

Roscommon Area Public Schools – Curriculum Framework

Course: English 8

Unit Number: #1

Unit Title: Identity

Timeframe: 12 weeks



Stage 1: Identify Desired Results

Essential Question:

What thought-provoking questions will foster inquiry, meaning making and transfer?

- An essential question is open ended; has no simple “right answer.”
- Is meant to be investigated, argued, looked at from different points of view
- Encourages active “meaning making” by the learner about important ideas.
- Raises other important questions.
- Naturally arises

- *What are the factors that help define your identity?*
- *How is your name related to your identity?*
- *Why are some people blind to what others are really like?*
- ***What parts of our identities are visible? Invisible?***
- *Why do some people hide who they really are?*
- *Do others see you the way you see yourself? Are you the same person to everyone?*
- *Is identity constant or does in change?*
- *Do your past actions make you who you are or is it possible to leave your past behind?*
- ***In a culture where we are bombarded by what we SHOULD be, how do we form an authentic identity?***

Scaffold Questions:

What questions can we ask students that break the essential question into smaller pieces of content?

- What is identity?
- Why do some people hide who they really are?
- Do others see you the way you see yourself? Are you the same person to everyone?
- How influential are adults on a child’s developing identity?
- How influential are adults on a child’s developing identity?
- Can people fake who they are or is this just revealing part of their identity?
- What is the environment?

Brief Summary of Unit:

The first unit is an introductory to many of the skills we will be using throughout the year. Students read poetry, articles, stories and watch videos while examining the thematic concept of identity. Intermixed are activities that allow students to explore their own identities allowing me to build relationships and classroom community. By the end of this unit, students will be able to explain how a person’s identity is determined and shaped. Students will use multiple texts (informational and fictional) to develop this understanding. Students will review the CEIC and full essay writing format in which to communicate their ideas about the development of the identity theme.

Desired Understanding:	<ul style="list-style-type: none"> • Good readers recognize that literature mimics life and tries to teach a lesson. • People's identities are shaped by environment and experience. • People may choose to change their identities, but it takes a great deal of work. • Bad choices can become a cycle that can shape identity. • It is difficult for individuals to be themselves when society constantly tells us who we should be. • If people hide themselves, they may miss out on great people and experiences and never truly be happy.
Common Core State Standards (CCSS) - Reading	8.RL.1 8.RL.2 8.RL.3 8.RL.6
Common Core State Standards (CCSS) - Writing	8.W.1 8.W.2 8.W.4 8.W.5 8.W.6
Common Core State Standards (CCSS) - Speaking & Listening	8.SL.1
Common Core State Standards (CCSS) - Language	8.L.2 8.L.2 8.L.3
Essential Standards* <i>List the Essential Standards that will be taught and assessed in this unit.</i>	8.W.1 8 (RI/RL).2 8 (RI/RL).1
Alignment to the Vision of High Quality Instruction in Reading <i>(How do the instructional targets in this</i>	Build vocabulary, academic language, and content knowledge intentionally and ambitiously. Engage students in evidence-based reading responses to build their understanding. Have students read multiple texts focused on the same topic to improve comprehension through text connections, text structures, and literary elements.

<p>unit align to the district's vision of high quality instruction?)</p>	<p>Develop students' reader identity by making meaningful connections between the texts they are reading and their connections to the world.</p> <p>Connect students' reading of complex texts with their writing about reading and with writing that uses complex texts as models, so they will recognize and be able to negotiate many different types of complex texts.</p> <p>Develop students' ability to engage in meaningful, evidence-based discussion of the complex texts they read in whole class, small group, and partner conversations so they can learn to negotiate and comprehend complex texts independently.</p> <p>Use a variety of formative assessment methods to adjust instruction and monitor progress to ensure each individual student reaches and/or exceeds the instructional goal.</p>
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Stage 2: Determine Acceptable Evidence

(With the exception of formative assessments, all assessments listed in this section are required elements of the district's curriculum and the data associated will be collected in the district's performance management driver system.)

<p>Measure of Understanding (Performance Task)</p> <p><i>(How will students demonstrate their attainment of the desired understanding?)</i></p>	<p><i>Students will participate in a range of text based discussions based on the readings. Many of the texts address several of the questions. We track our understanding through the discussions preparing notes ahead of time and reflecting on the discussions afterwards.</i></p>
<p>Assessing the Performance Task</p> <p><i>(How will we evaluate quality student work in the performance task? How will we determine that students can use their learning</i></p>	<p>Student discussions are assessed using a speaking and listening rubrics. Students reflect on their understandings after each question. Students track questions through texts as we read gathering evidence for the summative assessment. Small group discussions include trackers where groups must synthesize their discussions.</p>

independently?)	
Summative Assessments	<i>Students will choose an essential question to use as the basis of a four paragraph essay.</i>
Interim Assessments	Claim samples Quizzes on parts of essay and CEIC Identifying run-ons Thesis approval (must revise until it is accepted)
Formative Assessments	Small group and whole class discussions Arrange a CEIC activity Activities assessing understanding of "good" evidence. Quizizz practice of parts of a CEIC and essay Evaluating models and samples Build a CEIC based on a mystery Trashketball CEIC on personality traits Whip Arounds
Student Self-Reflection and Self-Regulation (Student-Centered) <i>(How will we measure students' ability to think meta-cognitively?)</i>	Students will have to draw connections between texts. Their interpretations must connect the ideas from the text to their own experiences.
State Assessment Practice <i>(How will we measure students' ability to interact with content and skills in an MSTEP-like or SAT-like format?)</i>	<i>Multiple choice type quizzes and formative quizizz type questions to review writing understanding. No Red Ink for run-on practice. CommonLit stories and articles provide complex questions to answer after each reading.</i>

