

02_The Human Spirit-Nonfiction

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **8 Weeks (40 Days)**
Status: **Published**

General Overview, Course Description or Course Philosophy

In the *Human Spirit Unit* students will read works of nonfiction that capture the true essence of the human spirit: the will to persevere, overcome and learn from mistakes and challenges. Students will be held accountable for examining literary elements, character analysis, and reading and writing critically. Students will also take a deep look at vocabulary, vocabulary in context, and grammar. Students will also complete many different writing genres such as literary and analytical essays and short writing responses.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Essential Question: What can we learn about our own lives, from the lives of others?

Students will learn that:

- Central ideas found in nonfiction are used to teach the reader lessons about life.
- Challenges and obstacles are universal.
- Literary devices are used to enrich the author's purpose for writing a story while also bringing the story and its characters alive to the reader.
- Real life experiences inspire authors to base work off of personal experiences.
- Good writing requires a process.
- Understanding vocabulary and vocabulary in context is important to understanding the story.

CONTENT AREA STANDARDS

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events

(e.g., through comparisons, analogies, or categories).

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

B. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LA.RL.8.1

Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LA.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

LA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
LA.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
LA.RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.L.8.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.8.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and

digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.

SOC.6.3.8.CivicsDP.3

Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

SOC.6.1.12.CivicsDP.11.a

Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

WRK.K-12.P.3

Consider the environmental, social and economic impacts of decisions.

WRK.K-12.P.4

Demonstrate creativity and innovation.

WRK.K-12.P.5

Utilize critical thinking to make sense of problems and persevere in solving them.

TECH.9.4.8.CI.3

Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

TECH.9.4.8.CT.3

Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- Authors write what they know.
- Central ideas must be specific enough that evidence of their existence can be found in the story while also being universal to the human condition and relatable to all readers in any day and time.
- Authors use a variety of techniques in developing plot and characters.
- Authors write about life-changing moments.
- Authors write about the human spirit.

Procedural Knowledge

Students will be able to:

- Make relevant connections to support analysis of what the text says explicitly.
- Make relevant connections to support analysis of what the text says inferentially.
- Read, analyze, and discuss how the autobiography/biography related to big ideas.
- Analyze characters and people through the use of direct and indirect characterization to explore the motivations and characters.
- Identify what the central idea of a novel is and cite evidence from the story to support their assertions.
- Make real world and personal connections to the central ideas and big ideas of a novel.
- Discuss how literary elements contribute to the novel's central idea.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Interviews Assignments
- Podcast Creations
- Choice Research and Multimedia Project (instead of writing)
- Portfolio Assessments
- Modified Rubrics
- Individual Teacher/Student Conferences

Formative Assessments

- Class discussions
- Reading quizzes
- Reflective writing entries
- Notes
- Homework
- Class discussion
- Group work

Summative Assessments

- Tests
- Projects
- Quizzes
- Long writes
- Essays

Benchmark Assessments:

IXL

Eduastic

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources utilized but not limited to:

* indicates Accelerated ELA Resources

- Hiroshima*-Core text in the Accelerated Class
- Rocket Boys*
- Bomb*
- Shin's Tricycle-Core text in the Regular Level Class
- Tuesdays with Morrie
- The Last Lecture
- I Am Malala
- I Will Always Write Back
- Unbroken
- "October Sky"-movie
- Stories in The Language of Literature textbook
- [Common Lit](#)
- [IXL](#)

INTERDISCIPLINARY CONNECTIONS

Social Studies

- Students will learn about the development and motivation behind dropping the atomic bomb and the moral implications of the decision. This background will be infused into the study of Hiroshima and Shin's Tricycle.

Social Studies

- Current Events
- Ethics
- Social Justice
- Social relationships among people

Technology/Multimedia

- Google
- Media Literacy
- Educational tech applications

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.