**kill UbD Curriculum Template 2.0**

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**Title:** Technology and the Apocalypse (*Killer of Enemies* & *Rose Eagle)*

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| **Stage 1 Desired Results** | | | |  |  |  |
| **Directions:** Choose the CCS Standards (or other standards) this unit will address, copy and paste them here, and unpack them for big ideas and assessment verbs by highlighting. Normally a unit consists of a minimum of five standards, organized to support one-another, with at least 2 CCSS literacy standards.  **Common Core State Standards:** [**www.corestandards.org**](http://www.corestandards.org)  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.8.5  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.8.9  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.  CCSS.ELA-LITERACY.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.  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 their own clearly. | | | | | | |
| Other than the big ideas explicitly in the standards you chose, what big ideas might frame a unit? | | | | | | |
| Chosen Big Idea:   1. Technology and the Apocalypse   Chosen Assessment Verb:   1. Analyze | Transfer | | | | | |
| *Students will be able to independently use their learning to…*  *I want my students to analyze technology and the apocalypse* (chosen assessment verb + chosen big idea)*, so that in the long-run, on their own, they will be able to evaluate when technology should and should not be integrated into task completion.* | | | | | |
| Acquisition | | | | | |
| UNIT ENDURING UNDERSTANDINGS  *Students will understand that…*   * Technology can both help and hinder development or reading, writing and cultural practices. * A hero is a person who use his/her strengths to overcome challenges to help others. | | | UNIT ESSENTIAL QUESTIONS   * How does technology change our reading, writing, and cultural practices? * What is a hero? | | |
| Acquisition | | | | | |
| *As a result of this unit, students will know…*  *Factual*   * Class norms (hero pact) * Morpheme: prefix, suffix, root * Roots: astro/aster, bio, geo, therm, auto, homo, hydro, phon/phone, scope * Transcription conventions * Dialogue punctuation and paragraphing * Hero’s journey * Point of view: first person   *Conceptual*   * SMART goals * Characteristics of indigenous heroes * Effective class discussion strategies * Text annotations: paper, sticky notes, digital * Narrative text structures   *Procedural*   * Writing process: planning, drafting, revising, editing, publishing * Norms for class discussions * Text annotations: questions, summary, personal response, vocabulary * Rubrics * Critique protocol   *Metacognitive*   * Preferred annotation strategy * Personal strengths and challenges * Portfolio reflections | | | *As a result of this unit, students will be skilled at…*  *Remember*   * Identify the steps of the writing process * Define common Greek roots: astro/aster, bio, geo, therm, auto, homo, hydro, phon/phone, scope   *Understand*   * Define unfamiliar words by starting with the meaning of the suffix, then prefixes and roots * Identify the point of view of a narrative text   *Apply*   * Follow the class norms (hero pact) * Use the writing process to publish a narrative text * Use assessment evidence to write a SMART goal * Use knowledge of common morphemes to writing a working definition of unfamiliar words * Use annotations and journals to prepare for student-led discussions * Pose questions in student-led discussions * Connect to other’s ideas in student-led discussions * Transcribe discussion sections * Follow punctuation and paragraphing conventions for dialogue   *Analyze*   * Analyze how particular lines of dialogue develop a narrative * Analyze how particular incidents in a story develop a narrative * Analyze the benefits and costs of using various annotation tools * Compare and contrast Campbell’s hero’s journey with sequence of events in *Killer of Enemies*   *Evaluate*   * Use rubrics as the basis for peer and self-evaluations * Provide warm and cool feedback as part of whole-class critique protocol * Evaluate available annotation tools to choose the best for the task based on individual strengths * Evaluate the implications of using digital reading and writing tools * Evaluate examples of best work for strengths, challenges, and next-step goal setting   *Create*   * Write dialogue to develop characters * Write descriptions to engage readers * Create plot sequences to engage readers * Write a chapter in a novella told from a first person point of view | | |

