and Writers*)

Interactive read-aloud discussions (teacher observation, notes)

Writing

Teacher/student choice of two different mediums to deliver message on the same topic that demonstrate knowledge gained about writer’s craft throughout the year; written and/or digital products can include but are not limited to:

- an editorial
- a poem

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- a short story
- a blog
- a feature article
- a report
- a review

with an emphasis on

- organization
- style
- organization
- purpose
- audience

Speaking and Listening

Group share

End of unit assessment: Present product

with an emphasis on

- context
- task

Language

Evaluate through student writing and, as needed, through quizzes

with an emphasis on

- verbs
 - active voice
 - passive voice
 - conditional mood
 - subjunctive mood

Vocabulary Terms

Interdisciplinary Connections

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<u>Academic/Tier 2</u> vocabulary introduced in previous units	<u>Tier 3</u> vocabulary introduced in previous units	In Unit (#6) in social studies, students learn: Civil War & Reconstruction In Unit (#6) in science, students learn: weather systems - Polymers
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Resources	
For teacher: Fountas & Pinnell Continuum Ongoing training and coaching in Readers/Writers Workshop Model Mentor texts (See Implementation Guide for growing list of books for Guided Reading, Book Clubs, Classroom Library, and Bookrooms.) Research tools <ul style="list-style-type: none"> ● NoodleTools 	For students: Mentor texts Classroom libraries Research tools NoodleTools

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English Language Arts

Curricula Revisions Grades 6-8

Bristol Student Achievement Committee

July 20, 2016

***Presented by Amy Bastiaanse
Supervisor of Humanities and World Languages***

Rationale

- **Align vertically**
- **Include crosswalk with Literacy Collaborative**
- **Revisit assessments**

Overview

Trimester	Unit	Genre	Enduring question	Summative Assessment
1	1	Narrative	“What makes a good story?”	Reading: Identifying narrative structure, techniques, and elements.
1	2	Narrative	“How does understanding narrative text structure enhance meaning?”	Writing: Analyzing author’s craft in fiction and different media and writing a narrative.
2	3	Informational	“How is information conveyed?”	Reading: Identifying informational genres and text structures and analyzing author’s craft.
2	4	Informational	“How does understanding informational text structures deepen my comprehension?”	Writing: Evaluating author’s craft in paired texts (fiction and nonfiction) and producing an informational piece of writing.
3	5	Argument	“What makes a good argument?”	Reading: Identifying how authors use evidence and credible sources to support claims.
3	6	Argument	“How does a researcher effectively support his or her point of view?”	GRE: Conducting research to support a claim using credible sources and relevant evidence.

Impact

Provides students opportunities to

read and write independently

engage in authentic learning experiences

use technology to further understanding

build on previous learning

interact with text of various genres

make interdisciplinary connections

Curricula

[Grade 6 ELA](#)

[Grade 7 ELA](#)

[Grade 8 ELA](#)



Bristol Public Schools
Office of Teaching & Learning

DEPARTMENT: World Languages

COURSE: Multi-Cultural Expressions, Academic Level

COURSE DESCRIPTION

Multicultural Expressions Academic is a half-year course designed for students who are interested in exploring multiple languages through a variety of media to increase language acquisition and cultural understanding. This course is aimed at improving student performance in literacy and deepening understanding about the similarities and differences between various languages and cultures. The course is thematic in nature and utilizes text, film, and other authentic materials to deliver instruction through a sensory approach.

DEPARTMENT PHILOSOPHY

Our primary goal is to help all students develop cultural sensitivity and global communication skills. The Connecticut Core Standards set rigorous expectations for student learning in terms of using literacy across disciplines. This course is aimed at improving student performance in literacy by focusing on vocabulary acquisition, writing, speaking and listening skills while maintaining the cultural integrity of a language course. In the 21st century, the need for effective communication and sensitivity to other cultures has become a critical element of global citizenship. We believe that the study of more than one culture is essential to meeting these global needs.

DEPARTMENT GOALS

Through a planned, sequential curriculum, Bristol Public schools strives to educate each student in conjunction with the State Standards for World Languages education and the Connecticut Core Standards. Every student will be academically prepared to successfully complete post-secondary education. Students will be able to read deeper into text, draw inferences and connect information in original ways. This course will challenge students in different World Languages while utilizing the ELA Connecticut Core Standards. The students will be asked to evaluate and synthesize various media sources for the target culture and use them as a basis for assessments and assignments. Students should be able to demonstrate skills and knowledge in each of the following standards:

- ◆ Communicate in at least one language other than English

Academic July 2016

Priority standards are indicated in bold print. The supporting standards are not in bold and provide opportunities to differentiate when appropriate.

- ◆ Gain knowledge and understanding of other cultures
- ◆ Make connections with other areas of study and acquire information
- ◆ Understand the nature of language and cultures through comparisons
- ◆ Participate in multilingual communities within a variety of contexts

PHILOSOPHY OF INSTRUCTION:

The foundation of this course aligns with The Connecticut Core Standards expectations of literacy studies across disciplines. The philosophy of this course is the idea that the study of World Languages is a skill accessible to students of all levels and abilities. Proficiency in a second language is determined to a large degree by one’s proficiency in his/her first language, so building basic language skill is a critical first step toward success. The course will include instruction on organizational and basic research skills. It will incorporate technology into each lesson as much as practicable to make the study of language more accessible to students and to emphasize the connections between English, Latin, and the different Romance languages.

PHILOSOPHY OF ASSESSMENT

The course will be built around five broad units. Students’ achievement in each unit will be measured across a variety of assessment items, including formative and summative models. Each unit will include a written component to reinforce the grammatical topic covered in that unit. Research will be conducted during each unit to explore connections to prior knowledge or personal cultural experience at a greater depth. At the teacher’s discretion, a variety of formative, short-answer assessments can be administered over the course of each unit to assess students’ comprehension and progress toward the larger research and writing assignments.

Connecticut World Language Curriculum Framework Content Standards (CSDE)
CONTENT STANDARD 1: Communication (Interpersonal Mode)
CONTENT STANDARD 2: Communication (Interpretive Mode)
CONTENT STANDARD 3: Communication (Presentational Mode)
CONTENT STANDARD 4: Culture
CONTENT STANDARD 5: Connections (Interdisciplinary Mode)
CONTENT STANDARD 6: Connections (Interdisciplinary Mode)
CONTENT STANDARD 7: Comparisons Among Languages
CONTENT STANDARD 8: Comparisons Among Cultures
CONTENT STANDARD 9: Communities

Academic July 2016

Priority standards are indicated in bold print. The supporting standards are not in bold and provide opportunities to differentiate when appropriate.

Overarching CT Core Standards

RI 9-10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

RI 11-12 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

W 9-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W 11-12 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL 9-10.6 and SL 11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L 9-10.6 and L 11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Subject(s)		Multicultural Expressions Academic
Grade/Course		Grades 9-12
Unit of Study		Unit 1 : Latin and Ancient Connections to the Modern World
Pacing		Approximately 8 days
Priority Standards		
RI	9-10.4 11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; (11-12) analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10.) analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
W	9-10.2.d 11-12.2d	Use precise language and domain-specific vocabulary (11-12) and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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SL	9-10.1 11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 (11-12) topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL	9-10.1c 11-12.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (11-12) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
L	9-10.4b 11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>) (e.g., <i>conceive, conception, conceivable</i>).
L	9-10.4c 11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
L	9-10.5 11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Academic July 2016

Priority standards are indicated in bold print. The supporting standards are not in bold and provide opportunities to differentiate when appropriate.

Unwrapped Standards	
What students need to be able to do:	What students need to know:
Reading	
Determine	meanings <ul style="list-style-type: none"> ● words ● Phrases <ul style="list-style-type: none"> ○ figurative ○ Connotative ○ technical
Writing	
Use	precise language domain specific vocabulary
Manage	complexity
Speaking and listening:	
Initiate Participate	in collaborative discussions
Propel Posing Responding	conversations questions

Academic July 2016

Priority standards are indicated in bold print. The supporting standards are not in bold and provide opportunities to differentiate when appropriate.

Incorporate Clarify Verify Challenge Promote	others ideas conclusions perspectives <ul style="list-style-type: none"> ● divergent ● creative
Language:	
Identify Use Find Determine Clarify	patterns of word changes pronunciation meaning
Consult	reference materials <ul style="list-style-type: none"> ● general ● specific
Demonstrate	Understanding in word meanings <ul style="list-style-type: none"> ● figurative language ● word relationships ● nuances

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Priority standards are indicated in bold print. The supporting standards are not in bold and provide opportunities to differentiate when appropriate.

Essential Question	Corresponding Big Idea
How does Latin connect with the modern world, languages, and cultures?	Latin is the root of the Romance languages and therefore forms the basis for modern languages and cultures.
Essential Question	Learning Objectives
How does Latin connect with the modern world and modern cultures?	Students will be able to... <ul style="list-style-type: none"> ● analyze how Latin connects to modern Romance languages and cultures. ● understand which elements of modern cultures take their origin from ancient cultures. ● understand how the geographic spread of Roman culture influenced the development of modern cultures and languages.
Unit Vocabulary and Grammar Focus	
<u>Vocabulary</u> Root word Suffix Prefix Cognate recognition	<u>Grammar</u> <ul style="list-style-type: none"> ● Sentence structure <ul style="list-style-type: none"> ○ Main verbs (present tense) <ul style="list-style-type: none"> ■ To be ■ To want ■ To have ■ To give ■ To say,tell ■ To stand ■ To do ■ To love ■ To know

Academic July 2016

Priority standards are indicated in bold print. The supporting standards are not in bold and provide opportunities to differentiate when appropriate.

- To see
- Single and plural subject pronouns
 - I
 - You
 - He
 - She
 - We
 - You (Plural)
 - They

Assessments

- Writing prompts keyed to the target culture
- Dialogues and authentic reading
- Responses to multi-media content
- Reading and listening comprehension activities
- Vocabulary and structure quizzes
- Summative performance assessments (oral or in writing)
- Technology based activities (i.e. Power Point, Prezi, Voicethread, Voki and Wikis)
- Culture comparison charts

Suggested resources

Top 330 Spanish verbs <http://www.learnalanguage.com/pdf/300-spanish-verbs.pdf>
<http://www.spanishpod101.com/spanish-word-lists/#>
<http://ielanguages.com/romlang.html>
http://ielanguages.com/romance_verbs.html
 Expansion of the Roman Empire: <https://www.youtube.com/watch?v=SiIXC1U8HNo>
 Grammar Rock verbs: <https://www.youtube.com/watch?v=US8mGU1MzYw&list=PLKt00sUUapAI-KytMkFEhFrh9bB12Tqe->

Academic July 2016

Priority standards are indicated in bold print. The supporting standards are not in bold and provide opportunities to differentiate when appropriate.

Subject(s)		Multicultural Expressions
Grade/Course		Grades 9-12 Academic
Unit of Study		Unit 2: Visual Perception
Pacing		Approximately 8 days
Priority Standards		
RI	9-10.1 11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (11-12) including determining where the text leaves matters uncertain.
W	9-101b 11-101b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
SL	9-10.1.d 11-12.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (11-12) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL	9-10.2 11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (11-12) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
L	9-10.4a 11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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L	9-10.4d 11-124d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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Unwrapped Standards	
What students need to be able to do:	What students need to know:
Reading	
Cite Support	evidence <ul style="list-style-type: none"> ● explicit ● Implicit analysis
Writing	
Develop Supply Point out Anticipate	claims counterclaims evidence strengths limitations audience <ul style="list-style-type: none"> ● knowledge level

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	<ul style="list-style-type: none"> ● concerns
Speaking and listening:	
Respond Summarize Qualify Justify Make	diverse perspectives points of agreement and disagreement views understanding connections
Integrate Evaluate	multiple sources of information credibility accuracy
Language:	
Use	context clues
Verify	preliminary meanings <ul style="list-style-type: none"> ● word ● phrase

Priority standards are indicated in bold print. The supporting standards are not in bold and provide opportunities to differentiate when appropriate.

Essential Question	Corresponding Big Idea
How is our perception of the world influenced by culture?	The views and perceptions of different societies are influenced by culture.
Essential Question	Learning Objectives
How is our perception of the world influenced by culture?	Students will be able to... <ul style="list-style-type: none"> ● understand how different cultures identify things and assign names. ● understand how perception is informed by the particular elements of different cultures. ● compare how different cultures perceive each other. ● determine how the use of multi-media changes the perception of culture.
Unit Vocabulary and Grammar Focus	
<u>Vocabulary</u> (as the list below relates to nouns) Root word Suffix Prefix Cognate recognition	<u>Grammar</u> <ul style="list-style-type: none"> ● Sentence structure <ul style="list-style-type: none"> ○ Review unit 1 ○ Word order ● Nouns <ul style="list-style-type: none"> ○ Subjects ○ Objects <ul style="list-style-type: none"> ■ Direct ■ Indirect

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	■ Object of preposition
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Assessments

- Writing prompts keyed to the target culture
- Dialogues and authentic reading
- Responses to multi-media content
- Reading and listening comprehension activities
- Vocabulary and structure quizzes
- Summative performance assessments (oral or in writing)
- Technology based activities (i.e. Power Point, Prezi, VoiceThread, Voki and Wikis)
- Culture comparison charts

Suggested Resources

Grammar Rock nouns: <https://www.youtube.com/watch?v=8-JAdVkrPhQ>

Subject(s)		Multicultural Expressions
Grade/Course		Grades 9-12 Academic
Unit of Study		Unit 3: Ambient Sound and Hearing
Pacing		Approximately 3 weeks
Priority Standards		
RI	9-10.7 11-12.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (11-12) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
W	9-10.9 11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL	9-10.1a 11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL	9-10.2 11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (11-12) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
L	9-10.3 11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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L	9-10.4 11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 (11-12) reading and content</i>, choosing flexibly from a range of strategies.
L	9-10.5b 11-12.5b	Analyze nuances in the meaning of words with similar denotations.

Unwrapped Standards	
What students need to be able to do:	What students need to know:
Reading	
Analyze	accounts of a subject <ul style="list-style-type: none"> told in different mediums
Determine	details emphasized <ul style="list-style-type: none"> in each account
Writing	
Draw	evidence
Support	analysis reflection research
Speaking and listening:	

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Come prepared	discussions <ul style="list-style-type: none"> ● read ● researched
Draw Refer	evidence
Stimulate	exchange
Integrate	multiple sources of information
Evaluate	credibility accuracy
Language:	
Apply	knowledge of language
Understand	how language functions
Determine Clarify	meanings words and phrases <ul style="list-style-type: none"> ● Unknown ● multiple-meaning
Analyze	nuances in meaning of words <ul style="list-style-type: none"> ● connotations

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Essential Question	Corresponding Big Idea
How does the ambient sound in the world reflect the society or culture we are studying?	By comparing the sounds of languages and cultures, students develop insights into cultural studies.
Essential Question	Learning Objectives
How does the ambient sound in the world reflect the society or culture we are studying?	Students will be able to... <ul style="list-style-type: none"> ● analyze how the world sounds in different cultures. ● recognize how the perception of stimuli can be changed by the addition or removal of sound. ● identify the unique audial components of an individual culture. ● compare and connect cultures via sound or multimedia.
Unit Vocabulary and Grammar Focus	
<u>Vocabulary</u> (as the list below relates to adjectives) Root word Suffix Prefix Cognate recognition	Grammar <ul style="list-style-type: none"> ● Sentence structure <ul style="list-style-type: none"> ○ Review units 1 and 2 ● Adjectives ● Possessives <ul style="list-style-type: none"> ○ My ○ Your ○ His, hers, its ○ Our ○ Their

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Assessments

- Writing prompts keyed to the target culture
- Dialogues and authentic reading
- Responses to multi-media content
- Reading and listening comprehension activities
- Vocabulary and structure quizzes
- Summative performance assessments (oral or in writing)
- Technology based activities (i.e. Power Point, Prezi, VoiceThread, Voki and Wikis)
- Culture comparison charts

Suggested Resources

<http://www.nativlang.com/romance-languages/romance-tables-pronouns.php?tableName=pronounsPersonal>

Grammar Rock adjectives: https://www.youtube.com/watch?v=NkuuZEey_bs

Subject(s)		Multicultural Expressions
Grade/Course		Grades 9-12 Academic
Unit of Study		Unit 4: Touch and Feeling - The Fabric of Culture
Pacing		Approximately 3 weeks
Priority Standards		
RI	9-10.6 11-12.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (11-12) Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
W	9-10.1b 11-12.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
SL	9-10.1.c 11-12.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (11-12) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL	9-10.1d 11-12.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (11-12) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
L	9-10.1 11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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L	9-10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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Unwrapped Standards	
What students need to be able to do:	What students need to know:
Reading	
Determine	author's point of view/purpose
Analyze	author's use of rhetoric
Writing	
Develop	claims counterclaims
Supply	evidence
Point out	strengths limitations
Anticipate	audience <ul style="list-style-type: none"> ● knowledge level ● concerns

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Speaking and listening:	
Propel Posing Responding Incorporate Clarify Verify Challenge Promote	conversations questions others ideas conclusions perspectives <ul style="list-style-type: none"> ● divergent ● creative
Respond Summarize Qualify Justify Make	diverse perspectives points of agreement and disagreement views understanding connections
Language:	
Demonstrate	conventions of standard English grammar

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Use	phrases <ul style="list-style-type: none"> • noun, verb, adjectival, adverbial, participial, prepositional, absolute clauses
Convey	clauses <ul style="list-style-type: none"> • independent, dependent; noun, relative, adverbial
Add	meanings variety/interest <ul style="list-style-type: none"> • writing • presentations

Essential Question	Corresponding Big Idea
How is our experience of a culture changed by the touch and feel (emotional and physical) of that culture?	Humans are influenced by the emotional and physical experiences within a culture.
Essential Question	Learning Objectives
How is our experience of a culture changed by the touch and feel (emotional and physical) of that culture?	Students will be able to... <ul style="list-style-type: none"> • understand the differing cultural elements of touch and feeling within cultures. • compare how cultural norms and <i>mores</i> differ through the sense of touch. • describe how someone new to an environment is affected by its cultural elements. • compare anthropological and sociological views.

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Unit Vocabulary and Grammar Focus

Vocabulary (as the list below relates to adverbs)

Root word
Suffix
Prefix
Cognate recognition

Grammar

- Sentence structure
 - Apply prior learning
- Adverbs
- Demonstrative Adjectives
- Articles
- Indefinite adjectives

Assessments

- Writing prompts keyed to the target culture
- Dialogues and authentic reading
- Responses to multi-media content
- Reading and listening comprehension activities
- Vocabulary and structure quizzes
- Summative performance assessments (oral or in writing)
- Technology based activities (i.e. Power Point, Prezi, Voicethread, Voki and Wikis)
- Culture comparison charts
- Personal reflection connecting to cultural topics/units
- Longer extended essays on cultural themes
- Personal interpretations of cultural expressions

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Suggested Resources		
Media	Language (I/S/F/L)	Resources
Film/video		
Art	Swordmaking in Toledo Spain	www.aceros-de-hispania.com/toledo-swords.htm
Architecture		Rape of the Sabine Women, Bernini's Rape of Persephone;
Literature	Pablo Neruda- Chilean Poet	Greek Lyric: Sappho, Solon, et al. Catullus <i>Carmina</i> (L) Federico Garcia Lorca- Il Postino -Film Pablo Neruda exile in Italy
Grammatical focus		Grammar rock adverbs: https://www.youtube.com/watch?v=14fXm4FOMPM
Music	(S) Music based on the works of Lorca Ballet- Sombrero Tres Picos by Manuel de Falla	sorry! wikipedia is the only unblocked site https://en.wikipedia.org/wiki/Federico_Garc%C3%ADa_Lorca#Musical_works_based_on_Lorca Sombrero Tres Picos Thttps://www.youtube.com/watch?v=qdcQpTL9U20

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Subject(s)		Multicultural Expressions
Grade/Course		Grades 9-12 Academic
Unit of Study		Unit 5 - Food as a Cultural Unifier
Pacing		Approximately 3 weeks
Priority Standards		
RI	9-10.5 11-12.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (11-12) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
W	9-10.1a 11-12.1a	Introduce precise claim(s), (11-12) establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
SL	9-10.4 11-12.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (11-12) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL	9-10.5 11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
L	9-10.2 11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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L	9-10.2c 11-12.2b	Spell correctly
L	9-10.5a 11-12.5a	Interpret figure of speech (e.g., euphemism, oxymoron) (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L	9-10.6 11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unwrapped Standards	
What students need to be able to do:	What students need to know:
Reading	
Analyze	development refinement <ul style="list-style-type: none"> author's ideas author's claims
Writing	
Introduce Distinguish	claims

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Demonstrate command	conventions of standard English <ul style="list-style-type: none"> ● capitalization ● punctuation ● spelling
Spell	words
Interpret Analyze	figure of speech
Acquire Use Demonstrate	words and phrases <ul style="list-style-type: none"> ● academic ● domain specific

Essential Question	Corresponding Big Idea
How is a particular culture reflected in its foods and culinary traditions?	Food is an expression of culture. What a culture eats is influenced by many factors, as is how the food is prepared, how it is presented, eaten, shared, etc. How a culture prepares and shares food reveals much about the people of that culture.
Essential Question	Learning Objectives
How is a particular culture reflected in its foods and culinary traditions?	Students will be able to... <ul style="list-style-type: none"> ● identify how a particular culture is reflected in its foods and culinary traditions. ● recognize how food expresses or defines the “flavor” of a culture. ● explain how food influences the development of the lifestyle of a culture ● compare the influence geography has on the foods of different cultures
Unit Vocabulary and Grammar Focus	

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<p><u>Vocabulary</u> (as the list below relates to verb tenses)</p> <p>Root word Suffix Prefix Cognate recognition</p>	<p><u>Grammar</u></p> <ul style="list-style-type: none"> ● Sentence structure <ul style="list-style-type: none"> ○ Apply prior learning ● Verb Tenses <ul style="list-style-type: none"> ○ Present ○ Past ○ Future
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Assessments
<ul style="list-style-type: none"> ● Writing prompts keyed to foods exemplary of the target cultures ● Dialogues and authentic reading ● Responses to multi-media content ● Reading and listening comprehension activities ● Vocabulary and structure quizzes based on foods in different cultures ● Summative performance assessments (oral or in writing) ● Technology based activities (i.e. Power Point, Prezi, VoiceThread, Voki and Wikis) ● Charts comparing aspects of foods in different cultures ● Personal reflection connecting to food ● Longer extended essays on cultural themes related to food ● Personal interpretations of or responses to food as used in different cultures

Suggested Resources	
Film/Video	Chocolat film
Art	Woman Frying Eggs, Velazquez (S) Basket of Fruit -Caravaggio (I) Renoir: Luncheon of the boating party (F)
Architecture	Bakeries and Shops/Bars, Pompeii (L), Specific food-based architecture used by different cultures, Markets from antiquity to modern day
Literature	Martial's <i>Apophoretai</i> , Petronius, <i>Satyricon</i> , <i>Dinner of Trimalchio</i> (L) http://ideas.ted.com/what-americans-can-learn-from-other-food-cultures/
Linguistic Focus	
Music	
Other	Markets (S,F,I,L) BREAD Specific foods from cultures: lost ancient foods: fish sauce, seasonings, ancient wine (L) Tapas (S) Macaroons (I, F)

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Bristol Public Schools
Office of Teaching & Learning

DEPARTMENT: World Languages

COURSE: Multi-Cultural Expressions, Accelerated Level

COURSE DESCRIPTION

Multicultural Expressions Accelerated is a half-year course offered to students who have previous experience with a language or who are concurrently taking a language course. This course is designed for language enthusiasts who are interested in further exploration of multiple languages through a variety of media to increase language acquisition and cultural understanding. This course is aimed at refining student performance in literacy and deepening understanding about the similarities and differences between various languages and cultures. The course is thematic in nature and utilizes text, film, and other authentic materials to deliver instruction through a sensory approach.

DEPARTMENT PHILOSOPHY

Our primary goal is to help all students develop cultural sensitivity and global communication skills. The Connecticut Core Standards set rigorous expectations for student learning in terms of using literacy across disciplines. This course is aimed at improving student performance in literacy by focusing on vocabulary acquisition, writing, speaking and listening skills while maintaining the cultural integrity of a language course. In the 21st century, the need for effective communication and sensitivity to other cultures has become a critical element of global citizenship. We believe that the study of more than one culture is essential to meeting these global needs.

