



Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools



DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

Barbara Forest, M.A..
Courtney Gistorb, M.Ed.

Denese Carter, M.Ed.
Tracy Bock, Ed.S.

Frameworks



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HOW TO USE

The frameworks are guides to instruction. The frameworks assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The cycles for the year help pace instruction and ensure students have consistent coverage of the content. The duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size is in parentheses. Please refer to the works of John Hattie for a complete description of instructional effect size.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75)
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

8th Grade - ELA



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YEAR AT A GLANCE:

Unit	Anchor Text	Unit Focus	Text Complexity	Content and Standards	
1	<u>“Flowers for Algernon”</u> Daniel Keyes	The Nature of Knowledge	Readily Accessible	Analyze plot and character development, write argumentative essays using claims from text, compare facts and opinions from multiple sources	
2	<u>“The Tell-Tale Heart”</u> Edgar Allan Poe	Perception versus Reality	Very Complex	Comprehend, analyze, and use narrative voice, read and evaluate the reliability and impact of media sources	
3	Interchangeable Units	<u>Sugar Changed the World</u> Marc Aronson and Marina Budhos	Sugar Production’s Influence on Society	Moderately Complex	Determine text credibility, comprehend texts for research, compare and contrast texts to build historical knowledge, use nonfiction and fiction texts to consider the social impact of historical events
		<u>“Conservation as a National Duty”</u> Theodore Roosevelt	Conservation	Very Complex	Read and evaluate multiple nonfiction texts, use multiple sources to build an argument, and evaluate how texts and language influence individuals
4	<u>Call of the Wild</u> Jack London	Human Interaction with Animals and Nature	Moderately Complex	Compare and contrast character perspective, read and apply nonfiction research to fictional stories, present claims based on research	

Recommended anchor text selected are done so to support the teaching of targeted skills in each unit.



- 🍎 **Readily accessible text:** The language (words, sentence structure) might be at or below grade level but the content is complex and suitable for the grade level or the language is at grade level and the content is less complex.
- 🍎 **Moderately complex text:** The language is at grade level and the content is suitable for the grade level.
- 🍎 **Very complex text:** The language is at or slightly above grade level and the content is significantly complex.

Units designated as interchangeable will require teachers to choose one of the two units identified. Priority standards selected as the basis of the unit assessment for will be the same regardless of which unit is selected. When selecting the interchangeable unit, teachers should consider text complexity and student readiness.

Teachers must create a *free* LearnZillion account to access Guidebook 2.0 Daily Activities

Student Areas

Essential Questions

- *How does reading increase and deepen our ability to understand and respond to a variety of texts for a broad range of purposes?*
- *How can efforts to expand one's vocabulary improve written and oral communication?*
- *How does reading shape values and morals?*
- *How does reading help us understand and evaluate our place in the world?*
- *How can the skill of reading help understand God's world and His creations?*
- *How do literacy strategies assist us when reading difficult texts?*
- *How does reading enable us to access information needed to explore interests or solve problems?*

Catholic School – ELA General Standards (CS.GS)

CS.GS.1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
CS.GS.2	Analyze works of fiction and non-fiction to uncover authentic Truth.
CS.GS.3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
CS.GS.4	Share how literature can contribute to strengthening one's moral character.

8th Grade - ELA



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Guidebook 2.0 Unit 1 – “Flowers for Algernon”

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards																
<p><i>Flowers for Algernon</i>, Daniel Keyes (Literary)</p>	<p>Literary Texts (Fiction)</p> <ul style="list-style-type: none"> Section I: “How Fire Was Given to Men” and Section II: “How Diseases and Cares Came Among Men” from The Story of Prometheus in Old Greek Stories, James Baldwin “Chapter 4,” “Chapter 13,” and “Chapter 17” of <i>Frankenstein</i>; or the <i>Modern Prometheus</i>, Mary Shelley “Demeter’s Prayer to Hades,” Rita Dove “The Scarlet Ibis,” James Hurst <p>Informational Texts (Nonfiction)</p> <ul style="list-style-type: none"> “What’s in an Inkblot? Some Say, Not Much,” Erica Goode “Neuroethics,” Neuroscience for Kids (Website) “IQ Tests are ‘Meaningless and Too Simplistic’ Claim Researchers,” Nicholas McDermott “Does IQ Test Really Measure Intelligence?,” Denise Mann <p>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"> Charly, Ralph Nelson (Film) 	<p>Students consider the nature of knowledge and the human desire to seek improvement. Through the various texts, students explore what we learn about ourselves through our interactions with and treatment of others. Even more, students compare various perspectives on this topic to form their own conclusion.</p>	<p style="text-align: center;">Reading</p> <table border="0"> <tr><td>RL.8.1</td><td>RI.8.1</td></tr> <tr><td>RL.8.2</td><td>RI.8.2</td></tr> <tr><td>RL.8.3</td><td>RI.8.3</td></tr> <tr><td>RL.8.4</td><td>RI.8.4</td></tr> <tr><td>RL.8.6</td><td>RI.8.6</td></tr> <tr><td>RL.8.7</td><td>RI.8.8</td></tr> <tr><td>RL.8.9</td><td>RI.8.9</td></tr> <tr><td>RL.8.10</td><td>RI.8.10</td></tr> </table>	RL.8.1	RI.8.1	RL.8.2	RI.8.2	RL.8.3	RI.8.3	RL.8.4	RI.8.4	RL.8.6	RI.8.6	RL.8.7	RI.8.8	RL.8.9	RI.8.9	RL.8.10	RI.8.10
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<p>Text Complexity Rationale</p>	<p style="text-align: center;">Text Use</p>	<p style="text-align: center;">Writing</p> <table border="0"> <tr><td>W.8.1</td><td>W.8.6</td></tr> <tr><td>W.8.2</td><td>W.8.7</td></tr> <tr><td>W.8.3</td><td>W.8.8</td></tr> <tr><td>W.8.4</td><td>W.8.9</td></tr> <tr><td>W.8.5</td><td>W.8.10</td></tr> </table>	W.8.1	W.8.6	W.8.2	W.8.7	W.8.3	W.8.8	W.8.4	W.8.9	W.8.5	W.8.10							
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<p>The readability of the anchor text falls in the middle of the graded 6-8 band, but the meaning and knowledge demands of the text are very complex. The quantitative and qualitative measures for the related texts are suitable for stretching students; abilities to read complex text.</p>	<p>Analyze plot and character development, write argumentative essays using claims from text, compare facts and opinions from multiple sources</p> <p>Sample Research¹</p> <ul style="list-style-type: none"> Students will investigate and formally debate the science behind <i>Flowers for Algernon</i>, theories of intelligence, and the ethical implications of altering human intelligence: Should Charlie have had the surgery or not? This could lead to a formal essay on the same topic 	<p style="text-align: center;">Speaking & Listening</p> <table border="0"> <tr><td>SL.8.1</td><td>SL.8.4</td></tr> <tr><td>SL.8.3</td><td>SL.8.6</td></tr> </table> <p style="text-align: center;">Language</p> <table border="0"> <tr><td>L.8.1</td><td>L.8.4</td></tr> <tr><td>L.8.2</td><td>L.8.5</td></tr> <tr><td>L.8.3</td><td>L.8.6</td></tr> </table>	SL.8.1	SL.8.4	SL.8.3	SL.8.6	L.8.1	L.8.4	L.8.2	L.8.5	L.8.3	L.8.6							
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¹ Refers to student-led inquiry activities; these are extension tasks that allow students to make connections with texts. These activities should be done after students have read, written, and spoken about each individual text and demonstrated their understanding of the text. Additional reading and writing performance tasks with the texts are expected and indicated through the possible Reading and Writing Standards.

8th Grade - ELA



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Guidebook 2.0 Unit 1 – *Flowers for Algernon*

Unit Focus	Unit Assessment	Guidebook 2.0 – Daily Performance	
<p>The “big ideas” of this unit include:</p> <ul style="list-style-type: none"> • Topic: The nature of knowledge • Themes: Explore various perspectives on how humans acquire and use knowledge • Text Use: Analyze plot and character development, write argumentative essays using claims from text, compare facts and opinions from multiple sources 	<p>Students will demonstrate understanding of the “big ideas” through various assessments:</p> <p>A culminating writing task:</p> <ul style="list-style-type: none"> • Analyze plot and character development • Write argumentative essays using claims from text <p>A cold read assessment:</p> <ul style="list-style-type: none"> • Read and understand complex texts • Write in response to text <p>An extension task and accompanying presentation:</p> <ul style="list-style-type: none"> • Build and deliver an argument based on research • Compare facts and opinions from multiple source 	<p>Lesson 1 Summarize a Greek myth Lesson 2: Analyze vocabulary in Greek myths Lesson 3: Analyze characters’ actions in Greek myths Lesson 4 Character Analysis in “Flowers” Lesson 5: “What is an Inkblot? Some Say, Not Much” Lesson 6: Understand an argument Lesson 7: Analyze an argument Lesson 8 Apply knowledge to “Flowers” Lesson 9: Revise a written response to defend a claim about a literary text Lesson 10: How has Charlie changed? Lesson 11: What is intelligence? Lesson 12 How structure impacts character development & plot Lesson 13: Impact of irony on character development Lesson 14: Conduct a Socratic seminar Lesson 15 Analyze character development and irony Lesson 16: Summarize Frankenstein Lesson 17: Determine Dr. Frankenstein's motivations Lesson 18: Analyze language to determine tone and meaning Lesson 19 Compare the structure of two texts Lesson 20: Write a new progress report Lesson 21 Practice Cold Read Lesson 22 Practice cold read task</p>	<p>Lesson 23: Finish reading “Flowers for Algernon” Lesson 24 Understand a theme in “Flowers for Algernon” Lesson 25 Compare “Flowers” and Frankenstein Lesson 26: Prepare for a Socratic Seminar Lesson 27: Conduct a Socratic seminar Lesson 28 Identifying claim and evidence for culminating writing task Lesson 29 Writing first draft of culminating writing task Lesson 30 Review example response for culminating writing task Lesson 31 Review example responses and revise culminating writing task response Lesson 32 Editing and writing final drafts of culminating writing task Lesson 33 Compare different text forms Lesson 34: Discussions about intelligence for extension task Lesson 35: Research for extension task, 1 Lesson 36: Research for extension task, 2 Lesson 37: Outline and write draft of extension task Lesson 38: Draft essay and create works cited page for extension task Lesson 39: Revising essay for extension task Lesson 40: Cold-read task, multiple choice questions Lesson 41: Cold-read task, essay response</p>



