

UbD Level 3_ 8th grade

Title of Unit	Social Justice and Progress	Grade Level	8 th grade
Curriculum Area	ELA	Time Frame	6 weeks
Developed By	Krystal Hargrave		
Suggested texts	“ A Long Way Gone” by Ishmael Beah ;“I am Nujood, age 10 and Divorced” by Nujood Ali, “Sold” by Patricia McCormick; “ The Breadwinner” by Deborah Ellis		
Identify Desired Results (Stage 1)			
Content Standards			

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

Craft and Structure:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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

CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence

CCSS.ELA-LITERACY.W.8.1.A

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.W.8.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACY.W.8.1.C

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical

<p>Social justice is the distribution of wealth, opportunities, and privileges within a society.</p> <p>Culture is the act of developing the intellectual and moral faculties</p> <p>A heroine is:</p> <ul style="list-style-type: none"> a : a mythological or legendary woman often of divine descent having great strength or ability b : a woman admired and emulated for her achievements and qualities <American <i>heroines</i> such as Eleanor Roosevelt and Rosa Parks> <remembered as the <i>heroine</i> of the flood> 2a : the principal female character in a literary or dramatic work <the <i>heroine</i> of Shakespeare's <i>Romeo and Juliet</i>> <p>Human rights are rights (as freedom from unlawful imprisonment, torture, and execution) regarded as belonging fundamentally to all persons</p> <p>Tolerance is a : sympathy or indulgence for beliefs or practices differing from or conflicting with one's own</p> <p>b : the act of allowing something</p> <p>Acceptance is to receive (something offered) willingly or to give admittance or approval</p> <p>Social conventions are A convention is a set of agreed, stipulated, or generally accepted standards, norms, social norms, or criteria, often taking the form of a custom (set by society) - generally agreed upon</p> <p>Empathy is the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner</p>	<p>In what ways do heroes and heroines have an impact on society?</p> <p>How does our culture inspire us?</p> <p>How is tolerance and acceptance different?</p> <p>How do Social conventions help or hurt us?</p> <p>In what ways can we change social institution?</p>	<p>How does living under authoritarian leadership affect the citizens of that place?</p> <p>How do the characters from these texts break social conventions?</p> <p>How do you break social conventions?</p> <p>How do these characters act as heroes or heroines?</p> <p>How does culture influence the characters in these texts?</p>
<p>Related Misconceptions</p>		

<p>Only citizens from other countries are negatively impacted by tyranny and terrorism</p> <p>Culture always influences personal beliefs</p> <p>Tolerance is the same as acceptance</p> <p>Social conventions must be abided by and are indestructible</p>		
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<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	
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<p>Culture is based on community and human intellectual achievement</p> <p>Unjust leadership and institutions have negative impacts on all members in and out of a community</p> <p>Social conventions can be challenged</p>	<p>Analyze characters and their importance to a plot</p> <p>Infer why certain events take place in a text and in the “real-world”</p> <p>Evaluate the importance of certain events in relation to the plot</p> <p>Compare and contrast concepts in dual text</p> <p>Create potential solutions to conflicts posed in a text</p> <p>Make predictions about upcoming events in the text</p> <p>Make inferences about literary devices</p> <p>Use context to give and draw meaning from unfamiliar words and key terms</p>	
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Assessment Evidence (Stage 2)

Performance Task Description

<ul style="list-style-type: none"> ● Goal ● Role ● Audience ● Situation ● Product/ Performance ● Standards 	<p>Students use narrative and research skills to create a realistic story in the perspective of a character in another country going through similar situation as character from the text as well as including real-world scenarios based on research.</p> <p>Students will use narrative techniques while informing peers on specific world issues through research.</p> <p>Empathizing with citizens around the globe and learning about worldly political issues</p>
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Other Evidence

Learning Plan (Stage 3)

