



Perris Union High School District

Course of Study

A. COURSE INFORMATION

Course Title:

(limited to 34 characters with spaces in Infinite Campus)

Advanced English 8

- ☒ New
☐ Revised

If revised, the previous course name if there was a change

Transcript Course Code/Number:

(To be assigned by Educational Services if it's a new course)

CREDIT TYPE EARNED: **CALPADS CODE:**

English

9100

Subject Area:

- ☐ Social Science
☒ English
☐ Mathematics
☐ Laboratory Science
☐ World Languages
☐ Visual or Performing Arts
☐ College Prep Elective
☐ Other

Is this classified as a Career Technical Education course?

- ☐ Yes
☐ No

If yes, which pathway does this course align to?
Pathway Name:

CTE CDE Code:**Grade Level(s)**

- ☐ MS
☐ HS
☐ 5
☐ 6
☐ 7
☒ 8
☐ 9
☐ 10
☐ 11
☐ 12

Was this course *previously approved by UC* for PUHSD?

- ☐ Yes
☒ No

(Will be verified by Ed Services)

Which A-G Requirement does/will this course meet?

☐ Pending

Credential Required to teach this course:
To be completed by Human Resources only.

Single Subject: English

Signature**Date****Submitted by: Tricia Stanier****Site: Pinacate Middle School****Date: 03/27/25****Email:****Unit Value/Length of Course:**

- ☐ 0.5 (half-year or semester equivalent)
☒ 1.0 (one-year equivalent)
☐ 2.0 (two-year equivalent)
☐ Other:

Approvals**Name/Signature****Date**

Director of Curriculum & Instruction

Asst. Superintendent of Educational Services

Governing Board

Prerequisite(s) (REQUIRED):
<p>The following are the prerequisites for this course:</p> <ol style="list-style-type: none"> 1. Incoming 8th-grade students must be at an <i>advanced reading level</i>. As outlined in the PUHSD Reading Matrix, students must be reading at a Lexile range between 1260 to 1335 (End of grade 9 to end of grade 12). 2. 8th-grade students MUST have scored at an <i>Advanced Level (Standard Exceeded >2667)</i> on their recent Smarter Balanced Assessment of CA test. 3. Students must have a <i>recommendation letter</i> from their 7th-grade teachers in their CORE Classes (ELA, Science, History & Math).
Corequisite(s) (REQUIRED):
Brief Course Description (REQUIRED):
<p>8th Grade students will receive a comprehensive education in English Language Arts. The 8th-grade Advanced English Language Arts course is designed to challenge students with an enriched curriculum focused on critical reading, writing analysis, and speaking and listening skills. Students will explore complex literary and informational texts, including novels, poetry, and nonfiction, while engaging in deeper discussions on themes, character development, and the author's purpose. This course emphasizes advanced writing techniques, including argumentative, narrative, and expository essays, focusing on refining grammar, vocabulary, craft, and structure. Collaborative projects, presentations, and independent research will further develop critical thinking and communication abilities, preparing students for advanced-level high school-level English courses.</p>

B. COURSE CONTENT

Course Purpose (REQUIRED):
<p><i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i></p>
<p>The Advanced English Language Arts 8 course is designed to go beyond mastery of the California Common Core 8th-grade-level Standards in English Language Arts. <u>The purpose</u> of the 8th-grade Advanced English Language Arts course is to <i>enhance students' proficiency</i> in reading, writing, and critical thinking by <i>challenging</i> them with <i>broader, enhanced student outcomes</i>. The course aims to foster a deeper understanding of complex texts, improve written expression across various genres, and strengthen analytical skills.</p> <ul style="list-style-type: none"> ● <i>Goals include:</i>

- Strengthening the ability to interpret and analyze complex literary and informational texts.
- Enhancing writing skills, with a focus on crafting well-structured, coherent essays.
- Strengthening grammar, vocabulary, and language conventions.
- Promoting effective communication through presentations and collaborative discussions.
- **Expected outcomes:**
 - Students will be able to analyze critically, identify broader themes, and evaluate an author's techniques.
 - They will write persuasively, narratively, and informatively with extended elaboration to improve clarity and precision.
 - They will be better prepared for the rigors of advanced high school English coursework.

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based; give examples. Show examples of how the text is incorporated into the topics covered. ????

Unit 1: The Art of Suspense

How do authors create suspense, and why are readers drawn to it? In this 360 Unit, students explore these questions as they read stories that build tension and apprehension. They consider the variety of techniques authors like Edgar Allan Poe and Roald Dahl use to inspire feelings of worry, fear, and dread. Students also learn about the psychology behind their own reactions to suspense. They strengthen their analytical reading skills as they examine the way point of view, conflict, and irony work together to build suspense. Students also practice writing and discussion skills and learn new vocabulary that will help them articulate their ideas in more sophisticated ways. This unit also includes resources to support teachers in launching an independent reading program or book clubs that run parallel to the core instruction in this unit.

By the end of this unit, students will be able to:

- Identify and analyze how dramatic irony affects readers
- Examine how authors use point of view, conflict, and setting to build suspense
- Write paragraphs that include strong claims and have a clear structure
- Write a cross-textual essay that focuses on the authors' techniques

Essential Question: How do authors create suspense, and why are we drawn to it?

Week 1:

- **Unit Introduction- Introduce the suspense genre slide deck**
- **Vocabulary Activity Set List 1: Lesson Activity 1 & Slide Deck**
- **Reading: “Button, Button”** Read and answer “during-reading” short answer questions for further analysis. Assign Guided Reading and Assessment Questions.
 - **Example:** Paragraphs 70-89: How would the story be different if told from Arthur’s point of view?
- **Discussion Skill Lesson:** Example- “Who is more to blame for Arthur’s death: Norma or Mr. Steward? Explain your answer. Use text evidence to support your answer.”
- **Vocabulary Activity Set List 1: Activities 2 & 3**
- **Writing Lesson 1: Writing a Strong Claim**

- **Evaluate 3 Claims**
- **Practice Writing Strong Claims**-Practice with two different prompts. Compare and Contrast Strong vs. Weak Claims Using “Button, Button”.

Week 2

- **Reading: “*Lamb to the Slaughter*”** Read and answer “during-reading” short answer questions for further analysis. Assign Guided Reading and Assessment Questions.
- **Vocabulary Activity Set List 1:** Activities 4 & 5
- **Discussion Skill Lesson:** Using Evidence to Build On or Challenge Others’ Ideas
 - Student-Led or Teacher-Facilitated
- **Unit Skills Assessment: “The Patron”**- In this Unit Skills Assessment, students will read “The Patron.” Then, they will be assessed on the reading focus standards that they’ve learned up to this point in Unit 1.
- **Vocabulary Quiz List 1**

Week 3

- **Vocabulary Activity Set List 2:** Activity 1 & Slide Deck
- **Writing Lesson 2: *Writing a Complete Paragraph***
- **Reading: “*Lather and Nothing Else*”** Read and answer “during-reading” short answer questions for further analysis. Assign Guided Reading and Assessment Questions.
- **Vocabulary Activity Set List 2:** Activities 2 & 3

Week 4

- **Reading: “*The Tell-Tale Heart*”** Read and answer “during-reading” short answer questions for further analysis. Assign Guided Reading and Assessment Questions.
- **Vocabulary Activity Set List 2:** Activities 4 & 5
- **Vocabulary Quiz List 2**
- **Writing a Narrative Paragraph-** This engaging narrative prompt can be used as an additional writing assignment in which students rewrite a scene from “The Tell-Tale Heart” from a new point of view.