Guidebook 2.0 Unit 1 – “Flowers for Algernon”

TYPE	Unit 1: “Flowers for Algernon” ~ CONTENT	Standards Alignment			
Culminating Writing Task	<p>Student Prompt: Has Charlie fundamentally changed from the beginning of the text? Was his life improved as a result of the surgery? Write an argumentative essay in which you state a claim about Charlie’s improvement. Support your claims with reasons and evidence from the text that show how the author’s choices (i.e., point of view/dramatic irony and text structure) affect the answers to the questions above.</p> <p>Teacher Note: Students should write a multi-paragraph essay that introduces a claim about Charlie and the success of the surgery. Essays should cite several pieces of textual evidence, including direct quotations with page numbers, organize reasons and evidence logically, create cohesion through words, phrases, and clauses, and provide a related conclusion. The completed writing should use grade-appropriate words and phrases, and demonstrate command of proper grammar, usage, punctuation, and spelling. Use peer and teacher conferencing as well as small-group writing time to target student weaknesses.</p>	<p>(Note: Standards alignment depends on question content)</p>			
		<table border="1"> <tr> <td>RL.8.1</td> <td>W.8.1a-e</td> <td>L.8.2a</td> </tr> </table>	RL.8.1	W.8.1a-e	L.8.2a
		RL.8.1	W.8.1a-e	L.8.2a	
		<table border="1"> <tr> <td>RL.8.2</td> <td>W.8.4</td> <td>L.8.2b</td> </tr> </table>	RL.8.2	W.8.4	L.8.2b
		RL.8.2	W.8.4	L.8.2b	
<table border="1"> <tr> <td>RL.8.3</td> <td>W.8.5</td> <td>L.8.3a</td> </tr> </table>	RL.8.3	W.8.5	L.8.3a		
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<table border="1"> <tr> <td>RL.8.6</td> <td>W.8.9a</td> <td>L.8.6</td> </tr> </table>	RL.8.6	W.8.9a	L.8.6		
RL.8.6	W.8.9a	L.8.6			

TYPE	Unit 1: “Flowers for Algernon” ~ CONTENT	Standards Alignment			
Cold-Read Assessment	<p>Read “IQ Tests are ‘Meaningless and Too Simplistic’ Claim Researchers” by Nicholas McDermott and “Does IQ Test Really Measure Intelligence?” by Denise Mann independently, and answer a combination of multiple-choice and constructed-response questions² about the texts and in comparison to the other texts in the unit. Use evidence for all answers.</p> <p>Sample questions: Identify the various viewpoints in “Does IQ Test Really Measure Intelligence?” How does Mann introduce and acknowledge each viewpoint in the article? In Progress Report 10 (April 21) from “Flowers for Algernon,” Charlie comments, “I’m not sure what an I.Q. is. Dr. Nemur said it was something that measured how intelligent you were—like a scale in the drugstore weighs pounds. But Dr. Strauss had a big argument with him and said an I.Q. didn’t weigh intelligence at all. He said an I.Q. showed how much intelligence you could get, like the numbers on the outside of a measuring cup. You still had to fill the cup up with stuff. Then when I asked Burt [. . .] he said that both of them were wrong [. . .]. Burt says that the I.Q. measures a lot of different things including some of the things you learned already, and it really isn’t any good at all.” Which character’s opinion (Dr. Nemur or Dr. Strauss) is most supported by the two articles you read? Cite textual evidence to support your response. -Identify how the two informational texts contain conflicting information and/or disagree, and then explain whether their disagreement is based on fact or opinion. Provide evidence from both texts to support your response.</p>	<p>(Note: Standards alignment depends on question content)</p>			
		<table border="1"> <tr> <td>RI.8.2</td> <td>RL.8.1</td> <td>W.8.4</td> </tr> </table>	RI.8.2	RL.8.1	W.8.4
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<table border="1"> <tr> <td>L.8.4a</td> <td>L.8.5b</td> <td></td> </tr> </table>	L.8.4a	L.8.5b			
L.8.4a	L.8.5b				

² Ensure that students have access to the complete texts as they are testing.



Guidebook 2.0 Unit 1 – “Flowers from Algernon”

TYPE	Unit 1: “Flowers from Algernon” ~ CONTENT	Standards Alignment			
Extension Task	<p>Student Prompt: According to William Safire, “Neuroethics is the examination of what is right and wrong, good and bad about the treatment of, perfections of, and welcome invasion or worrisome manipulation of the human brain.” After reading “Flowers for Algernon” and “Neuroethics,” <i>Neuroscience for Kids</i> (Website), conduct research to prepare for a formal debate about one of the following topics:</p> <ul style="list-style-type: none"> • The use of science and/or technology to alter brain function • The use of IQ tests for determining a person’s intelligence. <p>Be prepared to support either side of the debate with evidence from the various texts in the unit as well as at least three research sources. Following the debate, turn in a bibliography and formal, written notes that properly cite your sources and avoid plagiarism. During the debate, the audience will collaborate through a platform like TodaysMeet³ to make comments, ask questions, and evaluate the efficacy of each side in the debate.</p> <p>Possible Research Sources:</p> <ul style="list-style-type: none"> • “Memory Implants,” Jon Cohen • “Wireless Brain Implant Could Help Patients Control Computers Using Their Minds,” Ian Chant • “Brain implant allows paralyzed woman to control a robot with her thoughts,” Ian Sample • “The futuristic brain implant that makes monkeys smarter,” The Week staff • “UCLA Scientists Recreate ‘Flowers for Algernon’ With a Happy Ending; Discover Statins Overcome Gene Mutation Linked to Learning Disabilities,” Elaine Schmidt • “IQ to the Test,” Stephen Ceci • “Intelligent Intelligence Testing,” Etienne Benson • “Howard Gardner’s Multiple Intelligences: A Theory for Everyone,” Education World 	<i>(Note: Standards alignment depends on question content)</i>			
		RI.8.2	W.8.2	L.8.1	
		RI.8.7	W.8.4	L.8.2	
		RI.8.10	W.8.5	L.8.3	
			W.8.6	L.8.6	
			W.8.7		
			W.8.8		
			W.8.9	SL.8.5	
			W.8.10		

³ <https://todaysmeet.com/>

8th Grade - ELA



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Guidebook 2.0 Unit 2 – “The Tell-Tale Heart”