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| **Stage 2 Acceptable Evidence** | |
| Evaluative Criteria | Assessment Evidence |
| |  |  |  | | --- | --- | --- | | Standards-based A+ Checklist of Summative Performance Assessment | Meets Criteria | Needs Revision | | Standard Citation  I can... |  |  | | [CCSS.ELA-LITERACY.RI.8.7](http://www.corestandards.org/ELA-Literacy/RI/8/7/)  I can evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea. |  |  | | [CCSS.ELA-LITERACY.W.8.3.A](http://www.corestandards.org/ELA-Literacy/W/8/3/a/)  I can establish a point of view in a text. |  |  | | [CCSS.ELA-LITERACY.W.8.3.A](http://www.corestandards.org/ELA-Literacy/W/8/3/a/)  I can organize my narrative event sequence naturally and logically. |  |  | | [CCSS.ELA-LITERACY.W.8.3.B](http://www.corestandards.org/ELA-Literacy/W/8/3/b/)  I can use dialogue, pacing, description and reflection to develop my narrative. |  |  | | [CCSS.ELA-LITERACY.W.8.3.C](http://www.corestandards.org/ELA-Literacy/W/8/3/c/)  I can use transitions to signal shifts in time or setting and to show the relationships between events. |  |  | | [CCSS.ELA-LITERACY.W.8.3.D](http://www.corestandards.org/ELA-Literacy/W/8/3/d/)  I can use precise words, descriptive details and sensory language. |  |  | | [CCSS.ELA-LITERACY.W.8.3.E](http://www.corestandards.org/ELA-Literacy/W/8/3/e/)  I can provide a conclusion that reflects on the narrated experiences. |  |  | | PERFORMANCE TASK  What (cognitive verb + big idea):  Analyze technology and the apocalypse  Why (copy and paste EUs):   * Technology can both help and hinder development or reading, writing and cultural practices. * A hero is a person who use his/her strengths to overcome challenges to help others.   How (GRASPS, written to and for students):  Work with a group of your choice (2-5 students) to publish a collaborative digital text titled, *Trail of the Dead,* as a sequel to Bruchac’s *Killer of Enemies* in which each of you are a hero with powers drawing on your cultural background and experiences. Consider the role of technology in the post-apocalyptic world you envision. You will be responsible for writing a chapter in a novella told from multiple-perspectives. |
| FORMATIVE ASSESSMENTS:  MAZE assessment, narrative writing task | |

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|  | **Stage 3 Learning Plan** | | | | | |
|  | **Lesson Big Idea**  What big idea anchors this lesson?  (minimum of 10 or approx. 5/week of unit) | **Lesson Essential Question**  What EQ will anchor conceptual, critical thinking related to the big idea? | **Lesson Standard(s)**  What core standard(s) anchor this lesson? | **Lesson Objective**  What measurable and observable skills will students acquire as a result of this lesson? | **Lesson Formative Assessment**  What formative assessment will provide you evidence of skills and understanding? | **Lesson Learning Activities** |
| 8/17 | 8th Grade Orientation? | How can we work together for a successful 8th grade year? |  |  |  |  |
|  | Introductions | Who are we and what are our collective strengths? | [CCSS.ELA-LITERACY.W.8.10](http://www.corestandards.org/ELA-Literacy/W/8/10/) | Identify personal learning strengths and areas of challenge | Student info sheets | 1. Do Now: Student info sheets (superhero theme?) 2. Name and superpower introductions 3. Hero pact (class norm setting)   HW: Bring in your collection (due Thursday) |
|  | Challenges | What challenges will we face this year and this quarter? | [CCSS.ELA-LITERACY.W.8.6](http://www.corestandards.org/ELA-Literacy/W/8/6/) | Identify class goals and expectations that may be challenging to meet, and resources to meet those challenges | Challenge-resource graphic organizer | 1. Do Now: Technology survey 2. Review hero pact 3. Syllabus overview 4. Q1 performance assessment rubric and models 5. Exit ticket   HW: Syllabus signatures and class supplies |