<ul style="list-style-type: none"> ● Where are your students headed? Where have they been? How will you make sure the students know where they are going? ● How will you hook students at the beginning of the unit? ● What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge? ● How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work? ● How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit? ● How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit? ● How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students? 	<p>Students are intended to empathize and learn about world issues and the obstacles people face around the globe. It is anticipated that students only know what they hear through local and nationwide news opposed to international news. Students will be able to create a situation and solution to that real-life problem through narrative.</p> <p>Students are exposed to short documentary about women who recount their experience under terrorist control.</p> <p>The students are able to experience and explore what social justice means and what it's like when conditions and laws are unjust for marginalized groups of people.</p> <p>Students have much opportunity to revise writing and revisit same themes and skills through various texts.</p> <p>Students can self-evaluate through keeping records of assignments and assessments as well as revisit themes and skills in a wide range of texts throughout of unit.</p> <p>Students will have the option of which books they would like to read, students will have opportunity to express themselves and explore their creativity through narrative writing.</p> <p>All skills will be scaffolded where overarching skills and concepts can build upon one another.</p>
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UbD_ Emigration & Immigration

Title of Unit	Emigration & Immigration	Grade Level	8 th Grade
Curriculum Area	ELA	Time Frame	6 weeks
Developed By	Hargrave		
Suggested Texts	Persepolis: The Story of a Childhood by Marjane Satrapi; “Newcomers to America” by Franklin Watt		
Identify Desired Results (Stage 1)			
Content Standards			

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.8.1.A

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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.8.1.D

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

CCSS.ELA-LITERACY.W.8.3

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.8.3.B

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.8.3.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.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>People emigrate for many different reasons. These reasons can be classified as economic, social, political or environmental: economic migration - moving to find work or follow a particular career path. social migration - moving somewhere for a better quality of life or to be closer to family or friends.</p> <p>Migration is when one moves from one place to another</p> <p>Immigration the action of coming to live permanently in a foreign country</p> <p>Immigrants experience a wide variety of problems when they arrive to a new environment</p>	<p>How does the immigrant experience differ from people whose origin is from a specific country?</p> <p>How does the immigrant experience impact one's self-perception?</p> <p>How do people become acclimated to a new environment?</p> <p>How do people balance customs and traditions from original birthplace to place of migration?</p>	<p>How do people handle opposition to a dictator?</p> <p>Why do people emigrate?</p> <p>How do immigrants' experiences differ? How are they similar?</p> <p>How do we find beauty in what's different?</p> <p>How does language connect one another?</p>
Related Misconceptions		
<p>Immigrants spread crime</p> <p>Immigrants always come to America "illegally"</p> <p>It is just as easy to come to America as it was when some of our ancestors arrives</p> <p>Immigrants refuse to learn the language of their new country</p> <p>The goal for immigrants is to become "Americanized"</p>		
Knowledge Students will know...	Skills Students will be able to...	

<p>That immigrants are looking for opportunity and freedom</p> <p>Immigrants experience a wide range of issues including being apart from family from their country of origin and feel pressured to assimilate</p> <p>Many times immigrants identify with more than one culture</p> <p>Assimilation is the process of taking in and fully understanding information or ideas</p>	<p>analyze characters through dialogue, description, actions, and thoughts</p> <p>interpret and make inferences about quotes from the texts</p> <p>make inferences about literary devices</p> <p>make connections between their experiences and character experiences</p> <p>draw comparisons between dual text in terms of theme</p> <p>research information about immigration throughout history and in modern-day society</p> <p>evaluate sources that are reliable and credible</p>
Assessment Evidence (Stage 2)	
Performance Task Description	

<ul style="list-style-type: none"> ● Goal ● Role ● Audience ● Situation ● Product/Performance ● Standards 	<p>Students will create a diary or journal entry from a character’s perspective tracking their immigrant experience</p> <p>Students are analyzing the obstacles that immigrants face in new surroundings</p> <p>Students are informing one another about various cultures</p> <p>Students will present information and journal entries orally and visually CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.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>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>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCSS.ELA-LITERACY.W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>CCSS.ELA-LITERACY.W.8.2.D</p>
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Other Evidence

<http://teacher.scholastic.com/activities/immigration/>

<http://www.tolerance.org/lesson/immigration-myths>

Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

Students understand their experience or have insight on family or friends experience as immigrants. Reading texts from this unit will provide a wide range of insight from various characters and places.

Students will explore current events in today's America where immigrants are vulnerable to deportation. We will go over news articles and news in video format for students to be re-introduced and reminded to immigrants status in today's America.

Students will have opportunities to reflect and rethink through writing tasks and students will continuously be provided with feedback and opportunities to master critical skills.

Students will self-evaluate through using rubrics and maintaining record of assessment and assignments throughout this unit.

Students will have an opportunity to express themselves, use multimedia for assignment and other important performance tasks which will ensure student learning through engagement and personal talents and skills.

