

## PROHUMAN CURRICULUM - GRADE 8

### OVERVIEW OF UNITS:

Unit 1	September	Optimism
Unit 2	October	Grit
Unit 3	November	Gratitude
Unit 4	December	Curiosity
Unit 5	January	Courage
Unit 6	February	Compassion
Unit 7	March	Fairness
Unit 8	April	Understanding
Unit 9	May	Humanity

## UNIT 8: UNDERSTANDING

### LESSON 3: WRITING AN INFORMATIVE TEXT

#### SUMMARY:

The Prohuman Grade 8 curriculum is aligned to two sets of standards: [Common Core State Standards for English Language Arts](#) and [Character and Social Emotional Development \(CSED\) National Guidelines](#). The full collection of units introduces all nine of the prohuman character strengths: optimism, grit, gratitude, curiosity, courage, compassion, fairness, understanding, and humanity.

In Unit 8, Lesson 3, “Writing an Informative Text,” students will interview someone with a different point of view on an issue and write an informative essay about the topic(s) discussed, what the person believes, the reasons the person gave for holding those beliefs, and what the student learned from doing the interview.

**SUGGESTED TIME:** 1 class period to introduce the assignment and for students to begin research; the informative text can be written as homework

**RELATED SUBJECT:** English Language Arts

**LEARNING OUTCOMES:**

- Write an informative text that examines the topic and conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content

**REQUIRED MATERIALS:**

- Prohuman Grade 8 Unit 8 Worksheet 3: Writing an Informative Text

**ELA COMMON CORE STANDARDS MET**

CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓
CCSS.ELA-Literacy.W.8.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	✓
CCSS.ELA-Literacy.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	✓
CCSS.ELA-Literacy.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	✓

CCSS.ELA-Literacy.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓
CCSS.ELA-Literacy.W.8.2.E	Establish and maintain a formal style.	✓
CCSS.ELA-Literacy.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓
CCSS.ELA-Literacy.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	✓
CCSS.ELA-Literacy.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	✓
CCSS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓
CCSS.ELA-Literacy.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓
CCSS.ELA-Literacy.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓

## CHARACTER AND SOCIAL EMOTIONAL (CSED) NATIONAL STANDARDS MET

Intellectual Character A2	Identify individuals, fiction and real, past and present, who exemplify the different intellectual character strengths in a concrete and compelling manner	✓
Intellectual Character A4	Understand what it means to be an “active listener” (e.g., intellectual humility)	✓
Intellectual Character A3	Recognize and understand why the intellectual character strengths are not innate (something you are born with) but can be developed with practice and support	✓
Intellectual Character B2	Practice and receive feedback on the ability to be an “active listener”	✓
Social-Awareness A3	Demonstrate respect for other people’s opinions and perspectives	✓
Social-Awareness A5	Practice “perspective taking” as a strategy to strengthen your acceptance of others	✓
Social-Awareness A6	Demonstrate awareness and understanding that despite differences, all people have similar needs, feelings and wants	✓
Interpersonal/ Relationship Skills A1	Recognize and monitor how your facial expressions, body language, and tone impact your interactions with others	✓
Interpersonal/ Relationship Skills A5	Understand and practice positive collaboration and cooperation skills (e.g., teamwork)	✓
Responsible and Ethical Decision-Making A3	Write about and share a principle you want to live by that you learned from a family member, book, movie, or personal experience	✓

## LESSON PROCEDURE

- In an [interview with Daryl Davis](#) we read in the previous lesson, he said, “We human beings all want the same things. We want to be respected. We want to be loved. We want to be heard.”
- It is important to listen to others who have different perspectives. For this assignment, you will interview someone with a different perspective from you on a political, social, or economic issue. You could also interview someone from a different faith tradition.
- Have a respectful conversation with the person and ask what they believe and why. Your task is not to debate or argue with the person, but to understand why they believe what they do.
- Then you will write an informative text about the process of interviewing this person. Be sure to cover:
  - The topic(s) discussed
  - What they believe
  - The reasons they give for their beliefs
  - What you learned from doing this interview
- The grading criteria can be found on the worksheet.
- Students’ informative texts will be shared with three classmates for peer review.

## **GRADE 8 UNIT 8 WORKSHEET 3: WRITING AN INFORMATIVE TEXT**

### **Prompt:**

- In an [interview with Daryl Davis](#) we read in the previous lesson, he said, “We human beings all want the same things. We want to be respected. We want to be loved. We want to be heard.”
- It is important to listen to others who have different perspectives. For this assignment, you will interview someone with a different perspective from you on a political, social, or economic issue. You could also interview someone from a different faith tradition.
- Have a respectful conversation with the person and ask what they believe and why. Your task is not to debate or argue with the person, but to understand why they believe what they do.
- Then you will write an informative text about the process of interviewing this person. Be sure to cover:
  - The topic(s) discussed
  - What they believe
  - The reasons they give for their beliefs
  - What you learned from doing this interview

Note: Your text will be shared with three classmates for peer review.

- The informative texts will be graded on the following criteria:
  - ☐ Meets the length requirement of at least 2-3 pages.
  - ☐ Examines a topic and conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - ☐ Introduces a topic clearly, previewing what is to follow.
  - ☐ Organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
  - ☐ Includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - ☐ Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - ☐ Uses appropriate transitions to create cohesion and clarifies the relationships among ideas and concepts.

- ☐ Uses precise language and domain-specific vocabulary to inform about or explain the topic.
- ☐ Establishes and maintains a formal style.
- ☐ Provides a concluding statement or section.
- ☐ Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.