Week 5

- **Reading: “*The Cone*”** Read and answer “during-reading” short answer questions for further analysis. Assign Guided Reading and Assessment Questions.
- **Related Media Exploration: Suspense in Film Days 1 & 2**

Weeks 6-7

- **Additional or Supplemental Reading: *The Psychology of Suspense* or See Below:** read and answer “during-reading” short answer questions for further analysis. Assign Guided Reading and Assessment Questions.
- **Discussion Skill Lesson:** *Consider each of the unit texts and their different suspense-building techniques. Which text had the moment of greatest suspense?*
- **Exemplar Essay Review-** Students will review the structure and parts of a well-written essay while analyzing a sample student essay that compares and contrasts how two authors build suspense.
- **Writing Lesson 4: Planning the Culminating Task-** Students will prepare for their Culminating Task by practicing skills they can carry over into future essay planning.
Students will:

- Break down a prompt
- Find evidence that relates to the prompt
- Draft and revise a thesis statement
- Outline the essay
- **Drafting the Culminating Task:** Writing Introductions and Conclusions Student Resources/Rubric
- **Writing Lesson 5: Peer Reviewing the Culminating Task-** In this lesson, students will **revise their essays** based on a **peer review** (Using the Peer Review Checklist) that focuses on the **unit’s writing skills**. [W.8.5]

Additional Writing Options:

Option 1: Creative Narrative [W.3]- Using the strategies that students have learned in this unit for building suspense in narratives, students will write their own suspenseful story. Their story must include at least two of the following techniques:

- Dramatic irony
- Narrative point of view (*consider **who** is telling the story*)
- Foreshadowing
- Setting
- Conflict

Option 2: Narrative Continuation [W.3]-Students will read the short story “Lamb to the Slaughter” by Roald Dahl. In the story, Mary Maloney feeds the murder weapon, a leg of lamb, to the officers investigating her husband’s death. Rewrite the story, starting at paragraph 86, from one of the police officers’ points of view. Using at least two of the suspense-building techniques learned in the unit, describe the events from this new point of view.

Option 3: Critique [W.1] & Literary Analysis and Reflection [W.1, W.2] - Students will select the unit story that they consider to be the *least* suspenseful. Write a critique of this author’s work and outline advice for how the story could be more suspenseful. Students will refer to examples from the other unit texts as they present their advice. Students should refer to at least two of the specific suspense-building techniques they learned about in the unit.

Core Unit Texts & Skill Focus:

- **“Button, Button” by Richard Matheson** (Short Story)-Students analyze how an author builds suspense through point of view and conflict between characters. [RL.8.3, RL.8.6]
- **“Lamb to the Slaughter” by Roald Dahl** (Short Story)- Students analyze how an author builds suspense through dramatic irony. [RL.8.6]
- **“Ruthless” by William DeMille** (Short Story)-Students analyze how an author develops suspense through conflict, point of view, and dramatic irony. [RL.8.3, RL.8.6]
- **“Lather and Nothing Else” by Hernando Téllez** (Short Story)- Students determine how an author uses internal conflict to develop suspense. [RL.8.3]
- **“The Tell-Tale Heart” by Edgar Allan Poe** (Short Story)-Students analyze how an author builds suspense through point of view and setting. [RL.8.3, RL.8.6]
- **“The Cone” by H.G. Wells** (Short Story)-Students analyze how an author builds suspense through point of view and setting. [RL.8.3, RL.8.6]

- **“The Psychology of Suspense” by R.J. Jacobs** (Nonfiction)-Students analyze the development of key concepts by examining the role of particular paragraphs and sentences. [RI.8.5]

Supplemental Texts:

- “A Man Who Had No Eyes” by MacKinlay Kantor (Short Story)
- “Click-Clack the Rattlebag” by Neil Gaiman (Short Story)
- “Amigo Brothers” by Piri Thomas (Short Story)
- “Showdown” by Shirley Jackson (Short Story)
- “How to Make Your Writing Suspenseful” by Victoria Smith (Informational TED-Ed)
- “Antigonish [I met a man who wasn’t there]” by Hughes Mearns (Poem)

Unit Skills Assessment 1: In this Unit Skills Assessment, students will read "The Patron." Then they will be assessed on the reading focus standards that they've learned up to this point in Unit 1.

Unit Skills Assessment 2: In this Unit Skills Assessment, students will read "Stale Bread." Then they will be assessed on the reading focus standards that they've learned up to this point in Unit 1.

Culminating Task Essay Prompt: Write an essay that compares and contrasts how the authors of “Ruthless” and “The Cone” build suspense. Use relevant evidence from both texts to support your response. [W.2]

Unit 2: Conveying Courage Poetry Unit

Why do people find courage in the words of others? In this 360 unit, students explore a variety of genres (a letter, poems, and speeches) to consider how each author’s word choice and structural choices add to their message of courage. The unit’s reading lessons teach students to think about the emotional impact of a text’s delivery. For example, students will notice how a poem’s rhyme scheme develops a message of strength or confidence, and how repetition in a poem creates a sense of unity. After exploring messages of courage and creating their own definition of courage, students work in pairs to craft presentations that compare and contrast how two poets develop their messages of courage. Students will practice transferrable reading, writing, presentation, discussion, vocabulary, and grammar skills as they explore the timeless theme of courage. This unit also includes resources to support teachers in launching an independent reading program or book clubs that run parallel to the core instruction in this unit.

By the end of this unit, students will be able to:

- Articulate how **rhyme, rhythm, and poetic structure** create meaning in a poem
- Analyze how **word choice** and **figurative language** develop a **speaker’s message**
- Include **context** and **reasoning** to support a claim
- **Collaboratively** create a **presentation** that includes **clear visuals** and **effective delivery**

Essential Question: What is courage? How do writers share their messages of courage?

Week 1

- **Writing Baseline Assessment (optional)** - This argumentative prompt connects to the major unit

themes. It asks students to argue what makes someone a hero, using evidence from stories, movies, real-world events, or experiences from their own lives.

- **Unit Introduction- Introduce the Unit Slide Deck**
- **Vocabulary Activity Set List 1:** Lesson Activity 1 Slide Deck
- **Related Media Exploration: What motivates people to act courageously?** Days 1 & 2
- **Reading: “Letter from Frederick Douglass to Harriet Tubman” by Frederick Douglass -** Read and answer “during-reading” short answer questions for further analysis. Assign Guided Reading and Assessment Questions.
 - **Student-Led Discussion:** Note taking using the discussion resources provided in part 5 of the reading lesson.

- **Vocabulary Activity Set List 1:** Activities 2 & 3

Week 2

- **Vocabulary Activity Set List 1:** Activities 3 & 4
- **Writing Lesson: Including Context About the Author or Speaker-** In this writing lesson, students learn what context is and how to make their writing clearer by providing context about an author or speaker. Students apply the skill in their written response to a prompt about “Letter from Frederick Douglass to Harriet Tubman.”
- **Introduction to Poetic Structure-** Students learn to analyze the purpose and impact of rhyme and rhythm as they prepare to read and write about complex poems throughout the unit.[RL.8.2, RL.8.4, RL.8.5]
- **Reading: “Invictus” by William Ernest Henley-** Read and answer “during-reading” short answer questions for further analysis. Assign Guided Reading and Assessment Questions
 - **Student-Led Discussion:** Note taking using the discussion resources provided in part 5 of the reading lesson.
- **Vocabulary Activity Set List 1:** Activities 4 & 5

Week 3

- **Vocabulary Quiz**
- **Reading 1: “Sonnet” by James Weldon Johnson-** Read and answer “during-reading” short-answer questions for further analysis. Assign Guided Reading and Assessment Questions.
 - **Student Led Discussion:** Note taking using the discussion resources provided in part 5 of the reading lesson.
- **Writing Lesson: Adding Strong Reasoning -** In this writing lesson, students explain what is happening in the evidence and how the evidence supports the claim. Students practice by revising examples of weak reasoning in a sample paragraph.
- **Discussion Skill Lesson 1:** Students will learn how to make **statements** and pose **questions** to **connect ideas** during **discussion**. [SL.8.1.C]
 - Students will discuss their answers to the following question: “Invictus” and “Sonnet” were written over a hundred years ago and are both still widely taught today. Do you think these poems are still relevant today? Why or why not?
 - **Class Discussion Prep - Day 1 & 2**

Week 4

- **Reading 1: “General Eisenhower’s Order of the Day”** by General Dwight D. Eisenhower *Read* and answer “during-reading” short answer questions for further analysis. Assign Guided Reading and Assessment Questions.
- **Reading 2: “JFK’s ‘Race to Space’ Speech”** *Read* and answer “during-reading” short answer questions for further analysis. Assign Guided Reading and Assessment Questions.
 - **Student-Led Discussion:** Note taking using the discussion resources provided in part 5 of the reading lesson.
- **Reading 3: “A Litany for Survival”** by Audre Lorde *Read* and answer “during-reading” short answer questions for further analysis. Assign Guided Reading and Assessment Questions.
 - **Student-Led Discussion:** Note taking using the discussion resources provided in part 5 of the reading lesson.