|  | Collections | Why do people have collections? | [CCSS.ELA-LITERACY.W.8.10](http://www.corestandards.org/ELA-Literacy/W/8/10/) | Identify the purpose of collecting work for a NL portfolio | Exit ticket | 1. Collections share 2. Introduction to portfolios 3. Think-Pair-Share: What might we collect in NL and why? 4. Exit ticket |
|  | Tools | What tools can we use to meet our challenges? | [CCSS.ELA-LITERACY.W.8.6](http://www.corestandards.org/ELA-Literacy/W/8/6/) | Perform basic tasks in Canvas: login, find grades and feedback, submit photo of an assignment | Canvas scavenger hunt, exit ticket | 1. Technology survey results 2. Family internet resources 3. Canvas account set-up 4. Canvas scavenger hunt (heterogeneous small groups based on tech survey results) 5. Exit ticket Canvas proficiency self-assessment   HW: Parent canvas accounts |
| 8/24 | Narrative Writing Pre-assessment | What do I already know about writing effective stories? | [CCSS.ELA-LITERACY.W.8.3](http://www.corestandards.org/ELA-Literacy/W/8/3/) | Use the writing process to complete a formal writing task  Write a narrative that includes effectively structured event sequences, relevant description, and narrative techniques including dialogue, description and reflection | Writing process checklist: planning, drafting, revising, editing  Narrative writing rubric | 1. Do now: binder set-up 2. Introduce narrative writing prompt and rubric: Write a story about a time in your life when you or someone else acted heroically (or very unheroically). 3. Writing workshop time   HW: Collect texts about heros (books, comics, movies, music, games, etc) and bring to class on Wednesday labelled with your name |
|  | Narrative Writing Pre-assessment | What do I already know about writing effective stories? | [CCSS.ELA-LITERACY.W.8.3](http://www.corestandards.org/ELA-Literacy/W/8/3/) | Use the writing process to complete a formal writing task  Write a narrative that includes effectively structured event sequences, relevant description, and narrative techniques including dialogue, description and reflection | Writing process checklist: planning, drafting, revising, editing  Narrative writing rubric | 1. Review narrative writing prompt and rubric 2. Writing workshop time |
|  | Hero characteristics | What do heroes have in common? | [CCSS.ELA-LITERACY.W.8.8](http://www.corestandards.org/ELA-Literacy/W/8/8/)  [CCSS.ELA-LITERACY.SL.8.1](http://www.corestandards.org/ELA-Literacy/SL/8/1/) | Cite evidence from texts to define the characteristics of heroes | Hero characteristic graphic organizer  Recorded discussion and self-reflection | 1. Do now: Write a description of a hero. 2. A Study of Genre: Heroes (see [Arnberg](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0CB4QFjAAahUKEwiD9pCsor3HAhVTQZIKHa2EBrc&url=http%3A%2F%2Fllss430fall2014.pbworks.com%2Fw%2Ffile%2Ffetch%2F83873350%2FArnberg.pdf&ei=hLjYVYOkINOCyQStiZq4Cw&usg=AFQjCNHyD3NfUJba3SllcyGublOhDt8uhQ)) 3. Model text analysis and hero graphic organizer 4. Ways-in journal 5. Recorded whole-class discussion on what questions we want to explore about heroes, how we define heroes (10 min as pre-assessment) 6. Discussion self-reflection |
|  | Collections | Why do people have collections? | [CCSS.ELA-LITERACY.W.8.10](http://www.corestandards.org/ELA-Literacy/W/8/10/) | Identify the purpose of collecting work for a NL portfolio | Exit ticket | 1. Do now: Write a description of your collection by answering the WH questions. 2. Collections share 3. Introduction to portfolios 4. Think-Pair-Share: What might we collect in NL and why? 5. Exit ticket |
|  | Morphemes | How can knowing morphemes make me a better reader? | [CCSS.ELA-LITERACY.L.8.4.B](http://www.corestandards.org/ELA-Literacy/L/8/4/b/) | Define common Greek and Latin roots | Roots pretest | 1. Roots pretest (and prefixes/suffixes review) 2. Chart pre-test roots performance 3. Make flashcards for prefixes/suffixes   HW: Finish prefix/suffix flashcards |