DEPARTMENT GOALS

Through a planned, sequential curriculum, Bristol Public schools strives to educate each student in conjunction with the State Standards for World Languages education and the Connecticut Core Standards. Every student will be academically prepared to successfully complete post-secondary education. Students will be able to read deeper into text, draw inferences and connect information in original ways. This course will challenge

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students in different World Languages while utilizing the ELA Connecticut Core Standards. The students will be asked to evaluate and synthesize various media sources for the target culture and use them as a basis for assessments and assignments. Students should be able to demonstrate skills and knowledge in each of the following standards:

- ◆ Communicate in at least one language other than English
- ◆ Gain knowledge and understanding of other cultures
- ◆ Make connections with other areas of study and acquire information
- ◆ Understand the nature of language and cultures through comparisons
- ◆ Participate in multilingual communities within a variety of contexts

PHILOSOPHY OF INSTRUCTION

The foundation of this course aligns with The Connecticut Core Standards expectations of literacy studies across disciplines. The philosophy of this course is the idea that the study of World Languages is a skill accessible to students of all levels and abilities. Proficiency in a second language is determined to a large degree by one's proficiency in his/her first language, so building basic language skill is a critical first step toward success. The course will include instruction on organizational and basic research skills. It will incorporate technology into each lesson as much as practicable to make the study of language more accessible to students and to emphasize the connections between English, Latin, and the different Romance languages.

PHILOSOPHY OF ASSESSMENT

The course will be built around five broad units. Students' achievement in each unit will be measured across a variety of assessment items, including formative and summative models. Each unit will include a written component to reinforce the grammatical topic covered in that unit. Research will be conducted during each unit to explore connections to prior knowledge or personal cultural experience at a greater depth. At the teacher's discretion, a variety of formative, short-answer assessments can be administered over the course of each unit to assess students' comprehension and progress toward the larger research and writing assignments.

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Connecticut World Language Curriculum Framework Content Standards (CSDE)

CONTENT STANDARD 1: Communication (Interpersonal Mode)
CONTENT STANDARD 2: Communication (Interpretive Mode)
CONTENT STANDARD 3: Communication (Presentational Mode)
CONTENT STANDARD 4: Culture
CONTENT STANDARD 5: Connections (Interdisciplinary Mode)
CONTENT STANDARD 6: Connections (Interdisciplinary Mode)
CONTENT STANDARD 7: Comparisons Among Languages
CONTENT STANDARD 8: Comparisons Among Cultures
CONTENT STANDARD 9: Communities

Overarching CT Core Standards

RI 9-10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

RI 11-12 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

W 9-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W 11-12 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL 9-10.6 and **SL 11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L 9-10.6 and **L 11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Subject(s)		Multicultural Expressions Accelerated
Grade/Course		Grades 9-12
Unit of Study		Unit 1: Latin and Ancient Connections to the Modern World
Pacing		Approximately 8 days
Priority Standards		
RI	11-12.4 9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze (9-10) the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10.)
W	11-12.2d 9-10.2.d	Use precise language and domain-specific vocabulary (11-12) and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
SL	11-12.1 9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 (9-10) topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL	11-12.1c 9-10.1c	(11-12) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (9-10)Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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L	11-12.4b 9-10.4B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (9-10) (e.g., analyze, analysis, analytical; advocate, advocacy) (e.g., <i>conceive, conception, conceivable</i>).
L	11-12.5 9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unwrapped Standards	
What students need to know:	What students need to be able to do:
Reading	
Determine	meanings <ul style="list-style-type: none"> ● words ● Phrases <ul style="list-style-type: none"> ○ figurative ○ Connotative ○ technical
Analyze	meanings over course of text
Writing	

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Use	<p>precise language domain specific vocabulary</p> <ul style="list-style-type: none"> ● metaphor ● simile ● analogy
Speaking and listening:	
Initiate Participate	in collaborative discussions
Propel Posing Responding Probe Clarify Verify Challenge Promote	conversations questions hearing <ul style="list-style-type: none"> ● positions <ul style="list-style-type: none"> ○ topics ○ issues ideas conclusions perspectives <ul style="list-style-type: none"> ● divergent ● creative

Language:	
Identify Use	patterns of word changes
Find	pronunciation
Determine Clarify	meaning
Consult	reference materials <ul style="list-style-type: none"> • general • specific
Demonstrate	Understanding in word meanings <ul style="list-style-type: none"> • figurative language • word relationships • nuances

Essential Question	Corresponding Big Idea
How does Latin connect with the modern world, languages, and cultures?	Latin is the root of the Romance languages and therefore forms the basis for modern languages and cultures.
Essential Question	Learning Objectives

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<p>How does Latin connect with the modern world and modern cultures?</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● analyze how Latin connects to modern Romance languages and cultures. ● understand which elements of modern cultures take their origin from ancient cultures. ● understand how the geographic spread of Roman culture influenced the development of modern cultures and languages.
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Unit Vocabulary and Grammar Focus

<p><u>Vocabulary</u></p> <p>Root word Suffix Prefix Cognate recognition Intercultural competency Global citizenship Etymology Synonym Antonym</p>	<p><u>Grammar/language focus</u></p> <ul style="list-style-type: none"> ● Sentence structure ● Linguistic significance between Romance languages ● Linguistic signifiers of each Romance language ● Language shifts from Latin to Romance Languages
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Assessments

Assessments will be based on oral presentations, student based research and reading based responses

- Writing prompts keyed to the target culture
- Dialogues and authentic reading

- Responses to multi-media content
- Reading and listening comprehension activities
- Vocabulary and structure quizzes
- Summative performance assessments (oral or in writing)
- Technology based activities (i.e. Power Point, Prezi, Voicethread, Voki and Wikis)
- Culture comparison charts

Suggested resources

<http://ielanguages.com/romlang.html>

http://ielanguages.com/romance_verbs.html

Expansion of the Roman Empire: <https://www.youtube.com/watch?v=SiIXC1U8HNo>

Grammar Rock verbs: <https://www.youtube.com/watch?v=US8mGU1MzYw&list=PLKt00sUUapAI-KytMkFEhFrh9bB12Tqe->

Defining culture <http://www.slideshare.net/PaulVMcDowell/defining-culture>

<http://www.newyorker.com/books/joshua-rothman/meaning-culture>

Subject(s)		Multicultural Expressions
Grade/Course		Grades 9-12 Accelerated
Unit of Study		Unit 2: Visual Perception
Pacing		Approximately 8 days
Priority Standards		
RI	11-12.1 9-10.1	(9-10) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (11-12) including determining where the text leaves matters uncertain.
W	11-101b 9-101b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
SL	11-12.1d 9-10.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (9-10) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL	11-12.2 9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (11-12) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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Priority standards are indicated in bold print. The supporting standards are not in bold and provide opportunities to differentiate when appropriate.

L	11-12.4a 9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L	11-12.4d 9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Unwrapped Standards	
What students need to know:	What students need to be able to do:
Reading	
Cite	evidence <ul style="list-style-type: none"> • explicit • Implicit
Support	analysis
Determining	where text leaves matters uncertain
Writing	
Develop	claims counterclaims
Supply	evidence

July 2016

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Point out	strengths limitations
Anticipate	audience <ul style="list-style-type: none"> ● knowledge level ● concerns
Speaking and listening:	
Respond	diverse perspectives
Synthesize	comments claims evidence
Resolve	contradictions
Determine	additional information additional research
Integrate	multiple sources of information
Evaluate	credibility accuracy
Make	decisions problems

July 2016

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Solve	
Note	discrepancies
Language:	
Use	context clues
Verify	preliminary meanings <ul style="list-style-type: none"> • word • phrase

Essential Question	Corresponding Big Idea
How is our perception of the world influenced by culture?	The views and perceptions of different societies are influenced by culture.
Essential Question	Learning Objectives
How is our perception of the world influenced by	Students will be able to... <ul style="list-style-type: none"> • understand how different cultures identify things and assign names.

culture?	<ul style="list-style-type: none"> ● understand how perception is informed by the particular elements of different cultures. ● compare how different cultures perceive each other. ● determine how the use of multi-media changes the perception of culture.
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Unit Vocabulary and Grammar Focus

<u>Vocabulary</u> Collectivism Perception Stereotype Bias Analytic Holistic Cross-cultural psychology Cultural conditioning Cognition	<u>Grammar/language focus</u> <ul style="list-style-type: none"> ● Visual identifiers of cultures ● Differing definition of beauty and perception of beauty in varying cultures ● Language used to define cultural perceptions ● Comparison of words or ideas that exist in one language but not in another
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Assessments

- Writing prompts keyed to the target culture
- Dialogues and authentic reading
- Responses to multi-media content
- Reading and listening comprehension activities
- Vocabulary and structure quizzes
- Summative performance assessments (oral or in writing)
- Technology based activities (i.e. Power Point, Prezi, Voicethread, Voki and Wikis)
- Culture comparison charts

July 2016

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Suggested Resources

Grammar Rock nouns: <https://www.youtube.com/watch?v=8-JAdVkrPhQ>

- Bennett, Tony, Lawrence Grossberg, Meaghan Morris, and Raymond Williams. *New Keywords : A Revised Vocabulary of Culture and Society*. Malden, MA: Blackwell Pub., 2005.
- Grossberg, Lawrence. *Bringing it all Back Home : Essays on Cultural Studies*. Durham, NC: Duke University Press, 1997.
- Grossberg, Lawrence. *Cultural Studies in the Future Tense*. Durham, NC: Duke University Press, 2010.
- Grossberg, Lawrence, Cary Nelson, and Paula A. Treichler. *Cultural Studies*. New York: Routledge, 1992.
- Storey, John. *What is Cultural Studies?: A Reader*. London; New York: Arnold, 1996.
- <http://psychcentral.com/news/2007/07/13/culture-influences-perception/1011.html>

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Subject(s)		Multicultural Expressions
Grade/Course		Grades 9-12 Accelerated
Unit of Study		Unit 3: Ambient Sound and Hearing
Pacing		Approximately 3 weeks
Priority Standards		
RI	11-12.7 9-10.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (9-10) Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account
W	11-12.9 9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL	11-12.1a 9-10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL	11-12.2 9-10.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (9-10) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
L	11-12.3 9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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L	11-12.4 9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 (11-12) reading and content</i>, choosing flexibly from a range of strategies.
L	11-12.5b 9-10.5b	Analyze nuances in the meaning of words with similar denotations.

Unwrapped Standards	
What students need to know:	What students need to be able to do:
Reading	
Integrate Evaluate Address Solve	<ul style="list-style-type: none"> ● sources <ul style="list-style-type: none"> ○ visually ○ quantitatively Questions problems
Writing	
Draw Support	evidence analysis

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	reflection research
Speaking and listening:	
Respond	diverse perspectives
Synthesize	comments claims evidence
Resolve	contradictions
Determine	additional information additional research
Integrate	multiple sources of information
Make	decisions
Solve	problems
Evaluate	credibility accuracy
Note	discrepancies

July 2016

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Language:	
Apply	knowledge of language
Understand	how language functions
Determine Clarify	meanings words and phrases <ul style="list-style-type: none"> ● Unknown ● multiple-meaning
Analyze	nuances in meaning of words <ul style="list-style-type: none"> ● connotations

Essential Question	Corresponding Big Idea
How does the ambient sound in the world reflect the society or culture we are studying?	By comparing the sounds of languages and cultures, students develop insights into cultural studies.
Essential Question	Learning Objectives
How does the ambient sound in the world reflect the society or culture we are studying?	Students will be able to... <ul style="list-style-type: none"> ● analyze how the world sounds in different cultures. ● recognize how the perception of stimuli can be changed by the addition or removal of sound. ● identify the unique audial components of an individual culture. ● compare and connect cultures via sound or multimedia.

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Unit Vocabulary and Grammar/Language Focus

Vocabulary

Rural
Urban
Aesthetics
Aural
Rhythm
Synchronisms

Grammar/language focus

- Music analysis and comparison
- Analysis of the change of sound (via language)
- Identifying languages by sound
- Analysis of sounds impact on society
- Comparison of sound through cultural study
- How does the structure of these sentences change the statement

Music is a culture, music as a culture, music in culture

Assessments

- Writing prompts keyed to the target culture
- Dialogues and authentic reading
- Responses to multi-media content
- Reading and listening comprehension activities
- Vocabulary and structure quizzes
- Summative performance assessments (oral or in writing)
- Technology based activities (i.e. Power Point, Prezi, VoiceThread, Voki and Wikis)
- Culture comparison charts

July 2016

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Suggested Resources

<http://www.nativlang.com/romance-languages/romance-tables-pronouns.php?tableName=pronounsPersonal>

Grammar Rock adjectives: https://www.youtube.com/watch?v=NkuuZEey_bs

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Subject(s)		Multicultural Expressions
Grade/Course		Grades 9-12 Accelerated
Unit of Study		Unit 4: Touch and Feeling - The Fabric of Culture
Pacing		Approximately 3 weeks
Priority Standards		
RI	11-12.6 9-10.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (9-10)Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
W	11-12.1b 9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
SL	11-12.1c 9-10.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (9-10)Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL	11-12.1 9-10.1	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (9-10) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
L	11-12.1 9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Unwrapped Standards	
What students need to know:	What students need to be able to do:
Reading	
Determine	author's point of view/purpose
Analyze	author's use of rhetoric
Analyze	contributions <ul style="list-style-type: none"> ● style ● content <ul style="list-style-type: none"> ○ power ○ persuasiveness ○ beauty
Writing	
Develop	claims counterclaims
Supply	evidence
Point out	strengths limitations
Anticipate	audience <ul style="list-style-type: none"> ● knowledge level

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	<ul style="list-style-type: none"> ● concerns
Speaking and listening:	
Propel Posing Responding Probe Clarify Verify Challenge Promote	conversations questions hearing <ul style="list-style-type: none"> ● positions <ul style="list-style-type: none"> ○ topics ○ issues ideas conclusions perspectives <ul style="list-style-type: none"> ● divergent ● creative
Respond Synthesize	diverse perspectives comments claims evidence

July 2016

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Resolve	contradictions
Determine	additional information additional research
Language:	
Demonstrate	conventions

Essential Question	Corresponding Big Idea
How is our experience of a culture changed by the touch and feel (emotional and physical) of that culture?	Humans are influenced by the emotional and physical experiences within a culture.
Essential Question	Learning Objectives
How is our experience of a culture changed by the touch and feel (emotional and physical) of that culture?	Students will be able to... <ul style="list-style-type: none"> ● understand the differing cultural elements of touch and feeling within cultures. ● compare how cultural norms and <i>mores</i> differ through the sense of touch. ● describe how someone new to an environment is affected by its cultural elements. ● compare anthropological and sociological views.

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Unit Vocabulary and Grammar Focus

<p><u>Vocabulary</u></p> <p>Identity Cross-cultural perspective Globalisation Anthropology</p>	<p><u>Grammar/linguistic focus</u></p> <ul style="list-style-type: none"> ● Intransitive verbs v transitive verbs, what do these reveal about cultural study ● Verbs and vocabulary of clothing and touch, what do these reveal about the culture? ● Cross-cultural use of vocabulary - i.e Why do Italians use the French word for bowtie?
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Assessments

- Writing prompts keyed to the target culture
- Dialogues and authentic reading
- Responses to multi-media content
- Reading and listening comprehension activities
- Vocabulary and structure quizzes
- Summative performance assessments (oral or in writing)
- Technology based activities (i.e. Power Point, Prezi, Voicethread, Voki and Wikis)
- Culture comparison charts
- Personal reflection connecting to cultural topics/units
- Longer extended essays on cultural themes
- Personal interpretations of cultural expressions

Suggested Resources

Media	Language (I/S/F/L)	Resources
Film/video		
Art	Swordmaking in Toledo Spain	www.aceros-de-hispania.com/toledo-swords.htm

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Architecture		Rape of the Sabine Women, Bernini's Rape of Persephone;
Literature	Pablo Neruda- Chilean Poet	Greek Lyric: Sappho, Solon, et al. Catullus <i>Carmina</i> (L) Federico Garcia Lorca- Il Postino -Film Pablo Neruda exile in Italy
Grammatical focus		Grammar rock adverbs: https://www.youtube.com/watch?v=14fXm4FOMPM
Music	(S) Music based on the works of Lorca Ballet- Sombrero Tres Picos by Manuel de Falla	sorry! wikipedia is the only unblocked site https://en.wikipedia.org/wiki/Federico_Garc%C3%ADa_Lorca#Musical_works_based_on_Lorca Sombrero Tres Picos https://www.youtube.com/watch?v=qdcQpTL9U20

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Subject(s)		Multicultural Expressions
Grade/Course		Grades 9-12 Accelerated
Unit of Study		Unit 5: Food as a Cultural Unifier
Pacing		Approximately 3 weeks
Priority Standards		
RI	11-12.5 9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (11-12) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
W	11-12.1a 9-10.1a	Introduce precise claim(s), (11-12) establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
SL	11-12.4 9-10.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (9-10) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL	11-12.5 9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
L	11-12.2 9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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L	11-12.2c 9-10.2c	Spell correctly
L	11-12.5a 9-10.5a	Interpret figure of speech (9-10) (e.g., euphemism, oxymoron) (e.g., hyperbole, paradox) in context and analyze their role in the text.
L	11-12.6 9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unwrapped Standards	
What students need to know:	What students need to be able to do:
Reading	
Analyze Evaluate	structure <ul style="list-style-type: none"> ● exposition ● argument <ul style="list-style-type: none"> ○ clear ○ convincing ○ engaging
Writing	
Introduce Establish	claims

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<p>Distinguish</p> <p>Create</p> <p>Establish</p>	<p>organization</p> <p>relationships</p> <ul style="list-style-type: none"> ● claims ● counterclaims ● reasons ● evidence
<p>Speaking and listening:</p>	
<p>Present</p> <p>Convey</p>	<p>information</p> <p>findings</p> <p>evidence</p> <p>reasoning/perspective</p> <ul style="list-style-type: none"> ● clear ● distinct <ul style="list-style-type: none"> ○ organization ○ development ○ substance ○ style ○ purpose ○ audience ○ task
<p>Make use</p>	<p>digital media</p> <ul style="list-style-type: none"> ● textual ● graphical

Enhance	<ul style="list-style-type: none"> ● audio ● visual ● interactive elements <p>understanding</p> <ul style="list-style-type: none"> ● findings ● reasoning ● evidence
Language:	
Demonstrate command	<p>conventions of standard English</p> <ul style="list-style-type: none"> ● capitalization ● punctuation ● spelling
Spell	words
Interpret Analyze	figure of speech
Acquire Use Demonstrate	<p>words and phrases</p> <ul style="list-style-type: none"> ● academic ● domain specific

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Essential Question	Corresponding Big Idea
How is a particular culture reflected in its foods and culinary traditions?	Food is an expression of culture. What a culture eats is influenced by many factors, as is how the food is prepared, how it is presented, eaten, shared, etc. How a culture prepares and shares food reveals much about the people of that culture.
Essential Question	Learning Objectives
How is a particular culture reflected in its foods and culinary traditions?	Students will be able to... <ul style="list-style-type: none"> ● identify how a particular culture is reflected in its foods and culinary traditions. ● recognize how food expresses or defines the “flavor” of a culture. ● explain how food influences the development of the lifestyle of a culture ● compare the influence geography has on the foods of different cultures
Unit Vocabulary and Grammar Focus	
<u>Vocabulary</u> Unifiers Nostalgia Geographical shifts slow-food Agrarian society	<u>Grammar and linguistic focus</u> Food vocabulary, linguistic connection between vocabulary used and where the foods come from. I.e Italian word for pineapple - ananas Compare and contrast geographical connections to the language and vocabulary used

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Assessments

- Writing prompts keyed to foods exemplary of the target cultures
- Dialogues and authentic reading
- Responses to multi-media content
- Reading and listening comprehension activities
- Vocabulary and structure quizzes based on foods in different cultures
- Summative performance assessments (oral or in writing)
- Technology based activities (i.e. Power Point, Prezi, VoiceThread, Voki and Wikis)
- Charts comparing aspects of foods in different cultures
- Personal reflection connecting to food
- Longer extended essays on cultural themes related to food
- Personal interpretations of or responses to food as used in different cultures

Suggested Resources

Film/Video	Chocolat film
Art	Woman Frying Eggs, Velazquez (S) Basket of Fruit -Caravaggio (I) Renoir: Luncheon of the boating party (F)
Architecture	Bakeries and Shops/Bars, Pompeii (L), Specific food-based architecture used by different cultures, Markets from antiquity to modern day
Literature	Martial's <i>Apophoretai</i> , Petronius, <i>Satyricon</i> , <i>Dinner of Trimalchio</i> (L) http://ideas.ted.com/what-americans-can-learn-from-other-food-cultures/
Linguistic Focus	
Music	
Other	Markets (S,F,I,L) http://www.aabri.com/manuscripts/141797.pdf BREAD http://www.foodbycountry.com/ http://family.jrank.org/pages/639/Food-Food-Culture.htmlcultures:

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	Specific foods from lost ancient societies: fish sauce, seasonings, ancient wine (L) Tapas (S) Macaroons (I, F) http://ideas.ted.com/what-americans-can-learn-from-other-food-cultures/
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Rationale

Academic opportunities for students to	Accelerated opportunities for students to
<ul style="list-style-type: none">● take an introductory language/cultural immersion course● make an informed decision● strengthen vocabulary with a focus on word relationships across languages● strengthen foundational grammar skills	<ul style="list-style-type: none">● take an additional language/cultural immersion course● refine oral and written skills● expand their vocabulary and grammar skills● make connections across languages/cultures to deepen learning and understanding

Overview

Unit	Enduring question	Students will be able to:
1	“How does Latin connect with the modern world, languages, and cultures?”	<ul style="list-style-type: none">● analyze how Latin connects to modern Romance languages and cultures.● understand which elements of modern cultures take their origin from ancient cultures.● understand how the geographic spread of Roman culture influenced the development of modern cultures and languages.
2	“How is our perception of the world influenced by culture?”	<ul style="list-style-type: none">● understand how different cultures identify things and assign names.● understand how perception is informed by the particular elements of different cultures.● compare how different cultures perceive each other.● determine how the use of multi-media changes the perception of culture.
3	“How does the ambient sound in the world reflect the society or culture we are studying?”	<ul style="list-style-type: none">● analyze how the world sounds in different cultures.● recognize how the perception of stimuli can be changed by the addition or removal of sound.● identify the unique audial components of an individual culture.● compare and connect cultures via sound or multimedia.
4	“How is our experience of a culture changed by touch and feel (emotional and physical) of that culture?”	<ul style="list-style-type: none">● understand the differing cultural elements of touch and feeling within cultures.● compare how cultural norms and <i>mores</i> differ through the sense of touch.● describe how someone new to an environment is affected by its cultural elements.● compare anthropological and sociological views.
5	“How is a particular culture reflected in its foods and culinary traditions?”	<ul style="list-style-type: none">● identify how a particular culture is reflected in its foods and culinary traditions.● recognize how food expresses or defines the “flavor” of a culture.● explain how food influences the development of the lifestyle of a culture● compare the influence geography has on the foods of different cultures

Impact on Student Learning

Academic	Accelerated
<p data-bbox="208 355 407 388">High interest</p> <ul data-bbox="258 401 819 478" style="list-style-type: none"><li data-bbox="258 401 595 434">● Thematic in nature<li data-bbox="258 445 819 478">● Text, film, and other media based <p data-bbox="208 538 877 614">Academic success in future World Language course work</p> <p data-bbox="208 674 479 707">Global citizenship</p> <ul data-bbox="258 720 683 797" style="list-style-type: none"><li data-bbox="258 720 683 753">● Effective communication<li data-bbox="258 764 587 797">● Cultural sensitivity	<p data-bbox="971 355 1170 388">High interest</p> <ul data-bbox="1022 401 1582 478" style="list-style-type: none"><li data-bbox="1022 401 1358 434">● Thematic in nature<li data-bbox="1022 445 1582 478">● Text, film, and other media based <p data-bbox="971 538 1686 614">Deeper understanding of language and culture to promote further study</p> <p data-bbox="971 674 1242 707">Global citizenship</p> <ul data-bbox="1022 720 1447 797" style="list-style-type: none"><li data-bbox="1022 720 1447 753">● Effective communication<li data-bbox="1022 764 1350 797">● Cultural sensitivity

Curricula

Academic

Accelerated



**Bristol Public Schools
Office of Teaching & Learning**

DEPARTMENT: Social Studies

COURSE: World History

COURSE DESCRIPTION: Students study the history of the world's people in the modern era. The origins of modern societies are examined including the rise and growth of democracy and other forms of government. Through this course, students use a variety of techniques to develop a better understanding of people, events and trends and of the reading, research and writing practices of historians.

DEPARTMENT PHILOSOPHY:

The primary objective of the social studies program is to prepare students to become thoughtful individuals whose academic background and skills will enable them to function successfully in an increasingly complex, multicultural, and changing world. The social studies program must provide students with an intellectual framework of knowledge, the skills necessary to process information, and the capacity to understand and appreciate people from backgrounds and cultures different from their own. Further, the program is intended to develop an informed, discriminating citizens who effectively engage in the democratic processes of governance and the fulfillment of the nation's democratic ideals. To achieve this, students examine a variety of history and social studies disciplines, integrating content, literacy skills and the application of knowledge in an interdisciplinary manner involving other content areas, among them language arts, science, art and music.

While history forms the foundation for social studies, it is understood that concepts from other social sciences, including geography, economics, psychology, and sociology must be integrated through the department's course offerings to provide students with a firm understanding of the principles and methodologies in the social studies discipline.