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards																						
<p>“The Tell-Tale Heart,” Edgar Allan Poe</p>	<p>Literary Texts (Fiction) For independent reading: <i>Nothing But the Truth</i>, Avi or <i>Monster</i>, Walter Dean Myers⁴ “The Secret Life of Walter Mitty,” James Thurber Excerpt from <i>The Book Thief</i>, Markus Zusak and “Introduction” from <i>The Autobiography of Miss Jane Pittman</i>, Ernest Gaines⁵ “The Ransom of Red Chief,” O. Henry Last 4 paragraphs of “By the Waters of Babylon,” Stephen Vincent Benét and “Good Form” from <i>The Things They Carried</i>, Tim O’Brien⁶ “Zoo,” Edward Hoch and “The Blind Men and the Elephant,” John Godfrey Saxe</p> <p>Informational Texts (Nonfiction) Narrative Voice and Point of View⁷ <i>Excerpts from Anne Frank: A Diary of a Young Girl</i>, Anne Frank Excerpts from “Narrative Point of View: Some Considerations” from the Brock University Department of English Language & Literature, John Lye “The Allegory of the Cave” from Book VII of <i>The Republic</i>, Plato “Best-Selling Memoir Draws Scrutiny” from the <i>New York Times</i>, Edward Wyatt</p> <p>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics) The Treachery of Images (This is not a pipe) and Ceci n’est pas une pomme, Rene Magritte “A Million Little Pieces Revisited: Can the Truth Ever Set James Frey Free?” from Big Think, Daniel Honan (V/T)</p>	<p>Students explore the role of the narrator and point of view in a text. Students will understand how the narrative voice of a text can blur the line between fact and fiction and how a “story truth” is often different from but relates to “happening truth.” Students will also investigate the motives and bias present in various media.</p>	<p>Reading</p> <table border="0"> <tr><td>RL.8.1</td><td>RI.8.1</td></tr> <tr><td>RL.8.3</td><td>RI.8.2</td></tr> <tr><td>RL.8.4</td><td>RI.8.4</td></tr> <tr><td>RL.8.5</td><td>RI.8.6</td></tr> <tr><td>RL.8.6</td><td>RI.8.7</td></tr> <tr><td>RL.8.9</td><td>RI.8.8</td></tr> <tr><td>RL.8.10</td><td>RI.8.9</td></tr> <tr><td></td><td>RI.8.10</td></tr> </table>	RL.8.1	RI.8.1	RL.8.3	RI.8.2	RL.8.4	RI.8.4	RL.8.5	RI.8.6	RL.8.6	RI.8.7	RL.8.9	RI.8.8	RL.8.10	RI.8.9		RI.8.10						
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<p>The readability of the anchor text falls in the middle of the graded 6-8 band, but the meaning and knowledge demands of the text are very complex. The quantitative and qualitative measures for the related texts are suitable for stretching students; abilities to read complex text.</p>		<p>Text Use</p> <p>Comprehend, analyze, and use narrative voice, read and evaluate the reliability and impact of media sources.</p> <p>SAMPLE RESEARCH Refers to student-led inquiry activities; these are extension tasks that allow students to make connections with texts. These activities should be done after students have read, written, and spoken about each individual text and demonstrated their understanding of the text. Additional reading and writing performance tasks with the texts are expected and indicated through the possible Reading and Writing Standards.</p>	<p>Writing</p> <table border="0"> <tr><td>W.8.1</td><td>W.8.6</td></tr> <tr><td>W.8.2</td><td>W.8.7</td></tr> <tr><td>W.8.3</td><td>W.8.8</td></tr> <tr><td>W.8.4</td><td>W.8.9</td></tr> <tr><td>W.8.5</td><td>W.8.10</td></tr> </table> <p>Speaking & Listening</p> <table border="0"> <tr><td>SL.8.1</td><td>SL.8.5</td></tr> <tr><td>SL.8.2</td><td>SL.8.6</td></tr> <tr><td>SL.8.4</td><td></td></tr> </table> <p>Language</p> <table border="0"> <tr><td>L.8.1</td><td>L.8.4</td></tr> <tr><td>L.8.2</td><td>L.8.5</td></tr> <tr><td>L.8.3</td><td>L.8.6</td></tr> </table>	W.8.1	W.8.6	W.8.2	W.8.7	W.8.3	W.8.8	W.8.4	W.8.9	W.8.5	W.8.10	SL.8.1	SL.8.5	SL.8.2	SL.8.6	SL.8.4		L.8.1	L.8.4	L.8.2	L.8.5	L.8.3	L.8.6
W.8.1	W.8.6																								
W.8.2	W.8.7																								
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⁴ Monster by Walter Dean Myers contains sensitive content and should be reviewed for appropriateness with students prior to assigning it to students to read.

⁵ Both of these novels contain sensitive material. In this unit, only excerpts of these novels are used. These excerpts do NOT include sensitive material.

⁶ The Things They Carried contains sensitive material. In this unit, only excerpts of this text are used. These excerpts do NOT include sensitive material

⁷ Other text options for reviewing point of view: <https://www.carrollwooddayschool.org/uploaded/documents/ElementsofFiction6-4-10.pdf>, or http://www.huffingtonpost.com/2013/02/20/point-of-view-enhancing-y_n_2720529.html



Guidebook 2.0 Unit 2 – “The Tell-Tale Heart”

Unit Focus	Unit Assessment	Guidebook 2.0 – Daily Performance	
<p><i>The “big ideas” of this unit include:</i></p> <ul style="list-style-type: none"> • Topic: Perception versus reality • Themes: Explore the way that narration, media presentation, and perspective shape individual understanding of information • Text Use: Comprehend, analyze, and use narrative voice, read and evaluate the reliability and impact of media sources 	<p><i>Students will demonstrate understanding of the “big ideas” through various assessments:</i></p> <p>A culminating writing task:</p> <ul style="list-style-type: none"> • Develop contrasting perspectives • Use narrative voice to tell a story <p>A cold read assessment:</p> <ul style="list-style-type: none"> • Read and understand grade level texts • Compare and contrast how texts approach similar topics <p>An extension task:</p> <ul style="list-style-type: none"> • Read and evaluate the reliability of sources • Examine the role of media on individual perceptions 	<p>Lesson 1: Introducing our unit</p> <p>Lesson 2: Independent reading kick-off</p> <p>Lesson 3: Intro to “The Ransom of Red Chief”</p> <p>Lesson 4: Characterize Bill, Sam & The Kid</p> <p>Lesson 5: Character contradictions (continued)</p> <p>Lesson 6: The conclusion of “The Ransom of Red Chief”</p> <p>Lesson 7: Isn’t it ironic?</p> <p>Lesson 8: A different side of the story</p> <p>Lesson 9: Pre-write “The Ransom” essay</p> <p>Lesson 10: Draft “The Ransom” essays</p> <p>Lesson 11: Draft and revise your essay</p> <p>Lesson 12: Edit and finalize your essay</p> <p>Lesson 13: “The Tell-Tale Heart” introduction</p> <p>Lesson 14: Summarize “The Tell-Tale Heart”</p> <p>Lesson 15: Fancy me mad?</p> <p>Lesson 16: Prepare for Socratic seminar</p> <p>Lesson 17: Socratic seminar - “The Tell-Tale Heart”</p> <p>Lesson 18: A different side of the story - prewriting</p> <p>Lesson 19: Drafting your story</p> <p>Lesson 20: Draft/revise/edit your story</p> <p>Lesson 21: Share your story</p> <p>Lesson 22: Intro to writing task</p>	<p>Lesson 23: Draft your essay</p> <p>Lesson 24: Revise, edit, and finalize essay</p> <p>Lesson 25: Intro “The Allegory of the Cave”</p> <p>Lesson 26: Continue reading “The Allegory of the Cave”</p> <p>Lesson 27: Finish reading “The Allegory of the Cave”</p> <p>Lesson 28: Compare text structures</p> <p>Lesson 29: A million little pieces - fact or fiction?</p> <p>Lesson 30: Connecting James Frey to our unit questions</p> <p>Lesson 31: The truth jigsaw</p> <p>Lesson 32: Preparing independent reading presentations</p> <p>Lesson 33: Finalize and practice your independent reading presentations</p> <p>Lesson 34: Independent reading presentations</p> <p>Lesson 35: Introducing our extension task</p> <p>Lesson 36: Extension task research - day 1</p> <p>Lesson 37: Extension task research - day 2</p> <p>Lesson 38: Extension task research - day 3</p> <p>Lesson 39: Extension task presentations</p> <p>Lesson 40: Extension task presentations</p> <p>Lesson 41: Cold-read task, multiple choices</p> <p>Lesson 42: Cold-read task, essay response</p>



Guidebook 2.0 Unit 2 – “The Tell-Tale Heart”

TYPE	Unit 2: “The Tell-Tale Heart” ~ CONTENT	Standards Alignment		
Culminating Writing Task	<p>Student Prompt: Rewrite “The Tell-Tale Heart” from a new perspective (i.e., one of the police officers who visit the narrator). Establish a different point of view, word choice, and tone to reflect the narrator’s “real” motives and personality. Use narrative techniques, such as dialogue, pacing, and description, to develop events and characters. As you write be sure to use a variety of transition words, phrases, and clauses to convey sequence and setting shifts; use precise words and phrases, relevant descriptive details, and sensory language; and provide a conclusion that follows from and reflects on the narrated events. Incorporate details and dialogue from the original text. Compare the different versions (original and student written). Write an evidence-based essay identifying and evaluating the different effects of each version.) Cite several pieces of textual evidence to support the analysis, including direct quotations.</p>	<i>(Note: Standards alignment depends on question content)</i>		
		RL.8.1	W.8.1	L.8.2
		RL.8.3	W.8.3	L.8.3
		RL.8.4	W.8.4	L.8.6
		RL.8.5	W.8.9	
		RL.8.6	W.8.10	

TYPE	Unit 2: “The Tell-Tale Heart” ~ CONTENT	Standards Alignment		
Cold-Read Assessment	<p>Read “Zoo” by Edward Hoch and “The Blind Men and the Elephant” by John Godfrey Saxe independently and answer a combination of multiple-choice and constructed-response questions about the texts, using evidence for all answers.</p> <p>Sample questions:</p> <ul style="list-style-type: none"> • What is the role of the narrator or speaker in each text? What details in both texts reveal what the narrator or speaker knows? • How does the difference in point of view between Professor Hugo in “Zoo” and the reader create irony? Summarize the point of view of each man in “The Blind Men and the Elephant.” What effect results from the difference in point of view between each man and the reader? • According to these texts, what role does perspective or point of view play in understanding a situation? Explain using details for both texts. • What is a theme of “Zoo” and “The Blind Men and the Elephant”? Summarize and then compare and contrast the structure of each text. How does the structure contribute to the development of a theme in each text? 	<i>(Note: Standards alignment depends on question content)</i>		
		RL.8.1	W.8.9	
		RL.8.2	W.8.10	
		RL.8.3		
		RL.8.5		
		RI.8.6		

8th Grade - ELA



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Guidebook 2.0 Unit 2 – “The Tell-Tale Heart”