Week 5

- **Reading 1: “Still I Rise”** by Maya Angelou (Poem)- *Read* and answer “during-reading” short answer questions for further analysis. Assign Guided Reading and Assessment Questions.
- **Choice Board: Multimedia- Video Analysis Graphic Organizer-** Students analyze the impact of a poet’s word choice and delivery on theme development. [RL.8.2, RL.8.4, SL.8.2]
 - **“The Miracle of Morning”** by Amanda Gorman (Poem)- In this video, Gorman recites a poem that she wrote during the coronavirus pandemic.
 - **“The Danger of Silence”** by Clint Smith (Poem) - In this video, Smith recites a short, powerful poem about finding courage.
- **Writing Lesson: Creative Writing Prompt:** Students have read poems that use carefully chosen words, figurative language, and a variety of structures to convey messages about courage. Students will write their own poem about courage using these same techniques. [W.4]

Weeks 6-7

- **Discussion Skill Lesson 2:** Students will discuss their answers to the following question: *Based on your experiences and the ideas represented in the unit texts, define courage in your own words. In your definition, consider what motivates people to be courageous and what courage requires.*

- **Planning the Culminating Task: Literary Analysis Presentation (2 Days)** In this unit, students have read five poems in which individuals convey messages about courage. With a partner, students will prepare a presentation comparing and contrasting how two poets convey their messages. [RL.5, SL.4, SL.5]
- **Drafting the Culminating Task: Literary Analysis Presentation (2 Days)** In this lesson, students review the characteristics of a **strong visual presentation** and then draft their presentations. [SL.8.4, SL.8.5]
- **Peer Reviewing the Culminating Task: Literary Analysis Presentation-** In this lesson, students **revise their presentations** based on a **peer review** focused on **visuals, content, and delivery** of the presentation. [W.8.5, SL.8.4, SL.8.5]

Additional Unit Writing Options:

- **Option 1: Compare/Contrast Essay [W.2]**- Students will read texts with messages about courage. Choose two unit texts that share a similar theme. Students will write an essay that compares and contrasts how each author develops that theme.
- **Option 2: Option 2: Literary Analysis [W.2]** - In this unit, students have read poems with messages about courage. Students will select **one** quotation about courage from the list below. Then, they will analyze how the messages in at least **two** unit poems connect to the ideas in their quotation. [W.2]
- **Option 3: Personal Reflection Essay [W.3]** In this unit, students have explored what it means to be courageous and what motivates people to act courageously. Students will write a personal narrative about a time when they needed to act courageously. Students will explain how this moment affected them.
- **Option 4: Narrative [W.3]**- Students have read the two speeches “General Eisenhower’s Order of the Day” and “JFK’s ‘Race to Space’ Speech” (excerpted) by President John F. Kennedy. Students will choose one of these speeches and write a narrative from the perspective of someone who was in the audience. Describe their reaction to the speech and how it impacted their future decisions. Students may choose to write this narrative as a letter, a short story, a personal essay, or another genre that they choose. Their narrative should include references to the historical context and time period of the speech and convey how the speech communicated courage to the audience.

Core Unit Texts & Skill Focus:

- **“Letter from Frederick Douglass to Harriet Tubman” by Frederick Douglass** (Letter)-Students analyze the development of a central idea by examining the role of particular sentences. [RI.8.2, RI.8.5]
- **“Invictus” by William Ernest Henley** (Poem) Students analyze how poetic structure and figurative language develop theme. [RL.8.2, RL.8.4, RL.8.5]
- **“Sonnet” by James Weldon Johnson** (Poem)- Students analyze how poetic structure and juxtaposition develop theme. [RL.8.2, RL.8.4]
- **“General Eisenhower’s Order of the Day” by General Dwight D. Eisenhower** (Historical Document) - Students analyze the development of a central idea by examining an author’s word choice. [RI.8.2, RI.8.4]

- **“JFK’s ‘Race to Space’ Speech”** (excerpted) Students analyze the development of a central idea by examining an author’s use of figurative language. [RI.8.2, RI.8.4]
- **“A Litany for Survival” by Audre Lorde (Poem)** - Students analyze how word choice, repetition, and figurative language develop theme. [RL.8.2, RL.8.4, RL.8.5]
- **“Still I Rise” by Maya Angelou (Poem)**- Students analyze how figurative language, repetition, and a shift in poetic structure develop theme. [RL.8.2, RL.8.4, RL.8.5]

Choice Board: Multimedia

- Students analyze the impact of a poet’s word choice and delivery on theme development. [RL.8.2, RL.8.4, SL.8.2]
 - **“The Miracle of Morning” by Amanda Gorman (Poem)**- In this video, Gorman recites a poem that she wrote during the coronavirus pandemic.
 - **“The Danger of Silence” by Clint Smith (Poem)** - In this video, Smith recites a short, powerful poem about finding courage.

Supplemental Texts:

- **American Bards: a Brief History of the Poet Laureate of the United States (Informational):** In this Target Lesson, students read about the history of the honorary title, "Poet Laureate." Students will explore the roles and responsibilities of the National Poet Laureate. As they read, students practice analyzing text structures.
- **I Have a Dream (Speech):** In Martin Luther King, Jr.'s "I Have a Dream" speech, King discusses the status of African Americans and what he hopes to see in the future.
- **Dead Stars (Poem):** The speaker explores the connection between humans and the rest of the universe.
- **Rosa Parks (Poem):** In this free-verse poem, the speaker describes some of the important contributions that people have made to the Civil Rights Movement.
- **Rock the Boat (Poem):** The speaker encourages readers to "rock the boat" if something feels wrong.

Unit Skills Assessment 1: In this Unit Skills Assessment, students will read "Address Dedicating Rosa Parks Statue." Then they will be assessed on the reading focus standards that they've learned up to this point in Unit 2.

Unit Skills Assessment 2: In this Unit Skills Assessment, students will read "Defeat." Then they will be assessed on the reading focus standards that they've learned up to this point in Unit 2.

Culminating Task Prompt: In this culminating task, students will read five poems in which individuals convey messages about courage. With a partner, prepare a presentation comparing and contrasting how two poets convey their messages. [RL.5, SL.4, SL.5]

Unit 3: Twelve Angry Men

This 360 Unit is centered around Reginald Rose’s play *Twelve Angry Men*, an exploration of how a single juror can influence the outcome of a case. In this unit students examine how each of the jurors grapple with the responsibility of finding a defendant “guilty” or “not guilty”. Students have the opportunity to read the play aloud as a class, while tracking the development of specific jurors as the drama unfolds. Students participate in Related Media Explorations that expose them to the jury deliberation process and the effects of

a diverse jury on case outcomes. In addition, they read informational texts that provide knowledge building for major concepts in the play. As the unit culminates, students engage in a discussion about character development to inform their understanding of the benefits and challenges of a jury. To demonstrate their learning, students will craft a literary analysis essay by learning how to incorporate academic language and context for their evidence within their writing.