Students will be introduced to historical context of the themes throughout this unit and then help students make connections and research modern social issues in relation to immigration. All assignments and skills are scaffolded and intended to be built upon throughout the unit.

UbD_ Family, Friends, and other Relationships

Title of Unit	Family, Friends, and Other Relationships	Grade Level	8 th grade
Curriculum Area	ELA	Time Frame	6 weeks
Developed By	Krystal Hargrave		
Suggested Text	“Will Grayson, Will Grayson” by John Green; “The Kite Runner” Khaled Hosseini		
Identify Desired Results (Stage 1)			
Content Standards			

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.8.2.B

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

CCSS.ELA-LITERACY.W.8.2.C

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.W.8.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.8.2.E

Establish and maintain a formal style.

CCSS.ELA-LITERACY.W.8.2.F

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

CCSS.ELA-LITERACY.W.8.3

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

CCSS.ELA-LITERACY.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

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>The Great Depression is (1929-39) was the deepest and longest-lasting economic downturn in the history of the Western industrialized world. In the United States, the Great Depression began soon after the stock market crash of October 1929, which sent Wall Street into a panic and wiped out millions of investors.</p> <p>People come become homeless for many reasons</p> <p>Raising a family as a single parent has many challenges but is very possible</p>	<p>How do families help each other through hard times or difficult situations?</p> <p>What makes a certain relationship “unlikely” or “odd?”</p> <p>Why is it important to experience unlikely friendships?</p> <p>What can we learn from people who are different than us?</p> <p>How do people fight homelessness and poverty?</p>	<p>How did the Great Depression impact Americans’ lives?</p> <p>How did the Great Depression impact immigrant lives?</p> <p>How do single parents play the roles of both parents?</p> <p>Why is it important to analyze a character? How does it help us understand the plot better?</p> <p>How do friendships change someone’s life?</p> <p>How do friends become family? What is the difference between the two?</p>
Related Misconceptions		
<p>People become friends with one another based on commonalities</p> <p>Family has more of an impact than family does on a person’s life</p> <p>Being different than someone separates us from them</p> <p>The great depression only affected American-born citizens</p>		
Knowledge	Skills	
Students will know...	Students will be able to...	

<p>What the Great Depression is and how it occurred</p> <p>The Depression hit hardest those nations that were most deeply indebted to the United States, i.e., Germany and Great Britain. In Germany, unemployment rose sharply beginning in late 1929, and by early 1932 it had reached 6 million workers, or 25 percent of the work force.</p> <p>Friends and family can help one learn about themselves and cope with hard times</p> <p>A refugee is a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.</p>	<p>analyze different relationships through description, dialogue, actions, and thoughts of other characters</p> <p>Analyze a plot by explain historical context and current event</p> <p>compare themes through dual text</p> <p>infer how an event is society impacts the citizens that live there</p> <p>evaluate the importance of events that take place in a text</p>
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Assessment Evidence (Stage 2)

Performance Task Description

<ul style="list-style-type: none"> ● Goal ● Role ● Audience ● Situation ● Product/Performance ● Standards 	<p>Students will perform expository writing about the impact of friendship.</p> <p>Students will create a situation where friendships are practical and life-changing.</p> <p>Students will examine the impact of a situation WITHOUT having a friendship to help one through a tough time.</p> <p>Student will then compare this circumstance to the situations from the texts.</p> <p>Students will use a PARCC writing rubric</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.W.8.2.A</p> <p>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>CCSS.ELA-LITERACY.W.8.2.B</p> <p>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCSS.ELA-LITERACY.W.8.2.C</p> <p>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>CCSS.ELA-LITERACY.W.8.2.D</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.W.8.2.E</p> <p>Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.8.2.F</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<p>Other Evidence</p>	

Learning Plan (Stage 3)

<ul style="list-style-type: none"> ● Where are your students headed? Where have they been? How will you make sure the students know where they are going? ● How will you hook students at the beginning of the unit? ● What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge? ● How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work? ● How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit? ● How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit? ● How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students? 	<p>Students have experience at least one friendship before and have either an experience or desire for support from family and friends. Students will use text to draw connection to the real-world.</p> <p>Students will be hooked at the beginning of the unit by examining “unlikely” friendships through anecdotes and pictures/videos of unlikely “animal friendships”</p> <p>Students can relate these themes to their own lives or relationships they have witness in real life or in media</p> <p>students will reflect and rethink through re-reading, writing, and multimedia project. Student will receive constant feedback and use rubrics for writing and project-based learning</p> <p>Students will keep record of their work to reflect on their knowledge and skills overtime as well as have opportunity to have teacher-student conferences</p> <p>Students will be engaged through differentiation- students have options to learn through multimedia, kinesthetic/ hands-on practice/ acting out mediation through friendship/family/peer issues, through making connections between reading and listening to music, journal writing ,etc.</p> <p>All concepts and skills are intended to be scaffolded and built upon through the entire unit.</p>
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UbD_ Identity and Independence

