



CUSD ELA/ELD OER Curriculum Template

Date of Initial Approval given by Coordinator: N/A Date Submitted for Team Review: May 2018 Date of Final Team Approval: June 21, 2018

Course/ Grade Level: English 8	Curators: Tasha Borders	
Unit Title: Science Fiction		
Essential Question(s)	Anchor Texts and Suggested Resources Text Complexity Analysis Tool Qualitative Dimensions of Text Complexity	Pacing Options
- Is Science Fiction related to our future? - How can choices an author makes affect the reader’s understanding of current societal issues? - Can Science Fiction cause readers to change their current behavior? - How can scientific advancement and exploration be both good and bad? Optional to add if using with certain anchor texts: - What is the relationship and responsibility between creator and creation? - What is the relationship between nature and nurture? Which is more important?	Novels - <i>The Adoration of Jenna Fox</i> <i>Frankenstein</i> “Flowers for Algernon”* (abridged) Readings (SciFi short stories and Tech Writing examples) - “There Will Come Soft Rains” Microwave Instructions* “All Summer in a Day” “I’ve Been Rooked”* “Harrison Bergeron” “The Enormous Crocodile”* Articles - “Farm Animals...” “Should Parents be Allowed to Choose the Sex of Their Baby?” “Can GMO Foods End World Hunger?” “Gene Drive” “Editing the Human Race” “Live Forever” “Rise of the Machines” Videos / Multimedia Shark Tank episodes Kickstart videos online for similar products CNN <i>The Eighties</i> (Tech Boom episode On Netflix)	4 - 6 weeks Sample



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	<i>Prophets of Science Fiction episode</i> (also on Amazon) <i>Awakenings</i> (Netflix or City Library) <i>*In Literature textbook currently</i>	
Key Essential Learning Outcomes & Anchor Standards Addressed		
R. By the end of 8th grade, students will be able to identify the central claim and cite textual evidence to events or ideas develop over the course of text by their performance on a full process or on demand essay or objective assessments. R. By the end of 8th grade, when presented with content in diverse media formats, students will be able to delineate and evaluate the argument and specific claims as demonstrated through their selection of evidence to back up their own claims orally or in writing W. By the end of 8th grade, students will gather relevant and credible evidence from a variety of sources to support analysis as measured by digital formats and written assignments. L. By the end of 8th grade, students will be able to use tools to self edit in order to demonstrate command of conventions as exhibited through formal and informal speaking and writing opportunities. L. By the end of 8th grade, students will demonstrate their understanding of language by incorporating and utilizing appropriate vocabulary and academic language in their written and oral presentations. CCSS.ELA-LITERACY.CCRA.R.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence CCSS.ELA-LITERACY.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-LITERACY.CCRA.R.7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. CCSS.ELA-LITERACY.CCRA.R.8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. CCSS.ELA-LITERACY.CCRA.R.9 - Analyze how two or more texts address similar themes CCSS.ELA-LITERACY.CCRA.W.8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information CCSS.ELA-LITERACY.CCRA.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.CCRA.L.3 - Apply knowledge of language to understand how language functions in different contexts		
Skills Assessment (ELO Skills Mastery)	Additional Assessment Options	Differentiation/Intervention Suggestions ELA/ELD Framework



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		UDL Framework
- Rhetorical Abstract for non fiction article assignment & rubric - Essay prompt: Is Technology good or bad? assignment & rubric	Socratic Seminar on Genetic Engineering Tool of the Future PBL - Instruction Manual Infographic (Tech Writing) Sales Pitch iMovie Study/Discussion Questions for: Frankenstein "Flowers for Algernon" Adoration of Jenna Fox <i>The Adoration of Jenna Fox</i> novel test <i>Frankenstein</i> novel test	- Break down the AVID rhetorical abstract template - Rhetorical Abstract sample - Break down close reading strategies for "marking" and "annotating" the text - Use essay format worksheet for 1st draft

Teaching Resources (Lesson, Activities, End Products, Assessments) with Links to Standards					
Key Words from ELOs:	Resource	Reading	Writing	Speaking/ Listening	Language
Student will be able to identify the central claim and cite textual evidence to events or ideas develop over the course of text by their performance on a full process or on demand essay or objective assessments.	Non Fiction article Rhetorical Abstract , Is Technology Dangerous essay , Close Reading of multiple non fiction articles , Fact vs Opinion mini lessons (see "Pacing Option" link)	CCSS.ELA-LIT ERACY.RL.8.1 CCSS.ELA-LIT ERACY.RL.8.2 CCSS.ELA-LIT ERACY.RI.8.1 CCSS.ELA-LIT ERACY.RI.8.2	CCSS.ELA-LIT ERACY.W.8.1 CCSS.ELA-LIT ERACY.W.8.2		
When presented with content in diverse media formats, students will be able to delineate and evaluate the	Non Fiction article Rhetorical Abstract , Is Technology Dangerous essay , Evaluating Shark Tank episodes, Kickstart videos	CCSS.ELA-LIT ERACY.RL.8.1 CCSS.ELA-LIT ERACY.RL.8.2	CCSS.ELA-LIT ERACY.W.8.1 CCSS.ELA-LIT ERACY.W.8.2		