We recognize that there are many differences among our students not only in intelligence and special talents, but also in their interests, goals, and objectives in life. Therefore, we are committed to the development and maintenance of a curriculum of such variety and scope that we may find and serve these widely divergent needs and interests. The desired end: to draw our students out into the world community, providing them with the capacity to live successful personal and public lives.

DEPARTMENT GOALS:

Through a planned, sequential curriculum, Bristol Public schools strives to educate each student in conjunction with the Common Core State Standards and the Connecticut Social Studies Curriculum Framework. Students should be able to demonstrate skills and knowledge in content knowledge, in historical literacy skills, and in civic engagement. Specifically, students should:

- demonstrate knowledge of the structure of United States and world history to understand life and events in the past and how they relate to one's own life experience;
- analyze the historical roots and the current complexity of relations among nations in an increasingly interdependent world;
- demonstrate an understanding of the concept of culture and how different perspectives emerge from different cultures;
- apply geographic knowledge, skills and concepts to understand human behavior in relation to the physical and cultural environment;
- describe the relationships among the individual, the groups and the institutions which exist in any society and culture;

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ACCELERATED: italicized, bold font

- demonstrate knowledge of how people create rules and laws to regulate the dynamic relationships of individual rights and societal needs;
- apply concepts from the study of history, culture, economics and government to the understanding of the relationships among science, technology and society;
- describe how people organize systems for the production, distribution and consumption of goods and services;
- demonstrate an understanding of how ideals, principles and practices of citizenship have emerged over time and across cultures;
- apply historical literacy skills in critically reading, researching, and writing;
- demonstrate civic competence in analyzing historical and current issues;
- apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING IN HISTORY / SOCIAL STUDIES

The College and Career Readiness anchor standards, found directly below, and grade-specific standards, found in subsequent pages, are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING IN HISTORY / SOCIAL STUDIES

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Academic / Accelerated

Standards are taught in academic and accelerated classes. The coursework is differentiated in lesson objectives and assessments. Accelerated students are expected to meet all objectives for the course as well as those that go beyond the academic level, indicated ***italicized bold font***. Depending on student needs in both levels, teacher will also differentiate some of the content, instructional techniques and assignments.

Prerequisites: None

Social Studies-Modern World History

Unit 1 TOPIC: Industrial Revolution

Unit Overview: Students analyze how revolutionary ideals of reason and improvement filtered into business and agriculture. New methods in agriculture and production completely altered the way people lived, worked, and produced goods. The invention of new technologies also reinforced the split between rich and poor. In their reading, students determine the central idea of primary and secondary sources, explaining how the authors developed those ideas throughout the text. In their writing, students draw from such mentor texts to write the framework – introduction, body and conclusion – of an informative essay.

Common Core State Standards

Priority

Reading Standards for Literacy in History/Social Studies

RH 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH 7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Writing in History, Science, and Technical

WHST 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Supporting Standards

WHST 2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CT Social Studies Frameworks

GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

ECO 9–12.3 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

HIST 9–12.10 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths

and limitations of both.

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

<i>Skills</i> <i>What students need to be able to do</i>	<i>Concepts</i> <i>What students need to know about</i>
determine	central ideas primary or secondary source accurate summary
provide	
integrate	quantitative or technical analysis (e.g., charts, research data) print, digital text
write	informative/explanatory texts narration of historical events
introduce organize make	topic ideas, concepts, information important connections and distinctions formatting, graphics, multimedia
develop	topic facts <ul style="list-style-type: none"> • relevant • sufficient • extended definitions • concrete details • quotations audience
provide	concluding statement, section <ul style="list-style-type: none"> • follows supports
analyze	specific environment <ul style="list-style-type: none"> • historical developments

	region/nation
analyze	resources <ul style="list-style-type: none"> • abundance • scarcity
detect	bias
use develop	evidence interpretation historical event
<p><u>Big Ideas</u> <i>Student's statements of enduring ideas</i></p> <p>1. Changes can have both positive and negative impacts. A person's experience and place in society can influence how changes are perceived.</p> <p><u>Essential Questions</u> <i>Teacher's guiding questions</i></p> <p>1. Does change always mean progress?</p>	
Unit Essential Questions	Learning Objectives <i>The students will be able to:</i>
What factors contributed to the beginning of the Industrial Revolution?	<ul style="list-style-type: none"> • Define industrialization • Identify the factors of production • Describe the reasons why Britain was the first country to industrialize • <i>Evaluate which factors of productions were lacking in other nations that hindered their industrial progress?</i>
How did the Industrial Revolution impact society?	<ul style="list-style-type: none"> • Identify the economic, social, and political effects on society • Compare cottage industry to the factory system • Describe the rise of factory towns, child labor, impact on women, and working conditions • <i>Evaluate which technological advancement had the greatest impact on the development of industry</i>
What was the global impact of the Industrial Revolution?	<ul style="list-style-type: none"> • Analyze the long-term effects of the Industrial Revolution • <i>Compare the growth of business in Europe and the growth of business in Asia or other regions</i>
How do historians read primary sources?	<ul style="list-style-type: none"> • Identify the speaker, occasion, audience, purpose, subject, tone of a primary source describing the working conditions of children and/or public attitudes about the need for reform • Analyze at least two primary sources • <i>Analyze at least three primary sources</i>

	<ul style="list-style-type: none"> • <i>Present an alternative viewpoint to the need for Child Labor reform</i> • Describe the need for Child Labor Law after examining visuals depicting dangerous working conditions for children
How do historians explain major events in history?	<ul style="list-style-type: none"> • Develop critical thinking about the Industrial Revolution by developing and responding to an historically based inquiry <ul style="list-style-type: none"> ▪ Possible inquiries: ▪ Were the innovations of the time the result of the economic growth or did the innovations spur economic growth? ▪ Should the inventors in Industrialism be honored or scorned? ▪ How do countries continue to develop beyond initial industrialization? ▪ Generate questions based on visuals from the time period • Apply the concept of Revolution to explain the Industrial Revolution • <i>Evaluate the impact of the Industrial Revolution on these groups: children, women, skilled craftsmen, businesses, and government leaders</i>
Instructional strategies: Based on our philosophy for student learning in Social Studies and our knowledge of effective instruction, teachers will:	
<ul style="list-style-type: none"> ○ Provide students with mentor texts, such as speeches, to illustrate the thinking of historical leaders. ○ Set up small groups, such as jigsaws, to allow students to collaborate ○ Model, through Think-Alouds, how readers make meaning of text, focusing on the author's use of challenging words and of text structure. ○ Provide multiple opportunities for students to use contextual clues to make sense of unknown words. ○ Provide students with multiple opportunities to build vocabulary through anticipation guides, word walls, oral and written activities, and a regular practice of incorporating precise language. ○ Using mentor texts, explicitly demonstrate how historians convey complex meaning through primary and secondary sources of writing. ○ Model how to read complex text closely, using Marking the Text or Charting the Text. ○ Provide students with multiple opportunities to mark or chart complex text. ○ Provide students multiple opportunities to read in small groups, using Reciprocal Reading/Teaching, focusing on these skills: predicting (using author's clues from the sequential, comparative or causal presentation of material); questioning (not only literal but also inferential; clarifying (recognizing when meaning has become clear); and summarizing. ○ Ask text-dependent questions ○ Provide opportunities for students to compare and contrast information from multiple sources and perspectives ○ Encourage students to go beyond stating conclusions to the explication and explanation of their reasoning. ○ Create a classroom environment in which students feel free to express their opinions and rational discussion and disagreement is encouraged. ○ Provide opportunities for students to engage in collaborative discussions, in Socratic Seminars, Philosophical Chairs, and debates ○ Present examples and non-examples of concepts (e.g., independence, revolution) in a logical order that expands on the intended meaning. ○ Cue students to the critical attributes illustrated by examples and non-examples with questions, directions, and activities that help the students to focus on similarities and differences. 	

- Develop students' skills in evaluating evidence and judging logical inferences, especially as these apply to caution in drawing conclusions from statements by others.
- Pose the unit of study so that it is meaningful to students relating it to their prior and on-going experiences.
- Engage students in activities that make them aware of inconsistencies or errors in their thinking.
- ***Accl: Model and coach appropriate inquiry strategies and skills. .***

Assessments: To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students about the following:

- Written responses demonstrating students' ability to respond to the Essential Question
- Questions that assess students' knowledge of fact and significance of facts and concepts covered in this unit through in class assignments, homework, quizzes, and tests
- Graphic organizers developed by students to organize information by historical patterns (such as comparing policies, analyzing causes and effects)
- Written response: Explain how the Industrial Revolution affected people in three ways: how they worked, how they conducted business, and how they lived at home.
- Analysis of primary sources about the Industrial Revolution
- ***Written response: "The Industrial Revolution began in England purely by chance." Assess the validity of this statement using specific examples to support your argument***
- ***Response to an historically based inquiry***

Unit Vocabulary Terms	Interdisciplinary Connections
Industrial Revolution/Industrialism <i>Enclosure movement</i> Factors of production Cottage industry <i>Bourgeois</i> <i>Proletariat</i> Socialism Trade unions/labor unions Strike Mass production Karl Marx Communism Entrepreneur Marxism Standard of living Capitalism	Literacy skills in reading, writing, speaking and listening, as identified in standards prioritized in the unit Where possible, connect with fiction and nonfiction taught in English (e.g. <i>Declaration of Independence, Lord of the Flies, Animal Farm</i>) Where possible, work with English teachers on the rhetoric used in speeches, court rulings and other political documents More specific connections to be identified in course implementation guide

Social Studies- Modern World History

Unit 2 TOPIC: Imperialism

Unit Overview: Students analyze how the Industrial Revolution created a need for raw materials and new markets. European countries began to extend their influence over other parts of the world. While some nations benefitted from imperialism others lost their ways of life. In their reading, students continue to develop their skills in summarizing how main ideas are developed throughout text. They build upon that by comparing the point of view of two or more authors writing about the same topic. In their informative writing, students develop fluency by adding appropriate transitions to clarify relationships among their ideas.

Common Core State Standards

Priority

Reading Standards for Literacy in History/Social Studies

RH 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH 6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH 9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing in History, Science, and Technical

WHST 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

Supporting

WHST 2a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CT Social Studies Frameworks

HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

HIST 9–12.13 Critique the appropriateness of the historical sources used in a secondary interpretation.

GEO 9–12.3 Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

UNWRAPPED PERFORMANCE STANDARDS

<u>Skills</u> <i>What students need to be able to do</i>	<u>Concepts</u> <i>What students need to know about</i>
Determine provide	central ideas primary or secondary source accurate summary
Compare	point of view
compare and contrast	treatments, same topic
write	informative/explanatory texts narration of historical events
Use link create clarify	varied transitions... sentence structures major sections cohesion relationships
initiate and participate	collaborative discussions diverse partners
build express	ideas clearly, persuasively
Use develop	evidence interpretation historical event

<p><u>Big Ideas</u> <i>Student's statements of enduring ideas</i></p> <p>1. Movement of people and ideas can bring about both conflict and compromise.</p> <p><u>Essential Questions</u> Teacher's guiding questions</p> <p>1. Was imperialism a positive or negative time period in world history?</p>	
Unit Essential Questions	Learning Objectives <i>The students will be able to:</i>
What is Imperialism? What are social, economic, and political motivations for Imperialism?	<ul style="list-style-type: none"> • Define Imperialism • Explain the economic reasons for Imperialism: quest for new markets, need for raw materials, and an outlet for growing populations • Explain the social reasons for Imperialism: Social Darwinism, racial superiority, to spread Western culture • Explain the political and military reasons for Imperialism: nationalism, prestige of a global empire, naval dominance • <i>Evaluate regions of the world for their potential value to imperializing nations</i>
What are the social, political, and economic impacts on imperialized nations?	<ul style="list-style-type: none"> • Describe the economic impacts of Imperialism on imperialized nations: exploitation of labor and resources and financial dependence on the mother country • Describe the social impacts of Imperialism on imperialized nations: loss of cultural identity, the installation of formalized education, and improved medicine • Describe the political impacts of Imperialism on imperialized nations: loss of political power, loss of rights and freedoms, and new found nationalism • Examine differing methods of exerting imperial control and examples of native resistance (case studies: India and the Sepoy Rebellion, Belgium in the Congo, China and the Opium War, Japan and the Meiji Restoration) • <i>Compare the policies of direct and indirect rule</i> • <i>Examine the effect of Imperialism on countries over time</i> • <i>Hypothesize what would happen if the countries were not imperialized</i>
What was the global impact of imperialism?	<ul style="list-style-type: none"> • Evaluate the positive and negative impacts of imperialism • Explain the difference between how India, China, and African nations reacted to imperialism. Contrast this reaction to that of Japan

	<ul style="list-style-type: none"> • Evaluate the impact on both imperialist and colonized people and nations, including connections to industrialism
How do historians read text?	<ul style="list-style-type: none"> • Identify role of primary and secondary sources in conveying history • Recognize the significance of such features as the date and origin of the sources' information • Identify the speaker , occasion, audience, purpose, subject, tone of a primary source rationalizing imperialism and/or describing what life is like living in a colony and/or describing various responses to imperialism • Cite specific textual evidence to support analysis of primary sources • Analyze at least two primary sources • <i>Analyze at least three primary sources</i> • <i>Present an alternative viewpoint on imperialism: natives vs. westerners, pro-imperialists vs. isolationists</i> • Analyze maps depicting the growth of global empires • <i>Determine the value of certain locations when considering areas for imperializing anti-imperialists, etc</i>
How do historians explain major events in history?	<ul style="list-style-type: none"> • Develop critical thinking about the Imperialism by developing and responding to an historically based inquiry <ul style="list-style-type: none"> • Possible inquires: <ul style="list-style-type: none"> • How might India and China have been different if rebellions succeeded? • How did the response to imperialism of Japan and China impact each country throughout the century following European contact? • Discuss the long lasting impact of European imperialism on Africa • Generate questions based on visuals from the time period • Evaluate the response to imperialism with regard to each of the following roles: European government officials, European soldiers, indigenous leaders, natives, merchants and business owners
Instructional strategies: Based on our philosophy for student learning in Social Studies and our knowledge of effective instruction, teachers will:	
<ul style="list-style-type: none"> ○ Provide students with mentor texts, such as speeches, to illustrate the thinking of historical leaders. ○ Set up small groups, such as jigsaws, to allow students to collaborate ○ Model, through Think-Alouds, how readers make meaning of text, focusing on the author's use of challenging words and of text structure. ○ Provide multiple opportunities for students to use contextual clues to make sense of unknown words. ○ Provide students with multiple opportunities to build vocabulary through anticipation guides, word walls, oral and written activities, and a regular practice of incorporating precise language. 	

- Using mentor texts, explicitly demonstrate how historians convey complex meaning through primary and secondary sources of writing.
 - Model how to read complex text closely, using Marking the Text or Charting the Text.
 - Provide students with multiple opportunities to mark or chart complex text.
 - Provide students multiple opportunities to read in small groups, using Reciprocal Reading/Teaching, focusing on these skills: predicting (using author’s clues from the sequential, comparative or causal presentation of material); questioning (not only literal but also inferential; clarifying (recognizing when meaning has become clear); and summarizing.
 - Ask text-dependent questions
 - Provide opportunities for students to compare and contrast information from multiple sources and perspectives
 - Encourage students to go beyond stating conclusions to the explication and explanation of their reasoning.
 - Create a classroom environment in which students feel free to express their opinions and rational discussion and disagreement is encouraged.
 - Provide opportunities for students to engage in collaborative discussions, in Socratic Seminars, Philosophical Chairs, and debates
 - Present examples and non-examples of concepts (e.g., independence, revolution) in a logical order that expands on the intended meaning.

 - Cue students to the critical attributes illustrated by examples and non-examples with questions, directions, and activities that help the students to focus on similarities and differences.
 - Develop students’ skills in evaluating evidence and judging logical inferences, especially as these apply to caution in drawing conclusions from statements by others.
 - Pose the unit of study so that it is meaningful to students relating it to their prior and on-going experiences.
 - Engage students in activities that make them aware of inconsistencies or errors in their thinking.
- Accl: Model and coach appropriate inquiry strategies and skills. .***

Assessments: To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students about the following:

- Written responses demonstrating students’ ability to respond to the Essential Questions
- Questions that assess students’ knowledge of fact and significance of facts and concepts covered in this unit through in class assignments, homework, quizzes, and tests
- Graphic organizers developed by students to organize information by historical patterns (such as comparing policies, analyzing causes and effects)
- Written response: Explain the causes and effects of European imperialism on the Europeans as well as indigenous populations
- Analysis of primary sources
- ***Written response: “The overall impact of European imperialism was beneficial to indigenous populations.” Assess the validity of this statement***
- ***Graphic organizer evaluating regions of the world for their potential value to imperializing nations***
- ***Hypothesis of what countries would be like had they not been imperialized***
- ***Written response applying the concept of imperialism to explain current issues and trends***

Unit Vocabulary Terms	Interdisciplinary Connections
Imperialism British East India Company Sepoy Mutiny/Rebellion <i>Indirect/direct rule</i> <i>Assimilation</i> <i>Association</i> Raj Taiping Rebellion Opium War Boxer Rebellion <i>Self-strengthening</i> Isolationism Berlin Conference Social Darwinism	Literacy skills in reading, writing, speaking and listening, as identified in standards prioritized in the unit Where possible, connect with fiction and nonfiction taught in English Where possible, work with English teachers on the rhetoric used in speeches, court rulings and other political documents More specific connections to be identified in course implementation guide

Social Studies- Modern World History

Unit 3 TOPIC: World War I

Unit Overview: Students examine how imperialism created disagreement between European nations over power and territorial expansion. Militarism, alliances, imperialism and nationalism fostered an environment in which the assassination of Archduke Franz Ferdinand would lead to total war. New technology led to unprecedented levels of death and destruction. In their reading, students analyze and distinguish historical relationships, determining whether particular events were causal or simply sequential. In their writing, students add precise language, formal style and an objective tone to an informative essay.

Common Core State Standards

Priority

Reading Standards for Literacy in History/Social Studies

RH 3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Writing in History, Science, and Technical

WHST 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST 2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

WHST 2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Supporting

RH 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH 4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

Writing in History, Science, and Technical

WHST 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST 2a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WHST 2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST 2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts

WHST 2f. Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CT Social Studies Frameworks

HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.

HIST 9–12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

UNWRAPPED PERFORMANCE STANDARDS

<u>Skills</u> <i>What students need to be able to do</i>	<u>Concepts</u> <i>What students need to know about</i>
analyze	relationship <ul style="list-style-type: none"> • national governments • international organizations
analyze	complex primary source structured <ul style="list-style-type: none"> • key sentences • paragraphs • larger portions contribute to the whole
predict	alternative actions <ul style="list-style-type: none"> • individuals • groups might changed historical outcome

Big Ideas
Student's statements of enduring ideas

1. Conflict is inevitable but there are different ways in which people respond to it. As a result, conflicts may devolve or evolve into war.

Essential Questions
Teacher's guiding questions

1. Is war inevitable?

Unit Essential Questions	Learning Objectives <i>The students will be able to:</i>
What were the causes of World War I?	<ul style="list-style-type: none"> ○ Examine the tensions (militarism, alliances, imperialism, and nationalism) and the spark that contributed to the start of World War I ○ Explain how the assassination of Archduke Franz Ferdinand of Austria sparked World War I ○ Identify the major countries involved in World War I ○ <i>Critique the use of “The Great War” as a descriptor of World War I</i> ○ <i>Evaluate the accuracy of calling World War I “The Great War”</i>
How did advances in technology change warfare and military tactics?	<ul style="list-style-type: none"> ○ Note some of the technological advancements including tanks, airplanes, and poison gas ○ Analyze the role of colonies and their resources in the global conflict. ○ Describe the shift in military strategies to combat advances in technology (trench warfare) ○ Describe how civilian participation impacted World War I and how civilian life was impacted by the war. (total war) ○ <i>Analyze the factors that contributed to countries' involvement or neutrality</i>
What were the short and long-term results of World War I?	<ul style="list-style-type: none"> ○ Explain the causes and outcome of the Russian Revolution ○ Explain how the Russian Revolution impacted World War I ○ Analyze the economic, social, and political impacts of World War I and how it led to the rise of totalitarianism ○ Analyze the factors that caused World War I and hypothesize on the inevitability of World War I ○ <i>Analyze the issues left unresolved after World War I and anticipate which issues will become prominent causes for World War II.</i>
How do advances in technology change warfare and military tactics?	<ul style="list-style-type: none"> ○ Name some of the technological advancements including: tanks, aircrafts, submarines, heavy artillery, machine gun, poison gas, and trench warfare ○ Evaluate the effectiveness of the technological advancements ○ <i>Describe the effects of the shift from traditional to modern warfare</i>

How do historians read texts?	<ul style="list-style-type: none"> ○ Analyze a primary source of an eyewitness account of the assassination of Franz Ferdinand and apply the ideas of speaker, occasion, audience and purpose ○ Apply their understanding of speaker, occasion, audience, and purpose in primary sources rationalizing imperialism and/or describing what life is like living in a colony and/or describing various responses to imperialism ○ Analyze at least two primary sources ○ Analyze at least three primary sources ○ Analyze the maps showing the globe prior to and post World War I ○ Assess the impact of the recreation of Europe after the war ○ Use statistics showing the costs of war (human and economic) ○ Analyze propaganda and poster art ○ Use visuals of technology to assess the impact of the weaponry ○ Evaluate the fairness and effectiveness of the Treaty of Versailles and the League of Nations from the viewpoints of various European nations
How do scholars analyze, research, and write history?	<ul style="list-style-type: none"> ○ Given a topic, write at least three distinctive main arguments for the topic ○ Evaluate, from arguments brainstormed, the most effective arguments ○ Outline the main arguments and facts that support the historical information in the question ○ Develop critical thinking about the World War I by developing and responding to an historically based inquiry <ul style="list-style-type: none"> ● Possible inquiries: <ul style="list-style-type: none"> ○ Was World War I inevitable? ○ Why was World War I called “The Great War?” ○ How does technology change the ways in which wars are fought? ○ Generate questions based on visuals from the time period ○ Research and examine contributing causes of global conflicts ○ Determine how the outcomes of conflict impacts future social, economic and political systems ○ Evaluate the fairness and effectiveness of the Treaty of Versailles and the League of Nations from the viewpoints of various European nations
Instructional strategies: Based on our philosophy for student learning in Social Studies and our knowledge of effective instruction, teachers will:	
<ul style="list-style-type: none"> ○ Provide students with mentor texts, such as speeches, to illustrate the thinking of historical leaders. ○ Set up small groups, such as jigsaws, to allow students to collaborate ○ Model, through Think-Alouds, how readers make meaning of text, focusing on the author’s use of challenging words and of text structure. ○ Provide multiple opportunities for students to use contextual clues to make sense of unknown words. ○ Provide students with multiple opportunities to build vocabulary through anticipation guides, word walls, oral and written activities, and a regular practice of incorporating precise language. ○ Using mentor texts, explicitly demonstrate how historians convey complex meaning through primary and secondary sources of writing. ○ Model how to read complex text closely, using Marking the Text or Charting the Text. 	

- Provide students with multiple opportunities to mark or chart complex text.
- Provide students multiple opportunities to read in small groups, using Reciprocal Reading/Teaching, focusing on these skills: predicting (using author's clues from the sequential, comparative or causal presentation of material); questioning (not only literal but also inferential; clarifying (recognizing when meaning has become clear); and summarizing.
- Ask text-dependent questions
- Provide opportunities for students to compare and contrast information from multiple sources and perspectives
- Encourage students to go beyond stating conclusions to the explication and explanation of their reasoning.
- Create a classroom environment in which students feel free to express their opinions and rational discussion and disagreement is encouraged.
- Provide opportunities for students to engage in collaborative discussions, in Socratic Seminars, Philosophical Chairs, and debates
- Present examples and non-examples of concepts (e.g., independence, revolution) in a logical order that expands on the intended meaning.
- Cue students to the critical attributes illustrated by examples and non-examples with questions, directions, and activities that help the students to focus on similarities and differences.
- Develop students' skills in evaluating evidence and judging logical inferences, especially as these apply to caution in drawing conclusions from statements by others.
- Pose the unit of study so that it is meaningful to students relating it to their prior and on-going experiences.
- Engage students in activities that make them aware of inconsistencies or errors in their thinking.

Accl: Model and coach appropriate inquiry strategies and skills. .