TYPE	Unit 2: “The Tell-Tale Heart” ~ CONTENT	Standards Alignment			
Extension Task	<p>Student Prompt:</p> <p>As students have explored narrative voice and its effect on readers, they will also evaluate perspective in real-world situations. Have students determine the reliability of sources and become critical readers and viewers of media who can discern fact from fiction. As they evaluate media, students will explore the question: How do I know whether information is reliable?</p> <p>Have students select a specific topic to research. Students will consider the various ways that media attempts to persuade readers and viewers. As they come across two or more texts that provide conflicting information on the same topic, have them identify where the texts disagree on matters of fact or interpretation. Possible places of research include:</p> <ul style="list-style-type: none"> • social media postings • online hoaxes and urban legends • television commercials • print/online advertisements • campaigns • television talk shows • newspaper articles <p>Then have students create and deliver a multimedia report that explains how persuasive techniques are used and present the advantages and disadvantages of using different mediums to present a particular topic or idea. Provide examples and evaluate the motives behind the various examples. Within the presentation, quote or paraphrase the conclusions of others while avoiding plagiarism and following a standard format for citation. Possible resources for research:</p> <ul style="list-style-type: none"> • “Science of Persuasion,” Influence at Work • “Episode 5: Power of Persuasion” from <i>Brain Games</i>, National Geographic Channel • “Reference Source for Media Literacy” from Center for Teaching, The University of Iowa • “Buy Me That: Kids and Advertising,” Frank Baker • “Dove: Evolution,” DoveGlobal • “News Bias Explored: The Art of Reading the News” • “What You See, What You Don’t: Television,” Frank Baker • “Evaluating Internet Resources” from Teacher Tap • “Advertisements—What psychological tricks do they use?” • “Did You Get the Message?” from econedlink, Council for Economic Education • “Believe It or Not?” from econedlink, Council for Economic Education • “Be an Ad Detective” from econedlink, Council for Economic Education 	<i>(Note: Standards alignment depends on question content)</i>			
		RI.8.1	W.8.2	SL.8.2	
		RI.8.2	W.8.7	SL.8.4	
		RI.8.9	W.8.8	SL.8.5	
			W.8.9	SL.8.6	
			W.8.10		

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Guidebook 2.0 Unit 3 – Sugar Changed the World

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards																	
<p><i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science</i>, Marc Aronson and Maria Budhos (Informational)</p>	<p>Literary Texts (Fiction)</p> <ul style="list-style-type: none"> • “Sugar Cane,” Alfred Corn (Poem) • “Sugar Cane” from <i>I Is a Long-Memoried Woman</i>, Grace Nichols • “The Story of Gaygayoma Who Lives Up Above,” Philippine Folk Tales (Tinguian), compiled and annotated by Mabel Cook Cole <p>Informational Texts (Nonfiction)</p> <ul style="list-style-type: none"> • “How Sugar Changed the World” from LiveScience, Heather Whipps • “Sugar,” Anup Shah • “200 Years of Progress in the Louisiana Sugar Industry: A Brief History,” Dr. Charley Richard of the American Sugar Cane League <p>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"> • “State of Sugar” from This Week in Louisiana Agriculture • “Louisiana Sugarcane Farmer,” America’s Heartland • Cane Cutting Scene, unidentified from the Louisiana State Museum and KnowLA, 	<p>Students learn that writers use stories and distinctive characters to teach us lessons. Students will explore how the choices of characters affect the plot and build the theme of a story. Students will come to understand that redemption can be found in selflessness and valuing people over material possessions. They will also explore how literature that resonates with readers has “staying power,” influencing other writers and becoming a part of our language, culture, and moral code.</p>	<p style="text-align: center;">Reading</p> <table border="0"> <tr> <td>RL.8.1</td> <td>RI.8.3</td> </tr> <tr> <td>RL.8.2</td> <td>RI.8.4</td> </tr> <tr> <td>RL.8.3</td> <td>RI.8.5</td> </tr> <tr> <td>RL.8.4</td> <td>RI.8.6</td> </tr> <tr> <td>RL.8.5</td> <td>RI.8.7</td> </tr> <tr> <td>RL.8.10</td> <td>RI.8.8</td> </tr> <tr> <td>RI.8.1</td> <td>RI.8.9</td> </tr> <tr> <td>RI.8.2</td> <td>RI.8.10</td> </tr> </table>		RL.8.1	RI.8.3	RL.8.2	RI.8.4	RL.8.3	RI.8.5	RL.8.4	RI.8.6	RL.8.5	RI.8.7	RL.8.10	RI.8.8	RI.8.1	RI.8.9	RI.8.2	RI.8.10
RL.8.1	RI.8.3																			
RL.8.2	RI.8.4																			
RL.8.3	RI.8.5																			
RL.8.4	RI.8.6																			
RL.8.5	RI.8.7																			
RL.8.10	RI.8.8																			
RI.8.1	RI.8.9																			
RI.8.2	RI.8.10																			
<p>Text Complexity Rationale</p>																				
<p>The readability of the anchor text falls in the middle of the graded 6-8 band, but the meaning and knowledge demands of the text are very complex. The quantitative and qualitative measures for the related texts are suitable for stretching students; abilities to read complex text.</p>		<p style="text-align: center;">Text Use</p> <p>Character point of view/perspective and development, influence of setting and characters on theme, influence of text on society.</p> <p>Sample Research ⁸</p> <ul style="list-style-type: none"> • Students will... 	<p style="text-align: center;">Writing</p> <table border="0"> <tr> <td>W.8.1</td> <td>W.8.7</td> </tr> <tr> <td>W.8.2</td> <td>W.8.8</td> </tr> <tr> <td>W.8.4</td> <td>W.8.9</td> </tr> <tr> <td>W.8.5</td> <td>W.8.10</td> </tr> </table>		W.8.1	W.8.7	W.8.2	W.8.8	W.8.4	W.8.9	W.8.5	W.8.10								
W.8.1	W.8.7																			
W.8.2	W.8.8																			
W.8.4	W.8.9																			
W.8.5	W.8.10																			
			<p style="text-align: center;">Speaking & Listening</p> <table border="0"> <tr> <td>SL.8.1</td> <td>SL.8.4</td> </tr> <tr> <td>SL.8.2</td> <td>SL.8.5</td> </tr> <tr> <td>SL.8.3</td> <td>SL.8.6</td> </tr> </table>		SL.8.1	SL.8.4	SL.8.2	SL.8.5	SL.8.3	SL.8.6										
SL.8.1	SL.8.4																			
SL.8.2	SL.8.5																			
SL.8.3	SL.8.6																			
			<p style="text-align: center;">Language</p> <table border="0"> <tr> <td>L.8.1</td> <td>L.8.4</td> </tr> <tr> <td>L.8.2</td> <td>L.8.5</td> </tr> <tr> <td>L.8.3</td> <td>L.8.6</td> </tr> </table>		L.8.1	L.8.4	L.8.2	L.8.5	L.8.3	L.8.6										
L.8.1	L.8.4																			
L.8.2	L.8.5																			
L.8.3	L.8.6																			

⁸ Refers to student-led inquiry activities; these are extension tasks that allow students to make connections with texts. These activities should be done after students have read, written, and spoken about each individual text and demonstrated their understanding of the text. Additional reading and writing performance tasks with the texts are expected and indicated through the possible Reading and Writing Standards.



Guidebook 2.0 Unit 3 – Sugar Changed the World

Unit Focus	Unit Assessment	Guidebook 2.0 – Daily Performance	
<p><i>The “big ideas” of this unit include:</i></p> <ul style="list-style-type: none"> Topic: Sugar production’s influence on society Themes: Explore fiction and nonfiction texts to make sense of a complex historical setting and series of events Text Use: Determine text credibility, comprehend texts for research, compare and contrast texts to build historical knowledge, use nonfiction and fiction texts to consider the social impact of historical events 	<p><i>Students will demonstrate understanding of the “big ideas” through various assessments:</i></p> <p>A culminating writing task:</p> <ul style="list-style-type: none"> Identify author’s purpose Explain how authors build arguments Apply research to understand historical setting <p>A cold read assessment:</p> <ul style="list-style-type: none"> Read and understand complex texts <p>Write in response to text</p> <ul style="list-style-type: none"> Use nonfiction and fiction texts to consider the social impact of historical events <p>An extension task:</p> <ul style="list-style-type: none"> Determine text credibility Comprehend texts for research Compare and contrast texts to build historical knowledge 	<p>Lesson 1: Determining the meaning of unknown words and summarizing poetry</p> <p>Lesson 2: Analyzing personification and symbolism and how they contribute to...</p> <p>Lesson 3: Analyzing tone in poetry &...</p> <p>Lesson 4: Determining theme and the text evidence that most strongly supports ...</p> <p>Lesson 5: Analyzing connections among individuals, ideas, and events in info text...</p> <p>Lesson 6: Analyzing word choice and its impact on meaning in an informational text</p> <p>Lesson 7: Analyzing the structure of a specific paragraph and its role in developing</p> <p>Lesson 8: Using search terms to effectively gather sources for a presentation</p> <p>Lesson 9: Analyzing the author’s purpose</p> <p>Lesson 10: Analyzing the development of a central idea and its supporting ideas</p> <p>Lesson 11: Analyzing authors’ responses to conflicting evidence & viewpoints</p> <p>Lesson 12: Summarizing info text analyze how tensions in the text contributions</p> <p>Lesson 13: Analyzing the development of a central idea over the course of an informational text</p> <p>Lesson 14: Evaluating the authors’ claims in an informational text</p> <p>Lesson 15: Determining the meaning of unknown words in context and analyzing texts...</p> <p>Lesson 16: Analyzing different media that convey conflicting information same topic</p> <p>Lesson 17: Analyzing the author’s purpose and evaluating the advantages and disadvantages of</p>	<p>Lesson 18: Determining strongest text evid...</p> <p>Lesson 19: Varying sentence structure to increase clarity and reader engagement</p> <p>Lesson 20: Revising and editing an explan...</p> <p>Lesson 21: Practice cold read task</p> <p>Lesson 22: Reviewing the practice cold read</p> <p>Lesson 23: Engaging in collaborative...</p> <p>Lesson 24: Developing a topic and organizing the multimedia presentation</p> <p>Lesson 25: Incorporating multimedia effectively to clarify, support, and enhance</p> <p>Lesson 26: Planning for writing and engaging in a peer conference</p> <p>Lesson 27: Using verbs in the active and passive voice and drafting an argument</p> <p>Lesson 28: Using varied transitions and continuing to draft an argumentative essay</p> <p>Lesson 29: Revising and editing an</p> <p>Lesson 30: Analyzing how literary devices contribute to a theme in poetry</p> <p>Lesson 31: Multimedia presentations</p> <p>Lesson 32: Developing questions for research and assessing the credibility of</p> <p>Lesson 33: Paraphrasing and quoting information from sources</p> <p>Lesson 34: Conducting research and engaging in a small group conference</p> <p>Lesson 35: Developing a claim and outlining a research report</p> <p>Lesson 36: Drafting an argumentative</p> <p>Lesson 37: Revising and editing the argumentative research essay</p> <p>Lesson 38: Cold-Read, Multiple Choice</p> <p>Lesson 39: Cold-Read, Essay Response</p>