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argument and specific claims as demonstrated through their selection of evidence to back up their own claims orally or in writing.	online for similar products, CNN <i>The Eighties</i> (Tech Boom episode)	CCSS.ELA-LIT ERACY.RI.8.1 CCSS.ELA-LIT ERACY.RI.8.2			
Students will be able to write multiple types of texts using appropriate conventions and organization that applies to that type of text as exhibited through full process and on demand essays.	Non Fiction article Rhetorical Abstract Is Technology Dangerous essay Tool of the Future PBL - Instruction Manual Infographic (Tech Writing) Sales Pitch iMovie Tech Writing Lesson and Fill In Notes	CCSS.ELA-LIT ERACY.RL.8.1 CCSS.ELA-LIT ERACY.RL.8.2 CCSS.ELA-LIT ERACY.RI.8.1 CCSS.ELA-LIT ERACY.RI.8.2	CCSS.ELA-LIT ERACY.W.8.1 CCSS.ELA-LIT ERACY.W.8.2 CCSS.ELA-LIT ERACY.W.8.9		CCSS.ELA-LIT ERACY.L.8.1 CCSS.ELA-LIT ERACY.L.8.2
Students will gather relevant and credible evidence from a variety of sources to support analysis as measured by digital formats and written assignments.	Non Fiction article Rhetorical Abstract, Is Technology Dangerous essay, Tool of the Future PBL - Instruction Manual Infographic (Tech Writing) Sales Pitch iMovie	CCSS.ELA-LIT ERACY.RL.8.1 CCSS.ELA-LIT ERACY.RL.8.2	CCSS.ELA-LIT ERACY.W.8.1 CCSS.ELA-LIT ERACY.W.8.2 CCSS.ELA-LIT ERACY.W.8.9		CCSS.ELA-LIT ERACY.L.8.1 CCSS.ELA-LIT ERACY.L.8.2 CCSS.ELA-LIT ERACY.L.8.3
Students will integrate and evaluate information to effectively prepare for and participate in activities (socratic seminars, small group and large group speaking opportunities).	Socratic Seminar on Genetic Engineering Sentence Starters for activity Rubric	CCSS.ELA-LIT ERACY.RI.8.1 CCSS.ELA-LIT ERACY.RI.8.2		CCSS.ELA-LIT ERACY.SL.8.1 CCSS.ELA-LIT ERACY.SL.8.2 CCSS.ELA-LIT ERACY.SL.8.3 CCSS.ELA-LIT ERACY.SL.8.4	CCSS.ELA-LIT ERACY.L.8.1 CCSS.ELA-LIT ERACY.L.8.2 CCSS.ELA-LIT ERACY.L.8.3



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Students will be able to use tools to self edit in order to demonstrate command of conventions as exhibited through formal and informal speaking and writing opportunities. Students will demonstrate their understanding of language by incorporating and utilizing appropriate vocabulary and academic language in their written and oral presentations.	Non Fiction article Rhetorical Abstract, Is Technology Dangerous essay Socratic Seminar on Genetic Engineering Tool of the Future PBL - Instruction Manual Infographic (Tech Writing) Sales Pitch iMovie Non Fiction article Rhetorical Abstract, Is Technology Dangerous essay Socratic Seminar on Genetic Engineering Tool of the Future PBL - Instruction Manual Infographic (Tech Writing) Sales Pitch iMovie	CCSS.ELA-LIT ERACY.RL.8.1 CCSS.ELA-LIT ERACY.RL.8.2 CCSS.ELA-LIT ERACY.RI.8.1 CCSS.ELA-LIT ERACY.RI.8.2	CCSS.ELA-LIT ERACY.W.8.1 CCSS.ELA-LIT ERACY.W.8.2 CCSS.ELA-LIT ERACY.W.8.9	CCSS.ELA-LIT ERACY.SL.8.1 CCSS.ELA-LIT ERACY.SL.8.2 CCSS.ELA-LIT ERACY.SL.8.3 CCSS.ELA-LIT ERACY.SL.8.4	CCSS.ELA-LIT ERACY.L.8.1 CCSS.ELA-LIT ERACY.L.8.2 CCSS.ELA-LIT ERACY.L.8.3 CCSS.ELA-LIT ERACY.L.8.6
ELD Standards Correlations ELD Standards	Interdisciplinary Connections CCSS for Literacy in Science & Technical Subjects	Additional Notes			
Part I: Interacting in Meaningful Ways A. Collaborative 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics 2. Interacting with others in written English in various	Science: CCSS.ELA-LITERACY.RST.6-8.1 Cite specific textual evidence to support analysis of science and				



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communicative forms (print, communicative technology and multimedia) 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) Part I: Interacting in Meaningful Ways B. Interpretive 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area C. Productive 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas Part II: Learning About How English Works A., B. and C.	technical texts. CCSS.ELA-LITERACY.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. CCSS.ELA-LITERACY.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). CCSS.ELA-LITERACY.RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. CCSS.ELA-LITERACY.RST.6-8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band	
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