Assessments: To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students about the following:

- Written responses demonstrating students' ability to respond to the Essential Questions
- Questions that assess students' knowledge of fact and significance of facts and concepts covered in this unit through in class assignments, homework, quizzes, and tests
- Graphic organizers developed by students to organize information by historical patterns (such as comparing policies, analyzing causes and effects)
- Written response: Explain why Europe was at the brink of war in 1914.
- Analysis of primary sources
- *Written response: Evaluate the accuracy of calling World War I "The Great War." Assess the validity of this statement using specific examples to support your argument.*
- *Outline of the main arguments and some support in response to a DBQ-type question, (such as "How did civilians change their lives to support the war effort?" or "How does new technology contribute to unprecedented levels of death and destruction?")*
- *Graphic organizer showing the effects of the shift from traditional to modern warfare*
- *Written response to Historical inquiry*

Unit Vocabulary Terms	Interdisciplinary Connections
Triple Alliance Triple Entente Franz Ferdinand Conscription Militarism/Militarization Central Powers Allied Powers Western Front Trench warfare Total War Propaganda War Communism Vladimir Lenin/Bolsheviks Russian Revolution Reparations League of Nations Treaty of Versailles Armistice Home front	Literacy skills in reading, writing, speaking and listening, as identified in standards prioritized in the unit Where possible, connect with fiction and nonfiction taught in English Where possible, work with English teachers on the rhetoric used in speeches, court rulings and other political documents More specific connections to be identified in course implementation guide

Social Studies- Modern World History

Unit 4 TOPIC: Totalitarianism

Unit Overview: Students see that the Treaty of Versailles led to a disgruntled populous within vanquished nations. New leaders sought to strengthen national power. Totalitarian leaders emerged as a response to the weak economic and political climate created by the Treaty of Versailles. In their reading, students continue searching for causal and sequential relationships among historical events. They also examine word choices made by authors as they consider the political, social and economic meaning of words. In their writing, students apply a process – planning, revising, editing, rewriting, trying a new approach -- to develop a piece. They will use these skills in coming units to plan and executive a research project.

Common Core State Standards

Priority

Reading Standards for Literacy in History/Social Studies

RH 3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH 4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

Writing in History, Science, and Technical

WHST 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Supporting Standards

RH 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

WH 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CT Social Studies Frameworks

HIST 9–12.6 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

HIST 9–12.8 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths

and limitations of both.

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

UNWRAPPED PERFORMANCE STANDARDS

<p style="text-align: center;"><u>Skills</u> What students need to be able to do</p>	<p style="text-align: center;"><u>Concepts</u> What students need to know about</p>
analyze determine	series of events <ul style="list-style-type: none"> • caused • preceded
determine	meaning <ul style="list-style-type: none"> • words • phrases vocabulary <ul style="list-style-type: none"> • political • social • economic
analyze	resource <ul style="list-style-type: none"> • abundance • scarcity
predict	alternative actions <ul style="list-style-type: none"> • individuals • groups might changed historical outcome
develop, strengthen	writing <ul style="list-style-type: none"> • planning • revising

	<ul style="list-style-type: none"> • editing • rewriting • trying a new approach • most significant purpose, audience
<p style="text-align: center;"><u>Big Ideas</u> <i>Student's statements of enduring ideas</i></p> <ol style="list-style-type: none"> 1. Great leaders can influence the hearts and minds of followers and influence action. 2. Totalitarian leaders exert total control over their citizens, the impact of totalitarian governments can be both negative and positive. <p style="text-align: center;"><u>Essential Questions</u> <i>Teacher's guiding questions</i></p> <ol style="list-style-type: none"> 1. What makes a great leader? 2. What characteristics constitute a totalitarian government and what are the outcomes of such a government? 	
Unit Essential Questions	Learning Objectives <i>The students will be able to:</i>
How are totalitarianism and democracy different?	<ul style="list-style-type: none"> • Define and compare totalitarianism and democracy • Examine the social, political, and economic conditions after World War I in Europe and Asia. • Define and categorize the following political ideologies: fascism, communism, socialism, democracy
How were totalitarian leaders able to gain and maintain power?	<ul style="list-style-type: none"> • Explain which provisions of the Treaty of Versailles impacted Germany • Describe how Hitler rose to power and his policies/goals • Describe how Stalin rose to power and his policies/goals • Describe how Mussolini rose to power and his policies/goals • Explain and provide examples of how dictators maintain their control over aspects of citizens' lives • <i>Reconsider the outcomes of the Treaty of Versailles had the goal not been to solely punish Germany</i> • <i>Compare the fascist regimes of Hitler, Mussolini, and a modern world dictator</i>
What were the effects of totalitarian regimes?	<ul style="list-style-type: none"> • Evaluate the effectiveness of propaganda on controlling the people of Germany, Russia, and Italy • Explain how the dictators fulfilled the needs of the citizens at that time (i.e., Five Year Plan, Anti-Semitism) • Describe the political control of totalitarianism governments: the state is more important than the individual, government is controlled by single political party, powerful dictator that unites people. • Describe the social control of totalitarianism governments: government control over all aspects of daily life,

	<p>secret police use terror or violence to enforce law, citizens denied basic rights, use of propaganda to influence public opinion</p> <ul style="list-style-type: none"> • Describe the economic control of totalitarianism governments: government control of business and directing of national economy, labor and business used to fulfill the goals of the state • <i>Find an example of resistance to a dictatorship and explain the consequences of their actions</i>
How do historians read text?	<ul style="list-style-type: none"> • Identify the speaker, occasion, audience, purpose, subject, tone of a primary source, including political cartoons about appeasement • Analyze at least two primary sources • <i>Analyze at least three primary sources</i> • Analyze the maps showing the globe at the Treaty of Versailles compared to Axis advancements up to WWII • Analyze propaganda and poster art • Use statistics to show the human cost resulting from the rise of dictators • <i>Find an example of propaganda in the world today and explain how it can be considered propaganda</i>
How do historians build arguments to convey their interpretations of history?	<p>Academic Only:</p> <ul style="list-style-type: none"> • Given a topic, write at least three distinctive main arguments for the topic • Evaluate, from arguments brainstormed, the most effective arguments • Write one counter-argument for one of the arguments brainstormed <p>Accelerated:</p> <ul style="list-style-type: none"> • <i>Determine which primary source documents would support the main arguments</i> • <i>Develop critical thinking about Totalitarianism by developing and responding to an historically based inquiry</i> <ul style="list-style-type: none"> ▪ <i>Possible inquiries:</i> <ul style="list-style-type: none"> <i>Does Totalitarianism make a nation strong?</i> <i>Do totalitarian countries die because their leaders die?</i> <i>Generate questions based on visuals from the time period</i> • <i>Examine the contributing causes of the rise of dictators</i> • <i>Determine how the outcomes of conflict impacts future social, economic, and political systems</i>
Alternative Viewpoints	
<ul style="list-style-type: none"> ○ Provide students with mentor texts, such as speeches, to illustrate the thinking of historical leaders. ○ Set up small groups, such as jigsaws, to allow students to collaborate ○ Model, through Think-Alouds, how readers make meaning of text, focusing on the author's use of challenging words and of text structure. ○ Provide multiple opportunities for students to use contextual clues to make sense of unknown words. ○ Provide students with multiple opportunities to build vocabulary through anticipation guides, word walls, oral and written activities, and a regular practice of incorporating precise language. 	

- Using mentor texts, explicitly demonstrate how historians convey complex meaning through primary and secondary sources of writing.
 - Model how to read complex text closely, using Marking the Text or Charting the Text.
 - Provide students with multiple opportunities to mark or chart complex text.
 - Provide students multiple opportunities to read in small groups, using Reciprocal Reading/Teaching, focusing on these skills: predicting (using author's clues from the sequential, comparative or causal presentation of material); questioning (not only literal but also inferential; clarifying (recognizing when meaning has become clear); and summarizing.
 - Ask text-dependent questions
 - Provide opportunities for students to compare and contrast information from multiple sources and perspectives
 - Encourage students to go beyond stating conclusions to the explication and explanation of their reasoning.
 - Create a classroom environment in which students feel free to express their opinions and rational discussion and disagreement is encouraged.
 - Provide opportunities for students to engage in collaborative discussions, in Socratic Seminars, Philosophical Chairs, and debates
 - Present examples and non-examples of concepts (e.g., independence, revolution) in a logical order that expands on the intended meaning.

 - Cue students to the critical attributes illustrated by examples and non-examples with questions, directions, and activities that help the students to focus on similarities and differences.
 - Develop students' skills in evaluating evidence and judging logical inferences, especially as these apply to caution in drawing conclusions from statements by others.
 - Pose the unit of study so that it is meaningful to students relating it to their prior and on-going experiences.
 - Engage students in activities that make them aware of inconsistencies or errors in their thinking.
- Accl: Model and coach appropriate inquiry strategies and skills. .***

Assessments: To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students about the following:

- Written responses demonstrating students' ability to respond to the Essential Questions
- Questions that assess students' knowledge of fact and significance of facts and concepts covered in this unit through in class assignments, homework, quizzes, and tests
- Graphic organizers developed by students to organize information by historical patterns (such as comparing policies, analyzing causes and effects)
- Vocabulary assessment on terms specific to this unit (e.g., Totalitarianism, appeasement, fascism, socialism, isolationism, etc.)
- ***Create analogies for term(s) from this unit***
- Written response: Explain how the Treaty of Versailles led to the rise of dictators.
- ***Written response: Discuss the extent to which the Treaty of Versailles led to the rise of dictators.***
- ***From a bank of primary documents related to the totalitarian leaders, students will select those that best exemplify the characteristics of a totalitarian dictator***

Unit Vocabulary Terms	Interdisciplinary Connections
Benito Mussolini Fascism Totalitarianism Joseph Stalin Adolf Hitler Nazi Party Anti-Semitism Nuremberg Laws Kristallnacht Communism Five-year plans Collectivization	Literacy skills in reading, writing, speaking and listening, as identified in standards prioritized in the unit Where possible, connect with fiction and nonfiction taught in English Where possible, work with English teachers on the rhetoric used in speeches, court rulings and other political documents More specific connections to be identified in course implementation guide

Social Studies- Modern World History

Unit 5 TOPIC: World War II

Unit Overview: Students examine how new totalitarian leaders violated the Treaty of Versailles in order to regain national prominence. Hitler’s quest to strengthen and expand Germany caused other European powers to retaliate. Germany’s alliance with Japan expanded the scope of the war to the Pacific theater. Hitler’s belief in racial superiority led to the genocide of millions of people. As readers conducting research, students question the validity of sources based on their date and origin. In their writing, students pivot into argumentative writing, using some of the same skills developed with informative writing.

Common Core State Standards

Priority

Reading Standards for Literacy in History/Social Studies

RH 1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH 3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Writing in History, Science, and Technical

WH 1 Write arguments focused on *discipline-specific content*.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.

e. Provide a concluding statement or section that follows from or supports the argument presented

Supporting Standards

RH 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH 4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

CT Social Studies Frameworks

HIST 9–12.7 Explain how the perspectives of people in the present shape interpretations of the past.

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people’s perspectives.

HIST 9–12.9 Analyze the relationship between historical sources and the secondary interpretations made from them.

HIST 9–12.12 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources

HIST 9–12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

UNWRAPPED PERFORMANCE STANDARDS

<u>Skills</u> <i>What students need to be able to do</i>	<u>Concepts</u> <i>What students need to know about</i>
cite analyze	textual evidence date, origin of information
analyze determine	series of events <ul style="list-style-type: none"> • caused • preceded
write	argument discipline-specific
introduce distinguish create	precise claim(s) alternate or opposing claims organization <ul style="list-style-type: none"> • clear relationships • claim(s) • counterclaims • reasons • evidence
provide	concluding statement/section <ul style="list-style-type: none"> • follows

	<ul style="list-style-type: none"> • supports
draw support	information informational texts analysis reflection research
<p><u>Big Ideas</u></p> <p><i>Student's statements of enduring ideas</i></p> <p>2. Conflict is inevitable but there are different ways in which people respond to it. As a result, conflicts may devolve or evolve into war.</p> <p><u>Essential Questions</u></p> <p><i>Teacher's guiding questions</i></p> <p>1. Is war inevitable?</p>	
Unit Essential Questions	Learning Objectives <i>The students will be able to:</i>
What were the causes of World War II?	<ul style="list-style-type: none"> • Evaluate the extent to which World War II was the result of failed attempts to resolve earlier conflicts. • Analyze how World War II was both a product of, and a cause of, instability. • Define isolationism • Identify which nations adopted the policies of isolationism before WWII (United States, Great Britain, France) and explain why they chose not to be involved with aggressor nations • Define appeasement • Describe how the policy of appeasement led to the expansion of Germany • <i>Evaluate the differing approaches of Churchill and Chamberlain and the implications of each</i> • <i>Examine the non-aggression pact from multiple perspectives</i>

<p>What events impacted the outcome of World War II?</p>	<ul style="list-style-type: none"> • Identify the goals of the Allied and Axis powers • Describe the reasons for US entry into World War II • Examine the impact of the atomic bomb on Japan and its role in the conclusion of the Pacific campaign • Explain how the Stalingrad and Midway battles can be considered turning points in World War II • <i>Draw conclusions about what would have happened if the Axis powers had been victorious in the battles of Stalingrad or Midway</i> • <i>Assess the validity of the Allied response in its time and place</i> • <i>Predict the likelihood of future use of nuclear weapons in a world conflict</i>
<p>What were the results of World War II?</p>	<ul style="list-style-type: none"> • Identify what happened to totalitarian leaders • Examine the purpose and outcomes of the postwar conferences on world affairs • Identify the goals of the Yalta and Potsdam conferences • Identify the key players in post-war reconstruction • <i>Compare the United Nations to the League of Nations</i> • <i>Debate the effectiveness of these international organizations then and now</i>
<p>How did the Holocaust begin and what were the results of it?</p>	<ul style="list-style-type: none"> • Define genocide • Debate the responsibilities of a nation to respond to genocide • Describe how Hitler implemented his policies by forming ghettos, labor and concentration camps, mobile killing units, and death camps • Identify the groups of people targeted by the Nazis • Examine the experiences of individual Holocaust victims • Discuss the results of the Holocaust and impact on the world
<p>How do historians read texts?</p>	<ul style="list-style-type: none"> • Identify the speaker, occasion, audience, purpose, subject, tone of at least two primary sources, including photographs, personal accounts, films, diary entries related to World War II • Analyze at least three primary sources • <i>Analyze at least five primary sources</i> • Analyze battle maps • Compare Allied and Axis casualties • Use visuals to analyze the impact of the atomic bomb

<p>How do historians build arguments to convey their interpretations of history?</p>	<p>Academic Only:</p> <ul style="list-style-type: none"> • Use information and evidence from sources to support an argument <p>Accelerated:</p> <ul style="list-style-type: none"> • <i>Evaluate several thesis statements to determine the statement that best supports the interpretation of the question</i> • <i>Develop critical thinking about World War II by developing and responding to an historically based inquiry</i> <p><i>Possible inquiries:</i></p> <p><i>What would have happened if the Allies made liberating the camps a priority earlier on?</i></p> <p><i>Generate questions in response to areas of interest in the time period and attempt to answer them</i></p> <ul style="list-style-type: none"> • <i>Examine the contributing causes of global conflicts</i> • <i>Determine how the outcomes of conflict impacts future social, economic, and political systems</i> • <i>Explain the Japanese's cultural view toward surrender</i>
<p>Instructional strategies: Based on our philosophy for student learning in Social Studies and our knowledge of effective instruction, teachers will:</p>	
<ul style="list-style-type: none"> ○ Provide students with mentor texts, such as speeches, to illustrate the thinking of historical leaders. ○ Set up small groups, such as jigsaws, to allow students to collaborate ○ Model, through Think-Alouds, how readers make meaning of text, focusing on the author's use of challenging words and of text structure. ○ Provide multiple opportunities for students to use contextual clues to make sense of unknown words. ○ Provide students with multiple opportunities to build vocabulary through anticipation guides, word walls, oral and written activities, and a regular practice of incorporating precise language. ○ Using mentor texts, explicitly demonstrate how historians convey complex meaning through primary and secondary sources of writing. ○ Model how to read complex text closely, using Marking the Text or Charting the Text. ○ Provide students with multiple opportunities to mark or chart complex text. ○ Provide students multiple opportunities to read in small groups, using Reciprocal Reading/Teaching, focusing on these skills: predicting (using author's clues from the sequential, comparative or causal presentation of material); questioning (not only literal but also inferential; clarifying (recognizing when meaning has become clear); and summarizing. ○ Ask text-dependent questions ○ Provide opportunities for students to compare and contrast information from multiple sources and perspectives ○ Encourage students to go beyond stating conclusions to the explication and explanation of their reasoning. ○ Create a classroom environment in which students feel free to express their opinions and rational discussion and disagreement is encouraged. ○ Provide opportunities for students to engage in collaborative discussions, in Socratic Seminars, Philosophical Chairs, and debates ○ Present examples and non-examples of concepts (e.g., independence, revolution) in a logical order that expands on the intended meaning. ○ Cue students to the critical attributes illustrated by examples and non-examples with questions, directions, and activities that help the students to focus on similarities and differences. ○ Develop students' skills in evaluating evidence and judging logical inferences, especially as these apply to caution in drawing conclusions from statements by others. ○ Pose the unit of study so that it is meaningful to students relating it to their prior and on-going experiences. 	

- Engage students in activities that make them aware of inconsistencies or errors in their thinking.

Accl: Model and coach appropriate inquiry strategies and skills. .

Assessments: To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students about the following:

- Written responses demonstrating students' ability to respond to the Essential Questions
- Questions that assess students' knowledge of fact and significance of facts and concepts covered in this unit through in class assignments, homework, quizzes, and tests
- Graphic organizers developed by students to organize information by historical patterns (such as comparing policies, analyzing causes and effects)
- Written response: Explain the significance of the battles of Stalingrad and Midway
- Written response: Respond to one of the following quotes: "He who saves one life saves the world entire," and "It will mean generations for what you have done."
- *Written response: Evaluate the effectiveness of the United Nations then and now*
- *Thesis exercise: In response to a question about the social, political, and economic impacts of the Holocaust, students select the most effective thesis statement and explain why*

Unit Vocabulary Terms	Interdisciplinary Connections
Appeasement Axis Allies Non-aggression pact Isolationism Blitzkrieg Winston Churchill Neville Chamberlain Franklin Roosevelt Stalingrad Midway Turning point Island Hopping Concentration Camp Holocaust D-Day V-E Day V-J Day Yalta Conference Potsdam Conference United Nations <i>Unconditional Surrender</i> Final solution Harry S Truman Atomic Bombs	Literacy skills in reading, writing, speaking and listening, as identified in standards prioritized in the unit Where possible, connect with fiction and nonfiction taught in English (e.g. <i>The Book Thief</i>) Where possible, work with English teachers on the rhetoric used in speeches, court rulings and other political documents More specific connections to be identified in course implementation guide

Social Studies- Modern World History

Unit 6 TOPIC Democracy vs Communism

Unit Overview: Students begin a study of post-war societies that will unfold over the next several units. Differing ideologies regarding post war Europe led to tension between democratic and communist nations. Each of these political systems competed to gain global superiority. This created a divide within Europe as well as conflict with the United States that spread to the rest of the world. In their reading, students continue to evaluate the credibility of sources. They also begin to examine the craft that authors use to frame and support an argument. They practice effective techniques in writing their own arguments.

Common Core State Standards

Priority

Reading Standards for Literacy in History/Social Studies

RH 1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH 8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.

Writing in History, Science, and Technical

WH 1 Write arguments focused on *discipline-specific content*.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Supporting Standards

RH 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH 4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

CT Social Studies Frameworks

GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

ECO 9–12.2 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

CIV 9–12.6 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

GEO 9–12.7 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

HIST 9–12.2 Analyze change and continuity in historical eras.

ECO 9–12.4 Analyze the role of comparative advantage in international trade of goods and services.

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

UNWRAPPED PERFORMANCE STANDARDS

<u>Skills</u> <i>What students need to be able to do</i>	<u>Concepts</u> <i>What students need to know about</i>
cite analyze	textual evidence date, origin of information
assess	extent <ul style="list-style-type: none"> • reasoning • evidence support claims
write	argument discipline-specific
introduce distinguish create	precise claim(s) alternate or opposing claims organization <ul style="list-style-type: none"> • clear relationships • claim(s) • counterclaims • reasons • evidence
develop supply	claim(s) / counterclaims data, evidence

point anticipate[strengths, limitations audience knowledge, concern
provide	concluding statement/section <ul style="list-style-type: none"> • follows • supports
draw support	information informational texts analysis reflection research
demonstrate importance	viewing culture variety of perspectives
evaluate assess	Speaker <ul style="list-style-type: none"> • point of view • reasoning • evidence rhetoric <ul style="list-style-type: none"> • stance • premises • links among ideas • word choice • points of emphasis • tone

Big Ideas*Student's statements of enduring ideas*

1. A war of ideas can inflict tremendous damage on societies, and sometimes lead to physical war.

Essential Questions*Teacher's guiding questions*

1. Is an ideological war more dangerous than a physical war?

Unit Essential Questions	Learning Objectives <i>The students will be able to:</i>
How do communism and democracy differ?	<ul style="list-style-type: none"> • Define democracy • Identify and describe democratic principles • Define communism • Identify and describe communist principals • Determine the difference between communist principals and communism in action
How did the Communist policies of nations impact their citizens and international relations?	<ul style="list-style-type: none"> • Explain how democratic nations tried to prevent the spread of communism • Describe the attempts of communist leaders (Stalin, Mao, Castro) to implement communism in their countries • Describe events in which democracy and communism clashed (Berlin Airlift, Berlin Wall, Iron Curtain, Cold War, arms race, space race, Marshall Plan, Truman Doctrine) • Define Cold War • Draw conclusions about why nuclear proliferation prevents the outbreak of a global conflict • <i>Hypothesize what could have made the Cold War into World War III</i> • <i>Investigate the impact of the creation of the European Economic Community on economic conditions in Europe</i> • <i>Hypothesize how Europe would look economically today if the Marshall Plan and Truman Doctrine had not been implemented</i>
What is the impact of communist policies on Asia and Latin America?	<ul style="list-style-type: none"> • Define Mao's Great Leap Forward and its impact • Define the Cultural Revolution • Identify the goals/aims and methods of the Cultural Revolution • Identify the speaker, occasion, audience, purpose, subject, tone of at least two primary sources, including photographs, personal accounts, films, diary entries related to the Cultural Revolution in China

	<ul style="list-style-type: none"> • Explain in what ways Cuba was economically tied to the United States • Describe the rise of Fidel Castro in Cuba • Analyze the role of communism in Latin American civil wars and revolutions, i.e. El Salvador, Nicaragua, Guatemala, Panama, Argentina • Analyze at least two primary sources • <i>Analyze at least three primary sources</i> • <i>Hypothesize what the outcome would have been if the Great Leap Forward had been a success</i>
What were the causes and effects of the collapse of the Soviet Union?	<ul style="list-style-type: none"> • Identify the internal and international causes and effects of the collapse of the Soviet Union. • Define glasnost and perestroika and their impact on the collapse of the Soviet Union • Evaluate the positive and negative outcomes resulting from the collapse of the Soviet Union for both its people and the international community.
How do historians build arguments to convey their interpretations of history?	<p>Academic Only:</p> <ul style="list-style-type: none"> • Quote and cite a text correctly <p>Accelerated:</p> <ul style="list-style-type: none"> • <i>Develop a thesis statement that best supports the interpretation of the question.</i> • <i>Develop critical thinking about North America and Europe since 1945 by developing and responding to an historically based inquiry</i> <p><i>Possible inquiries:</i></p> <p><i>What if the Soviet Union never fell?</i></p> <p><i>How could the Cold War have escalated into another global conflict? What would be different from previous World Wars?</i></p> <ul style="list-style-type: none"> • <i>Contrast democratic and communist principles of government</i> • <i>Judge whether democracy is the best form of government.</i>

Instructional strategies: Based on our philosophy for student learning in Social Studies and our knowledge of effective instruction, teachers will:

- Provide students with mentor texts, such as speeches, to illustrate the thinking of historical leaders.
- Set up small groups, such as jigsaws, to allow students to collaborate
- Model, through Think-Alouds, how readers make meaning of text, focusing on the author's use of challenging words and of text structure.
- Provide multiple opportunities for students to use contextual clues to make sense of unknown words.
- Provide students with multiple opportunities to build vocabulary through anticipation guides, word walls, oral and written activities, and a regular practice of incorporating precise language.
- Using mentor texts, explicitly demonstrate how historians convey complex meaning through primary and secondary sources of writing.
- Model how to read complex text closely, using Marking the Text or Charting the Text.
- Provide students with multiple opportunities to mark or chart complex text.
- Provide students multiple opportunities to read in small groups, using Reciprocal Reading/Teaching, focusing on these skills: predicting (using author's

clues from the sequential, comparative or causal presentation of material); questioning (not only literal but also inferential; clarifying (recognizing when meaning has become clear); and summarizing.

- Ask text-dependent questions
- Provide opportunities for students to compare and contrast information from multiple sources and perspectives
- Encourage students to go beyond stating conclusions to the explication and explanation of their reasoning.
- Create a classroom environment in which students feel free to express their opinions and rational discussion and disagreement is encouraged.
- Provide opportunities for students to engage in collaborative discussions, in Socratic Seminars, Philosophical Chairs, and debates
- Present examples and non-examples of concepts (e.g., independence, revolution) in a logical order that expands on the intended meaning.
- Cue students to the critical attributes illustrated by examples and non-examples with questions, directions, and activities that help the students to focus on similarities and differences.
- Develop students' skills in evaluating evidence and judging logical inferences, especially as these apply to caution in drawing conclusions from statements by others.
- Pose the unit of study so that it is meaningful to students relating it to their prior and on-going experiences.
- Engage students in activities that make them aware of inconsistencies or errors in their thinking.