Week 1:

- Writing Baseline Assessment OPTIONAL
 - **Prompt:** In your opinion, what is the difference between justice and revenge? Answer the question in the form of a full-length essay. Be sure to support your response with evidence from stories, movies, real world events, or experiences from your life.
- Unit Introduction
- Vocabulary Activity Set List 1: Activity 1 & Slide Deck
- Related Media Exploration: What is a Jury?
- Vocabulary Activity Set List 1: Activity 2
- Related Media Exploration: What is a Jury?
- Vocabulary Activity Set List 1: Activity 3 and 4
- Reading Roles and Expectations: Mini Lesson
- Vocabulary Activity Set List 1: Activity 5

Week 2:

- **Reading Lesson 1: Twelve Angry Men Section A: Act 1 (Pgs 5-12) by Reginald Rose (Drama)** In this lesson, students will analyze the significance of setting and how it contributes to conflict in the play. [RL8.3]
- Vocabulary Quiz List 1
- **Reading Lesson 2: “Presumption of Innocence” by New York Courts (Informational)** In this lesson, students will analyze how an author conveys a central idea and apply these to a fictional text. [RI8.2, RL8.3]
- Narrative Prompt
- **Reading Lesson 3: Twelve Angry Men Section B: Act 1 (Pgs 13-24) by Reginald Rose (Drama)** In this lesson, students will examine how a theme and its relationship to characters develop over the course of the text. [RL8.2]

Week 3:

- **Reading Lesson 4: Twelve Angry Men Section C: Act 1 (Pgs 24-36) by Reginald Rose (Drama)** In this lesson, students will interpret how characters develop differing points of view. [RL8.6]
- Vocabulary Activity Set List 2: Activity 1 & Slide Deck
- **Writing Lesson 1: Writing with Academic Vocabulary**
 - Students learn to incorporate subject-specific academic vocabulary into writing.
- Narrative Prompt
- Vocabulary Activity Set List 2: Activity 2
- **Writing Lesson 2: Introducing Evidence with Context**

- Students learn to introduce context about the speaker and text when incorporating evidence within writing.

Week 4:

- **Reading Lesson 5: “What is Confirmation Bias?” by Shahram Heshmat (Informational)**
In this lesson, students will analyze how an author develops a central idea and how this idea develops a theme in a fictional text. [RI.8.3, RL.8.2]
- **Vocabulary Activity Set List 2: Activity 3 and 4**
- **Reading Lesson 6: Twelve Angry Men Section D: Act 1 (Pgs 36-48) by Reginald Rose (Drama)**
In this lesson, students will analyze how a character contributes to the development of a theme. [RL.8.2]
- **Vocabulary Activity Set List 2: Activity 5**
- **Reading Lesson 7: “False Memories and How They Form” by Kendra Cherry (Informational)** In this lesson, students will analyze how an author conveys a central idea and apply these to a fictional text. [RI.8.2, RL.8.3]

Week 5:

- **“False Memories and How They Form” - Day 2**
- **Vocabulary Quiz List 2**
- **Reading Lesson 8: Twelve Angry Men Section E: Act 2 (Pgs 49-63) by Reginald Rose (Drama)**
In this lesson, students will analyze how characters interact and how that interaction develops a theme. [RL.8.2, RL.8.6]
- **Grammar Activity: Part 1 and 2**
- **Related Media Exploration 2: What are the benefits of a diverse jury?**
- **Grammar Activity: Part 3 and 4**

Week 6:

- **Reading Lesson 9: Twelve Angry Men Section F: Act 2 (Pgs 63-73) by Reginald Rose (Drama)**
In this lesson, students will analyze how dialogue develops characterization. [RL.8.3]
- **Discussion Skill Lesson**
- **Class Discussion**
- **Grammar Activity: Part 5 and 6**
- **Writing Lesson 3: Exemplar Essay Review**
 - Students review key writing skills from the unit while analyzing a sample student essay.
- **Writing Lesson 4: Planning the Culminating Task: Literary Analysis Essay**
 - Students prepare for the Culminating Task by practicing skills they can carry over into future essay planning.

Week 7:

- **Grammar Quiz**

- **Essay Drafting**
- **Writing Lesson 5: Peer Reviewing the Culminating Task: Literary Analysis Essay**
 - Students peer review each others' essays by focusing on the unit writing skills.

Unit Skills Assessment 1: In this Unit Skills Assessment, students will read "*Strife*: Act 1." Then they will be assessed on the reading focus standards that they've learned up to this point in Unit 3.

Unit Skills Assessment 2: In this Unit Skills Assessment, students will read "Gideon v. Wainwright (1963)." Then they will be assessed on the reading focus standards that they've learned up to this point in Unit 3.

Culminating Task: Literary Analysis Essay

You have read the play *Twelve Angry Men* by Reginald Rose and nonfiction articles discussing the role of a jury in the justice system. Select one character whose development throughout the play has been significant. Using your chosen character and the nonfiction articles, answer the following question: How does the play highlight the benefits and challenges of our jury system?

Unit 4: Contact Sports Worth the Risk?

Americans love contact sports such as football, soccer, and lacrosse, but concerns about player safety have cast a shadow on them in recent years. In this 360 Research Unit, students will investigate the connection between contact sports, concussions, and chronic brain impairment. Students begin the unit with a Related Media Exploration where they learn how perspectives regarding concussions in sports have changed over time. Throughout the unit, students will learn about the many benefits of participating in team sports, as well as read about athletes who struggle with brain injuries. These texts will prepare students to respond to the unit research question: Is playing contact sports worth the risk? With each text, students will be prompted to track evidence that they will use in order to develop their culminating task, an advertisement. The writing lessons will support students in their development of their culminating task, an advertisement, which they will then present to their classmates via a persuasive pitch.

By the end of this unit, students will be able to:

- Observe how authors draw **connections** and **distinctions between ideas**
- Identify authors' **point of view** and **purpose** within a text
- Establish an **audience** and utilize **evidence** to support their **claims**
- Integrate **visuals** to present ideas **persuasively**

Essential Question: Are contact sports worth the risks?

Week 1

- **Unit Introduction- Introduce the Unit Slide Deck**
- **Vocabulary Activity Set List 1:** Lesson Activity 1 & 2 Slide Deck
- **Reading: *What a Lifetime of Playing Football Can Do to the Human Brain*- read and answer "during-reading" short answer questions for further analysis. Assign Guided Reading and Assessment Questions.**
 - **Research Note Taking Graphic Organizer-** Students will use this graphic organizer tool to record the writer's differing views of the risks associated with contact sports as

they progress through the unit texts. Students will refer to their collected research later in the unit in preparation for their Culminating Task.

- **Student-Led Discussion:**

- **Vocabulary Activity Set List 1:** Activities 3, 4, & 5
- **Related Media Exploration: Playing Through the Pain-** Days 1 & 2
- **Student Led Discussion:** Note taking using the discussion resources provided in part 5 of the reading lesson.