| 8/31 | Annotation | How does annotating texts help me to read better? | [CCSS.ELA-LITERACY.W.8.8](http://www.corestandards.org/ELA-Literacy/W/8/8/) | Identify common annotations  Describe the purpose of annotation | Exit ticket | 1. astro/aster notes 2. Introduction to annotation 3. Annotate “A Practical Guide to Joseph Campbell’s *The Hero with a Thousand Faces*” (directly on paper) 4. Hero’s journey small group illustrations 5. Exit ticket |
|  | NWEA Maps? | What are my reading strengths? |  |  |  | NWEA maps assessment placeholder |
|  | Digital Annotation | How can I annotate digital texts? | [CCSS.ELA-LITERACY.W.8.8](http://www.corestandards.org/ELA-Literacy/W/8/8/)  [CCSS.ELA-LITERACY.RI.8.7](http://www.corestandards.org/ELA-Literacy/RI/8/7/) | Compare and contrast digital and analog annotation | digital/analog annotation Venn diagram | 1. Roots practice 2. Annotation review and student models 3. Introduction to digital annotation tool (LiquidText or Ponder) 4. Read and digitally annotate KOE Ch. 1-2 5. Digital annotation reflection including digital/analog annotation Venn diagram |
|  | Goal Setting | How can I use my writing strengths and challenges to make a writing goal? | [CCSS.ELA-LITERACY.W.8.3](http://www.corestandards.org/ELA-Literacy/W/8/3/)  [CCSS.ELA-LITERACY.RL.8.10](http://www.corestandards.org/ELA-Literacy/RL/8/10/) | Use narrative writing rubric feedback and student models to write a SMART narrative writing goal | SMART goal | 1. Model how to use rubric to compare performance to grade-level standards 2. SMART goal independent practice 3. Intro to Goodreads 4. Goodreads profiles and personal reading challenges |
|  | Annotation Preferences | How do I annotate borrowed texts?  How do I prefer to annotate? | [CCSS.ELA-LITERACY.W.8.8](http://www.corestandards.org/ELA-Literacy/W/8/8/)  [CCSS.ELA-LITERACY.RI.8.7](http://www.corestandards.org/ELA-Literacy/RI/8/7/) | Reflect on annotation tools to choose the tool that best fits personal learning needs | Annotation preference reflection | 1. Roots quiz 2. Annotation review and student models 3. Cost/benefit analysis of annotation strategies using graphic organizer, whole-class and small group 4. Read and annotate KOE Ch. 3 5. Reflection: Which annotation tool would you prefer to use as you read KOE? |
| 9/7 | Labor Day No School | | | | | |
|  | Annotation Tools | How can I best use my selected annotation tool? | [CCSS.ELA-LITERACY.RI.8.7](http://www.corestandards.org/ELA-Literacy/RI/8/7/) | Use selected annotation tool to complete | Annotation tool reflection | 1. bio notes 2. Read and annotate KOE Ch. 4 using selected annotation tool (homogenous groups) 3. Small group discussions: What are the advantages of your selected tool? What tips do you have for using your selected tool? What questions do you have about your selected tool? 4. Annotation tool reflection   HW: Read and annotate KOE Ch. 5 |
|  | Annotation quality | What does proficient annotation look like? | [CCSS.ELA-LITERACY.RI.8.7](http://www.corestandards.org/ELA-Literacy/RI/8/7/) | Use class-generated annotation rubric/checklist to evaluate annotations | Annotation self-evaluation | 1. Roots practice 2. Small groups examine and sort annotation models- above, on, and below expectations 3. Think-Group-Share: What makes some annotations better than others? 4. Whole-class annotation rubric/checklist creation 5. Annotation self-evaluation   HW: Read and annotate KOE Ch. 6-7 |
|  | Goal Setting | How can I use my writing strengths and challenges to make a writing goal? | [CCSS.ELA-LITERACY.W.8.3](http://www.corestandards.org/ELA-Literacy/W/8/3/)  [CCSS.ELA-LITERACY.RL.8.10](http://www.corestandards.org/ELA-Literacy/RL/8/10/) | Use narrative writing rubric feedback and student models to write a SMART narrative writing goal | SMART goal | 1. Model how to use rubric to compare performance to grade-level standards 2. SMART goal independent practice 3. Intro to Goodreads 4. Goodreads profiles and personal reading challenges   HW: Read and annotate KOE Ch. 8-10 |