Accl: Model and coach appropriate inquiry strategies and skills. .

Assessments: To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students about the following:

- Written responses demonstrating students' ability to respond to the Essential Questions
- Questions that assess students' knowledge of fact and significance of facts and concepts covered in this unit through in class assignments, homework, quizzes, and tests
- Graphic organizers developed by students to organize information by historical patterns (such as comparing policies, analyzing causes and effects)
- A document-based essay question about the causes and events that led to the fall of the Soviet Union
- Comparison of at least two political cartoons showing alternative perspectives
- *Written response: Evaluate the effectiveness of world leaders as peacekeepers post World War II*
- *Development of a thesis in response to political, economic, and social conditions in North America and Europe since 1945*
- *Written evaluation of the roles of world leaders as peacekeepers*
- *Mini-research on the spread of American culture and its impact*

Unit Vocabulary Terms	Interdisciplinary Connections
Cold War Iron Curtain Truman Doctrine Marshall Plan Containment NATO Warsaw Pact Glasnost Perestroika Mikhail Gorbachev Arms/Space Race Fidel Castro Cuban Revolution Cuban Missile Crisis Bay of Pigs <i>Che Guevara</i> Mao Zedong <i>Chiang Kai-Shek</i> Great Leap Forward Cultural Revolution	Literacy skills in reading, writing, speaking and listening, as identified in standards prioritized in the unit Where possible, connect with fiction and nonfiction taught in English Where possible, work with English teachers on the rhetoric used in speeches, court rulings and other political documents More specific connections to be identified in course implementation guide

Social Studies- Modern World History

Unit 7 TOPIC: Decolonization

Unit Overview: As colonial powers began to relinquish control of their territory after WWII, former colonies struggled to resolve economic, social, and political dilemmas within their territory. India determined that partition was most appropriate to overcome religious rivalries. Civil war and bloodshed was the result of decolonization in many African nations. In their reading, students practice vocabulary skills learned earlier as they read more complex texts. In their writing, they continue to make and support arguments.

Common Core State Standards

Priority

Reading Standards for Literacy in History/Social Studies

RH 3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH 4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

Writing in History, Science, and Technical

WH 1 Write arguments focused on *discipline-specific content*.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Supporting Standards

RH 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CT Social Studies Frameworks

GEO 9–12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

CIV 9–12.7 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent

information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).	
UNWRAPPED PERFORMANCE STANDARDS	
<u>Skills</u> <i>What students need to be able to do</i>	<u>Concepts</u> <i>What students need to know about</i>
analyze determine	series of events <ul style="list-style-type: none"> caused preceded
determine	meaning <ul style="list-style-type: none"> words phrases vocabulary <ul style="list-style-type: none"> political social economic
write	argument discipline-specific
introduce distinguish create	precise claim(s) alternate or opposing claims organization <ul style="list-style-type: none"> clear relationships claim(s) counterclaims reasons evidence
develop supply point anticipate[claim(s) / counterclaims data, evidence strengths, limitations audience knowledge, concern
provide	concluding statement/section <ul style="list-style-type: none"> follows

	<ul style="list-style-type: none"> • supports
analyze	globalization impact
determine	meaning of words, phrases refines meaning
<p><u>Big Ideas</u></p> <p><i>Student’s statements of enduring ideas</i></p> <p>1. Movement of people and ideas can cause, and be caused by, conflict and compromise.</p> <p><u>Essential Questions</u></p> <p><i>Teacher’s guiding questions</i></p> <p>1. Is conflict necessary for change? Does change always breed conflict?</p>	
Unit Essential Questions	Learning Objectives <i>The students will be able to:</i>
What were the causes/motives of decolonization?	<ul style="list-style-type: none"> • Define decolonization. • Describe the process of decolonization • Analyze the causes of decolonization in Asia and Africa. • Determine where and when European countries decided to decolonize • <i>Connect the differing policies of imperialism to the differing outcomes of decolonization (e.g. How did former French colonies differ from British colonies?)</i>
What struggles did nations face once gaining independence?	<ul style="list-style-type: none"> • Identify the necessary factors for successful implementation of stable governments following decolonization. • Examine the ways in which Africans developed independent governments after WWII • Determine the factors that contributed to difficulty in establishing functional post-colonial governments (religious differences, political disagreements, civil war, disease, lack of industrialization, desertification, etc.) • Analyze both the short-term and long-term impact of imperialism on decolonized nations. (Quit India campaign, Partition, African civil wars, Rwandan genocide, negritude movement, Pan-Africanism etc) • Describe the “Quit India” campaign • Determine whether violent or non-violent resistance is best to combat political domination • <i>Relate Gandhi’s actions and philosophies to other world leaders of the past and present</i>

	<ul style="list-style-type: none"> • <i>Debate the decision to create separate Muslim and Hindu states</i>
1. How do historians read texts?	<ul style="list-style-type: none"> • Identify the speaker, occasion, audience, purpose, subject, tone of at least two primary sources, including photographs, personal accounts, films, diary entries related to decolonization. • Analyze at least two primary sources • <i>Analyze at least three primary sources</i> • Examine art and literature of post colonial Africa.
2. How do historians convey their interpretations of history?	<p>Academic Only:</p> <ul style="list-style-type: none"> • Persuasive language <p>Accelerated:</p> <ul style="list-style-type: none"> • <i>Transition between paragraphs and ideas using a variety of transitional strategies</i> • <i>Develop critical thinking about decolonization in Asia and Africa by developing and responding to an historically based inquiry</i> <ul style="list-style-type: none"> ▪ <i>Possible inquiries:</i> ▪ <i>Examine role of international aid for developing countries</i> ▪ <i>How does religion play a role in shaping new governments?</i> ▪ <i>How have imperialist policies impacted developing nations?</i> ▪ <i>Which type of government best enables true economic, social and political reforms? Dictatorships, moderate or leftist/populist government?</i> • <i>Determine whether policy changes reached their intended goal of true economic, social and political reform</i>
<p>Instructional strategies: Based on our philosophy for student learning in Social Studies and our knowledge of effective instruction, teachers will:</p> <ul style="list-style-type: none"> ○ Provide students with mentor texts, such as speeches, to illustrate the thinking of historical leaders. ○ Set up small groups, such as jigsaws, to allow students to collaborate ○ Model, through Think-Alouds, how readers make meaning of text, focusing on the author’s use of challenging words and of text structure. ○ Provide multiple opportunities for students to use contextual clues to make sense of unknown words. ○ Provide students with multiple opportunities to build vocabulary through anticipation guides, word walls, oral and written activities, and a regular practice of incorporating precise language. ○ Using mentor texts, explicitly demonstrate how historians convey complex meaning through primary and secondary sources of writing. ○ Model how to read complex text closely, using Marking the Text or Charting the Text. ○ Provide students with multiple opportunities to mark or chart complex text. ○ Provide students multiple opportunities to read in small groups, using Reciprocal Reading/Teaching, focusing on these skills: predicting (using author’s clues from the sequential, comparative or causal presentation of material); questioning (not only literal but also inferential; clarifying (recognizing when meaning has become clear); and summarizing. ○ Ask text-dependent questions ○ Provide opportunities for students to compare and contrast information from multiple sources and perspectives 	

- Encourage students to go beyond stating conclusions to the explication and explanation of their reasoning.
 - Create a classroom environment in which students feel free to express their opinions and rational discussion and disagreement is encouraged.
 - Provide opportunities for students to engage in collaborative discussions, in Socratic Seminars, Philosophical Chairs, and debates
 - Present examples and non-examples of concepts (e.g., independence, revolution) in a logical order that expands on the intended meaning.
 - Cue students to the critical attributes illustrated by examples and non-examples with questions, directions, and activities that help the students to focus on similarities and differences.
 - Develop students' skills in evaluating evidence and judging logical inferences, especially as these apply to caution in drawing conclusions from statements by others.
 - Pose the unit of study so that it is meaningful to students relating it to their prior and on-going experiences.
 - Engage students in activities that make them aware of inconsistencies or errors in their thinking.
- Accl: Model and coach appropriate inquiry strategies and skills. .*

Assessments: To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students about the following:

- Written responses demonstrating students' ability to respond to the Essential Questions
- Questions that assess students' knowledge of fact and significance of facts and concepts covered in this unit through in class assignments, homework, quizzes, and tests
- Graphic organizers developed by students to organize information by historical patterns (such as comparing policies, analyzing causes and effects)
- Analysis of Primary Sources
- *Written response: Evaluate the effectiveness of decolonization in Africa and Asia by researching socio economic statistics*
- *Development of a thesis in response to political, economic, and social impact of decolonization*
- *Written response to historical inquiry about African or Indian Decolonization*

Unit Vocabulary Terms	Interdisciplinary Connections
<p><i>Neocolonialism</i> <i>Pan-Africanism</i> Negritude Movement Decolonization Desertification Jawaharlal Nehru Mahatma Gandhi Muhammad Ali Jinnah Partition Kenyan independence struggle</p>	<p>Literacy skills in reading, writing, speaking and listening, as identified in standards prioritized in the unit</p> <p>Where possible, connect with fiction and nonfiction taught in English</p> <p>Where possible, work with English teachers on the rhetoric used in speeches, court rulings and other political documents</p> <p>More specific connections to be identified in course implementation guide</p>

Social Studies- Modern World History

Unit 8 TOPIC: International Human Rights

Unit Overview: Since World War II there have been numerous human rights violations throughout the world. Students analyze how international outcry after the Holocaust created foundational human rights documents like the Universal Declaration of Human Rights. The creation of such a document leads students to discussions regarding the violation of such rights in North and South America, Africa, Asia and Europe. In their reading, students determine the central idea of primary and secondary sources, explaining how the authors developed those ideas throughout the text. In their writing, students draw from such mentor texts to write the framework – introduction, body and conclusion – of an informative essay.

Common Core State Standards

Priority

Reading Standards for Literacy in History/Social Studies

RH 3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH 4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

Writing in History, Science, and Technical

WH 1 Write arguments focused on *discipline-specific content*

1 c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Supporting

RH 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

WH 1 Write arguments focused on *discipline-specific content*.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

e. Provide a concluding statement or section that follows from or supports the argument presented.

CT Social Studies Frameworks

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.

CIV 9–12.2 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

CIV 9–12.3 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

CIV 9–12.4 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

UNWRAPPED PERFORMANCE STANDARDS

<u>Skills</u> <i>What students need to be able to do</i>	<u>Concepts</u> <i>What students need to know about</i>
analyze determine	series of events <ul style="list-style-type: none"> • caused • preceded
determine	meaning <ul style="list-style-type: none"> • words • phrases vocabulary <ul style="list-style-type: none"> • political • social • economic
use link	words, phrases, clauses major sections

create clarify	cohesion relationships <ul style="list-style-type: none"> • claim(s) • reasons • evidence • counterclaims
analyze	globalization impact
<p><u>Big Ideas</u></p> <p><i>Student's statements of enduring ideas</i></p> <p>1. Although all citizens are “guaranteed” certain human rights, putting these rights into practice is sometimes met with challenges.</p> <p><u>Essential Questions</u></p> <p><i>Teacher's guiding questions</i></p> <p>1. What rights should all people have? 2. Is it possible for all people's human rights to be protected?</p>	
Unit Essential Questions	Learning Objectives <i>The students will be able to:</i>
What are human rights?	<ul style="list-style-type: none"> • Define human rights. • Analyze the similarities and differences within the international community in their definition of, and willingness to defend, human rights. • Analyze the Universal Declaration of Human Rights
How have “guaranteed” human rights been violated since the end of World War II?	<ul style="list-style-type: none"> • Identify current (post-1945) violations of human rights. (apartheid, child soldiers, drug enforcement in Latin America, access to education) • Conduct independent research about violations of human rights post 1945 • Define Apartheid

	<ul style="list-style-type: none"> • Describe the conditions faced by black South Africans during the period of Apartheid • Explain the process of moving from Apartheid to a more democratically elected government • <i>Analyze the impact of WWII on independence movements in Africa</i> • <i>Evaluate the response of other nations to the practice of Apartheid in South Africa</i>
How can society better ensure that all humans enjoy basic human rights?	<ul style="list-style-type: none"> • Evaluate the role of, and success of, international organizations in defending human rights. • Create a plan to better ensure the protection of human rights. • Examine the role of the United Nations and incidences where they intervened for human rights
How do historians read texts?	<ul style="list-style-type: none"> • Analyze how political maps have changed throughout the independence movements of the late 20th century • Examine and compare international documents (UDHR, Convention on the Rights of the Child, and other human rights documents) • Examine statistics, charts and graphs regarding the incidents of human rights violations
How do historians convey their interpretations of history?	<p>Academic:</p> <ul style="list-style-type: none"> • Transition between paragraphs and ideas using a variety of transitional strategies <p><i>Accelerated:</i></p> <ul style="list-style-type: none"> • <i>Build on the outline adding specific outside information and evidence from primary sources to support main arguments and supporting facts</i> • <i>Develop critical thinking about human rights by developing and responding to an historically based inquiry</i> <ul style="list-style-type: none"> ▪ <i>Possible inquiries:</i> ▪ <i>Are human rights actually guaranteed?</i> ▪ <i>What is the role of the global community in combating human rights violations?</i> ▪ <i>How can current events be viewed through the lens of human rights?</i>
Instructional strategies: Based on our philosophy for student learning in Social Studies and our knowledge of effective instruction, teachers will:	
<ul style="list-style-type: none"> ○ Provide students with mentor texts, such as speeches, to illustrate the thinking of historical leaders. ○ Set up small groups, such as jigsaws, to allow students to collaborate ○ Model, through Think-Alouds, how readers make meaning of text, focusing on the author's use of challenging words and of text structure. ○ Provide multiple opportunities for students to use contextual clues to make sense of unknown words. ○ Provide students with multiple opportunities to build vocabulary through anticipation guides, word walls, oral and written activities, and a regular practice of incorporating precise language. ○ Using mentor texts, explicitly demonstrate how historians convey complex meaning through primary and secondary sources of writing. ○ Model how to read complex text closely, using Marking the Text or Charting the Text. ○ Provide students with multiple opportunities to mark or chart complex text. ○ Provide students multiple opportunities to read in small groups, using Reciprocal Reading/Teaching, focusing on these skills: predicting (using author's 	

clues from the sequential, comparative or causal presentation of material); questioning (not only literal but also inferential; clarifying (recognizing when meaning has become clear); and summarizing.

- Ask text-dependent questions
- Provide opportunities for students to compare and contrast information from multiple sources and perspectives
- Encourage students to go beyond stating conclusions to the explication and explanation of their reasoning.
- Create a classroom environment in which students feel free to express their opinions and rational discussion and disagreement is encouraged.
- Provide opportunities for students to engage in collaborative discussions, in Socratic Seminars, Philosophical Chairs, and debates
- Present examples and non-examples of concepts (e.g., independence, revolution) in a logical order that expands on the intended meaning.

- Cue students to the critical attributes illustrated by examples and non-examples with questions, directions, and activities that help the students to focus on similarities and differences.
- Develop students' skills in evaluating evidence and judging logical inferences, especially as these apply to caution in drawing conclusions from statements by others.
- Pose the unit of study so that it is meaningful to students relating it to their prior and on-going experiences.
- Engage students in activities that make them aware of inconsistencies or errors in their thinking.

Accl: Model and coach appropriate inquiry strategies and skills. .

Assessments: To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students about the following:

- Written responses demonstrating students' ability to respond to the Essential Questions
- Questions that assess students' knowledge of fact and significance of facts and concepts covered in this unit through in class assignments, homework, quizzes, and tests
- Graphic organizers developed by students to organize information by historical patterns (such as comparing policies, analyzing causes and effects)
- ***Written response: Build an outline in response to the question: What is the role of the international community in ensuring the basic human rights of all people?***
- ***Written response to alternative viewpoints***

Unit Vocabulary Terms	Interdisciplinary Connections
Human Rights Universal Declaration of Human Rights United Nations Rwandan genocide (Hutus and Tutsis) Apatheid African National Congress Nelson Mandela FW deKlerk	Literacy skills in reading, writing, speaking and listening, as identified in standards prioritized in the unit Where possible, connect with fiction and nonfiction taught in English Where possible, work with English teachers on the rhetoric used in speeches, court rulings and other political documents More specific connections to be identified in course implementation guide

Social Studies- Modern World History

Unit 9 TOPIC: Conflicting Ideologies in the Middle East

Unit Overview: As colonial powers began to relinquish control of their territory after WWII, former colonies struggled to resolve economic, social, and political dilemmas within their territory. The creation of Israel continues to generate a divide between Arabs and Israelis. Vast oil deposits in the region ignite political and economic conflict. Differences in religious ideology continue to cause a climate of volatility, as leaders struggle to blend religion and the secular politics. As readers, students compare the points of view of two or more authors addressing these controversial developments.

Common Core State Standards

Priority

Reading Standards for Literacy in History/Social Studies

RH 3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH 6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Supporting Standards

RH 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH 4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

Writing in History, Science, and Technical WHST

WH 1 Write arguments focused on *discipline-specific content*.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

e. Provide a concluding statement or section that follows from or supports the argument presented.

CT Social Studies Frameworks

GEO 9–12.1 Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.

HIST 9–12.17 Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

UNWRAPPED PERFORMANCE STANDARDS

<u>Skills</u> <i>What students need to be able to do</i>	<u>Concepts</u> <i>What students need to know about</i>
analyze determine	series of events <ul style="list-style-type: none"> • caused preceded
compare	point of view
use link create clarify	words, phrases, clauses major sections cohesion relationships <ul style="list-style-type: none"> • claim(s) • reasons • evidence • counterclaims
analyze	globalization impact

Big Ideas

Student's statements of enduring ideas

1. Societies are impacted by both internal and external conflicts. The same ideologies that unite some people can divide them from others.

Essential Questions

Teacher's guiding questions

1. Is world peace possible?

Unit Essential Questions	Learning Objectives <i>The students will be able to:</i>
How have political, economic, and religious differences led to conflict in the Middle East?	<ul style="list-style-type: none"> • Analyze the short-term and long term causes and effects of the creation of Israel • Identify the factors most responsible for progress and regression in achieving a peaceful resolution to the Arab-Israeli Conflict. • Analyze the impact of the nation of Israel on Middle Eastern countries • Explain how Western support of Israel has caused conflict • Describe the Iranian Revolution and its consequences • Identify other nationalistic movements in the Middle East including Islamic Fundamentalism, Zionism, Palestinian Liberation Organization • <i>Evaluate the roles of world leaders as peacekeepers in the Middle East</i> • <i>Draw conclusions about relations in the Middle East today if Israel had not been created</i> • <i>Identify possible solutions to the Arab-Israeli conflict</i>
What are the causes/effects of and response to global terrorism?	<ul style="list-style-type: none"> • Evaluate the role nationalism has played in Middle East conflicts • Analyze the causes and effects of global terrorism. • Evaluate the international response to terrorism. • Explain how petroleum is a source of conflict between Middle East and Western nations. • Explain the role of nationalism in Middle Eastern conflicts including: Suez Canal Crisis, 6 Day War, Yom Kippur War, Iran-Iraq War, Persian Gulf War, "Iraqi Freedom" • Evaluate the international response to terrorism. • <i>Analyze how might the increase in use of alternative fuels affect economic relationships with the West and Middle East</i>

1. How do historians read texts?	<ul style="list-style-type: none"> • Identify the speaker, occasion, audience, purpose, subject, tone of at least two primary sources, including photographs, personal accounts, films, diary entries related to the Middle East post 1945 • Analyze at least two primary sources • Analyze at least three primary sources • Analyze how political maps have changed since the fall of the Ottoman Empire • Examine whether political boundaries have caused conflict among ethnic groups
2. How do historians convey their interpretations of history?	<p>Academic Only:</p> <ul style="list-style-type: none"> • Conclude an argument <p>Accelerated:</p> <ul style="list-style-type: none"> • <i>Quote a text to support main arguments, elaborate on the significance of the quote, and cite a text correctly</i> • <i>Develop critical thinking about the conflicting ideologies in the Middle East by developing and responding to an historically based inquiry</i> <ul style="list-style-type: none"> ▪ <i>Possible inquiries:</i> • <i>What if Israel had never been created?</i> • <i>Should all ethnic people have a homeland?</i> • <i>Judge whether democracy is the best form of government in the Middle East</i> • <i>Answer the question “Does the involvements of a 3rd party (such as the UN) resolve issues or cause more problems?”</i>

Instructional strategies: Based on our philosophy for student learning in Social Studies and our knowledge of effective instruction, teachers will:

- Provide students with mentor texts, such as speeches, to illustrate the thinking of historical leaders.
- Set up small groups, such as jigsaws, to allow students to collaborate
- Model, through Think-Alouds, how readers make meaning of text, focusing on the author’s use of challenging words and of text structure.
- Provide multiple opportunities for students to use contextual clues to make sense of unknown words.
- Provide students with multiple opportunities to build vocabulary through anticipation guides, word walls, oral and written activities, and a regular practice of incorporating precise language.
- Using mentor texts, explicitly demonstrate how historians convey complex meaning through primary and secondary sources of writing.
- Model how to read complex text closely, using Marking the Text or Charting the Text.
- Provide students with multiple opportunities to mark or chart complex text.
- Provide students multiple opportunities to read in small groups, using Reciprocal Reading/Teaching, focusing on these skills: predicting (using author’s clues from the sequential, comparative or causal presentation of material); questioning (not only literal but also inferential; clarifying (recognizing when meaning has become clear); and summarizing.
- Ask text-dependent questions
- Provide opportunities for students to compare and contrast information from multiple sources and perspectives
- Encourage students to go beyond stating conclusions to the explication and explanation of their reasoning.

- Create a classroom environment in which students feel free to express their opinions and rational discussion and disagreement is encouraged.
 - Provide opportunities for students to engage in collaborative discussions, in Socratic Seminars, Philosophical Chairs, and debates
 - Present examples and non-examples of concepts (e.g., independence, revolution) in a logical order that expands on the intended meaning.
 - Cue students to the critical attributes illustrated by examples and non-examples with questions, directions, and activities that help the students to focus on similarities and differences.
 - Develop students' skills in evaluating evidence and judging logical inferences, especially as these apply to caution in drawing conclusions from statements by others.
 - Pose the unit of study so that it is meaningful to students relating it to their prior and on-going experiences.
 - Engage students in activities that make them aware of inconsistencies or errors in their thinking.
- Accl: Model and coach appropriate inquiry strategies and skills. .***

Assessments: To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students about the following:

- Written responses demonstrating students' ability to respond to the Essential Questions
- Questions that assess students' knowledge of fact and significance of facts and concepts covered in this unit through in class assignments, homework, quizzes, and tests
- Graphic organizers developed by students to organize information by historical patterns (such as comparing policies, analyzing causes and effects)
- Written response to question regarding the use of oil in the Middle East
- Comparison of at least two political cartoons showing alternative perspectives
- ***Written response: determine whether democracy is the best form of government in the Middle East***
- ***Written response answering the question regarding the involvement of third parties to resolve issues***
- ***Written response to historical inquiry***

Unit Vocabulary Terms	Interdisciplinary Connections
Arab-Israeli Conflict OPEC Saddam Hussein Iranian Revolution Persian Gulf War Iran-Iraq War Zionism Yom Kippur War Six Day War Suez Crisis Iranian Revolution Palestine	Literacy skills in reading, writing, speaking and listening, as identified in standards prioritized in the unit Where possible, connect with fiction and nonfiction taught in English Where possible, work with English teachers on the rhetoric used in speeches, court rulings and other political documents More specific connections to be identified in course implementation guide

Social Studies- Modern World History

Unit 10 TOPIC: Globalization and the Information Age

Unit Overview: As students approach the end of their survey of world history, they examine the increasingly interconnected global society that has led to advancements as well as tension. As the world continues to change, people will need to develop new ways to navigate the interconnectedness created by globalization and technology and learn to coexist. In their reading, students cite textual evidence to support their analysis, and in their writing, they apply a formal tone to develop a scholarly piece of argument.

Common Core State Standards

Priority

Reading Standards for Literacy in History/Social Studies

RH 1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Writing in History, Science, and Technical

WHST 1 Write arguments focused on *discipline-specific content*.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Supporting Standards

RH 4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

WHST 1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

e. Provide a concluding statement or section that follows from or supports the argument presented

CT Social Studies Frameworks

GEO 9–12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

ECO 9–12.5 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

UNWRAPPED PERFORMANCE STANDARDS

<u>Skills</u> <i>What students need to be able to do</i>	<u>Concepts</u> <i>What students need to know about</i>
cite analyze	textual evidence date, origin of information
determine provide	central ideas <ul style="list-style-type: none"> • sources • primary accurate summary <ul style="list-style-type: none"> • key events or ideas over course of text
analyze	globalization impact

Big Ideas*Student's statements of enduring ideas*

1. Innovations in technology have resulted in an interconnected world. This interconnectedness has brought both positive and negative changes.