Week 2

- **Vocabulary Quiz 1**
- **Reading 1: “The Concussion Gap: Head Injuries in Girls Soccer are an ‘Unpublicized Epidemic’”**- Read and answer “during-reading” short answer questions for further analysis. Assign Guided Reading and Assessment Questions.
 - **Research Note Taking Graphic Organizer** (See above)
 - **Student Led Discussion:** Note taking using the discussion resources provided in part 5 of the reading lesson.
- **Reading 2: “The American Academy of Pediatrics on Tackling in Youth Football”**-- Read and answer “during-reading” short answer questions for further analysis. Assign Guided Reading and Assessment Questions.
 - **Research Note Taking Graphic Organizer** (See above)
- **Vocabulary Activity Set List 2:** Activities 1 & 2
- **Unit Skills Assessment 1:** "It Doesn't Take a Concussion for Head Hits to Harm Young Brains"-In this Unit Skills Assessment, students will read, and then they will be assessed on the reading focus standards that they've learned up to this point in Unit 4.
- **Vocabulary Activity Set List 2:** Activities 3 & 4

Week 3

- **Vocabulary Activity Set List 2:** Activity 5
- **Reading 1: “Heads Up Football Program Flourishing”**- Read and answer “during-reading” short-answer questions for further analysis. Assign Guided Reading and Assessment Questions.
 - **Research Note Taking Graphic Organizer** (See above)
 - **Student Led Discussion:** Note taking using the discussion resources provided in part 5 of the reading lesson.
- **Reading 2: “The Social and Academic Benefits of Team Sports”**- Read and answer “during-reading” short answer questions for further analysis. Assign Guided Reading and Assessment Questions.
 - **Research Note Taking Graphic Organizer** (See above)
 - **Student Led Discussion:** Note taking using the discussion resources provided in part 5 of the reading lesson.
- **Vocabulary Quiz 2**

Week 4

- **Choice Boards Texts:** In this lesson, students will conduct **short research** and gather **relevant information from multiple sources.** [W8.7, W8.8] Students choose at least two texts about the impact of contact sports (from a set of six). Students will add notes from these texts to their graphic note-taking graphic organizer.

- **Research-Note Taking Graphic Organizer.** Read and answer “during-reading” short answer questions for further analysis. Assign Guided Reading and Assessment Questions.
- **Unit Skills Assessment 2:** In this Unit Skills Assessment, students will read, "Young athletes are training too early, too hard, and with too little variety." Students will be assessed on the reading focus standards that they've learned up to this point in Unit 4.

Weeks 5-7

- **Reading: *Continue CHOICE BOARD Texts***- Read and answer “during-reading” short answer questions for further analysis. Assign Guided Reading and Assessment Questions.
- **Discussion Lesson:** This discussion lesson will help students synthesize information in preparation for the discussion in “Discussing and Outlining Claims” writing lesson. The assignment materials include a handout to teach the discussion skill whole class, a handout to help students prepare for discussion and outline their papers, and teacher resources to help you facilitate whole-class or small group discussions. Students will discuss their answers to the following question: Are contact sports worth the risk?
- **Exemplar Essay Review**
- **Writing Lessons:**
 - **Discussing and Outlining Claims**-In this lesson, students will synthesize their thoughts through whole-class discussion and outline their argumentative presentation. Students affirm their position on the research question and establish claims to support it.
 - **Establishing a Target Audience**- This writing lesson demonstrates how to identify a target audience by interpreting sample advertisements. Students establish a target audience by examining their claims on the research question.
 - **Conveying Claims in an Advertisement**- This writing lesson outlines the qualities of a strong advertisement and models to students how to transfer written claims into a visual representation through the analysis of an exemplary advertisement. Students draft a slogan and copy text as part of their Culminating Task work.
 - **Planning the Culminating Task: Argumentative Presentation**- This multi-part writing lesson helps students practice transferable brainstorming and planning skills as they prepare for their Culminating Task.
 - **Drafting the Culminating Task: Argumentative Presentation**- Students will work individually to create an advertisement that expresses their position on the following question: Are contact sports worth the risk? The purpose of this advertisement is to convey their claims through text and visual media.
 - **Writing Lesson: Drafting the Culminating Task Pitch**- This writing lesson provides students with an opportunity to present their claims in a way that engages the audience by outlining an advertising pitch.

Additional Unit Writing Options:

- **Option 1: Argumentative Essay [W.1, W.4, W.7]**-Is playing contact sports worth the risk? Students will write an essay in which they will use evidence from at least three texts to support their claims on this question.

- **Option 2: Letter to the Board [W.1, W.4, W.7]** -In this unit, students have read about the harmful effects of playing contact sports. Students will write a letter to the board of education urging them to adopt safe playing practices within their school's athletic programs. When they write their response, students should consider:
 - What are the impacts of contact sports on young athletes,
 - How can coaches, parents, and teammates help keep players safe?

Core Unit Texts & Skill Focus:

- **“What a Lifetime of Playing Football can do to the Human Brain” by Brian Resnick** (Informational Text)-In this lesson, students will analyze how particular details contribute to the text's central idea. [RI.2]
- **“The Concussion Gap: Head Injuries in Girls Soccer are an ‘Unpublicized Epidemic’ by Lee van der Voo** (Informational Text)-In this lesson, students will analyze how an author uses a comparison to develop the central idea. [RI.3]
- **“The American Academy of Pediatrics on Tackling in Youth Football” by the American Academy of Pediatrics** (Informational Text)-In this lesson, students will analyze how specific words and phrases reveal an author's point of view. [RI.6]
- **“Heads Up Football Program Flourishing” by Associated Press** (Informational Text)-In this lesson, students will analyze how particular details contribute to the text's central idea. [RI.2]
- **“The Social and Academic Benefits of Team Sports” by Paige Maslen** (Informational Text)-In this lesson, students will analyze how particular details contribute to the text's central idea. [RI.2]

Supplemental Texts:

- “Don't Let Kids Play Football” by Bennet Omalu (Informational Text)
- “A Safer Sport” by Brian S. McGrath (Informational Text)
- “Concussion: ‘More Than Getting Your Bell Rung’” by Alison Pearce Stevens (Informational Text)
- “Concussion Prescription: A Year on the Bench for Youngsters?” by Nancy Shute (Informational Text)
- “Many Hits, Rather Than a Big One, Pose Greatest Concussion Risk” by Nancy Shute (Informational Text)
- “The Reasons Not To Ban Contact Sports For Children: An Answer To ‘Concussion’” by Robert Glatter, M.D (Informational Text)

Choice Board Texts: In this lesson, students will conduct short research and gather relevant information from multiple sources. [W8.7, W8.8]

- “Why the Latest Efforts to Make Youth Football Safer Could Fail” by Ryan Swanson (Informational Text)
- “13 Concussions” by Casey Cochran (Informational Text)
- “Control the Head: Combating Concussions in Wrestling” by WOUB Public Media (Informational Text)

- “The Concussion Gender Gap: Why Girls Suffer More Head Injuries” by Kim Elsesser (Informational Text)
- “Playing Teen Sports May Protect From Some Damages of Childhood Trauma” by Susie Nielson (Informational Text)
- “The Pros and Cons of Youth Sports Aren’t Only Physical” by Dr. Marika Lindholm (Informational Text)

Unit Skills Assessment 1: In this Unit Skills Assessment, students will read "It doesn't take a concussion for head hits to harm young brains." Then they will be assessed on the reading focus standards that they've learned up to this point in Unit 4.

Unit Skills Assessment 2: In this Unit Skills Assessment, students will read “Young athletes are training too early, too hard, and with too little variety.” Then they will be assessed on the reading focus standards that they've learned up to this point in Unit 4.

Culminating Task Prompt: In this culminating task, students will work individually to create an advertisement that expresses their position on the following question: Are contact sports worth the risk? The purpose of this advertisement is to convey claims through text and visual media. The advertisement will include:

- A slogan and text that appeals to a target audience
- Cited evidence supporting your claims
- An image and design that complements the text. After students finalize their advertisements, they will write and present a short “pitch” that aims to persuade their classmates to adopt its message. [W.1, W.7, SL.2, SL.3, SL.4, SL.5]

Unit 5: Not That Different

In this 360 Unit, students explore the phenomenon of othering, or treating someone as if they don't fit into the norm. They consider its impact on both individuals and society. Students read texts that illustrate othering in multiple settings and contexts, including realistic fiction, science fiction, nonfiction, and poetry. These different genres give students opportunities to discuss and contemplate what their treatment of others might reveal about themselves. Students strengthen their writing through lessons that support precision of word choice, analysis, and revision. As students consider the impact of othering, they strengthen their analytical reading, writing, and discussion skills and learn new vocabulary that helps them articulate their ideas in more sophisticated ways. This unit also includes resources to support teachers in launching an independent reading program or book clubs that run parallel to the core instruction in this unit.