Title of Unit	Identity and Independence	Grade Level	8 th grade
Curriculum Area	ELA	Time Frame	8 weeks
Developed By	Hargrave		
Suggested texts	“Perks of being a Wallflower” by Stephen Chbosky; “Inventing Elliot” by Graham Gardner		

Identify Desired Results (Stage 1)

Content Standards

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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 [here](#) for specific expectations.)

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Conformity can be a positive and negative, depending on the situation.</p> <p>People, and particularly teenagers, often face the difficult choice of whether to conform.</p> <p>Sometimes it is easier to conform, but it often takes courage to be true to yourself.</p> <p>Nonconformity makes the world both an interesting and dangerous place.</p>	<p>Why do people feel the need to conform?</p> <p>Is it impossible to be united with others and express your own opinion at the same time?</p> <p>How do we form opinions?</p> <p>Why are myths and legends still important to our culture? Can people change?</p> <p>How is true friendship portrayed in literature?</p> <p>How can we prevent bullying?</p>	<p>How does the development of characters affect the story?</p> <p>How does an author use figurative language to enhance writing?</p> <p>How do the major conflicts and solutions impact the characters?</p>
<p>Related Misconceptions</p> <p>Conforming is the only way to be popular</p> <p>There is no way to prevent bullying</p> <p>Bullies are confident people</p> <p>Being different and independent is a bad thing</p>	<p>How do the people around us help us have a better understanding of ourselves?</p> <p>How does bullying impact our self-esteem?</p>	<p>How does the author reference the legend of King Arthur to develop plot and character?</p>
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	
<p>Conformity is compliance with standards, rules, or laws and behavior in accordance with socially accepted conventions or standards.</p> <p>Bullies usually have low self-esteem</p> <p>self-esteem is confidence in one's own worth or abilities; self-respect.</p>	<p>justify the benefits of nonconformity</p> <p>research the cause and effects of conformity and nonconformity</p> <p>construct a plan to inform middle schoolers about bullying and what to do when experiencing or witnessing bullying</p> <p>make inferences about literary devices</p> <p>assess the importance and impact of events from the text</p>	

Assessment Evidence (Stage 2)

Performance Task Description

<ul style="list-style-type: none"> • Goal • Role • Audience • Situation • Product/Performance • Standards 	<p>Design a plan to inform peers about bullying and making connections to the theme of conformity and nonconformity. Students will compose a plan of how to handle bullying regardless of whether they are the victim or a bystander. Students will need to perform research in order to include context to their plan and present this plan and strategies to their class.</p> <p>or</p> <p>Students can make connections from theme of this unit to a songs about bullying and conformity/nonconformity Students will make an album (at least 3 songs) about these topics. Annotate and explain specific lines from each song and present to class.</p> <p>CCSS.ELA-LITERACY.SL.8.4</p> <p>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>CCSS.ELA-LITERACY.SL.8.5</p> <p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>CCSS.ELA-LITERACY.SL.8.6</p> <p>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 here for specific expectations.)</p> <p>CCSS.ELA-LITERACY.W.8.7</p> <p>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>CCSS.ELA-LITERACY.W.8.8</p> <p>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>CCSS.ELA-LITERACY.W.8.9</p>
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Other Evidence

Learning Plan (Stage 3)

- **Where** are your students headed? **Where** have they been? **How** will you make sure the students know where they are going?
- **How** will you **hook** students at the beginning of the unit?
- **What** events will help students **experience and explore** the big idea and questions in the unit? **How** will you equip them with needed skills and knowledge?
- **How** will you cause students to **reflect and rethink**? **How** will you guide them in rehearsing, revising, and refining their work?
- **How** will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How** will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- **How** will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

Students have witnessed or been at the center of bullying but have most likely not been able to analyze through literature and research. Students will learn enough about the topic so that they will create a strategic plan on how to combat, prevent, and make awareness towards bullying. Students will also be able to make relevant connections from bullying to nonconformity.

students will be introduced to this unit through video clips about bullying and a song that relates to the topics of this unit.