Essential Questions*Teacher's guiding questions*

1. Will globalization and the Information Age help or hinder the progress of the human race?

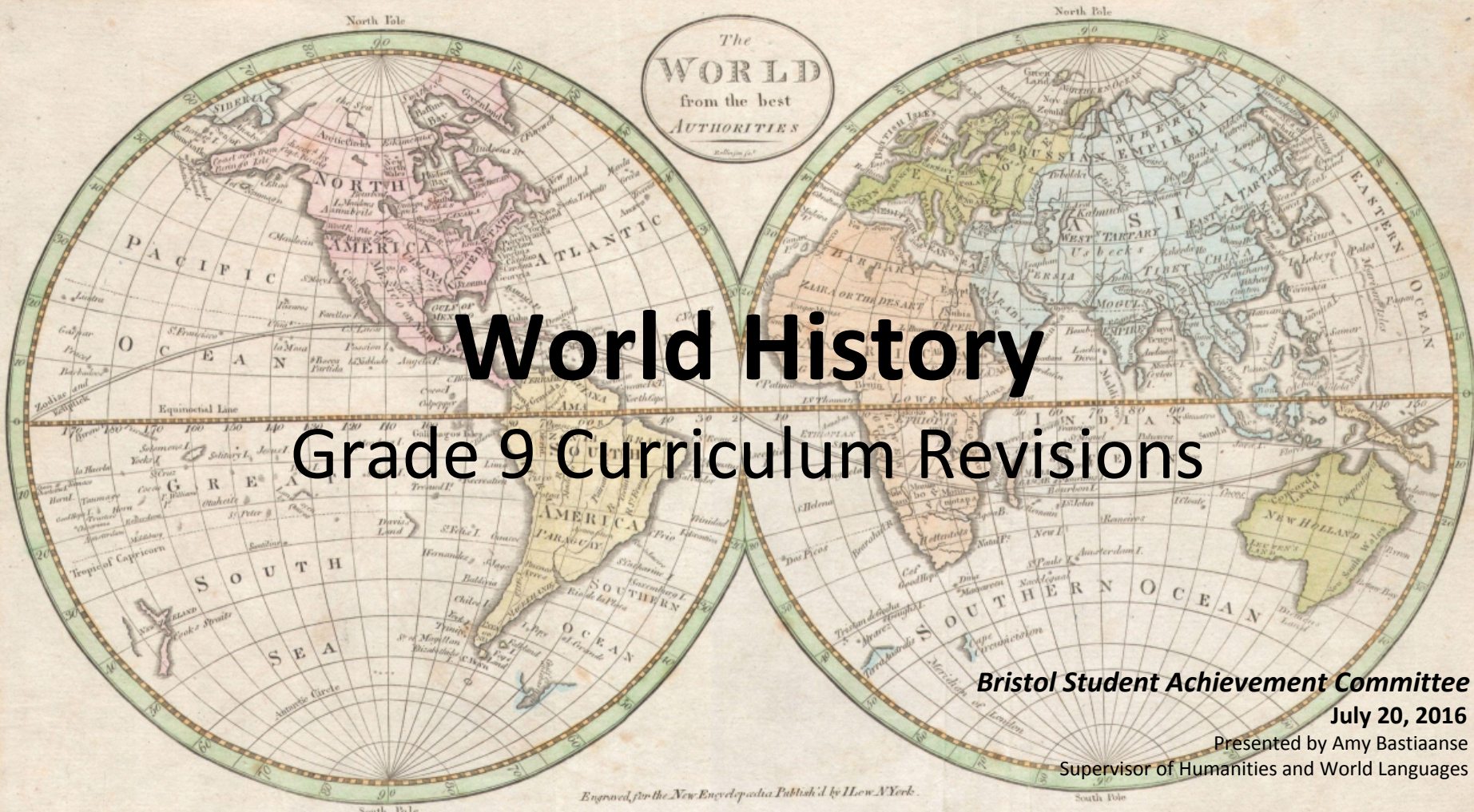
Unit Essential Questions	Learning Objectives <i>The students will be able to:</i>
What is globalization?	<ul style="list-style-type: none"> • Define globalization. • Analyze the process of how globalization occurs.
What is the role of social media (Twitter, Facebook, etc.) in globalization?	<ul style="list-style-type: none"> • Determine how technology has connected the world • Evaluate the effect of technology on the current global economy • Compare the positive and negative aspects/influences of social media. • Review case studies where social media sparked action (i.e. riots in Egypt or China, ISIS use of media)
How does one use social media responsibly?	<ul style="list-style-type: none"> • Reflect on own social media behavior • Distinguish between responsible and non-responsible usages of social media.
How do historians read texts?	<ul style="list-style-type: none"> • Identify the speaker, occasion, audience, purpose, subject, tone of at least two primary sources, including photographs, personal accounts, films, diary entries related to human rights violations • Analyze at least two primary sources • Analyze at least three primary sources • Analyze charts, maps, and graphs depicting life expectancy rates, incidences of terrorism, location of producers and consumers, and wealthiest and poorest nations.

How do historians convey their interpretations of history?	<p>Academic Only:</p> <ul style="list-style-type: none"> • Use a variety of persuasive techniques effectively <p>Accelerated:</p> <ul style="list-style-type: none"> • <i>Write an effective conclusion</i> • <i>Develop critical thinking about globalization in the information age by developing and responding to an historically based inquiry</i> <p><i>Possible inquiries:</i> <i>How does technology create communities or tear them apart?</i></p>
<p>Instructional strategies: Based on our philosophy for student learning in Social Studies and our knowledge of effective instruction, teachers will:</p>	
<ul style="list-style-type: none"> ○ Provide students with mentor texts, such as speeches, to illustrate the thinking of historical leaders. ○ Set up small groups, such as jigsaws, to allow students to collaborate ○ Model, through Think-Alouds, how readers make meaning of text, focusing on the author’s use of challenging words and of text structure. ○ Provide multiple opportunities for students to use contextual clues to make sense of unknown words. ○ Provide students with multiple opportunities to build vocabulary through anticipation guides, word walls, oral and written activities, and a regular practice of incorporating precise language. ○ Using mentor texts, explicitly demonstrate how historians convey complex meaning through primary and secondary sources of writing. ○ Model how to read complex text closely, using Marking the Text or Charting the Text. ○ Provide students with multiple opportunities to mark or chart complex text. ○ Provide students multiple opportunities to read in small groups, using Reciprocal Reading/Teaching, focusing on these skills: predicting (using author’s clues from the sequential, comparative or causal presentation of material); questioning (not only literal but also inferential; clarifying (recognizing when meaning has become clear); and summarizing. ○ Ask text-dependent questions ○ Provide opportunities for students to compare and contrast information from multiple sources and perspectives ○ Encourage students to go beyond stating conclusions to the explication and explanation of their reasoning. ○ Create a classroom environment in which students feel free to express their opinions and rational discussion and disagreement is encouraged. ○ Provide opportunities for students to engage in collaborative discussions, in Socratic Seminars, Philosophical Chairs, and debates ○ Present examples and non-examples of concepts (e.g., independence, revolution) in a logical order that expands on the intended meaning. ○ Cue students to the critical attributes illustrated by examples and non-examples with questions, directions, and activities that help the students to focus on similarities and differences. ○ Develop students’ skills in evaluating evidence and judging logical inferences, especially as these apply to caution in drawing conclusions from statements by others. ○ Pose the unit of study so that it is meaningful to students relating it to their prior and on-going experiences. ○ Engage students in activities that make them aware of inconsistencies or errors in their thinking. <p><i>Accl: Model and coach appropriate inquiry strategies and skills. .</i></p>	

Assessments: To understand the strengths and weaknesses of our students, teachers will assess and provide feedback to students about the following:

- Written responses demonstrating students' ability to respond to the Essential Questions
- Questions that assess students' knowledge of fact and significance of facts and concepts covered in this unit through in class assignments, homework, quizzes, and tests
- Graphic organizers developed by students to organize information by historical patterns (such as comparing policies, analyzing causes and effects)
- Primary Source Analysis
- **A document-based essay question on globalization**
- *Written response to historical inquiry*

Unit Vocabulary Terms	Interdisciplinary Connections
Globalization Interdependence <i>Developed nations</i> <i>Developing nations</i>	Literacy skills in reading, writing, speaking and listening, as identified in standards prioritized in the unit Where possible, connect with fiction and nonfiction taught in English Where possible, work with English teachers on the rhetoric used in speeches, court rulings and other political documents More specific connections to be identified in course implementation guide



World History

Grade 9 Curriculum Revisions

Bristol Student Achievement Committee

July 20, 2016

Presented by Amy Bastiaanse
Supervisor of Humanities and World Languages

Engraved for the New Encyclopedia Published by H. W. York.

Rationale

- Embed new Connecticut Social Studies Frameworks
- Compact the curriculum

Impact on Student Learning

- Preparing students for success in college and career
- Preparing students to become engaged participants in civic life
 - Emphasis on inquiry based learning
 - Focus on disciplinary literacy practices

Instructional Shifts

- Inquiry should be the primary form of instruction
- Students and teachers should craft investigative questions that matter
- Teachers should establish a collaborative context
- Teachers should integrate content and skills meaningfully
- Teachers should help students articulate disciplinary literacy practices
- Teachers should provide and help students develop tangible opportunities to take informed action

Curriculum

Grade 9 World History



**Bristol Public Schools
Office of Teaching & Learning**

DEPARTMENT: Engineering and Technology

COURSE: Communication Technology

PRE-REQUISITE: None

COURSE DESCRIPTION:

This course will expose students to a wide variety of communications technologies, including graphic, electronic, audio and video communications. The outcome will be an introduction to the terminology, systems and processes used in these fields supported by hands-on activities. Students will also explore careers and social impacts in the rapidly growing communications technology field.

DEPARTMENT GOALS:

- Encourage students to pursue advanced technical study
- Provide experiences for students to develop and demonstrate technological skills and knowledge
- Employ instructional methods and interdisciplinary activities that stimulate student interest in technology
- Emphasize the ethical and safe use of tools and technology
- Engage students with real-world problem solving experiences
- Prepare students to be responsible, technologically literate citizens and consumers
- Prepare students to work cooperatively as a team member toward a common goal
- Prepare students to explore, understand and evaluate different aspects of technology
- Prepare students to competently use a variety of technologies, tools, materials and technical processes

Unit 1 Fundamentals of Communication Technologies

Content Standards

Connecticut Career & Technical Education Performance Standards & Competencies

- A. Video Production Skills: Understand video production as a communication tool and the equipment and skills required to properly communicate a message.
- B. Safety: Describe and apply the fundamental principles that relate to both field and studio production.
- C. Pre-Production: Describe the process used for concept development and storyboarding as part of the pre-production process while focusing on the importance of communication, deadlines, and legal considerations.

Connecticut Technology Education Standards

- AVC.01 Identify, analyze and synthesize historical, social, economic, environmental, and government regulations impact on Communications technology from multiple authoritative sources.
- AVC.02 Define and utilize communications technology systems domain specific words and phrases.

Connecticut Core Standards for Reading

- 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

Performance Standards

Connecticut Career & Technical Education Performance Standards & Competencies

- A3. Identify various career paths in digital / video production
- B4. Demonstrate fire safety prevention and extinction, and trip hazards as it relates to lighting and electrical equipment.

C11. Define and describe the legal concerns of copyrights, ethics, releases, and royalties.

C12. Explain the importance of budgets, scheduling, and deadlines in meeting the requirements of a project.

Connecticut Technology Education Standards

AVC.01.04 Explain how governmental regulations impact communications.

Connecticut Core Standards for Reading

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
4. Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 910 texts and topics.

Unwrapped Standards	
<i>Skills</i>	<i>Concepts</i>
Identify	various technical career paths in communication industry.
Demonstrate	fire safety prevention and extinction, and trip hazards as it relates to lighting and electrical equipment.
Define	the legal concerns of copyrights, ethics, releases, and royalties.
Describe	the legal concerns of copyrights, ethics, releases, and royalties.
Explain	Administrative actions required for communication projects.
Explain	how governmental regulations impact communications.
Define	common communication terminology
Use	specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
Cite	
Determine	Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics.

Learning Plan		
Essential Questions	Big Ideas	
<p>What career paths are available in the field of communication technologies?</p> <p>Why is it important to follow all legal regulations regarding communication technologies?</p>	<p>There are a plethora of career opportunities in the field of communication technologies.</p> <p>Legal regulations protect the safety and right of expression in a free society.</p>	
Instructional Strategies <i>Based on our department philosophy for student learning, Engineering & Technology teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Engineering & Technology teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> ○ Facilitate classroom discussion on various career paths in digital communications. ○ Engage students in a classroom discussion about the history of communication technologies. ○ Assign research projects about the history of communication technologies. ○ Engage students and the class in the presentation of research projects. ○ Lead classroom discussion and student investigations on electrical equipment safety. ○ Lead classroom discussion and 	<ul style="list-style-type: none"> ○ Identify career paths in communication technology ○ Demonstrate fire safety prevention and extinction, knowledge of trip hazards as it relates to lighting and electrical equipment. ○ Communicate the legal concerns and impacts of copyrights, ethics, releases, and royalties as they apply to digital communications. ○ Describe and apply common communication technology terminology 	<p>in class projects and assignments including:</p> <ul style="list-style-type: none"> ○ Create a research document for digital communication history ○ Safety practices demonstrated by students as part of classroom activities and learning. ○ Student writing about the safety requirements and concerns in communications environments. ○ Student demonstrations of legal and ethical practices related to media creation. <p>formative and summative assessments including:</p> <ul style="list-style-type: none"> ○ Communications technology

Subject: Communications Technology	
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student investigations on how governmental regulations impact communications		research projects assessed via presentation rubric <ul style="list-style-type: none">○ Daily teacher observations of student activities and projects○ Unit quiz on key concepts and standards
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Unit 2 Acoustical Engineering

Content Standards

Connecticut Career & Technical Education Performance Standards & Competencies

- B. Safety: Describe and apply the fundamental principles that relate to both field and studio production.
- C. Pre-Production: Describe the process used for concept development and storyboarding as part of the pre-production process while focusing on the importance of communication, deadlines, and legal considerations.
- D. Production: Identify and describe the elements of production to effectively deliver a message.
- F. Post-Production: Identify and describe the elements of post-production to effectively deliver a message.

Connecticut Core Standards for Reading

- 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- 10. Read and comprehend complex literacy and informational texts independently and proficiently.

Performance Standards

Connecticut Career & Technical Education Performance Standards & Competencies

- B7. Describe and apply fundamentals of cable safety.
- C13. Evaluate a shooting location in terms of lighting, sound, production equipment needs, and electrical essentials.
- D15. Describe the various types of sound equipment and techniques used with handheld, lavalier, shotgun, condenser, omni and directional methods.
- F26. Edit audio for voice over, sound levels, music, and sound effects with application software.

Connecticut Core Standards for Reading

- 4. Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics.
- 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 complexity band independently and

proficiently

Unwrapped Standards

<i>Skills</i>	<i>Concepts</i>
Describe	fundamentals of cable safety.
Apply	fundamentals of cable safety.
Evaluate	a shooting location for production technical needs.
Describe	the various types of sound equipment and techniques used with audio recording.
Edit	audio elements utilizing audio platforms.
Determine	Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics.
Read	science/technical texts in the grades 9-10 complexity band independently and proficiently.
Comprehend	science/technical texts in the grades 9-10 complexity band independently and proficiently.

Learning Plan		
Essential Questions	Big Ideas	
<p style="text-align: center;">What is the significance of cable safety?</p> <p style="text-align: center;">What must you consider when planning to record audio?</p>	<p style="text-align: center;">Audio recording requires careful planning and execution in order to be effective.</p>	
Instructional Strategies <i>Based on our department philosophy for student learning, Engineering & Technology teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Engineering & Technology teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> ○ Lead classroom discussion on fundamentals of cable types, cable safety, and cable connections. ○ Lead classroom discussion on pre-production planning regarding audio needs for a recording. ○ Assign project applications to study different audio recording conditions. ○ Hands on learning through audio engineering practical equipment uses. 	<ul style="list-style-type: none"> ○ Apply fundamentals of cable safety ○ Identify audio considerations required when planning a recording. ○ Record and manipulate audio content using various forms of audio platforms. 	<p>Communication Technologies in class work and projects:</p> <ul style="list-style-type: none"> ○ Demonstrate understanding of cable safety concerns through written evaluation. ○ Hands on recording activities to demonstrate audio competencies. <p>Formative and Summative Assessments:</p> <ul style="list-style-type: none"> ○ Measure student understanding based on written deliverables. ○ Measure daily understandings via teacher observation of student activities and projects

Unit 3 Graphic Technologies

Content Standards

Connecticut Career & Technical Education Performance Standards & Competencies

- E. Cinematic Principles: Describe and apply fundamental camera operations, movement, and composition.
- F. Post-Production: Identify and describe the elements of post-production to effectively deliver a message.

Connecticut Core Standards for Reading

- 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- 10. Read and comprehend complex literacy and informational texts independently and proficiently.

Performance Standards

Connecticut Career & Technical Education Performance Standards & Competencies

- E18. Describe white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations.
- . Describe the following methods of stabilization: tripod, monopod, slider, steady cam, fluid head, friction head, and dolly
- F22. Create graphics and titles appropriate to the project

Connecticut Core Standards for Reading

- 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- 4. Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics.
- 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 complexity band independently and proficiently.

Learning Plan		
<i>Essential Questions</i>	<i>Big Ideas</i>	
<p>Why is it important that the camera operator be able to control the settings manually of cameras?</p> <p>Why is it important to plan all camera movements?</p>	<p>Camera movements and manual settings create professional quality videos.</p>	
Instructional Strategies <i>Based on our department philosophy for student learning, Engineering & Technology teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Engineering & Technology teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> ○ Lead classroom discussion controlling the camera settings. ○ Lead classroom discussion on various methods of camera stabilization. ○ Demonstrate Proper methods of controlling the camera settings. ○ Provide students step by step directions for creating graphics appropriate to project. 	<ul style="list-style-type: none"> ○ Control the manual camera functions of digital cameras. ○ Apply the various methods of camera stabilization. ○ Create various graphics appropriate to project. 	<p>Communication Technology in class work and projects:</p> <ul style="list-style-type: none"> ○ Create a graphic organizer regarding the classroom discussion on camera settings. ○ Demonstrate understanding of camera functions through short photography project. ○ Demonstrate the various methods of stabilization through a short project. <p style="text-align: center;">Formative and Summative Assessments:</p> <ul style="list-style-type: none"> ○ Graphics projects assessed by rubrics. ○ Measure student understanding based on submitted class activities. ○ Measure daily understandings via teacher observation of student activities and projects

Unit 4 Multi-media Communications

Content Standards

Connecticut Career & Technical Education Performance Standards & Competencies

- B. Safety: Describe and apply the fundamental principles that relate to both field and studio production.
- C. Pre-Production: Describe the process used for concept development and storyboarding as part of the pre-production process while focusing on the importance of communication, deadlines, and legal considerations.
- G. Media Components and Concepts: Identify and understand the technological literacy of video production.

Connecticut Core Standards for Reading

- 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- 10. Read and comprehend complex literacy and informational texts independently and proficiently.

Performance Standards

- B6. Identify proper methods of transport and storage for appropriate production and personal equipment
- C8. Identify a target audience and design an appropriate message for the target market.
- F24. Describe and apply import, file, and asset management.
- G27. Describe the following digital literacy terminology: aspect ratios, screen resolution, frame rate, file formats, codec, compression, bit rate, and display properties.

Connecticut Core Standards for Reading

- 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- 4. Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics.
- 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 complexity band independently and proficiently.

Unwrapped Standards	
<i>Skills</i>	<i>Concepts</i>
Identify	proper methods of transport and storage for appropriate production and personal equipment
Identify	who your audience is, and what you want them to do or feel after experiencing your presentation.
Describe	Digital file management and organization
Apply	Digital file management and organization.
Describe	the following digital literacy terminology: aspect ratios, screen resolution, frame rate, file formats, codec, compression, bit rate, and display properties.
Cite	specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
Determine	Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics.
Read	science/technical texts in the grades 9-10 complexity band independently and proficiently.
Comprehend	science/technical texts in the grades 9-10 complexity band independently and proficiently.

Learning Plan		
<i>Essential Questions</i>	<i>Big Ideas</i>	
<p>Why is it important to clearly identify your audience?</p> <p>Why is it important to manage equipment and files carefully?</p>	<p>Digital media productions have the power to impact your audience.</p>	
Instructional Strategies <i>Based on our department philosophy for student learning, Engineering & Technology teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Engineering & Technology teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> ○ Lead classroom discussion on the importance of knowing who your audience is, and what you want them to do or feel after experience your presentation. ○ Ask students to present the results of their research projects to their classmates ○ Demonstrate proper methods of file management and organization. 	<ul style="list-style-type: none"> ○ Transport, store, and use production equipment appropriately. ○ Identify and cater to their target audience. ○ Store and manage digital files. 	<p>Communication Technologies in class work and projects:</p> <ul style="list-style-type: none"> ○ In class practical activities involving digital file management. ○ Demonstrate understanding of use and storage of equipment through classroom projects ○ Evaluate communication industry documents to identify target audiences. ○ Participate in developing a multimedia project <p style="text-align: center;">Formative and Summative Assessments:</p> <ul style="list-style-type: none"> ○ Measure student understanding based on presented student projects. ○ Measure daily understandings via teacher observation of student activities and projects

**Bristol Public Schools
Office of Teaching & Learning**

DEPARTMENT: Engineering and Technology

COURSE: Television Production

PRE-REQUISITE: None

COURSE DESCRIPTION:

The television production course stresses the importance of teamwork. Through a variety of production projects, students will experience the duties of key positions within a television studio. From pre-production to postproduction, students will participate in a variety of production roles including: script writer, storyboard designer, performer, anchor, camera operator, floor manager, audio director, teleprompter, technical director, assistant technical director, graphic designer, editor, director, and producer. This advanced course will focus on both studio and field production techniques. Students will have an opportunity to develop TV production skills and postproduction techniques. Students will be expected to assist with the TV production of community and school events. Field assignments may require providing your own transportation. This class incorporates current technology used in Television Production Studios.

DEPARTMENT GOALS:

- Encourage students to pursue advanced technical study
- Provide experiences for students to develop and demonstrate technological skills and knowledge
- Employ instructional methods and interdisciplinary activities that stimulate student interest in technology
- Emphasize the ethical and safe use of tools and technology
- Engage students with real-world problem solving experiences
- Prepare students to be responsible, technologically literate citizens and consumers
- Prepare students to work cooperatively as a team member toward a common goal
- Prepare students to explore, understand and evaluate different aspects of technology
- Prepare students to competently use a variety of technologies, tools, materials and technical processes

Unit 1 Introduction to Television Productions

Content Standards

Connecticut Career & Technical Education Performance Standards & Competencies

- A. Video Production Skills: Understand video production as a communication tool and the equipment and skills required to properly communicate a message.
- C. Pre-Production: Describe the process used for concept development and storyboarding as part of the pre-production process while focusing on the importance of communication, deadlines, and legal considerations.

Connecticut Core Standards for Reading

- 10. Read and comprehend complex literacy and informational texts independently and proficiently.

Performance Standards

- A1. Describe the various video production processes, when integrated together to create a successful message.
- A3. Identify various career paths in digital/video production.
- C8. Identify a target audience and design an appropriate message for the target market.
- C12. Explain the importance of budgets, scheduling, and deadlines in meeting the requirements of a project.

Connecticut Core Standards for Reading

- 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently

Television Production

Unwrapped Standards	
<i>Skills</i>	<i>Concepts</i>
Describe	the various video production processes, when integrated together to create a successful message.
Identify	various technical career paths in video industry
Identify	who your audience is, and what you want them to do or feel after viewing your video.
Explain	Administrative actions required for Television projects.
Read	Science/technical texts independently and proficiently.
Comprehend	Science/technical texts independently and proficiently.