|  | Discussion | What makes a good discussion? | [CCSS.ELA-LITERACY.SL.8.1](http://www.corestandards.org/ELA-Literacy/SL/8/1/) | Use text annotations to prepare for and participate in a student-led discussion | Recorded discussion  Discussion self-evaluations | 1. Roots quiz 2. Quick write: Who do you most enjoy talking to? What are your discussions like? 3. Think-Pair-Share: What makes a good discussion? 4. Ways-in journal 5. Student-led discussion of KOE using building blocks to model connections 6. Discussion self-evaluations   HW: Read and annotate KOE Ch. 11-12 |
| 9/14 | A single line | How can a single line shift our understanding of a character? | [CCSS.ELA-LITERACY.RL.8.3](http://www.corestandards.org/ELA-Literacy/RL/8/3/) | Identify significant lines of text  Analyze how particular lines of text help to develop characters | Exit ticket | 1. geo, therm notes 2. “The Female of the Species” close reading p. 84 whole-class 3. Independent practice close-reading p. 90 4. Exit ticket: What line on page 90 reveals an important aspect of Lozen’s character? What does it reveal about her?   HW: Read and annotate KOE Ch. 13-14 |
|  | Say one thing | Do we always say what we mean? | [CCSS.ELA-LITERACY.RL.8.3](http://www.corestandards.org/ELA-Literacy/RL/8/3/) | Analyze the difference between Lady Time’s thoughts and speech | Speech-Thought Graphic organizer | 1. Roots practice 2. Quick write: Which of Lozen’s superpowers is most important? Why? 3. Model speech-thoughts graphic organizer 4. Guided practice- finish speech-thought graphic organize 5. Independent practice- finish speech-thought graphic organizer   HW: Read and annotate KOE Ch. 15-16 |
|  | Mini-essay | How can the mini-essay format help me to organize my argument? | [CCSS.ELA-LITERACY.W.8.1](http://www.corestandards.org/ELA-Literacy/W/8/1/) | Write a mini-essay to organize an argument  Label the parts of another student’s mini-essay | Mini-essay draft, parts labeled | 1. Roots practice 2. Introduction to mini-essay (student models) 3. Mini-essay drafting (step-by-step guidance) What kind of hero is Lozen? 4. Label parts of mini-essay partner trade   HW: Read and annotate KOE Ch. 17-18 |
|  | Discussion transcription | Why do I need to accurately describe my portfolio entries? | [CCSS.ELA-LITERACY.W.8.2](http://www.corestandards.org/ELA-Literacy/W/8/2/) | Select the best example of whole-class discussion participation  Transcribe participation in whole-class discussion | Discussion transcription | 1. Hook: recorded class discussions playing as students enter class 2. Quick write: Why did Mrs. Sprouse record our class discussions? 3. Model discussion transcription 4. Students select best discussion and transcribe their comments (plus previous and following related responses) and times 5. Partner accuracy checks   HW: Read and annotate KOE Ch. 19-20 |
| Student Led Conferences | | | | | | |
| 9/21 | Critique | How can critique help me to improve my writing? | [CCSS.ELA-LITERACY.W.8.5](http://www.corestandards.org/ELA-Literacy/W/8/5/) | Use critique to strengthen and improve mini-essay drafts | Revised mini-essay | 1. auto, homo notes 2. Mini-essay critique 3. Mini-essay revisions   HW: Read and annotate KOE Ch. 21-22 |
|  | Hero’s Journey | Is Lozen on a hero’s journey? | [CCSS.ELA-LITERACY.RL.8.9](http://www.corestandards.org/ELA-Literacy/RL/8/9/) | Compare Lozen’s story to Campbell’s description of the hero’s journey  Use the hero’s journey as a frame to predict the rest of Lozen’s story | Graphic organizer | 1. Roots practice 2. Warm-up review: Sort Campbell’s stages of the hero’s journey 3. Model graphic organizer to compare stages of hero’s journey to Lozen’s story 4. Small group guided practice: finish graphic organizer 5. Independent practice: Fill in the blank portions of the graphic organizer to predict the end of the novel, assuming Lozen is on the classic “hero’s journey”   HW: Read and annotate KOE Ch. 23-25 |
|  | Narrative writing | How can we tell Lozen’s story? | [CCSS.ELA-LITERACY.W.8.3](http://www.corestandards.org/ELA-Literacy/W/8/3/) | Write a short narrative to describe one predicted stage of Lozen’s hero’s journey | Story draft | 1. Roots practice 2. Hero’s journey predictions review 3. Review of key narrative components based on pre-assessment in week 2 (whole-class? centers?) 4. Independent writing workshop   HW: Read and annotate KOE Ch. 26 |