Week 1:

- **Unit Introduction**
- **Vocabulary Activity Set, List 1: Activity 1 & Slide Deck**
- **“The Star Beast” Slide Deck**
- **Reading Lesson #1: “The Star Beast” by Nicholas Stuart Gray (Short Story):** Students analyze how an author uses point of view and dramatic irony to develop mood. [RL.8.6]
- **“The Star Beast” - Independent Practice**
- **Discussion Skill Review**

- **Vocabulary Activity Set List 1: Activities 2 & 3**
- **“What is Othering?” Slide Deck**
- **Reading Lesson #2: “What is Othering?” by Kendra Cherry (Nonfiction):** Students analyze how the author creates connections between ideas and how two different texts develop a similar central idea. [RI.8.3, RL.8.2]
- **“What is Othering?” - Independent Practice**
- **Vocabulary Activity Set List 1: Activity 4**

Week 2:

- **Vocabulary Activity Set List 1: Activity 5**
- **Writing Lesson 1: Using Precise Verbs in Your Reasoning**
 - Students learn to use precise verbs to strengthen their analysis of an author’s message.
- **Vocabulary Quiz List 1**
- **Related Media Exploration 1: Why Was Communism in American Viewed as Both An Opportunity and a Problem?**
- **Vocabulary Activity Set, List 2: Activity 1 & Slide Deck**
- **“McCarthy, Communists, And ‘Enemies From Within’” Slide Deck**
- **Reading Lesson #3: “McCarthy, Communists, and ‘Enemies from Within’” by Adrienne Favors (Nonfiction):** Students analyze how an author uses diction and specific details to create mood. [RI.4]
- **Vocabulary Activity Set List 2: Activity 2**
- **“McCarthy, Communists, And ‘Enemies From Within’” - Day 2**
- **“McCarthy, Communists, And ‘Enemies From Within’” Independent Practice**
- **Vocabulary Activity Set List 2: Activities 3 & 4**

Week 3:

- **Vocabulary Activity Set List 2: Activity 5**
- **“A Short Note to My Very Critical And Well-Beloved Friends and Comrades” Slide Deck**
- **Reading Lesson #4: “A Short Note to My Very Critical and Well-Beloved Friends and Comrades” by June Jordan (Poem):** Students analyze how diction and structure develop the speaker’s tone. [RL.8.4, RL.8.5]
- **Vocabulary Quiz List 2**
- **“A Short Note to My Very Critical And Well-Beloved Friends and Comrades” - Day 2**
- **“A Short Note to My Very Critical And Well-Beloved Friends and Comrades” Independent Practice**
- **Grammar and Usage Activities: Parts 1-3**
- **“The Neighbor’s Wife” Slide Deck**
- **Reading Lesson #5: “The Neighbor’s Wife” by Susan Palwick (Poem):** Students analyze and compare the speaker’s point of view with that of another character in the poem. [RL.8.6]
- **“The Neighbor’s Wife” Independent Practice**
- **Grammar and Usage Activities: Parts 4-6**
- **Writing Lesson 2: Using Precise Verbs in Your Reasoning**
 - Students learn to use precise verbs to strengthen their analysis of an author’s message.

Week 4

- **Grammar and Usage Activities: Parts 7-8**
- **Narrative Prompt**
- **Grammar and Usage Quiz**
- **“Hamadi” Slide Deck**
- **Reading Lesson #6: “Hamadi” by Naomi Shihab Nye (Short Story):** Students analyze how dialogue and character interactions develop complex characters and their relationships. [RL.8.3]
- **“Hamadi” Independent Practice**
- **Related Media Exploration 2: The Power of Empathy**

Week 5

- **Writing Lesson 3: Planning the Culminating Task: Literary Analysis Essay**
 - Students prepare for the Culminating Task by engaging in discussion and collecting evidence so that they can draft their thesis statements.
- **Drafting the Culminating Task: Literary Analysis Essay - Day 1**
- **Drafting the Culminating Task: Literary Analysis Essay - Day 2**
- **Writing Lesson 4: Revising the Culminating Task: Separating One Paragraph into Two**
 - Students revise their writing for clarity by splitting paragraphs that contain multiple ideas.
- **Class Discussion**

Unit Skills Assessment 1: In this Unit Skills Assessment, students will read "In this California classroom, students teach each other their home languages — and learn acceptance." Then they will be assessed on the reading focus standards that they've learned up to this point in Unit 5.

Unit Skills Assessment 2: In this Unit Skills Assessment, students will read "Amnesty." Then they will be assessed on the reading focus standards that they've learned up to this point in Unit 5.

Culminating Task: Literary Analysis Essay

Write an essay in which you analyze whether authors from **two** unit texts agree or disagree with the following quotation from scholar and social activist Chuck Collins: *“Of course, we have to respond to our immediate family, but, once they’re O.K., we need to expand the circle. A larger sense of family is a radical idea, but we get into trouble as a society when we don’t see that we’re in the same boat.”*

In your essay, be sure to explain whether the author of each text agrees or disagrees with the quotation and how they develop their ideas

Unit 6: The Debate Over School Start Time

Teens have the hardest time waking up early for school. They feel passionately about sleeping in! In this 360 Unit, students explore the debate surrounding later school start times in order to write a convincing argument about whether their own school’s start time should change. At the start of the unit, students self-select a series of three essential texts about the potential benefits and consequences of changing school start times. To further their understanding of local opinions on the topic, students create and administer their own survey. In an engaging Related Media Exploration, they explore several external data sets on the topic. Students also engage in discussions and debates to ensure they have a balanced view of the topic. Students

learn to craft an effective written argument through lessons on argument structure, analyzing data, addressing an audience directly, and hooking readers with compelling evidence. Students also use the data from their own surveys to make an informed argument. As students weigh the different sides in this debate, they strengthen their analytical reading, writing, and discussion skills and learn new vocabulary that will help them articulate their ideas in more sophisticated ways.

Week 1:

- **Unit Introduction Activity**
- **Vocabulary Activity Set: Activity 1 & Slide Deck**
- **Introduction: Research Note Take Graphic Organizer**
- **Reading Lesson 1A:** “Among teens, sleep deprivation an epidemic” by Ruthann Richter (Informational)
- **Reading Lesson 1B:** “Lack of sleep can turn teens into ‘zombies’” by Stephen Ornes (Informational)
- **Vocabulary Activity Set: Activity 2**
- **Reading Lesson 2A:** “Study: Later School Start Would Benefit Economy” by Kealey Bultena (Informational)
- **Reading Lesson 2B:** “Fairfax, Montgomery officials to share experience delaying school start times” by Cindy Huang (News Article)
- **Vocabulary Activity Set: Activities 3 and 4**

Week 2:

- **Reading Lesson 1C:** “Changing School Start Times Has Ripple Effects — And Those Ripples Could Sink Many Families” by Johannah Haney (Opinion)
- **Reading Lesson 2C:** “Impact of Later School Start Times on Athletics Reviewed by West Hartford Board of Education” by Ronni Newton (News Article)
- **Discussion Lesson**
- **Vocabulary Activity Set: Activity 5**
- **Writing Lesson 1: Conducting Research**
 - Students learn to conduct research and design a survey.
- **Vocabulary Quiz**
- **Writing Lesson 1: Conducting Research**

Week 3:

- **Writing Lesson 2: Giving Your Survey**
 - Students build confidence for giving their survey and make a plan to accomplish their local research in a timely manner.
- **Writing Lesson 3: Analyzing Data and Drawing Conclusions**
 - Students learn to aggregate, analyze, and draw conclusions about data.
- **Related Media Exploration: Analyzing Graphs to Support Your Argument**
- **Unit Debate**
- **Writing Lesson 4: Exemplar Essay Review**
 - Students review key components of an argumentative essay.