Guidebook 2.0 Unit 3 – Sugar Changed the World

TYPE	<i>Unit 3: Sugar Changed the World ~ CONTENT</i>	Standards Alignment		
Culminating Writing Task	<p>Student Prompt: Determine the authors’ purpose for writing Sugar Changed the World. Explain how that purpose is conveyed through the authors’ word choice, organization, use of evidence, and development of a central idea. Compose an essay that illustrates how the authors convey their purpose and cite textual evidence that strongly supports your analysis.</p>	<i>(Note: Standards alignment depends on question content)</i>		
		RL.8.2	RI.8.6	W.8.10
		RL.8.3	W.8.1	L.8.1
		RL.8.4	W.8.4	L.8.2
		RL.8.5	W.8.5	L.8.3
		RI.8.1	W.8.9	L.8.6
	<p>Teacher Note: <i>Students should write a multi-paragraph essay that introduces a claim about the theme, cites several pieces of textual evidence, including direct quotations with page numbers, and organizes reasons and evidence logically; creates cohesion through words, phrases, and clauses; and provides a related conclusion) The completed writing should use grade-appropriate words and phrases and demonstrate command of proper grammar and usage, punctuation, and spelling, including using a variety of sentence patterns.</i></p>			

TYPE	<i>Unit3: Sugar Changed the World ~ CONTENT</i>	Standards Alignment		
Cold-Read Assessment	<p>Read “200 Years of Progress in the Louisiana Sugar Industry: A Brief History” by Dr. Charley Richard of the <i>American Sugar Cane League</i> independently and watch “State of Sugar” from <i>This Week in Louisiana Agriculture</i>. Then answer a combination of multiple-choice and constructed-response questions.⁹ Use evidence from the texts for all answers. Sample questions:</p> <ul style="list-style-type: none"> In “State of Sugar,” Mr. Simon says, “We’ve always managed to survive.” Explain what he means. Detail how this idea is explained over the course of “200 Years...” and “State of Sugar.” How does each text make connections among and distinctions between this idea and its supporting ideas? Identify a claim for each text. For each claim, locate two pieces of evidence from each text. Evaluate the evidence for each text to determine whether the evidence is relevant and sufficient to support the author’s claim or whether the evidence is irrelevant. In “State of Sugar,” Mr. Roney says, “The world market for sugar is now glutted.” What does he mean by glutted? What are the results of a glutted world market? What does he suggest would need to occur to reverse the effects of a glutted sugar market? What are Dr. Richard’s, Jim Simon’s, and Jack Roney’s points of view regarding the sugar industry? How does each reveal his point of view and respond to opposing viewpoints? Identify the advantages and disadvantages of using each medium (print and video) for presenting the points of view. Explain which medium more clearly reveals each speaker’s motives What connections exist between the global history of sugar and the local history of sugar in Louisiana? Write a multi paragraph essay in which you identify and describe three important contributions that propelled sugar toward success in Louisiana. How do these contributions support or contradict the global history and development of sugar presented in Sugar Changed the World? Where do the texts disagree on matters of fact or interpretation? 	<i>(Note: Standards alignment depends on question content)</i>		
		RI.8.1	W.8.2	L.8.2
		RI.8.2	W.8.4	L.8.4
		RI.8.3	W.8.9	L.8.6
		RI.8.4	W.8.10	
		RI.8.6		SL.8.2
		RI.8.7		SL.8.3
		RI.8.8		
		RI.8.9		
		RI.8.10		

Guidebook 2.0 Unit 3 – Sugar Changed the World

TYPE	<i>Unit 3: Sugar Changed the World ~ CONTENT</i>	Standards Alignment																																	
Extension Task	<p>Student Prompt:</p> <p>1. Work collaboratively to investigate the influence of sugar on our lives today. Gather appropriate advertisements, songs, and popular cultural references. Create a multimedia presentation.</p> <p>2. Select a role sugar has played in one of the following areas noted below. Independently research information on the selected role, including the benefits and costs/dangers of sugar, using the resources provided. Assess the credibility of sources and identify where conflicting information exists. Identify whether the conflicts are matters of fact or interpretation. Students can begin research using the bibliography and website list in Sugar Changed the World as well as in the Teacher's Guide.¹⁰</p> <p>Additional sites are provided below for beginning research.</p> <ul style="list-style-type: none"> • Slavery and Global Expansion • Diet and Nutrition (i.e., the commercial history of sugar, the growth in demand for sugar over time, and its ties to diet and nutrition) • Culture (i.e., language, stories, music, art) • Science and Invention. <p>Write an argumentative, research-based essay in which you make a claim about the role of sugar you studied. Argue what impact that role of sugar had on the world at the time in the history and defend your claim using credible and relevant evidence. Properly cite and quote sources, avoiding plagiarism.</p> <p>Teacher Note: <i>The completed writing should use grade-appropriate words and phrases and demonstrate command of proper grammar and usage, punctuation, and spelling. This should include using a variety of sentence patterns for meaning, interest, and maintaining a consistent style. Use peer and teacher conferencing as well as small-group writing to target student weaknesses.</i></p> <p><i>Example texts for student research on diet and nutrition:</i></p> <ul style="list-style-type: none"> • Sugar propaganda: New York City's "Drinking Fat"¹¹ Campaign, 10 Outrageous Sugar Ads: Now and Then,¹² Vintage C & H Sugar advertisements,¹³ "8 Unbelievable Sugar Ads"¹⁴ 	<p><i>(Note: Standards alignment depends on question content)</i></p> <table border="1"> <tr> <td>SL.8.1</td> <td>W.8.1</td> <td>L.8.1</td> </tr> <tr> <td>SL.8.4</td> <td>W.8.4</td> <td>L.8.2</td> </tr> <tr> <td>SL.8.5</td> <td>W.8.5</td> <td>L.8.3</td> </tr> <tr> <td>SL.8.6</td> <td>W.8.7</td> <td>L.8.6</td> </tr> <tr> <td></td> <td>W.8.8</td> <td></td> </tr> <tr> <td></td> <td>W.8.9</td> <td></td> </tr> <tr> <td>RI.8.1</td> <td>W.8.10</td> <td></td> </tr> <tr> <td>RI.8.9</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	SL.8.1	W.8.1	L.8.1	SL.8.4	W.8.4	L.8.2	SL.8.5	W.8.5	L.8.3	SL.8.6	W.8.7	L.8.6		W.8.8			W.8.9		RI.8.1	W.8.10		RI.8.9											
		SL.8.1	W.8.1	L.8.1																															
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¹⁰ <http://sugarchangedtheworld.com/teachers-guide/>
¹¹ <http://blogs.villagevoice.com/runninscared/pr036-10-image1.gif>
¹² <http://www.spaweeblog.com/2011/03/04/10-outrageous-sugar-ads-now-and-then/>
¹³ <http://www.youtube.com/watch?v=-kl6oXu9NnA>
¹⁴ <http://www.vanadia.com/stopbeingsweet/comments/8-sugar-ads/>

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Guidebook 2.0 Unit 3 – “Conservation as a National Duty”