Students will be able to relate to the big idea of this unit through life experiences of their friends, family, or their own. Students can reflect and rethink throughout the unit through class discussions

Students will self-evaluate through maintaining records of assignments and assessments throughout the unit.

The unit will be tailored to personalize learning through providing options for students, tapping into artistic talents, and promoting self-expression throughout.

The unit will be organized so each concept and skill can be scaffolded to be built upon one another.

UbD_ Mystery & Suspense

Title of Unit	Mystery & Suspense	Grade Level	8 th grade
Curriculum Area	ELA	Time Frame	6 weeks
Developed By	Hargrave		
Suggested Text	“ The Cellar” by Natasha Preston;“Holes” Louis Sachar;“ “Something Upstairs” by Avi		
Identify Desired Results (Stage 1)			
Content Standards			

CCSS.ELA-LITERACY.W.8.3

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.8.3.B

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.8.3.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.

CCSS.ELA-LITERACY.W.8.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-LITERACY.W.8.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events

CCSS.ELA-LITERACY.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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RL.8.6

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Suspense is a state or feeling of excited or anxious uncertainty about what may happen</p> <p>Authors include suspense to create curiosity and mystery</p> <p>Social Commentary is the act of using rhetorical means to provide commentary on issues in a society. This is often done with the idea of implementing or promoting change by informing the general populace about a given problem and appealing to people's sense of justice.</p> <p>Imagery is visually descriptive or figurative language, especially in a literary work and appeals to the five senses</p>	<p>How does suspense create curiosity? How does suspense help us make predictions?</p> <p>How does suspense induce emotion in a reader?</p> <p>How does suspense differ from the genre of mystery?</p>	<p>Why is imagery an important narrative technique?</p> <p>How can social commentary be persuasive?</p> <p>How does imagery appeal to our senses?</p>
Related Misconceptions		
Mystery and suspense stories always induce fear.		
Knowledge Students will know...	Skills Students will be able to...	
<p>That mystery and suspense stories induce curiosity</p> <p>Making predictions is when one says or estimates that (a specified thing) will happen in the future or will be a consequence of something.</p>	<p>Predict about what will happen next as a pre and during-reading strategy</p> <p>Analyze how authors create suspense</p> <p>Evaluate the importance of figurative language in a narrative</p> <p>make inferences about literary devices</p> <p>Evaluate the importance of imagery in a suspense story</p> <p>create imagery and suspense through narrative techniques</p> <p>Compare examples and impacts of suspense in various texts</p>	
Performance Task Description		

<ul style="list-style-type: none"> ● Goal ● Role ● Audience ● Situation ● Product/Performance ● Standards 	<p>Create a narrative with suspense Compare incorporated examples of suspense to examples from text in this unit How do we face suspense in the real-world and in our lives? Students can share stories and findings/experiences with peers</p> <p>Students will have project template and/or presentation format with rubric attached CCSS.ELA-LITERACY.W.8.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.W.8.3.A</p> <p>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>CCSS.ELA-LITERACY.W.8.3.B</p> <p>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>CCSS.ELA-LITERACY.W.8.3.C</p> <p>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>CCSS.ELA-LITERACY.W.8.3.D</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CCSS.ELA-LITERACY.W.8.3.E</p> <p>Provide a conclusion that follows from and reflects on the narrated experiences or events</p>
<p>Other Evidence</p>	
<p style="text-align: center;">Learning Plan (Stage 3)</p>	

<ul style="list-style-type: none"> • Where are your students headed? Where have they been? How will you make sure the students know where they are going? • How will you hook students at the beginning of the unit? • What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge? • How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work? • How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit? • How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit? • How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students? 	<p>Students have experienced suspense in movies, tv, books, etc but maybe did not know how to identify it or explain what other elements create suspense. Students will examine what are the components of suspense and what other emotions suspense creates.</p> <p>Students will watch suspenseful movie clip to grasp their attention and to help them make predictions which is a critical pre and during- reading strategy.</p> <p>Students will be given pre-reading, during-reading, and after-reading strategies to practice continually to reinforce good reading habits. This will induce constant reflection and rethinking.</p> <p>Students will keep record of their assignments and assessment and be accountable to track growth. They will find that critical skills become easier and second-nature.</p> <p>Students will have opportunity to express themselves and learn in various ways whether it is visually, kinesthetically, musically, etc. Students will prompted to make relevant and important connection to their everyday lives and own experiences.</p> <p>All concepts and skills will build upon one another and students will be start the unit from being exposed to suspense to them eventually creating suspense and comparing its effectiveness to other examples.</p>
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UbD_ Rhetoric and Persuasion