Learning Plan		
<i>Essential Questions</i>	<i>Big Ideas</i>	
<p>What are career opportunities in the Television Production Industry?</p> <p>Why is it important to determine who the target audience will be for a television production?</p>	<p>The Television Production Industry is extremely competitive, and you have to be willing to work your way up the ladder.</p> <p>The Television Production industry requires planning</p>	
Instructional Strategies <i>Based on our department philosophy for student learning, Engineering & Technology teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Engineering & Technology teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> ○ Lead classroom discussion on various career paths in Television Production ○ Lead classroom discussion on how to determine the target audience will be, based on the content of their video. ○ Lead discussion on budgets, scheduling, and deadlines in meeting the requirements of a project 	<ul style="list-style-type: none"> ○ Investigate the various careers in Television Production. ○ Examine the importance of determining who the target audience will be for a given video. ○ Create a budget, schedule and deadlines for a video project 	<p>Video Production in class work and projects:</p> <ul style="list-style-type: none"> ● Create a research document for careers in Television Production ● Determine the target audiences for various Television productions. ● Review Television programming schedules to evaluate target audiences ● Create a budget, schedule, and deadlines. <p>Formative and Summative Assessments:</p> <ul style="list-style-type: none"> ● Measure student understanding based on presented research projects. ● Measure daily understandings via teacher observation of student activities and projects

Learning Plan		
<i>Essential Questions</i>	<i>Big Ideas</i>	
What is the difference between talent and production crew? What are the production benefits of using multiple cameras? In what ways do special effects contribute to a production?	Production staff work behind the scenes, talent is visible to the camera. The director is the creative force behind any production. Special effects alter the reality of the viewer	
Instructional Strategies <i>Based on our department philosophy for student learning, Engineering & Technology teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Engineering & Technology teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> ○ Identify necessary production staff members ○ Communicate production needs and requirements ○ Demonstrate the use of the video switcher/SEG. ○ Lead discussion on budgets, scheduling, and deadlines in meeting the requirements of a project ○ Discuss and demonstrate how to communicate effectively 	<ul style="list-style-type: none"> ○ Identify necessary production staff members ○ Communicate production needs and requirements ○ Apply video switcher/SEG concepts to a television production ○ Apply graphics and titles from the video switcher/SEG ○ Communicate production needs and requirements with all crew members and talent ○ Organize files to create a final video production 	<p>Television Production in class work and projects:</p> <ul style="list-style-type: none"> ○ Students will experience several production and talent positions in a studio ○ Studio projects that utilizes production staff, talent, and the video switcher/SEG <p>Formative and Summative Assessments:</p> <ul style="list-style-type: none"> ○ Written response to teacher selected questions ○ Use Television Production video Rubric for evaluation ○ Measure daily understandings via teacher observation of student activities and projects

Unit 2 Live Video Switcher and Video Operations

Content Standards

Connecticut Career & Technical Education Performance Standards & Competencies

D. Production: Identify and describe the elements of production to effectively deliver a message.

F. Post-Production: Identify and describe the elements of post-production to effectively deliver a message.

Connecticut Core Standards for Reading

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

Performance Standards

D16. Describe the equipment and personnel necessary for producing a studio production

F22. Create graphics and titles appropriate to the project.

F24. Describe and apply import, file, and asset management.

Connecticut Core Standards for Reading

10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently

Unwrapped Standards		
Skills	Concepts	
Describe	what personnel and equipment you will need to record in the field	
Create	graphics and titles appropriate to the project.	
Describe	Digital file management and organization	
Apply	Digital file management and organization	
Read	Science/technical texts independently and proficiently.	
Comprehend	Science/technical texts independently and proficiently.	
Learning Plan		
Essential Questions	Big Ideas	
What is the difference between talent and production crew? What are the production benefits of using multiple cameras? In what ways do special effects contribute to a production?	Production staff work behind the scenes, talent is visible to the camera. The director is the creative force behind any production. Special effects alter the reality of the viewer	
Instructional Strategies <i>Based on our department philosophy for student learning, Engineering & Technology teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Engineering & Technology teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> ○ Identify necessary production staff members ○ Communicate production needs and requirements ○ Demonstrate the use of the video switcher/SEG. ○ Lead discussion on budgets, scheduling, and deadlines in meeting the 	<ul style="list-style-type: none"> ○ Identify necessary production staff members ○ Communicate production needs and requirements ○ Apply video switcher/SEG concepts to a television production ○ Apply graphics and titles from the video switcher/SEG ○ Communicate production needs and requirements with all crew members and 	<p>Television Production in class work and projects:</p> <ul style="list-style-type: none"> ○ Students will experience several production and talent positions in a studio ○ Studio projects that utilizes production staff, talent, and the video switcher/SEG <p>Formative and Summative Assessments:</p> <ul style="list-style-type: none"> ○ Written response to teacher selected

Television Production

<p>requirements of a project</p> <ul style="list-style-type: none">○ Discuss and demonstrate how to communicate effectively	<p>talent</p> <ul style="list-style-type: none">○ Organize files to create a final video production	<p>questions</p> <ul style="list-style-type: none">○ Use Television Production video Rubric for evaluation○ Measure daily understandings via teacher observation of student activities and projects
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Unit 3 Advanced Audio Operations

Content Standards

Connecticut Career & Technical Education Performance Standards & Competencies

D. Production: Identify and describe the elements of production to effectively deliver a message.

Connecticut Core Standards for Reading

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

Performance Standards

Advanced Audio Applications

D15. Describe the various types of sound equipment and techniques used with handheld, lavalier, shot gun, condenser, omni and directional methods.

Connecticut Core Standards for Reading

10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently

Television Production

Unwrapped Standards	
<i>Skills</i>	<i>Concepts</i>
Describe	the various types of sound equipment and techniques used with audio recording.
Read	Science/technical texts independently and proficiently.
Comprehend	Science/technical texts independently and proficiently.

Learning Plan		
<i>Essential Questions</i>	<i>Big Ideas</i>	
Why is audio an important element of a quality video?	Audio is an important component of a video production	
Instructional Strategies <i>Based on our department philosophy for student learning, Engineering & Technology teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Engineering & Technology teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> ○ Teacher facilitated demonstration to identify necessary audio equipment to be used in a studio production ○ Student operation of audio equipment used in a studio 	<ul style="list-style-type: none"> ○ Identify audio equipment used in a video production ○ Utilize microphones, pre-amps, wireless technology, and other equipment for a studio production 	<p>Television Production in class work and projects:</p> <ul style="list-style-type: none"> ○ Connect and setup audio inputs and outputs for use in a studio production ○ Studio projects that combine multiple audio inputs <p>Formative and Summative Assessments:</p> <ul style="list-style-type: none"> ○ Written response to questions ○ Television Production video Rubric to assess projects ○ Measure daily understandings via teacher observation of student activities and projects

Unit 4 Advanced Camera Techniques

Content Standards

Connecticut Career & Technical Education Performance Standards & Competencies

E. Cinematic Principles: Describe and apply fundamental camera operations, movement, and composition.

Connecticut Core Standards for Reading

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

Performance Standards

Connecticut Career & Technical Education Performance Standards & Competencies

Advanced Camera Techniques

E18. Describe white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations.

E19. Describe dolly, truck, pan, and tilt as it relates to camera movements.

E20. Describe the following methods of stabilization: tripod, monopod, slider, steady cam, fluid head, friction head, and dolly.

Connecticut Core Standards for Reading

10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently

Television Production

Unwrapped Standards	
<i>Skills</i>	<i>Concepts</i>
Describe	white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations.
Describe	methods of camera movements.
Describe	methods of camera stabilization.
Read	science/technical texts independently and proficiently.
Comprehend	science/technical texts independently and proficiently.

Learning Plan		
<i>Essential Questions</i>	<i>Big Ideas</i>	
<p>Why is it important for a camera operator to manually control and adjust video camera functions?</p>	<p>Camera adjustments and movement allow for professional video</p>	
Instructional Strategies <i>Based on our department philosophy for student learning, Engineering & Technology teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Engineering & Technology teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> ○ Teacher facilitated demonstration of camera settings ○ Lead classroom discussion on camera stabilization and movements ○ Demonstrate how to setup and use a tripod, monopod, dolly, and other stabilization equipment 	<ul style="list-style-type: none"> ○ Control the manual camera functions of digital cameras ○ Apply lens settings as needed to capture a quality video shoot ○ Utilize tripods, monopods, and dollies in a television production. 	<p>Television Production in class work and projects:</p> <ul style="list-style-type: none"> ○ Studio projects that will allow for practicing camera adjustments ○ Setup cameras on tripods, monopods, and dollies to allow for stabilization and movement during a video shoot. <p>Formative and Summative Assessments:</p> <ul style="list-style-type: none"> ○ Written response to questions ○ Measure daily understandings via teacher observation of student activities and projects

Unit 5 Advanced Lighting Applications
Content Standards

Connecticut Career & Technical Education Performance Standards & Competencies

- B. Safety: Describe and apply the fundamental principles that relate to both field and studio production.
- D. Production: Identify and describe the elements of production to effectively deliver a message.

Connecticut Core Standards for Reading

- 10. Read and comprehend complex literacy and informational texts independently and proficiently.

Performance Standards

Connecticut Career & Technical Education Performance Standards & Competencies

- B7. Describe and apply fundamentals of cable safety.
- D14. Describe, plan the use of, and apply 3-point lighting, source light, white balance, scrims, and reflectors using the appropriate techniques.

Connecticut Core Standards for Reading

- 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently

Television Production

Unwrapped Standards	
Skills	Concepts
Describe	fundamentals of cable safety.
Apply	fundamentals of cable safety.
Describe	Lighting equipment and theory with regards to television productions
Plan	The use of lighting equipment with regards to television productions
Apply	Lighting equipment and theory with regards to television productions
Read	science/technical texts independently and proficiently.
Comprehend	science/technical texts independently and proficiently.

Learning Plan		
Essential Questions	Big Ideas	
Why is it important to properly light a stage area for video shoots? What are the differences between remote and studio lighting? Why is it important to create a lighting plan for a television production?	Appropriate amount light is required when shooting video.	
Instructional Strategies <i>Based on our department philosophy for student learning, Engineering & Technology teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Engineering & Technology teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> ○ Lead classroom discussion on basic studio lighting. ○ Teacher lead demonstration of studio lighting control board. ○ Lead classroom discussion on studio and remote lighting requirements. ○ Teacher lead discussion on cable safety in the studio 	<ul style="list-style-type: none"> ○ Apply cable safety concepts when setting up microphones and cameras in the studio ○ Apply lighting techniques for a video production. ○ Utilize lighting theory to allow for a quality video shoot ○ Utilize lighting control board to control selected lights on the grid 	<p>Video Production in class work and projects:</p> <ul style="list-style-type: none"> ● Produce a lighting plan for a video production ● Utilize lighting control board for a video production ● Setup the studio area with appropriate lighting. <p>Formative and Summative Assessments:</p> <ul style="list-style-type: none"> ● Asses lighting as part of the Television Production rubric. ● Measure daily understandings via teacher observation of student activities and projects

Unit 6 Field Operations

Performance Standards

Connecticut Career & Technical Education Performance Standards & Competencies

- A. Video Production Skills: Understand video production as a communication tool and the equipment and skills required to properly communicate a message.
- C. Pre-Production: Describe the process used for concept development and storyboarding as part of the pre-production process while focusing on the importance of communication, deadlines, and legal considerations.
- D. Production: Identify and describe the elements of production to effectively deliver a message.

Connecticut Core Standards for Reading

- 10. Read and comprehend complex literacy and informational texts independently and proficiently.

Content Standards

- A2. Describe the differences between a studio production and a field production.
- B6. Identify proper methods of transport and storage for appropriate production and personal equipment.
- C13. Evaluate a shooting location in terms of lighting, sound, production equipment needs, and electrical essentials.
- D17. Describe the equipment and personnel necessary for producing a field production.

Connecticut Core Standards for Reading

- 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 complexity band independently and proficiently.

Television Production

Unwrapped Standards	
Skills	Concepts
Describe	the differences between a studio production and a field production.
Identify	proper methods of transport and storage for production and personal equipment.
Evaluate	a shooting location for production technical needs.
Describe	the equipment and personnel necessary for producing a field production.
Read	science/technical texts in the grades 9-10 complexity band independently and proficiently.
Comprehend	science/technical texts in the grades 9-10 complexity band independently and proficiently.

Learning Plan		
<i>Essential Questions</i>	<i>Big Ideas</i>	
How do the technical needs change when filming in the field vs in a studio?	Field and Studio have the same concerns with different tools to meet the needs.	
Instructional Strategies <i>Based on our department philosophy for student learning, Engineering & Technology teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Engineering & Technology teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> ○ Lead classroom discussion on the differences between studio production and a field production ○ Teacher facilitated demonstration on using and storing equipment. ○ Class discussions to evaluate shooting locations for production needs. 	<ul style="list-style-type: none"> ○ Compare and contrast studio and field productions. ○ Model proper methods of transport and storage for production and personal equipment. ○ Evaluate a shooting location for production technical needs. ○ Determine the equipment and personnel necessary for producing a field production. ○ Execute a variety of location surveys 	<p style="text-align: center;">Television Production in class work and projects:</p> <ul style="list-style-type: none"> ○ Production projects both in studio and field locations. ○ Pre-Production planning indicating shooting requirements for various locations. <p>Formative and Summative Assessments:</p> <ul style="list-style-type: none"> ○ Measure student understanding based on submitted class activities. ○ Measure daily understandings via teacher observation of student activities and projects

**Bristol Public Schools
Office of Teaching & Learning**

DEPARTMENT: Engineering and Technology

COURSE: Video Production Techniques

PRE-REQUISITE: None

COURSE DESCRIPTION:

This course will cover the concepts, tools and activities essential to getting started in video production without prior knowledge of the field. Various software programs will be explored and incorporated into video segments. Students will become familiar with the use of video cameras, video shooting techniques, editing equipment, three point lighting, and video production. Cameras and supplies are supplied by the department.

DEPARTMENT GOALS:

- Encourage students to pursue advanced technical study
- Provide experiences for students to develop and demonstrate technological skills and knowledge
- Employ instructional methods and interdisciplinary activities that stimulate student interest in technology
- Emphasize the ethical and safe use of tools and technology
- Engage students with real-world problem solving experiences
- Prepare students to be responsible, technologically literate citizens and consumers
- Prepare students to work cooperatively as a team member toward a common goal
- Prepare students to explore, understand and evaluate different aspects of technology
- Prepare students to competently use a variety of technologies, tools, materials and technical processes

Unit 1 Introduction to Video Production Concepts

Content Standards

Connecticut Career & Technical Education Performance Standards & Competencies

- A. Video Production Skills: Understand video production as a communication tool and the equipment and skills required to properly communicate a message.
- B. Safety: Describe and apply the fundamental principles that relate to both field and studio production.
- C. Pre-Production: Describe the process used for concept development and storyboarding as part of the pre-production process while focusing on the importance of communication, deadlines, and legal considerations.

Connecticut Technology Education Standards

AVC.02 Define and utilize communications technology systems domain specific words and phrases.

Connecticut Core Standards for Reading

- 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- 10. Read and comprehend complex literacy and informational texts independently and proficiently.

Performance Standards

Connecticut Career & Technical Education Performance Standards & Competencies

- A3. Identify various career paths in digital/video production.
- B6. Identify proper methods of transport and storage for appropriate production and personal equipment.
- C11. Define and describe the legal concerns of copyrights, ethics, releases, and royalties.

Connecticut Core Standards for Reading

- 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- 4. Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics.
- 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 complexity band independently and proficiently.

Subject: Video Production Techniques

Unwrapped Standards	
Skills	Concepts
Identify	various career paths in digital/video production.
Identify	proper methods of transport and storage for appropriate production and personal equipment.
Define	the legal concerns of copyrights, ethics, releases, and royalties.
Describe	the legal concerns of copyrights, ethics, releases, and royalties.
Define	common communication terminology
Use	common communication terminology
Cite	specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
Determine	Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics.
Read	science/technical texts in the grades 9-10 complexity band independently and proficiently.
Comprehend	science/technical texts in the grades 9-10 complexity band independently and proficiently.

Subject: Video Production Techniques	
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Learning Plan		
Essential Questions	Big Ideas	
<p>What are the career opportunities available in this field?</p> <p>Why is it important to understand proper equipment handling?</p> <p>Why is it important to understand media laws?</p>	<p style="text-align: center;">There are many tools and concepts used in video production.</p> <p style="text-align: center;">There are many career opportunities in the field of video production.</p>	
Instructional Strategies <i>Based on our department philosophy for student learning, Engineering & Technology teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Engineering & Technology teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> ○ Lead classroom discussion on various career paths in digital video production ○ Assign research projects about the careers in video production ○ Ask students to present the results of their research projects to their classmates ○ Demonstrate Proper methods of transporting and storing video equipment. ○ Invite Guest Speaker from film/television industry to speak with students 	<ul style="list-style-type: none"> ● Identify various career paths in digital/video production ● Identify proper methods of transport and storage of equipment. ● Investigate the legal concerns of copyrights, ethics, releases, and royalties. 	<p>Video Production in class work and projects:</p> <ul style="list-style-type: none"> ● Create a research document for careers ● Demonstrate understanding of use and storage of equipment through classroom equipment as demonstrated through in class exercises. ● Apply understanding of legal and ethical issues related to video as demonstrated in classroom activities. <p>Formative and Summative Assessments:</p> <ul style="list-style-type: none"> ● Measure student understanding based on presented research projects. ● Measure daily understandings via teacher observation of student activities and projects

Unit 2 Fundamental Camera Techniques

Content Standards

Connecticut Career & Technical Education Performance Standards & Competencies

- D. Production: Identify and describe the elements of production to effectively deliver a message.
- E. Cinematic Principles: Describe and apply fundamental camera operations, movement, and composition.

Connecticut Core Standards for Reading

- 10. Read and comprehend complex literacy and informational texts independently and proficiently.

Performance Standards

Connecticut Career & Technical Education Performance Standards & Competencies

- D17. Describe the equipment and personnel necessary for producing a field production.
- E18. Describe white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations.
- E19. Describe dolly, truck, pan, and tilt as it relates to camera movements.
- E20. Describe the following methods of stabilization: tripod, monopod, slider, steady cam, fluid head, friction head, and dolly.
- E21. Describe the rule of thirds, head room, lead room/talk space, establishing shot, extreme close up, close up, medium, medium wide, wide, extreme wide, and depth of field as it relates to camera composition/framing.

Connecticut Core Standards for Reading

- 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently

Subject: Video Production Techniques

Unwrapped Standards	
<i>Skills</i>	<i>Concepts</i>
Describe	what personnel and equipment you will need to record in the field
Describe	white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations.
Describe	methods of camera movements.
Describe	methods of camera stabilization.
Describe	Elements of composition/framing.
Read	Science/technical texts independently and proficiently.
Comprehend	Science/technical texts independently and proficiently.

Subject: Video Production Techniques

Learning Plan		
Essential Questions	Big Ideas	
<p>What tools are used in video productions?</p> <p>Why is it important to control camera operation concepts when recording?</p>	<p>Many tools are used to produce videos.</p> <p>Video production tools contribute different effects to the message.</p>	
Instructional Strategies <i>Based on our department philosophy for student learning, Engineering & Technology teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Engineering & Technology teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> ○ Lead classroom discussion in various types of studio and field recording equipment. ○ Lead classroom discussion in controlling the camera settings. ○ Model controlling camera functions and movements and stabilization. ○ Ask students apply camera control and stabilization concepts. ○ Demonstrate elements of composition and framing 	<ul style="list-style-type: none"> ● Describe what personnel and equipment you will need to record in the field ● Apply white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations. ● Describe camera movements, stabilization, and composition. 	<p>Video Production in class work and projects:</p> <ul style="list-style-type: none"> ● Create a basic field video to demonstrate understanding of equipment use. ● Complete camera operation procedures documents. ● Apply understanding of camera stabilization and composition. <p>Formative and Summative Assessments:</p> <ul style="list-style-type: none"> ● Assess students on technical vernacular using tests and or quizzes. ● Measure daily understandings via teacher observation of student activities and projects

Unit 3 Basic Editing

Content Standards

Connecticut Career & Technical Education Performance Standards & Competencies

F. Post-Production: Identify and describe the elements of post-production to effectively deliver a message.

Connecticut Core Standards for Reading

2. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
10. Read and comprehend complex literacy and informational texts independently and proficiently.

Performance Standards

Connecticut Career & Technical Education Performance Standards & Competencies

F22. Create graphics and titles appropriate to the project.

F23. Describe play head, timeline, bin, multiple tracks, trimming, and edit points within nonlinear video editing.

F24. Describe and apply import, file, and asset management.

Connecticut Core Standards for Reading

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
4. Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics.
10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 complexity band independently and proficiently.

Subject: Video Production Techniques

Unwrapped Standards	
Skills	Concepts
Create	graphics and titles appropriate to the project.
Describe	Terminology specific to nonlinear video editing
Describe	digital file management and organization
Apply	Digital file management and organization
Cite	specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
Determine	Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics.
Read	science/technical texts in the grades 9-10 complexity band independently and proficiently.
Comprehend	science/technical texts in the grades 9-10 complexity band independently and proficiently.

Subject: Video Production Techniques	
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Learning Plan		
<i>Essential Questions</i>	<i>Big Ideas</i>	
<p>How can video editing impact the effectiveness of a video message?</p> <p>Why is digital file management essential in creating videos?</p>	<p>Video editing is an important skill for digital communications.</p>	
Instructional Strategies <i>Based on our department philosophy for student learning, Engineering & Technology teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Engineering & Technology teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> ○ Lead classroom discussion on basic video editing. ○ Model digital file management on computer systems. 	<ul style="list-style-type: none"> ○ Create graphics and titles appropriate to the project. ○ Apply basic editing tools to complete a video project ○ Describe terminology specific to nonlinear video editing ○ Demonstrate digital file management and organization 	<p>Video Production in class work and projects:</p> <ul style="list-style-type: none"> ● Edit a basic video demonstrating ability to create graphics and titles. ● Manage digital file storage and organization. ● Learn the basic editing tools <p>Formative and Summative Assessments:</p> <ul style="list-style-type: none"> ● Assess students on technical skills using tests and or quizzes ● Measure daily understandings via teacher observation of student activities and projects

Unit 4 Phases of Video Production

Content Standards

Connecticut Career & Technical Education Performance Standards & Competencies

C. Pre-Production: Describe the process used for concept development and storyboarding as part of the pre-production process while focusing on the importance of communication, deadlines, and legal considerations.

D. Production: Identify and describe the elements of production to effectively deliver a message.

Connecticut Core Standards for Reading

3. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
10. Read and comprehend complex literacy and informational texts independently and proficiently.

Performance Standards

Connecticut Career & Technical Education Performance Standards & Competencies

C8. Identify a target audience and design an appropriate message for the target market.

C9. Describe the process used for concept development/treatment.

C10. Identify and describe the script elements of storyboarding, two column, and screenplay format.

C13. Evaluate a shooting location in terms of lighting, sound, production equipment needs, and electrical essentials.

D14. Describe, plan the use of, and apply 3-point lighting, source light, white balance, scrims, and reflectors using the appropriate techniques.

Connecticut Core Standards for Reading

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
4. Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics.
10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 complexity band independently and proficiently.

Subject: Video Production Techniques

Unwrapped Standards	
Skills	Concepts
Identify	who your audience is, and what you want them to do or feel after viewing your video.
Describe	the process used for concept development/treatment
Identify	pre-production documentation processes.
Describe	pre-production documentation processes.
Evaluate	a shooting location for video production technical needs.
Describe	Lighting equipment and theory with regards to video productions
Plan	Lighting equipment and theory with regards to video productions
Apply	Lighting equipment and theory with regards to video productions
Apply	specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
Cite	Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics.
Determine	science/technical texts in the grades 9-10 complexity band independently and proficiently.
Read	science/technical texts in the grades 9-10 complexity band independently and proficiently.
Comprehend	science/technical texts in the grades 9-10 complexity band independently and proficiently.

Subject: Video Production Techniques

Learning Plan		
Essential Questions		Big Ideas
Why are the three phases of video production important? How do you properly light a shot for video production?		There are three phases of video production. Lighting consideration are important for quality video.
Instructional Strategies <i>Based on our department philosophy for student learning, Engineering & Technology teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Engineering & Technology teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> ○ Lead classroom discussion on the production phases. ○ Lead classroom discussion regarding the lighting equipment and techniques. ○ Demonstrate proper methods of lighting techniques. 	<ul style="list-style-type: none"> ● Implement each of the the three phases of video production. ● Apply lighting techniques for producing a video. ● Evaluate a shooting location for video production technical needs. 	<p>Video Production in class work and projects:</p> <ul style="list-style-type: none"> ● Create a video utilizing all three phases of video production. ● Manipulate lighting equipment to appropriately light a shot. <p>Formative and Summative Assessments:</p> <ul style="list-style-type: none"> ● Assess students on technical skills using project rubrics and documents. ● Measure daily understandings via teacher observation of student activities and projects

Unit 5 Advanced Editing

Content Standards

Connecticut Career & Technical Education Performance Standards & Competencies

F. Post-Production: Identify and describe the elements of post-production to effectively deliver a message.

Connecticut Core Standards for Reading

4. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
10. Read and comprehend complex literacy and informational texts independently and proficiently.

Performance Standards

Connecticut Career & Technical Education Performance Standards & Competencies

F25. Edit and finalize images and video for rough cut, transitions, color correction, keying, and pacing with nonlinear software.

F26. Edit audio for voice over, sound levels, music, and sound effects with application software.

Connecticut Core Standards for Reading

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
4. Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics.
10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 complexity band independently and proficiently.