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards																			
<p>“Conservation as a National Duty,” Theodore Roosevelt (Informational/Speech)</p>	<p>Literary Texts (Fiction)</p> <ul style="list-style-type: none"> • “Autumntime,” A. Lentini (Story) • “Requiem for a Nest,” Wanda Coleman (Poem) • “Birdfoot’s Grampa,” Joseph Bruchac (Poem) • “American Flamingo” Greg Pape (Poem) • Excerpt from “Audubon: A Vision,” Robert Penn Warren (Poem) <p>Informational Texts (Nonfiction)</p> <ul style="list-style-type: none"> • “A Parable of Sauntering” from <i>The Mountain Trail and Its Message</i>, Albert W. Palmer • “Theodore Roosevelt and the National Park System” from <i>Park Net</i>, National Park Service • “Bookstand: Audubon’s Birds and Words” from <i>Louisiana Cultural Vistas</i>, Thomas Uskali • Pages 439-441 of <i>The Life of John James Audubon: The Naturalist</i>, edited by Lucy Bakewell Audubon • “The Calypso Borealis,” John Muir • “John James Audubon and the Natural World” from <i>Louisiana Cultural Vistas</i>, Louisiana Endowment for the Humanities <p>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"> • Part 1 and Part 2 of “Roosevelt, Friend of the Birds” (Video) • “American Flamingo,” John James Audubon (Painting) 	<p>Students explore the beauty of the natural world and the responsibilities of leaving an abundance of resources to future generations. Students will read both literary and informational texts to gain insight into those who have worked tirelessly to conserve natural resources and wildlife through art, adventure, and activism. By analyzing the authors’ use of language, devices, and connections between ideas, students will examine how these activists motivated others to take up the conservation cause.</p>	<p>Reading</p> <table border="0"> <tr> <td>RL.8.1</td> <td>RI.8.2</td> </tr> <tr> <td>RL.8.2</td> <td>RI.8.3</td> </tr> <tr> <td>RL.8.4</td> <td>RI.8.4</td> </tr> <tr> <td>RL.8.5</td> <td>RI.8.5</td> </tr> <tr> <td>RL.8.6</td> <td>RI.8.6</td> </tr> <tr> <td>RL.8.9</td> <td>RI.8.7</td> </tr> <tr> <td>RL.8.10</td> <td>RI.8.8</td> </tr> <tr> <td></td> <td>RI.8.9</td> </tr> <tr> <td>RI.8.1</td> <td>RI.8.10</td> </tr> </table>		RL.8.1	RI.8.2	RL.8.2	RI.8.3	RL.8.4	RI.8.4	RL.8.5	RI.8.5	RL.8.6	RI.8.6	RL.8.9	RI.8.7	RL.8.10	RI.8.8		RI.8.9	RI.8.1	RI.8.10
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<p>Text Complexity Rationale</p>		<p>Text Use</p>	<p>Writing</p> <table border="0"> <tr> <td>W.8.1</td> <td>W.8.7</td> </tr> <tr> <td>W.8.2</td> <td>W.8.8</td> </tr> <tr> <td>W.8.4</td> <td>W.8.9</td> </tr> <tr> <td>W.8.5</td> <td>W.8.10</td> </tr> <tr> <td>W.8.6</td> <td></td> </tr> </table>		W.8.1	W.8.7	W.8.2	W.8.8	W.8.4	W.8.9	W.8.5	W.8.10	W.8.6									
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<p>The readability of the anchor text falls in the middle of the graded 6-8 band, but the meaning and knowledge demands of the text are very complex. The quantitative and qualitative measures for the related texts are suitable for stretching students’ abilities to read complex text.</p>		<p>Read and evaluate multiple nonfiction texts, use multiple sources to understand a topic, and evaluate how texts and language influence individuals.</p>	<p>Speaking & Listening</p> <table border="0"> <tr> <td>SL.8.1</td> <td>SL.8.4</td> </tr> <tr> <td>SL.8.2</td> <td>SL.8.5</td> </tr> <tr> <td>SL.8.3</td> <td>SL.8.6</td> </tr> </table>		SL.8.1	SL.8.4	SL.8.2	SL.8.5	SL.8.3	SL.8.6												
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8th Grade - ELA



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Guidebook 2.0 Unit 3 – “Conservation as a National Duty”

Unit Focus	Unit Assessment	Guidebook 2.0 – Daily Performance.	
<p><i>The “big ideas” of this unit include:</i></p> <ul style="list-style-type: none"> Topic: Conservation Themes: Evaluate the use of writing, art, adventure, and activism in influencing others to value conservation Text Use: Read and evaluate multiple nonfiction texts, use multiple sources to build an argument, and evaluate how texts and language influence individuals 	<p><i>Students will demonstrate understanding of the “big ideas” through various assessments:</i></p> <p>A culminating writing task:</p> <ul style="list-style-type: none"> Read and examine nonfiction Evaluate and explain connections between ideas <p>A cold read assessment:</p> <ul style="list-style-type: none"> Read and understand complex texts <p>An extension task:</p> <ul style="list-style-type: none"> Conduct topical research Write and deliver a persuasive speech using information learned through research 	<p>Lesson 1: Summarize and determine theme Lesson 2: Analyzing academic vocabulary Lesson 3: Identifying claims and tracking supporting evidence. Lesson 4: Explain how “Autumntime” represents claims delineated in “Conservation” Lesson 5: Recognize and correct verb shifts Lesson 6: Point of view and meaning Lesson 7: Analyzing language to determine different points of view in “Birdfoot’s ... Lesson 8: Determining the central idea in Lesson 9: Conduct a fishbowl discussion on common themes ... Lesson 10: Tracing supporting evidence in... Lesson 11: Analyzing key academic vocabulary in “Conservation ...” Lesson 12: Analyzing common themes Lesson 13: Identifying and analyzing connections between texts... Lesson 14: Summarizing a text and determining the author’s claims Lesson 15: Writing an explanatory paragraph Lesson 16: Developing a thesis and identifying evidence for writing task Lesson 17: Writing first draft Lesson 18: Review example response Lesson 19: Revising writing to use verbs in the present subjunctive mood Lesson 20: Editing and publishing an explanatory essay</p>	<p>Lesson 21: Comparing advocacy and action Lesson 22: Viewpoints in video media Lesson 23: Analyzing the effectiveness of different mediums to convey purpose Lesson 24: Practice Cold-read task Lesson 25: Practice Cold-read task Lesson 26: Analyzing conflicting information in various texts Lesson 27: Analyzing conflicting information in various texts (continued) Lesson 28: Analyzing the development of a central idea Lesson 29: Preparing for a Socratic seminar Lesson 30: Fishbowl discussion: “What is man but his passion?” Lesson 31: Cold-read task, part 1 Lesson 32: Cold-read task, part 2 Lesson 33: Examine a research task and conduct research Lesson 34: Conduct research for extension task Lesson 35: Write a collaborative report Lesson 36: Revising, editing, and publishing a collaborative report Lesson 37: Gathering resources and preparing research for multimedia presentation Lesson 38: Add graphics and images to multimedia presentation and practice presentations Lesson 39: Multimedia presentations</p>



Guidebook 2.0 Unit 3 – “Conservation as a National Duty”

TYPE	Unit 3: “Conservation as a National Duty”~ CONTENT	Standards Alignment		
Culminating Writing Task	<p>Student Prompt:</p> <p>Read the following excerpt from President Theodore Roosevelt’s speech at Osawatomie, Kansas, on August 31, 1910. Conservation means development as much as it does protection. I recognize the right and duty of this generation to develop and use the natural resources of our land but I do not recognize the right to waste them, or to rob, by wasteful use, the generations that come after us.... Moreover, I believe that the natural resources must be used for the benefit of all our people, and not monopolized for the benefit of the few.... Of all the questions which can come before this nation, short of the actual preservation of its existence in a great war, there is none which compares in importance with the great central task of leaving this land even a better land for our descendants than it is for us and training them into a better race to inhabit the land and pass it on. Conservation is a great moral issue, for it involves the patriotic duty of insuring the safety and continuance of the nation.</p> <p>Roosevelt’s philosophy on conservation is conveyed throughout “Conservation as a National Duty.” He spoke to ignite the same passion in the American public. How does Roosevelt make connections between conservation and the progress, patriotism, and morality of the American people? Write a multi-paragraph essay with evidence that explains how these connections are made to support his cause of conservation.</p>	<i>(Note: Standards alignment depends on question content)</i>		
	RI.8.2	W.8.2	L.8.1	
	RI.8.5	W.8.4	L.8.2	
	RI.8.6	W.8.5	L.8.3	
	RI.8.9		L.8.6	
<p>Teacher Note:</p> <p><i>Students should write a multi-paragraph essay that introduces Roosevelt’s reasons for promoting conservation. Their essays should develop the topic with relevant details, use appropriate transitions, and provide a relevant conclusion. The completed writing should use grade-appropriate and precise words and a variety of sentence patterns. Students should demonstrate command of proper grammar and usage, punctuation, and spelling in their writing.</i></p>				

TYPE	Unit 3: “Conservation as a National Duty”~ CONTENT	Standards Alignment		
Cold-Read Assessment	<p>Read “John James Audubon and the Natural World” from <i>Louisiana Cultural Vistas</i>, Louisiana Endowment for the Humanities, independently and answer a combination of multiple-choice and constructed-response questions about the text using evidence for all answers. Sample questions:</p> <ul style="list-style-type: none"> • Which statement best describes the central idea of the text? Which line from the text best helps develop the central idea? • How does the article make connections between Audubon’s childhood and early life experiences and his “pioneering spirit”? • Analyze the structure of paragraph 3, including the use of the rhetorical question, to develop a central idea of the article. 	<i>(Note: Standards alignment depends on question content)</i>		
		RI.8.1	RI.8.4	L.8.5
		RI.8.2	RI.8.5	
		RI.8.3	RI.8.10	



Guidebook 2.0 Unit 3 – “Conservation as a National Duty”