|  | Discussion transcription | Why do I need to accurately describe my portfolio entries? | [CCSS.ELA-LITERACY.W.8.2](http://www.corestandards.org/ELA-Literacy/W/8/2/) | Select the best example of whole-class discussion participation  Transcribe participation in whole-class discussion | Discussion transcription | 1. Hook: recorded class discussions playing as students enter class 2. Quick write: Why did Mrs. Sprouse record our class discussions? 3. Model discussion transcription 4. Students select best discussion and transcribe their comments (plus previous and following related responses) and times 5. Partner accuracy checks   HW: Read and annotate KOE Ch. 27 |
|  | Songs in our lives | Why do author’s include poems and song lyrics in stories? | [CCSS.ELA-LITERACY.RL.8.3](http://www.corestandards.org/ELA-Literacy/RL/8/3/) | Analyze the significance of Hussein’s song in terms of plot and characterization | Hussein’s song mini-essay | 1. Roots quiz 2. Free write: When do you listen to music? Why? 3. “[Caged Bird”](http://www.poetryfoundation.org/poem/178948) model poem close reading and analysis 4. Hussein’s song close reading and analysis (small group) 5. Hussein’s song mini-essay (independent)   HW: Read and annotate KOE Ch. 28-29 |
| 9/28 | Poem structure | How does the structure of writing affect the meaning? | [CCSS.ELA-LITERACY.RL.8.5](http://www.corestandards.org/ELA-Literacy/RL/8/5/) | Define the literary term structure  Evaluate the impact of differences in structure on meaning | Exit ticket | 1. hydro notes 2. Roots practice 3. Read and annotate [Alexie’s “Monosonnet for Colonialism, Interrupted”](http://www.evernote.com/shard/s42/sh/4ed48054-4977-48d8-b42d-5fdb0ca64a2b/12f613aa908e44546addc72adc735cd9) (whole class) 4. Structure analysis graphic organizer (whole class) 5. Read and annotate [Alexie’s “Terminal Nostalgia”](http://bestamericanpoetry.tumblr.com/post/31656512919/sherman-alexies-terminal-nostalgia) (small group) 6. Structure analysis graphic organizer (small group) 7. Venn diagram (whole class) 8. Exit ticket: What do we mean by the term structure? How did the structures of the two poems affect their meaning?   HW: Read and annotate KOE Ch. 30-31 |
|  | Fiction/non-fiction structure | How does the structure of writing affect the meaning? | [CCSS.ELA-LITERACY.RL.8.5](http://www.corestandards.org/ELA-Literacy/RL/8/5/) | Define the terms fiction and nonfiction  Evaluate the impact of differences in structure on meaning | Venn diagram | 1. Roots practice 2. Read and annotate “[Killer-of-Enemies](http://southwestcrossroads.org/record.php?num=559)” 3. Venn diagram to compare and contrast structures with *KOE* (small groups) 4. Exit ticket: What’s the difference between fiction and nonfiction? How do the different structures affect the meaning of the texts?   HW: Read and annotate KOE Ch. 32-33 |
|  | Point of View | Why does point of view matter in narratives? | [CCSS.ELA-LITERACY.RL.8.5](http://www.corestandards.org/ELA-Literacy/RL/8/5/) | Define the term point of view  Describe why the point of view matters in a text. | Exit ticket | 1. Roots practice 2. [“City of Rocks State Park History”](https://drive.google.com/drive/u/0/my-drive): Whole-class analysis 3. [National park history of Apache text](https://drive.google.com/drive/u/0/search?q=apache): Small group analysis 4. Venn diagram to compare texts in small groups 5. Exit ticket: What is point of view? Why does the point of view of a text matter? How can you tell the point of view of a narrative?   HW: Read and annotate KOE Ch. 34-35 |
|  | Portfolio Reflection | How do I reflect on my learning, growth, and performance? | [CCSS.ELA-LITERACY.W.8.2](http://www.corestandards.org/ELA-Literacy/W/8/2/) | Draft a portfolio reflection for whole-class discussion entry | Portfolio reflection | 1. Kahoot challenge 2. Model portfolio reflection 3. Portfolio reflection criteria 4. Draft portfolio reflection 5. Peer evaluation of portfolio reflections   HW: Read and annotate KOE Ch. 36-38 |