Title of Unit	Rhetoric and Persuasion	Grade Level	8 th grade
Curriculum Area	ELA	Time Frame	6 weeks
Developed By	Ms. Hargrave		
Suggested Text	“The Devil's Arithmetic” by Jane Yolen; The Book Thief Novel by Markus Zusak; “Night” Elie Wiesel		

Identify Desired Results (Stage 1)

Content Standards

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

Craft and Structure:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>There are specific appeals and strategies that are used to persuade</p> <p>Dictators and other leaders use propaganda for a specific result</p> <p>A scapegoat is a person who is blamed for the wrongdoings, mistakes, or faults of others, especially for reasons of expediency.</p> <p>Propaganda is information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view.</p>	<p>How is propaganda used for both good and bad reasons?</p> <p>How can appealing to someone's emotions be persuading?</p> <p>How can appealing to someone's logic be persuading?</p> <p>How can using credible sources be persuading?</p> <p>How can we decipher what is credible and what is not?</p>	<p>How do totalitarians take control of their society?</p> <p>How are scapegoats used by a totalitarian state?</p> <p>How is everyone responsible to help the oppressed?</p> <p>How are persuasive strategies used to "brainwash" people?</p>
Related Misconceptions		
<p>The Holocaust is a myth</p> <p>The Nazis were only responsible for killing Jewish Europeans</p> <p>people can not be persuaded by something if they have opposing positions</p>		
Knowledge Students will know...	Skills Students will be able to...	

<p>The Holocaust, also referred to as the Shoah, was a genocide in which some six million European Jews were killed by Adolf Hitler's Nazi Germany, and the World War II collaborators with the Nazis</p> <p>The Holocaust killed many groups of people including Jews, Gypsies, Poles and other Slavs, and people with physical or mental disabilities. Others were Nazi victims because of what they did. These victims of the Nazi regime included Jehovah's Witnesses, homosexuals, the dissenting clergy, Communists, Socialists, asocials, and other political enemies.</p> <p>It is just and fair to help those who are oppressed</p> <p>Strong relationships are important to have during difficult times to help us cope</p>	<p>compare and contrast the perspectives of different characters in similar situations</p> <p>refute bias exposed in propaganda by creating claims</p> <p>support claims by warranting arguments with evidence and reasoning</p> <p>differentiate the effect of different persuasive appeals</p> <p>create strategies used to persuade</p> <p>analyze historical context by making relevant connection to text and modern societal and political issues</p> <p>research historical events and share information through meaningful projects</p>
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Assessment Evidence (Stage 2)

Performance Task Description

<ul style="list-style-type: none"> ● Goal ● Role ● Audience ● Situation ● Product/Performance ● Standards 	<p>Student research historical events that oppressed or persecuted marginalized groups of people. Students will present the issue and inform others of the events, cause, impact, and relation to modern day problem Students are comparing past event to current event through research. Students will explain the long-term or potential impacts of these events CCSS.ELA-LITERACY.RI.8.1</p> <p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RI.8.2</p> <p>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. CCSS.ELA-LITERACY.RI.8.3</p> <p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). Craft and Structure: CCSS.ELA-LITERACY.RI.8.4</p> <p>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. CCSS.ELA-LITERACY.RI.8.5</p> <p>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. CCSS.ELA-LITERACY.RI.8.6</p> <p>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. Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.8.7</p> <p>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. CCSS.ELA-LITERACY.RI.8.8</p> <p>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. CCSS.ELA-LITERACY.RI.8.9</p> <p>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>
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Other Evidence

Learning Plan (Stage 3)