TYPE	Unit 3: “Conservation as a National Duty” ~ CONTENT	Standards Alignment		
Extension Task	<p>Working in small groups, conduct a short research project on a modern conservation group (e.g., the Sierra Club, the Audubon Society, the National Park Service) that uses research and exploration to conserve wildlife. Gather relevant information from several sources, including first- and secondhand accounts. Research should include gathering information about the cause and the impact of the organization. Write a report detailing how the group’s values and goals support the conservation movement of today. Reports should select, organize, and analyze relevant content, and should quote or paraphrase the conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>After researching, prepare a speech to deliver to the class. Take on the role of the leader of the organization you researched. Write and deliver a speech about the goals of your organization and the importance of your work in our community today.</p>	<i>(Note: Standards alignment depends on question content)</i>		
		RI.8.1	W.8.2	SL.8.2
			W.8.7	SL.8.4
			W.8.8	SL.8.6
			W.8.9	
<p>Teacher Note: <i>The completed writing should use grade-appropriate words and phrases and demonstrate command of proper grammar and usage, punctuation, and spelling. This should include using a variety of sentence patterns for meaning, interest, and maintaining a consistent style. Use peer and teacher conferencing as well as small-group writing to target student weaknesses</i></p>				

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Guidebook 2.0 Unit 4 – “Call of the Wild”

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards																							
<p>The Call of the Wild, Jack London (Literary)</p>	<p>Literary Texts (Fiction)</p> <ul style="list-style-type: none"> • “To Build a Fire,” Jack London • Chapter One from The Heart of the Ancient Wood, Charles G. D. Roberts • Excerpt from Brian’s Winter, Gary Paulsen 	<p>This unit explores human interaction with animals and nature. The literary texts illustrate various encounters between humans and animals from the perspective of both sides. Students learn how different points of view help readers experience different ideas. The informational texts provide readers with scientific and personal accounts of animal cognition. The combination of texts prepares students to develop their own arguments about human relationships with animals.</p>	<p>Reading</p> <table border="0"> <tr><td>RL.8.1</td><td>RI.8.1</td></tr> <tr><td>RL.8.2</td><td>RI.8.2</td></tr> <tr><td>RL.8.3</td><td>RI.8.3</td></tr> <tr><td>RL.8.4</td><td>RI.8.4</td></tr> <tr><td>RL.8.5</td><td>RI.8.5</td></tr> <tr><td>RL.8.6</td><td>RI.8.6</td></tr> <tr><td>RL.8.10</td><td>RI.8.7</td></tr> <tr><td></td><td>RI.8.8</td></tr> <tr><td></td><td>RI.8.9</td></tr> <tr><td></td><td>RI.8.10</td></tr> </table>		RL.8.1	RI.8.1	RL.8.2	RI.8.2	RL.8.3	RI.8.3	RL.8.4	RI.8.4	RL.8.5	RI.8.5	RL.8.6	RI.8.6	RL.8.10	RI.8.7		RI.8.8		RI.8.9		RI.8.10		
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<p>Text Complexity Rationale</p> <p>The readability of the anchor text falls in the middle of the graded 6-8 band, but the meaning and knowledge demands of the text are very complex. The quantitative and qualitative measures for the related texts are suitable for stretching students; abilities to read complex text.</p>	<p>Informational Texts (Nonfiction)</p> <ul style="list-style-type: none"> • “The Other Animals,” Jack London • Pages 117-120 from <i>Travels with Charley</i>, John Steinbeck (Penguin Classics Deluxe Edition) • Pages 152-158, 162, and 169-170 of “Do Animals Think and Reflect,” from <i>The Ways of Nature</i>, John Burroughs (October 1905) • “Minds of Their Own: Animals Are Smarter Than You Think” from <i>National Geographic</i>, Virginia Morell (March 2008) <p>Non-print Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"> • How Smart Are Animals?, PBS (Video) 	<p>Text Use</p> <p>Compare and contrast character perspective, read and apply nonfiction research to fictional stories, present claims based on research.</p>	<p>Writing</p> <table border="0"> <tr><td>W.8.1</td><td>W.8.6</td></tr> <tr><td>W.8.2</td><td>W.8.7</td></tr> <tr><td>W.8.3</td><td>W.8.8</td></tr> <tr><td>W.8.4</td><td>W.8.9</td></tr> <tr><td>W.8.5</td><td>W.8.10</td></tr> </table> <p>Speaking & Listening</p> <table border="0"> <tr><td>SL.8.1</td><td>SL.8.4</td></tr> <tr><td>SL.8.3</td><td>SL.8.5</td></tr> <tr><td></td><td>SL.8.6</td></tr> </table> <p>Language</p> <table border="0"> <tr><td>L.8.1</td><td>L.8.4</td></tr> <tr><td>L.8.2</td><td>L.8.5</td></tr> <tr><td>L.8.3</td><td>L.8.6</td></tr> </table>		W.8.1	W.8.6	W.8.2	W.8.7	W.8.3	W.8.8	W.8.4	W.8.9	W.8.5	W.8.10	SL.8.1	SL.8.4	SL.8.3	SL.8.5		SL.8.6	L.8.1	L.8.4	L.8.2	L.8.5	L.8.3	L.8.6
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Guidebook 2.0 Unit 4 – Call of the Wild

Unit Focus	Unit Assessment	Guidebook 2.0 – Daily Performance.	
<p><i>The “big ideas” of this unit include:</i></p> <ul style="list-style-type: none"> Topic: Human interaction with animals and nature Themes: Through fiction and nonfiction, consider the role of stories and scientific evidence to evaluate human and animal interaction Text Use: Compare and contrast character perspective, read and apply nonfiction research to fictional stories, present claims based on research 	<p><i>Students will demonstrate understanding of the “big ideas” through various assessments:</i></p> <p>A culminating writing task:</p> <ul style="list-style-type: none"> Evaluate point of view Identify and analyze theme Compare and contrast literary perspectives <p>A cold read assessment:</p> <ul style="list-style-type: none"> Read and understand grade-level texts Write in response to text <p>An extension task:</p> <ul style="list-style-type: none"> Reading and citing research from nonfiction Applying nonfiction research to fictional stories Writing and presenting claims based on research 	<p>Lesson 1: Intro to The Call of the Wild Lesson 2: Characterize Buck Lesson 3: Build Vocabulary Analyze Tone and Mood Lesson 4: Analyze Buck’s Character and Relationships Lesson 5: Summarize “The Other Animals” Lesson 6: Analyze & Evaluate London’s Argument Lesson 7: Gathering evidence and making claims- Lesson 8: Socratic Seminar- Lesson 9: Analyze Buck’s Character Lesson 10: Analyze Buck’s Character Lesson 11: Analyzing incidents that propel action and build suspense Lesson 12: Analyzing incidents that propel action, build tension, and reveal cha... Lesson 13: Analyzing Incidents in the Text that Reveal Insight into Buck’s character Lesson 14: Supporting a claim with logical reasoning and relevant evidence Lesson 15: Analyzing incidents that provoke decisions and reveal Character Lesson 16: Analyzing how plot events and character decisions develop theme Lesson 17: Analyzing Details related to setting and characterization Lesson 18: Analyzing character decisions and relationships Lesson 19: Analyze the develop of suspense Lesson 20: Analyze the develop of theme Lesson 21: Timed writing Lesson 22: Practice Cold-Read Task Lesson 23: Practice Cold-Read Task</p>	<p>Lesson 24: Analyzing the development of themes about human-animal relationships Lesson 25: Revising claim and planning Lesson 26: Draft your intro and body Lesson 27: Socratic Seminar Lesson 28: Analyzing incidents that reveal Insights into Characters and their Relationships Lesson 29: Analyzing incidents that reveal character relationships and themes Lesson 30: Analyzing incidents that reveal Buck’s internal conflict Lesson 31: Analyzing word choice and its impact on meaning Lesson 32: Introducing the culminating writing task: identifying themes Lesson 33: Culminating writing task: revising a claim and gathering evidence Lesson 34: Culminating writing task: writing a first draft Lesson 35: Culminating writing task: revising your essay Lesson 36: Culminating writing task: editing and publishing the final draft Lesson 37: Introducing the extension task Lesson 38: Extension task: counterpoints ... Lesson 39: Extension task: writing a summary of an argument Lesson 40: Extension task: revise your claim and draft your essay Lesson 41: Extension task: revising, editing, and publishing your essay Lesson 42: Cold-Read, Multiple Choice Lesson 43: Cold-Read Task, Essay Response</p>