|  | Multiple perspectives | How does point of view change the reader’s experience? | [CCSS.ELA-LITERACY.W.8.3.B](http://www.corestandards.org/ELA-Literacy/W/8/3/b/) | Rewrite a section of the novel from Hussein’s point of view | Section rewrite | 1. Roots quiz 2. Think-Pair-Share: What changes when Hussein and Lozen can communicate telepathically? 3. Guided practice: section rewrite from Hally’s POV 4. Independent practice: section rewrite from Hussein’s POV   HW: Read and annotate KOE Ch. 39-41 |
| 10/5 | Planning | What do I need to plan before I start writing a narrative? | [CCSS.ELA-LITERACY.W.8.5](http://www.corestandards.org/ELA-Literacy/W/8/5/) | Complete a character map and plot outline to plan the novella | Character map and plot outline | 1. phon/phone, scope notes 2. Quick write: end of novel evaluation 3. Rubric and summative assessment review 4. Writing workshop: planning character and plot   HW: Finish planning character map and plot outline |
|  | Drafting | How do I start a writing task? | [CCSS.ELA-LITERACY.W.8.5](http://www.corestandards.org/ELA-Literacy/W/8/5/) | Write a rough draft of a novella chapter from character’s point of view | Rough draft | 1. Roots practice 2. Writing workshop: drafting   HW: Work on draft |
|  | Drafting | How do I persevere to complete a written draft? | [CCSS.ELA-LITERACY.W.8.5](http://www.corestandards.org/ELA-Literacy/W/8/5/) | 1. Roots practice 2. Writing workshop: drafting 3. Individual writing conferences   HW: Finish draft |
|  | Portfolio Reflection | How do I reflect on my learning, growth, and performance? | [CCSS.ELA-LITERACY.W.8.2](http://www.corestandards.org/ELA-Literacy/W/8/2/) | Draft a portfolio reflection for whole-class discussion entry | Portfolio reflection | 1. Kahoot challenge 2. Model portfolio reflection 3. Portfolio reflection criteria 4. Draft portfolio reflection using Google Docs 5. Peer evaluation of portfolio reflections |
|  | Critique | How can critique help all of us to improve our writing? | [CCSS.ELA-LITERACY.W.8.3](http://www.corestandards.org/ELA-Literacy/W/8/3/) | Provide warm and cool feedback in critique  Reflect on critique to identify personal next steps and strategies | Critique notes  Critique reflection | 1. Roots quiz 2. Draft critique 3. Critique reflection |
| 10/12 | Revision | What kinds of changes do I make when revising? | [CCSS.ELA-LITERACY.W.8.3](http://www.corestandards.org/ELA-Literacy/W/8/3/) | Use critique reflection to revise drafts | Revised drafts (Google Docs revision history) | 1. Writing workshop: revisions 2. Individual writing conferences   HW: Finish revisions |
|  | Editing | What is editing and why do I do it last? | [CCSS.ELA-LITERACY.W.8.5](http://www.corestandards.org/ELA-Literacy/W/8/5/) | Use Google Docs built-in editing tools to improve drafts | Edited drafts (Google Docs revision history | 1. Intro to Google Docs editing tools 2. Writing workshop: editing 3. Publishing |
|  | Reflection | How did digital tools help and hinder publication of our narratives?  What are my narrative writing strengths and weaknesses? | [CCSS.ELA-LITERACY.RI.8.7](http://www.corestandards.org/ELA-Literacy/RI/8/7/)  [CCSS.ELA-LITERACY.W.8.6](http://www.corestandards.org/ELA-Literacy/W/8/6/) | Identify positive and negative aspects of digital publishing  Complete self-evaluation using rubric and reflection questions | Digital publishing reflection  Self-evaluation | 1. Digital book fair 2. Digital publishing reflection 3. Self-evaluation using rubric |
|  | Portfolio Assembly | How can I assemble a digital portfolio? | [CCSS.ELA-LITERACY.W.8.6](http://www.corestandards.org/ELA-Literacy/W/8/6/) | Publish portfolio reflection for discussion entry | Portfolio reflection | 1. Create Google sites portfolios 2. Model how to upload audio 3. Students upload best audio recording 4. Revise portfolio reflections based on feedback 5. Link Google doc of portfolio reflection |
| NACA Community Feast Day (Digital book fair in the afternoon? In classroom or at booth outside?) | | | | | | |

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| **Unit Modifications and Accommodations** |
| **Tier II**: Tier II class will read and annotate chapters in-class, using teacher-provided audio support and annotation modelling. As such, unit will require a longer period of time to complete. 20-30 minutes at the end of each class period will also be devoted to Lightsail independent reading and lessons. |