Subject: Video Production Techniques

Unwrapped Standards	
Skills	Concepts
Edit	video using special effects and advanced editing techniques.
Edit	audio elements to support visual component of video.
Cite	specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
Determine	Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics.
Read	science/technical texts in the grades 9-10 complexity band independently and proficiently.
Comprehend	science/technical texts in the grades 9-10 complexity band independently and proficiently.

Subject: Video Production Techniques	
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Learning Plan		
Essential Questions		Big Ideas
Why are special effects used in video productions?		Special effects can make a video more effective and impactful
Why is it important to consider audio elements when recording a shot?		Audio elements of a project contribute significantly to the impact of the video.
Instructional Strategies <i>Based on our department philosophy for student learning, Engineering & Technology teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Engineering & Technology teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> ○ Lead classroom discussion and model various special effect techniques. ○ Student research on history of video special effects. ○ Lead classroom discussion and model audio components for video productions. 	<ul style="list-style-type: none"> ○ Examine the history of video special effects ○ Create videos using special effects and advanced editing techniques. ○ Utilize audio elements to support visual component of video. 	<p>Video Production in class work and projects:</p> <ul style="list-style-type: none"> • Create short video projects to demonstrate special effects and advanced editing techniques. • Learn antiquated and current special effects; how they are applied • Utilize various audio equipment to support visual component of video. <p>Formative and Summative Assessments:</p> <ul style="list-style-type: none"> • Assess students on technical skills and concepts using project rubrics and documents. • Measure daily understandings via teacher observation of student activities and projects

Bylaws of the Board

Memberships in School Board Associations

The Bristol Board of Education may be a member of the Connecticut Association of Boards of Education.

It shall be the policy of the Board to appoint one member of the Board to represent this district at meetings called by CABE and to report from time to time to the full Board on the activities of the state and national groups.

Legal Reference: *Charter for the City of Bristol*

Bylaw Adopted: March 10, 1993

Affirmed: August 17, 2016

Bylaws of the Board

Hearings:

These rules shall apply to all formal hearings before the Bristol Board of Education in contested cases. Said rules shall not apply to conferences or other informal investigations or proceedings at or upon which no formal ruling or decision is made, or to any proceeding in a non-contested case.

Hearings or Appeals

All requests for hearing or appeals authorized under law, and regulations of the State of Connecticut or as otherwise provided for by resolutions of the Board of Education shall be in writing to the Board Chairperson or the Superintendent. Appeals from the decision of the Superintendent shall include the appellant's statement of the issues to be presented in said appeal. The decision as to whether or not the hearing will be in open or executive session will be made on a case-by-case basis with assistance from legal counsel as necessary.

Notice of Hearing

Appropriate notice of hearings will be forthcoming from the Superintendent's office as required by Statute.

Parties – Representation

1. "Party" includes any person or agency named or admitted as a party. Any person or agency may be admitted as a party for limited purposes upon the satisfactory demonstration of the nature and extent of its interest to the Board.
2. All parties appearing at formal hearings shall have the right to appear in proper person or with counsel. All such parties shall have the right to be accompanied, represented, and advised by counsel if requested.

Records — Transcripts

The Board will prepare a record of the hearing proceedings as required by appropriate Statute.

Order of Procedure

The order in which the parties shall present their case shall be determined by the presiding officer except in case of appeals as follows:

1. In an appeal on a dismissal or suspension, the Superintendent shall proceed first.
2. In all other appeals, the appellant shall proceed first.

Hearings

Examination of Witnesses and Introduction of Evidence

1. The strict judicial rules of evidence shall not be applicable to hearings conducted hereunder, and, in each case, the test of admissibility shall be whether the evidence is reasonably relevant to a material issue and whether it has substantial probative value with respect to such material issue. The presiding officer may limit or refuse to omit cumulative or repetitive evidence and may curtail redundant questioning. The presiding officer may encourage (but shall in no event coerce) the parties, where possible, to make proffers and stipulations in place of cumulative evidence. All testimony shall be given under oath.
2. Counsel for any party may submit evidence, examine and cross-examine witnesses, and file objections, exceptions, and motions; provided, however, that where a party is not represented by counsel, all such submission of evidence, examination of witnesses, and filing of objections, exceptions, and motions shall be done and presented by the party.
3. The presiding officer, or any person designated by him/her for the purpose, may examine all witnesses called by any party. The presiding officer may call as a witness any person whose testimony may be relevant. Any Board member may examine any witness.

Briefs

Any party may submit briefs of the issues of fact and law involved in the hearing in such form as the presiding officer may designate.

Counsel

The presiding officer of the Board may request the Board attorney to participate in any hearing as counsel for the Board.

Decision and Order

Each decision and order of the Board shall be delivered in writing, unless it shall immediately follow the hearing, in which case it shall be delivered orally and thereafter in writing, with copies to all parties. Each decision and order shall be accompanied by findings of fact, conclusion of law, and specific disposition of the case and shall be provided to the individual. Formal action of the Board shall be taken publicly at a Board meeting following the hearing, but no other information will be released by the Board or school administration as noted above.

Legal Reference: Connecticut General Statutes 4-177- re Contested Cases

Bylaw adopted: September 8, 1993

Bylaw revised: July 7, 2004

Bylaw affirmed: August 17, 2016

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut

Bylaws of the Board

Board/School District Records

Any recorded data or information relating to the conduct of the public's business prepared, owned, used, received or retained by the Board of Education or the school district, whether handwritten, typed, ~~tape-recorded~~, printed, photocopied, photographed, or recorded by any other method is by definition a "public record" and access thereto during normal hours of business shall be granted to any citizen. All such records shall be maintained at the office of the Superintendent of Schools, who shall be the custodian of all public records of the district.

Not included in the category of public records to which the privilege of access is given are the following:

1. Preliminary drafts or notes provided the custodian **of records**, or the Board of Education has determined that the public interest in withholding such documents clearly outweighs the public interest in disclosure.
2. Personnel or medical files and similar files, the disclosure of which would constitute an invasion of personal privacy.
3. Records pertaining to strategy and negotiations with respect to pending claims and litigation to which the district is a party until such litigation or claim has been adjudicated or otherwise settled.
4. Trade secrets.
5. Test questions, scoring keys and other examination data used to administer a licensing examination, examination for employment or academic examinations.
6. The contents of real estate appraisers, engineering or feasibility estimates and evaluation made for or by the district relative to the acquisition of property or to prospective public supply and construction contracts, until such time as all of the property has been acquired or all proceedings or transactions have been terminated (except that the law of public domain is not affected by this provision).
7. Records, reports and statements of strategy or negotiations with respect to collective bargaining.
8. Records, tax returns, reports and statements exempted by federal law or state statutes or communications privileged by the attorney-client relationship.
9. Names or addresses of students enrolled in the public schools without the consent of each student whose name or address is to be disclosed who is eighteen or older and a parent or guardian of such minor student.

Bylaws of the Board**Board/School District Records****Availability of Records**

Any person shall receive promptly on request, a plain or certified copy or e-mail of any public record except those which access is not permitted under law, at a cost not to exceed fifty cents per page. If any copy requested required a printout or transcription, or if any person applies for a printout or transcription of a public record, the fee shall not exceed the cost to the school district. The district will require prepayment of the fee if the fee is estimated to be ten dollars or more. There will be no sales tax for this service. There will be no charge if the person requesting the record is an indigent, the record requested is exempt from disclosure, or if, in the judgment of the custodian of records, compliance with the request benefits the general welfare.

An additional charge of one dollar for the first page and fifty cents for each additional page may be made for certification of any records or of any fact within the record.

The Superintendent, on behalf of the Board of Education, shall notify an employee in writing when a request is made for disclosure of the employee's personnel, medical or similar files, if the Superintendent reasonably believes disclosure would invade the employee's privacy.

Legal Reference: Connecticut General Statutes

[1-212](#) Application for copies of public records.

[1-200](#) Definitions.

[1-210](#) Access to public records.

[1-211](#) Access to computer stored records.

[1-214](#) Public contracts as part of public records.

[1-225](#) Meetings of public agencies

Bylaw Adopted: March 10, 1993

Bylaw Revised: July 7, 2004

Revised: August 17, 2016

Bylaws of the Board

Monitoring Products and Processes

Board Self-Evaluation

The Bristol Board of Education (Board) is committed to regular assessment of its environment and the Board's performance and adherence to research-proven strategies that enhance student achievement. The Board's assessment practices will incorporate short term (each meeting), mid-range (annual) and long term (specific methodical and consistent practices over the course of several years) performance of the Board.

The Board will periodically make adjustments in its conduct and practices to ensure continued improvement in its performance over time. Such assessment shall include mechanisms for regularly soliciting and incorporating input from the staff, students and community.

Topics to be covered in the Board's comprehensive assessment shall include, but should not necessarily be limited to a consideration of how the Board's policies, procedures and conduct should be changed in light of the following:

1. How are wants, needs and preferences of our community changing?
2. How is the economy changing?
3. How are demographics changing?
4. How is technology changing?
5. How is the political landscape and societal norms changing?
6. How are laws and regulations changing?
7. What additional research, if any, has been published regarding the role of the Board in increasing student achievement?

The results of the Board's comprehensive assessment shall be organized and documented into a list of specific methodical and consistent practices that best express what drives the Board's successes so that such practices can be institutionalized and preserved from year to year.

Legal Reference: Connecticut General Statutes
10-14m – 10-14r Education evaluation and remedial assistance
10-220 Duties of boards of education

Bylaw adopted: March 10, 1993
Revised: August 17, 2016

Community Relations

Otherwise Lawful Possession of Firearms on School Property

Notwithstanding the otherwise lawful possession of firearms defined in Section 53a-3, (“any sawed off shotgun, machine gun, rifle, shotgun, pistol, revolver or other weapon, whether loaded or unloaded from which a shot may be discharged”) in or on the real property comprising school district property by persons who hold a valid state or local permit to carry a firearm and would otherwise legally traverse school property with an unloaded firearm for the purpose of gaining access to public or private lands open to hunting or for other lawful purposes, such entry onto school property by these persons for these purposes is prohibited by the Board of Education.

The issuance of a permit to carry a pistol, revolver or other firearms does not authorize the possession or carrying of a pistol, revolver or other firearms on school district property. The Board of Education prohibits such possession on school district property.

The Board of Education may employ or enter into an agreement for public school security services with a firearm, as defined in state law, only with a sworn member of a local police department, a retired state or local police officer, or retired federal law enforcement agents and retired police officers from an out-of-state police department.

A motor vehicle inspector, designated under section C.G.S. 14-8 and certified pursuant to C.G.S. 7-294d, while engaged in the performance of such motor vehicle inspector’s official duties may carry weapons on school grounds, effective October 1, 2016.

Students are prohibited by the Board of Education from possessing firearms for any reason, whether otherwise lawful or not, in or on the real property comprising the public or private elementary or secondary school or at a school sponsored activity as defined in Subsection (h) of Section 10-233a.

(cf. 5114 - Suspension/Expulsion/Exclusion/Removal)

Legal Reference: Connecticut General Statutes

29-28 Permit for sale at retail of pistol or revolver. Permit to carry a pistol or revolver. Confidentiality of name and address of permit holder.

29-33 Sale, delivery or transfer of pistol and revolvers. Documentation requirements. Waiting period. Exempted transactions. Penalty.

Community Relations

Otherwise Lawful Possession of Firearms on School Property

Legal Reference: Connecticut General Statutes (continued)

52a-3 Definitions.

53a-217b Possession of a weapon on school grounds: Class D felony. (as amended by P.A. 16-55)

P.A. 13-188 An Act Concerning School Safety

P.A. 14-217 Section 254 of “Budget Implementer Bill”

P.A. 14-212 An Act Concerning the State Education Resource Center

P.A.16-55 An Act Concerning Recommendations by the Department of Motor Vehicles Regarding Hazardous Materials, Car Dealers, Student Transportation Vehicle Operators, Diversion Programs and Motor Vehicle Inspectors.

Policy adopted: August 17, 2016

Personnel -- Certified/Non-Certified

Security Check/Fingerprinting

In order to create a safe and orderly environment for students, all offers of employment will be conditional upon the successful outcome of a criminal record check. In addition, any person applying for employment with the Board shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired.

Note: Applicants for all positions, certified or non-certified must submit to a check of Department of Children and Families Child Abuse and Neglect Registry.

Applicants, as required, shall make disclosures containing (1) current and past employers' contact information; (2) authorization allowing contact with such employers; and (3) statements about any past misconduct, discipline, or licensure penalties as a result of sexual misconduct or abuse allegations.

The District, prior to hiring such applicants, applicants, will (1) ensure that they complete the above stated three requirements; (2) review applicants' employment history after making a documented, good faith effort to contact previous employers for information; and (3) request any available information about applicants from SDE.

The background/reference checks shall be done in compliance with the statutory guidelines contained in Board policy #4112.51.

District employees shall within 30 days after they are hired submit to state and national criminal checks. District students employed by the school system are exempted from this requirement.

Workers placed in a school under a public assistance employment program shall also submit to the criminal check if such individuals will have direct contact with students.

School nurses and nurse practitioners appointed by the Board or under contract with the Board shall also submit to a criminal history check pursuant to C.G.S. 29-17a.

Student teachers placed in District schools as part of completing preparation requirements for the issuance of an educator certificate, effective July 1, 2010, shall also be required to undergo the same criminal background checks already required for school employees.

(cf. 4112.51/4212.51 - Employment/Reference Checks)

Personnel -- Certified/Non-Certified

Security Check/Fingerprinting

Legal Reference: Connecticut General Statutes

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissed. (as amended by PA 01-173, PA 04-181 and June 19 Special Session, Public Act No. 09-1, PA 11-93 and PA 16-67)

29-17a Criminal history checks. Procedure. Fees.

PA 16-67 An Act Concerning the Disclosure of Certain Education Personnel Records

Policy Adopted: August 17, 1994
Revised: August 17, 2016

Bristol Public Schools
Bristol, Connecticut

Personnel -- Certified/Non-Certified

Employment/Reference Checks

The Board of Education (Board) believes that it is critical that references on an application be checked prior to an offer of employment. Also, in order to create a safe and orderly environment for students, all offers of employment will be conditional upon the successful outcome of a criminal record check. In addition, any person applying for employment with the Board shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired.

Requirements for Applicants

The Board shall not offer employment to an applicant for a position, including any position which is contracted for, if such applicant would have direct student contact, prior to the Board requiring of such applicant to provide:

1. Contact information for current and former employers if they were education employers or the employment otherwise involved contact with children. The contact information must include the name, address and telephone number of each current or former employer.
2. Written authorization that consents to and authorizes such former employers to disclose information and related records about him or her that is requested on the State Department of Education (SDE) designated standardized form that interviewing employers send. The authorization also must consent to and authorize SDE to disclose information and related records to the District upon request and release such former employees and the SDE from any liability that may arise as a result of such disclosure or release.
3. To provide a written statement of whether he or she:
 - a. was the subject of an abuse or neglect or sexual misconduct investigation by any employer, state agency or municipal police department, unless the investigation resulted in a finding that all allegations were unsubstantiated;
 - b. was disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect was pending or under investigation by the Department of Children and Families (DCF), or an allegation of sexual misconduct was pending or under investigation or due to an allegation substantiated by DCF of abuse or neglect, or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct; or
 - c. has ever had a professional or occupational license or certificate suspended or revoked or has ever surrendered one while an allegation of abuse or neglect was pending or under investigation by DCF, or an investigation of sexual misconduct was pending or under investigation, or because an allegation substantiated by DCF of abuse or neglect or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct.

Personnel -- Certified/Non-Certified

Employment/Reference Checks (continued)

Reference Checking Procedures

The District shall conduct a review of the applicant's employment history by contacting those employers listed in the required information provided by the applicant. Such review shall be conducted using the SDE form that requests:

1. the dates of employment of the applicant;
2. a statement as to whether the employer has knowledge that the applicant was the subject of an allegation of abuse or neglect or sexual misconduct for which there is an investigation pending with any employer, state agency or municipal police department or which has been substantiated; was disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct; or has ever had a professional or occupational license, certificate, authorization or permit suspended or revoked or has ever surrendered such a license, certificate, authorization or permit while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct.

Such review may be conducted by telephone or through written communication, not later than five business days after any such current or former employer of the applicant receives a request for such information, and responds with such information. The Board may request more information concerning any response made by a current or former employer. Such employer shall respond not later than five business days after receiving such request; and

The District shall also request information from SDE concerning:

1. the eligibility status for employment of any applicant for a position requiring a certificate, authorization or permit;
2. whether SDE has knowledge that a finding has been substantiated by the Department of Children and Families of abuse or neglect or of sexual misconduct against the applicant and any information concerning such a finding;
3. whether SDE has received notification that the applicant has been convicted of a crime or of criminal charges pending against the applicant and any information concerning such charges.

Personnel -- Certified/Non-Certified

Employment/Reference Checks

Reference Checking Procedures (continued)

The Board shall notify SDE if it receives information that an applicant for a position with the District or a current employee has been disciplined for a finding of abuse or neglect or sexual misconduct.

The Board will not employ an applicant for a position involving direct student contact who does not comply with the provisions of this policy.

Temporary Hires

The Board may employ or contract with an applicant on a temporary basis for a period not to exceed ninety days, pending the Board's review of the required and submitted applicant information provided:

1. The applicant has submitted to the District the three required disclosures;
2. The Board, has no knowledge of information pertaining to the applicant that would disqualify him/her from employment; and
3. The applicant affirms that he or she is not disqualified from employment with the Board.

Employment Agreements

The Board shall not enter into any collective bargaining agreement, employment contract, resignation or termination agreement, severance agreement or any other contract or agreement or take any action that:

1. Has the effect of suppressing information relating to an investigation of a report of suspected abuse or neglect or sexual misconduct by a current or former employee;
2. Affects the ability of the local or regional Board of Education, council or operator to report suspected abuse or neglect or sexual misconduct to appropriate authorities; or
3. Requires the Board, to expunge information about an allegation or a finding of suspected abuse or neglect or sexual misconduct from any documents maintained by the Board, unless after investigation such allegation is dismissed or found to be false.

Substitute Teachers

The Board shall only hire applicants for substitute teaching positions who comply with this policy and who fulfill the disclosure requirements and after requesting information from the applicant's prior employers and SDE. The Board shall determine which such persons are employable as substitute teachers and maintain a list of such persons. The Board shall hire only substitutes who are on such list.

Personnel -- Certified/Non-Certified

Employment/Reference Checks

Substitute Teachers (continued)

Approved substitutes shall remain on such list as long as he or she is continuously employed by the Board as a substitute teacher, provided the Board does not have any knowledge of a reason that such person should be removed from the list.

Contractors and Their Employees

In the case of an applicant who is a contractor, the contractor shall require any employee with such contractor who would be in a position involving direct student contact to supply to the contractor all information required of any applicant for a position in the district as previously described in this policy. The contractor shall contact any current or former employer of such employee that was a Board of Education, council or operator or if such employment caused the employee to have contact with children, and request, either by telephone or through written communication, any information concerning whether there was a finding of abuse or neglect or sexual misconduct against such employee.

Such employer shall report to the contractor any such finding, either by telephone or through written communication. If the contractor receives any information indicating such a finding or otherwise has knowledge of such a finding, the contractor shall, immediately forward such information to the Board of Education with which the contractor is under contract, either by telephone or through written communication.

Any Board of Education that receives such information shall determine whether such employee may work in a position involving direct student contact at any school under the Board's jurisdiction. No determination by a Board of Education that any such employee shall not work under any such contract in any such position shall constitute a breach of such contract.

Falsification of Records/Information

Any applicant who knowingly provides false information or knowingly fails to disclose information required by this policy in compliance with applicable statutes shall be subject to discipline by the Board. Such discipline may include denial of employment, or termination of the contract of a certified employee.

It is understood that any employer and SDE who provide information to the Board and in accordance with this policy shall be immune from criminal and civil liability, provided the employer or SDE did not knowingly supply false information.

Personnel -- Certified/Non-Certified

Employment/Reference Checks (continued)

Communication

The District, as required, shall communicate with other education employers and also between an education employer and SDE, about findings of abuse or sexual misconduct by applicants or employees. The Board will notify SDE when it receives information that applicants or employees have been disciplined for a finding of abuse or sexual misconduct. In addition, the Board will provide, upon request, to any other education employer or to the Commissioner of Education, information it may have about a finding of abuse or sexual misconduct for someone being vetted for hire as a direct employee of an education employer or a contractor's employee.

Definitions

“Sexual misconduct” means any verbal, nonverbal, written or electronic communication, or any other act directed toward or with a student that is designed to establish a sexual relationship with the student, including a sexual invitation, dating or soliciting a date, engaging in sexual dialog, making sexually suggestive comments, self-disclosure or physical exposure of a sexual or erotic nature and any other sexual, indecent or erotic contact with a student;

“Abuse of a child or youth” is defined as (a) inflicting physical injury or non-accidental injuries; (b) inflicting injuries that do not match the story associated with their origin; or (c) maltreatment, including malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment, or cruel punishment; and

“Neglect of a child or youth” is defined as (a) abandonment; (b) denial of proper care and attention physically, educationally, emotionally, or morally; or (c) allowing the child to live under conditions, circumstances, or associations injurious to the child's well-being.

“Abuse and neglect” also includes sexual assault as defined in the statutes. (C.G.S. 46b-120, and includes any violation of section 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b or 53a-73a).

Offer of Employment

Prior to offering employment to an applicant, the Board shall make a documented good faith effort to contact each current and any former employer that was a Board of Education, council or operator or if such employment otherwise caused the applicant to have contact with children of the applicant in order to obtain information and recommendations which may be relevant to the applicant's fitness for employment, provided such effort shall not be construed to require more than three telephone requests made on three separate days.

The Board shall not offer employment to any applicant who had any previous employment contract terminated by a Board, council or operator or who resigned from such employment, if such person has been convicted of abuse or neglect or sexual misconduct.

Personnel -- Certified/Non-Certified

Employment/Reference Checks

(cf. 4112.5 – Security Check/Fingerprinting)

(cf. 4121 – Substitute Teachers)

Legal References: Connecticut General Statutes

1-200 through 1-241 of the Freedom of Information Act.

5-193 through 5-269 -State Personnel Act

10-151c Records of teacher performance and evaluation not public records.

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissal. (as amended by PA 16-67)

10-222c Hiring policy. (as amended by PA 16-67)

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g)

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

PA 16-67 An Act Concerning the Disclosure of Certain Educational Personnel Records

Policy Adopted: August 17, 1994

Revised: August 17, 2016

Personnel -- Certified

Substitute Teachers

A substitute teacher shall be a person who has earned a Bachelor's Degree, is fully qualified to instruct in our schools and who is employed for short periods of time in the absence of the regular teacher. The Commissioner of Education may waive requirement for a Bachelor's Degree for good cause upon the request of the Superintendent of Schools.

The Board shall only hire applicants for substitute teaching positions who comply with the reference and background checks as detailed in Policy #4112.51/4212.51 and who comply with the required disclosure requirements and after requesting information from the applicant's prior employers and SDE. The Board shall determine which such persons are employable as substitute teachers and maintain a list of such persons. The Board shall hire only substitutes who are on such list.

Approved substitutes shall remain on such list as long as he or she is continuously employed by the Board as a substitute teacher, provided the Board does not have any knowledge of a reason that such person should be removed from the list.

Suitable programs for training, assigning, orienting and evaluating the work of substitute teachers shall be provided by the certified staff under the direction of the Superintendent.

Rates of compensation for substitute teachers will be set by the Board of Education.

It will be the responsibility of the Principal or his/her designee to assign a substitute to fill any vacancy by the temporary absence of a regular staff member. The substitute teacher will be selected from a list of approved substitutes furnished by the Superintendent's office.

Only fully certified replacement teachers will be assigned to classes whose regular teachers are on long-term leaves of absence of forty (40) days or more. Principals will attempt to maintain as much continuity as possible by engaging only one substitute for the full period of absence of one teacher and by calling back a substitute to serve in a classroom in which he/she has already performed successfully.

Substitute teachers will not participate in the health and welfare plans or other fringe benefits of the school system. However, substitute personnel hired to fill the position of an employee absent on an extended leave will be entitled to the privileges and benefits afforded regular professional employees, with the exception that the term of employment ordinarily will cease at the scheduled termination of the regular teacher's leave.

Retired teachers may be employed as substitute teachers without jeopardizing their retirement salary within the limits as prescribed by law.

Personnel -- Certified

Substitute Teachers (continued)

(cf. 4112.51/4212.51 - Employment/Reference Checks)

Legal Reference: Connecticut General Statutes

10-183v Reemployment of teachers.

10-145a Certificates of qualification for teachers.

June 19 Special Session, Public Act No. 09-1 An Act Implementing the Provisions of the Budget Concerning Education, Authorizing State Grant Commitments for School Building Projects and Making Changes to the Statutes Concerning School Building Projects and Other Education Statutes. (Section 48) Public Act No. 09-6 September Special Session

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissal. (as amended by PA 16-67)

10-222c Hiring policy. (as amended by PA 16-67)

Policy Adopted: July 6, 1994

Revised: August 17, 2016