Stage 3: Learning Plan

(Summary of Key Learning Events and Instruction)

***What activities, experiences and lessons will lead to achievement of the desired results and success at the assessments?**

The learning events –

- *should be derived from the goals of Stage 1 and the assessments of Stage 2 to ensure alignment and effectiveness of the activities.*
- *should match the level of rigor within the standard*
- *support student Acquisition, Meaning Making, and Transfer.*

We begin with how students see themselves - their identity. They write narrative essays on their names and poems modeled after Where I'm from. Then we review/introduce the CEIC method for writing a body paragraph. I do this with photo puzzles from Crime and Punishment. The first mystery we analyze together and they have to put my completed paragraph into CEIC order. Next, in partners they analyze a crime scene. They make a claim as to who did it, describe evidence from the picture, and then interpret how that evidence proves their claim (who did it). Their paragraphs are like police reports but in the CEIC format and navigated with a partner..

Next we move to practicing more with individual body paragraphs. Students take a few personality tests and practice gathering evidence from the test results and we learn how to incorporate quotes into sentences with that evidence. This makes interpretation less threatening because they are connecting the evidence to how they display that in their own lives (personality).

Finally, we move on to a large text set of poems, essays, articles and short stories. Students with learning disabilities are given audio access to less accessible texts. We address our beliefs about the essential questions in group discussions (small and whole class). Students must prep by bringing evidence from the text to the discussions. We practice discussion routines. Students then reflect on what they learned and add evidence to trackers that they may use later. This allows students who struggled with access to the text in greater ways. Throughout these weeks, I intermix the formative assessments about writing format.

In the end, we write claims together (which end up being themes) about identity using the essential questions and what the text taught us about those questions. Students write claims as a group activity, and I compile them into a list. I then ask students to submit a claim on Google Forms. It is either rejected or accepted and they must revise until it is accepted. Then I share the list of claims. We assess them together (good or bad) and explain why. Then I give them a list of GOOD claims - some they wrote and some reworded to make them acceptable. Students may either keep their claim or adopt one from the list - students who haven't had theirs accepted yet may type one in for their approval points. There are a lot of different identity EQs so students end up picking and investigating something they found interesting. Additionally, they use evidence from only 2-3 texts that they feel most comfortable with and can explain well.

	<p>Then we move onto evidence selection practice, drafting (on paper) an outline of the body paragraphs, and then I teach introduction and conclusion, and they type a draft. Students complete stations for revising and editing their work. Finally, when they are ready to submit a draft, I ask them to choose only the body paragraph they believe is their best. I ask them to write a reflection on why in the comments on Google Docs.</p>
<p>*Learning Targets, <i>What will students be taught? What should they know? What should they be able to do?</i></p>	<p><i>Students will be able to define the parts of a CEIC and an essay.</i> <i>Students will identify good evidence.</i> <i>Students will write a thesis.</i> <i>Students will write claims.</i> <i>Students will introduce evidence.</i> <i>Students will provide direct evidence from a text to support a claim.</i> <i>Students will interpret evidence to support a claim.</i> <i>Students will write introductions and conclusions.</i></p>
<p>*How will the unit be sequenced and differentiated to optimize achievement for all learners? <i>Teaching -</i></p> <ul style="list-style-type: none"> <i>• should reflect the instructional approaches most appropriate to the goals (not what is easiest or most comfortable for the teacher).</i> <i>• should employ resources most appropriate to the goals (not simply march through a textbook or commercial program).</i> <i>• be responsive to differences in learners' readiness, interests, and preferred ways of learning.</i> 	<p>Students get a lot of choice - in texts they use, in the claim/topic they pick, and even in which paragraph is their best result. We begin with easier texts and build to more difficult ones.</p> <p>With the writing process, we begin with a model, then they build a body paragraph with a partner, and then a single paragraph on their own. Then we move to a whole essay on their own.</p>
Required Texts (ELA)	<i>Name by Cisernos (essay)</i>

	<p>Where I'm From (poem) Knock Knock (poem) Stanley Williams (article) Mask (poem) Mask (video) Charles (short story) The Follower (short story) Reformed Reformation (short story) Online Identity (article)</p>
<p>Key Vocabulary</p>	<p>claim evidence interpretation theme analysis body paragraph conclusion call to action/so what restate hook background (in intro vs. in body paragraph) thesis blueprint of reasons summary of evidence</p>
<p>Resources <i>Description or link to resources</i></p>	<p>www.noredink.com www.commonlit.com www.youtube.com</p>