<ul style="list-style-type: none"> • Where are your students headed? Where have they been? How will you make sure the students know where they are going? • How will you hook students at the beginning of the unit? • What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge? • How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work? • How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit? • How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit? • How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students? 	<p>Students have been exposed to the Holocaust and other historical events. Now students are able to explore those experiences deeply through narrative. Students will use text to master critical skills.</p> <p>Students will be hooked by viewing provocative anti-semitic propaganda used during Nazi WWII to display the lack of social justice and the negative persuasion used by dictators and other corrupt leaders.</p> <p>Students will reflect and rethink throughout the unit by having opportunities to revise their work using checklists and rubrics. Students will frequently use writing workshops to self reflect as well as peer edit.</p> <p>Students will self-evaluate through maintaining records and attending teacher-student conferences so they can build on skills throughout this unit.</p> <p>This unit will be tailored to optimise engagement because the themes are relatable and students are given options in terms of performing critical skills. The assignments and assessment can be performed through various mediums and methods to suit the individual.</p> <p>The learning activities are organized in a way that the skills and concepts are built upon one another which will lead to the success of all students.</p>
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UbD_The Short Story: Narrative Techniques

Title of Unit	The Short Story: Narrative Techniques	Grade Level	8 th
Curriculum Area	ELA	Time Frame	5 weeks

Developed By	Hargrave
Suggested texts	" Araby" by James Joyce;"Raymond's Run" by Toni Cade Bambara; " A Sound of Thunder" Ray Bradbury
Identify Desired Results (Stage 1)	
Content Standards	

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

Craft and Structure:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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

CCSS.ELA-LITERACY.W.8.3

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.8.3.B

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.8.3.C

Use a variety of transition words, phrases, and clauses to convey sequence,

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Irony is the expression of one's meaning by using language that normally signifies the opposite, typically for humorous or emphatic effect.</p> <p>Narrative techniques include literary devices and dialogue to help readers envision the story</p> <p>Families of mentally disabled people are affected on a daily basis</p> <p>Mental Disability is a mental condition that limits a person's movements, senses, or activities.</p> <p>Society changes over time which creates a gap between beliefs from people of different generations</p>	<p>How does the theme of family (from last unit) leak into these stories?</p> <p>How are a person's family affected by mental disability?</p> <p>How does one's culture or national origin impact the expectations put on them?</p>	<p>How is irony used in "Araby?"</p> <p>How do childhood dreams inspire adulthood?</p> <p>How is "exaggerated self-love" expressed in "Araby?"</p> <p>How does family help one another?</p> <p>Why is figurative language necessary in narratives?</p> <p>How do narrative techniques make up a story? How would it be incomplete without them?</p> <p>Why do different generations have opposing beliefs?</p>
Related Misconceptions		
<p>It is impossible to relate to younger or older people than ourselves</p> <p>People with disabilities are the only ones impacted by their deficits</p> <p>A story is just a retelling of a specific event</p>		
Knowledge Students will know...	Skills Students will be able to...	

Narrative techniques provide deeper meaning for the reader and help the reader use imagination to visualize situations

People with disabilities are among the most marginalized groups in the world.

Empathy is the ability to understand and share the feelings of another.

analyze characters through dialogue, actions, thoughts, and description

make inferences about literary devices

create examples of imagery by “showing” not “telling”

compare characters and plot of dual text

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

Create a narrative using at least 10 (5 more than level 2) examples of each narrative technique about a character who is misunderstood, similarly to the characters in the texts from this unit.

Students are required to “show” not “tell.”

All students are required to evaluate each other's work through using checklists and a narrative rubric (from PARCC)

Students must resolve the conflict about the misunderstood character

CCSS.ELA-LITERACY.W.8.3

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.8.3.B

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.8.3.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.

CCSS.ELA-LITERACY.W.8.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-LITERACY.W.8.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.8.4

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

Other Evidence

Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

Students have been exposed to narratives and have written personal narratives in first-person but rarely in third-person. Students will read various narratives and examine situations about people who are misunderstood for a multitude of reasons.

Students will watch a clip of “I am Sam” about a disabled adult to introduce “Raymond’s run.” Students will also write a journal about a time they felt out of place or misunderstood so they can make relevant connections to the theme of this unit.

Students will reflect and rethink throughout the unit by having opportunities to revise their work using checklists and rubrics. Students will frequently use writing workshops to self reflect as well as peer edit.

Students will self-evaluate through maintaining records and attending teacher-student conferences so they can build on skills throughout this unit.

This unit will be tailored to optimise engagement because the themes are relatable and students are given options in terms of performing critical skills. The assignments and assessment can be performed through various mediums and methods to suit the individual.

The learning activities are organized in a way that the skills and concepts are built upon one another which will lead to the success of all students.