Guidebook 2.0 Unit 4 – *Call of the Wild*

TYPE	Unit 4: <i>Call of the Wild</i> ~ CONTENT	Standards Alignment																					
Culminating Writing Task	<p>Student Prompt: In the introduction to <i>Beautiful Joe, An Autobiography</i> by Marshall Saunders, a nonfiction book about a dog who is rescued from abusive owners, Hezekiah Butterworth claims the following:</p> <p style="padding-left: 40px;">The story speaks not for the dog alone, but for the whole animal kingdom. Through it we enter the animal world, and are made to see as animals see, and to feel as animals feel. ... Kindness to the animal kingdom is the first, or a first principle in the growth of true philanthropy. Young Lincoln once waded across a half-frozen river to rescue a dog and stopped in a walk with a statesman to put back a bird that had fallen out of its nest. Such a heart was trained to be a leader of men, and to be crucified for a cause. The conscience that runs to the call of an animal in distress is girding itself with power to do manly work in the world.</p> <p>Consider The Call of the Wild and the author’s depiction of Buck’s relationship with his many owners throughout the novel. What central idea or theme about humans’ treatment of animals does the novel convey? How does Buck’s point of view about particular incidents in the novel reveal the owners’ traits and develop a theme of the novel? Compose an essay that examines how the theme is developed and cite textual evidence that strongly supports your analysis. Be sure to follow conventions of standard English</p>	<p><i>(Note: Standards alignment depends on question content)</i></p> <table border="1"> <tr> <td data-bbox="1680 418 1801 467">RI.8.1</td> <td data-bbox="1801 418 1923 467">W.8.1</td> <td data-bbox="1923 418 2047 467">L.8.1</td> </tr> <tr> <td data-bbox="1680 467 1801 516"></td> <td data-bbox="1801 467 1923 516">W.8.4</td> <td data-bbox="1923 467 2047 516">L.8.2</td> </tr> <tr> <td data-bbox="1680 516 1801 565">RL.8.2</td> <td data-bbox="1801 516 1923 565">W.8.5</td> <td data-bbox="1923 516 2047 565">L.8.3a</td> </tr> <tr> <td data-bbox="1680 565 1801 613">RL.8.3</td> <td data-bbox="1801 565 1923 613">W.8.9a</td> <td data-bbox="1923 565 2047 613">L.8.6</td> </tr> <tr> <td data-bbox="1680 613 1801 662">RL.8.6</td> <td data-bbox="1801 613 1923 662">W.8.10</td> <td data-bbox="1923 613 2047 662"></td> </tr> <tr> <td data-bbox="1680 662 1801 711"></td> <td data-bbox="1801 662 1923 711"></td> <td data-bbox="1923 662 2047 711"></td> </tr> <tr> <td data-bbox="1680 711 1801 760"></td> <td data-bbox="1801 711 1923 760"></td> <td data-bbox="1923 711 2047 760"></td> </tr> </table>	RI.8.1	W.8.1	L.8.1		W.8.4	L.8.2	RL.8.2	W.8.5	L.8.3a	RL.8.3	W.8.9a	L.8.6	RL.8.6	W.8.10							
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	RL.8.3	W.8.9a	L.8.6																				
	RL.8.6	W.8.10																					
<p>Teacher Note: <i>Students should write a multi-paragraph essay that introduces a claim about the theme, cites several pieces of textual evidence, including direct quotations with page numbers, and organizes reasons and evidence logically. Students should use the evidence and analysis from their journals to support their writing. Completed writing should use grade-appropriate words and phrases and demonstrate command of proper grammar, usage, punctuation, and spelling. Use peer and teacher conferencing as well as small-group writing time to target student weaknesses.</i></p>																							

TYPE	Unit 4: <i>Call of the Wild</i> ~ CONTENT	Standards Alignment												
Cold-Read Assessment	<p>Student Prompt: Independently reread the excerpt from <i>The Call of the Wild</i> and read the excerpt from <i>Brian’s Winter</i> by Gary Paulsen. Answer a combination of multiple-choice and constructed-response questions¹⁵ about the texts using evidence for all answers.</p> <p>Sample: You have read excerpts from two novels focused on survival in the wilderness. Consider how the main character in each excerpt reacts to the incidents that occur and write an essay in which you analyze how each character’s thoughts and actions reveal aspects of his personality. You do not need to compare and contrast the characters from the two texts. You may consider each one separately. Be sure to include evidence from each excerpt to support your analysis and understanding.</p>	<p><i>(Note: Standards alignment depends on question content)</i></p> <table border="1"> <tr> <td data-bbox="1680 1170 1801 1219">RL.8.1</td> <td data-bbox="1801 1170 1923 1219">W.8.2</td> <td data-bbox="1923 1170 2047 1219">L.8.1</td> </tr> <tr> <td data-bbox="1680 1219 1801 1268">RL.8.3</td> <td data-bbox="1801 1219 1923 1268">W.8.4</td> <td data-bbox="1923 1219 2047 1268">L.8.2</td> </tr> <tr> <td data-bbox="1680 1268 1801 1317"></td> <td data-bbox="1801 1268 1923 1317">W.8.9</td> <td data-bbox="1923 1268 2047 1317">L.8.3</td> </tr> <tr> <td data-bbox="1680 1317 1801 1365"></td> <td data-bbox="1801 1317 1923 1365">W.8.10</td> <td data-bbox="1923 1317 2047 1365"></td> </tr> </table>	RL.8.1	W.8.2	L.8.1	RL.8.3	W.8.4	L.8.2		W.8.9	L.8.3		W.8.10	
	RL.8.1	W.8.2	L.8.1											
	RL.8.3	W.8.4	L.8.2											
		W.8.9	L.8.3											
	W.8.10													

¹⁵ Ensure that students have access to the complete texts as they are testing.



Guidebook 2.0 Unit 4 – *Call of the Wild*

TYPE	Unit 4: <i>Call of the Wild</i> ~ CONTENT	Standards Alignment		
Extension Task	<p>Student Prompt: Several authors during London’s time sought to increase “public awareness of wild and domesticated animals and often represented the animal’s point of view, sometimes in first person” (Edsitement). Some authors, “like Thompson Seton, purported to describe the natural world and the consciousness of animals with a high degree of scientific accuracy. Others, like Sewell, used anthropomorphism unapologetically—to enhance the reader’s identification with their animal protagonists” (Edsitement¹⁶).</p> <p>John Burroughs criticized these popular writers in “Real and Sham Natural History,” <i>Atlantic Monthly</i> (March 1903), and dubbed them “nature fakers.” He wrote in response to Ernest Thompson Seton’s <i>Wild Animals I Have Known</i>, “[The] line between fact and fiction is repeatedly crossed, and a deliberate attempt is made to induce the reader to cross too. Mr. Thompson Seton says in capital letters that his stories are true and it is this emphatic assertion that makes the judicious grieve” and in response to Charles D. Roberts’ <i>Kindred of the Wild</i>, “True it is that all the animals whose lives are portrayed are simply human beings disguised as animals; they think, feel, plan, suffer as we do. But in other respects they follow closely the facts of natural history and the reader is not deceived,” (299). London, like the others, was criticized for his depiction of animals. As you read in “The Other Animals,” though, London was equally as skeptical of the animal stories written by many of his fellow writers.</p> <p>Have students read “An Eulogy,¹⁷” written by Marshall Bond, and London’s Letter¹⁸ to Marshall Bond in 1903 in which he identifies the dog that Buck is based on. -As a class have students discuss the following: Does knowing Buck is based on a real dog change the way Buck is perceived in novel? How does that knowledge add to understanding London’s approach to portraying an animal? -Then compare and contrast the presentation of animals by various writers of the time</p> <p>Review the texts using the comparison chart. Gather evidence from the portrayal of Buck. Use a prewriting organizer. -Have students individually write an evidence-based argumentative essay (about three typed pages) in which they make and support a claim about London’s portrayal of Buck: How does Jack London portray Buck? Does London’s approach change during the novel as Buck changes? Is London faithful to scientific research as he claimed? Does it matter? What is London trying to communicate to the reader through his portrayal of Buck?</p>	<i>(Note: Standards alignment depends on question content)</i>		
	SL.8.3	W.8.2	RI.8.1	
	SL.8.4	W.8.7	RI.8.2	
	SL.8.5	W.8.8	RI.8.7	
	SL.8.6		RI.8.8	

¹⁶ Edsitement.neh.gov/lesson-plan/-call-wild-nature-faker#sect-introduction

¹⁷ http://www.jack-london.org/05-mat-bond_e.htm

¹⁸ http://www.jack-london.org/05-mat-bond-jackletter_e.htm



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Suggested Cross Curricular and Catholic Social Teaching Links

- Students read literature with dialects orally and demonstrate their appreciation of and respect for human diversity and dignity. (Religion, Social Studies, Literature)
- As students' express opinions in class discussions of current events, they are encouraged to comment on world events in terms of Catholic social teaching. (Social Studies, Religion, Oral Language)
- Acting as lectors in liturgies and prayer services, students participate actively in their parish and school communities. (Religion, Oral Language)
- Students read and discuss novels that deal with social issues (*Roll of Thunder, Hear My Cry, To Kill A Mockingbird, The Outsiders, Izzy Willy Nilly, etc*), reflect on characters and events in light of what they have learned about the dignity of every human person. (Religion, History, Literature)
- Students read nonfiction articles and essays, both text and online, about the fragility of natural resources, and describe how they see themselves as guardians of creation. (Science, Religion, Reading, Written and Oral Language)
- Students research topics for essays in science, history, geography, observing copyright laws, thus respecting the rights and dignity of others. (History, Geography, Science, Religion, Reading)
- Students read a variety of texts describing American involvement in wars throughout its history and determine how they can work for peace. (History, Religion, Reading)
- Students use dialect in written work, demonstrating their appreciation of and respect for human diversity and dignity. (Religion, Social Studies)
- Students write essays that show how to preserve the goods of the earth and define the call of Catholic Christians to stewardship of God's creation. (Religion, Science)
- Students write letters that support human dignity and the sacredness of life to political leaders and/or newspapers, helping to create a moral vision for their communities. (Religion, Social Studies)
- Students create graphs describing the inequality of the consumption of the world's resources and design service projects that address local and global injustice. (Math, Religion, Science)

Best Practice Suggestions for ELA in Catholic Schools

- Move into authentic "chapter books" and grade level adaptations of classics when possible. Avoid anthologies and readers. Tailor questions and assignments to the real-world experiences and natural questions of the readers in the class.
- Situate the study of literature within an interdisciplinary approach so that the theology, history, philosophy, beliefs, and practices of the time develop the "story" and inform the discussion of historical events.
- Use multiple literary approaches beyond "close reading," such as moral analysis, to examine a text. Do more with the text than clinically dissect and disaggregate it. Link it with life, context, and transcendent meaning.