Week 4:

- **Writing Lesson 5: Planning the Culminating Task: Research-Based Argumentative Essay**
 - Students prepare for the Culminating Task by practicing skills they can carry over into future essay planning.
- **Drafting Your Culminating Task: Research-Based Argumentative Essay**
- **Writing Lesson 6: Revision: Addressing Your Audience Directly**
 - Students review 5 strategies to address their audience directly, including posing a scenario and a call to action.

Week 5:

- **Writing Lesson 7: Revision: Hooking Your Reader with Compelling Evidence**
 - Students identify concerns based on their intended audience and revise their essays to incorporate evidence that would be compelling to that audience.
- **Writing Lesson 8: Review: Formatting Your Works Cited Page**
 - Students create a works cited page that properly cites the texts and multimedia they referenced in their argument essays, including their own local survey!
- **Essay Revision Time**
- **Post Essay and Survey Reflection**

Unit Skills Assessment 1: In this Unit Skills Assessment, students will read “The Science of Sleep.” Then they will be assessed on the reading focus standards that they’ve learned up to this point in Unit 6.

Unit Skills Assessment 2: In this Unit Skills Assessment, students will read “Schools in the US start too early. A later start would improve attendance, graduation rates, and academic performance.” Then they will be assessed on the reading focus standards that they’ve learned up to this point in Unit 6.

Culminating Task: Argumentative Essay

Imagine that you have the opportunity to speak directly to your district’s school board about your school’s start time. In this final unit culminating task, a Research-Based Argument Letter, you will incorporate survey data and research into an essay to convince a specific audience of your stance on the ideal school start time for your school. Support your argument with evidence from your research.

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Please see individual writing lesson descriptions outlined above in the unit weekly plan.

Unit 1: The Art Of Suspense**Culminating Task Essay Prompt:**

- Write an essay that compares and contrasts how the authors of “Ruthless” and “The Cone” build suspense. Use relevant evidence from both texts to support your response
- **Baseline Assessment:** *Are scary stories enjoyable? Why or why not?*

Writing Lessons:

- Writing Lesson 1: Writing a Strong Claim
 - Students learn to write claims that clearly and concisely respond to a prompt.
- Writing Lesson 2: Writing a Complete Paragraph
 - Students practice writing complete paragraphs that each include a claim, relevant evidence, and reasoning.
- Writing Lesson 3: Exemplar Essay Review
 - Students review key writing skills from the unit while analyzing a sample student essay.
- Writing Lesson 4: Planning the Culminating Task: Literary Analysis Essay
 - Students prepare for the Culminating Task by practicing skills they can carry over into future essay planning.
- Writing Lesson 5: Peer Reviewing the Culminating Task: Literary Analysis Essay
 - Students peer review others' essays by focusing on the unit writing skills.

Unit 2: Conveying Courage Poetry Unit

Culminating Task:

- In this culminating task, students will read five poems in which individuals convey messages about courage. With a partner, prepare a presentation comparing and contrasting how two poets convey their messages.
- **Baseline Assessment:** *What makes someone a hero?*

Writing Lessons:

- Writing Lesson 1: Including Context About the Author or Speaker
 - Students learn what context is and how to use context about an author or speaker to make their writing clearer.
- Writing Lesson 2: Adding Strong Reasoning
 - Students learn to explain what is happening in a piece of evidence and why or how that evidence supports the claim.
- Writing Lesson 3: Planning the Culminating Task: Literary Analysis Presentation
 - Students work in pairs to brainstorm and discuss their response to the Culminating Task prompt before they begin drafting their presentations.
- Writing Lesson 4: Drafting the Culminating Task: Literary Analysis Presentation
 - Students review the characteristics of strong visual presentations, write out speaker notes, and begin to draft their presentations.
- Writing Lesson 5: Peer Reviewing the Culminating Task: Literary Analysis Presentation
 - Students revise their presentations based on a peer review focused on visuals, content, and delivery of the presentation.

Unit 3: Twelve Angry Men

Culminating Task: Literary Analysis Essay

- You have read the play *Twelve Angry Men* by Reginald Rose and nonfiction articles discussing the role of a jury in the justice system. Select one character whose development throughout the play has been significant. Using your chosen character and the nonfiction articles, answer the following question: How does the play highlight the benefits and challenges of our jury system?

Writing Lessons:

- Writing Lesson 1: Writing with Academic Vocabulary
 - Students learn to incorporate subject-specific academic vocabulary into writing.
- Writing Lesson 2: Introducing Evidence with Context
 - Students learn to introduce context about the speaker and text when incorporating evidence within writing.
- Writing Lesson 3: Exemplar Essay Review
 - Students review key writing skills from the unit while analyzing a sample student essay.
- Writing Lesson 4: Planning the Culminating Task: Literary Analysis Essay
 - Students prepare for the Culminating Task by practicing skills they can carry over into future essay planning.
- Writing Lesson 5: Peer Reviewing the Culminating Task: Literary Analysis Essay
 - Students peer review each others' essays by focusing on the unit writing skills.

Unit 4: Contact Sports: Worth the Risks?**Culminating Task Prompt:**

- In this culminating task, students will work individually to create an advertisement that expresses their position on the following question: Are contact sports worth the risk? The purpose of this advertisement is to convey claims through text and visual media. The advertisement will include:
 - A slogan and text that appeals to a target audience
 - Cited evidence supporting your claims
 - An image and design that complements the text. After students finalize their advertisements, they will write and present a short “pitch” that aims to persuade their classmates to adopt its message.

Writing Lessons:

- Writing Lesson 1: Discussing and Outlining Claims
 - Students synthesize their thoughts through whole-class discussion and outline claims for their argumentative presentation.
- Writing Lesson 2: Establishing a Target Audience
 - Students establish an audience for their claims by identifying target audiences in sample advertisements.
- Writing Lesson 3: Conveying Claims in an Advertisement
 - Students review an exemplar advertisement to learn how to convey their claims into a slogan and copy text as they continue to draft their advertisement.
- Writing Lesson 4: Planning the Culminating Task: Argumentative Presentation
 - Students plan and design their culminating task by analyzing an exemplar advertisement.
- Writing Lesson 5: Drafting the Culminating Task Pitch
 - Students present their claims in a way that engages the audience by outlining an advertising pitch.
 - Writing to support a claim [W.8.1.A] & Supporting claims with evidence [W.8.1.B] - Discussing and Outlining Claims; Conveying Claims in an Advertisement
 - Writing for an audience [W.8.4] Establishing a Target Audience
 - Conducting short research [W.8.7]- Planning the Culminating Task: Argumentative Presentation & Drafting the Culminating Task Pitch

Unit 5: Not That Different

Culminating Task: Literary Analysis Essay

- Write an essay in which you analyze whether authors from **two** unit texts agree or disagree with the following quotation from scholar and social activist Chuck Collins: *“Of course, we have to respond to our immediate family, but, once they’re O.K., we need to expand the circle. A larger sense of family is a radical idea, but we get into trouble as a society when we don’t see that we’re in the same boat.”* In your essay, be sure to explain whether the author of each text agrees or disagrees with the quotation and how they develop their ideas

Writing Lessons:

- Writing Lesson 1: Using Precise Verbs in Your Reasoning
 - Students learn to use precise verbs to strengthen their analysis of an author’s message.
- Writing Lesson 2: Introducing Evidence with Reasoning
 - Students practice using reasoning to introduce evidence rather than always putting the reasoning second.
- Writing Lesson 3: Planning the Culminating Task: Literary Analysis Essay
 - Students prepare for the Culminating Task by engaging in discussion and collecting evidence so that they can draft their thesis statements.
- Writing Lesson 4: Revising the Culminating Task: Separating One Paragraph into Two
 - Students revise their writing for clarity by splitting paragraphs that contain multiple ideas.

Unit 6: The Debate Over School Start Time

Culminating Task: Argumentative Essay

- Imagine that you have the opportunity to speak directly to your district’s school board about your school’s start time. In this final unit culminating task, a Research-Based Argument Letter, you will incorporate survey data and research into an essay to convince a specific audience of your stance on the ideal school start time for your school. Support your argument with evidence from your research.

Writing Lessons:

- Writing Lesson 1: Conducting Research
 - Students learn to conduct research and design a survey.
- Writing Lesson 2: Giving Your Survey
 - Students build confidence for giving their survey and make a plan to accomplish their local research in a timely manner.
- Writing Lesson 3: Analyzing Data and Drawing Conclusions
 - Students learn to aggregate, analyze, and draw conclusions about data.
- Writing Lesson 4: Exemplar Essay Review
 - Students review key components of an argumentative essay.
- Writing Lesson 5: Planning the Culminating Task: Research-Based Argumentative Essay
 - Students prepare for the Culminating Task by practicing skills they can carry over into future essay planning.
- Writing Lesson 6: Revision: Addressing Your Audience Directly
 - Students review 5 strategies to address their audience directly, including posing a scenario and a call to action.
- Writing Lesson 7: Revision: Hooking Your Reader with Compelling Evidence

- Students identify concerns based on their intended audience and revise their essays to incorporate evidence that would be compelling to that audience.
- Writing Lesson 8: Review: Formatting Your Works Cited Page
 - Students create a works cited page that properly cites the texts and multimedia they referenced in their argument essays, including their own local survey!

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1:

Title: CommonLit	Edition: Online: https://www.commonlit.org/
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	CommonLit Classroom Basics Free for Teachers

Textbook #2

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Supplemental Instructional Materials *Please include online, and open-source resources if any.*

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*

If more space is needed than what is provided, please attach a backup as applicable.

Cost for a class set of textbooks: \$0	Description of Additional Costs:
Additional costs:\$0	
Total cost per class set of instructional materials:	\$0

Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

Unit 1: The Art of Suspense

- **Unit Skills Assessment 1:** In this Unit Skills Assessment, students will read "The Patron." Then they will be assessed on the reading focus standards that they've learned up to this point in Unit 1.
- **Unit Skills Assessment 2:** In this Unit Skills Assessment, students will read "Stale Bread." Then they will be assessed on the reading focus standards that they've learned up to this point in Unit 1.
- **Culminating Task Essay Prompt:** Write an essay that compares and contrasts how the authors of "Ruthless" and "The Cone" build suspense. Use relevant evidence from both texts to support your response.

Unit 2: Conveying Courage

- **Unit Skills Assessment 1:** In this Unit Skills Assessment, students will read "Address Dedicating Rosa Parks Statue." Then they will be assessed on the reading focus standards that they've learned up to this point in Unit 2
- **Unit Skills Assessment 2:** In this Unit Skills Assessment, students will read "Defeat." Then they will be assessed on the reading focus standards that they've learned up to this point in Unit 2.
- **Culminating Task Prompt:** In this culminating task, students will read five poems in which individuals convey messages about courage. With a partner, prepare a presentation comparing and contrasting how two poets convey their messages.

Unit 3: Twelve Angry Men

- **Unit Skills Assessment 1:** In this Unit Skills Assessment, students will read "*Strife*: Act 1." Then they will be assessed on the reading focus standards that they've learned up to this point in Unit 3.
- **Unit Skills Assessment 2:** In this Unit Skills Assessment, students will read "Gideon v. Wainwright (1963)." Then they will be assessed on the reading focus standards that they've learned up to this point in Unit 3.
- **Culminating Task: Literary Analysis Essay**
You have read the play *Twelve Angry Men* by Reginald Rose and nonfiction articles discussing the role of a jury in the justice system. Select one character whose development throughout the play has been significant. Using your chosen character and the nonfiction articles, answer the following question: How does the play highlight the benefits and challenges of our jury system?

Unit 4: Contact Sports: Worth The Risk?

- **Unit Skills Assessment 1:** In this Unit Skills Assessment, students will read "It doesn't take a concussion for head hits to harm young brains." Then they will be assessed on the reading focus standards that they've learned up to this point in Unit 4.
- **Unit Skills Assessment 2:** In this Unit Skills Assessment, students will read "Young athletes are training too early, too hard, and with too little variety." Then they will be assessed on the reading focus standards that they've learned up to this point in Unit 4.
- **Culminating Task Prompt:** In this culminating task, students will work individually to create an

advertisement that expresses their position on the following question: Are contact sports worth the risk? The purpose of this advertisement is to convey claims through text and visual media. The advertisement will include:

- A slogan and text that appeals to a target audience
- Cited evidence supporting your claims
- An image and design that complements the text. After students finalize their advertisements, they will write and present a short “pitch” that aims to persuade their classmates to adopt its message.

Unit 5: Not That Different

- **Unit Skills Assessment 1:** In this Unit Skills Assessment, students will read "In this California classroom, students teach each other their home languages — and learn acceptance." Then they will be assessed on the reading focus standards that they've learned up to this point in Unit 5.
- **Unit Skills Assessment 2:** In this Unit Skills Assessment, students will read "Amnesty." Then they will be assessed on the reading focus standards that they've learned up to this point in Unit 5.
- **Culminating Task: Literary Analysis Essay**
Write an essay in which you analyze whether authors from two unit texts agree or disagree with the following quotation from scholar and social activist Chuck Collins: *“Of course, we have to respond to our immediate family, but, once they’re O.K., we need to expand the circle. A larger sense of family is a radical idea, but we get into trouble as a society when we don’t see that we’re in the same boat.”* In your essay, be sure to explain whether the author of each text agrees or disagrees with the quotation and how they develop their ideas.

Unit 6: The Debate Over School Start Time

- **Unit Skills Assessment 1:** In this Unit Skills Assessment, students will read “The Science of Sleep.” Then they will be assessed on the reading focus standards that they’ve learned up to this point in Unit 6.
- **Unit Skills Assessment 2:** In this Unit Skills Assessment, students will read “Schools in the US start too early. A later start would improve attendance, graduation rates, and academic performance.” Then they will be assessed on the reading focus standards that they’ve learned up to this point in Unit 6.
- **Culminating Task: Argumentative Essay**
Imagine that you have the opportunity to speak directly to your district’s school board about your school’s start time. In this final unit culminating task, a Research-Based Argument Letter, you will incorporate survey data and research into an essay to convince a specific audience of your stance on the ideal school start time for your school. Support your argument with evidence from your research.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

Instructional strategies listed include (but are not limited to): Cooperative learning, Flipped classroom, Inquiry-based learning, Active learning, Blended learning, Formative and Summative assessment, Graphic organizers, Differentiation, Questioning, Experiential learning, Flexible Seating, Educational Technology, Google Tools for Learning, and Gamification.

Assessment Methods and/or Tools (REQUIRED):

Please list the different methods of assessments that will be used.

1. Each unit will include pre and post-reading assessments, including an end-of-unit culminating task. Guided reading (text-embedded questions) will be used as a formative assessment. Post-reading assessments (summative) will be included for each reading.
2. Writing assessments will include baseline, targeted unit skill lessons, and writing prompts.