

04_Rising To The Challenge

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 *Rising to the Challenge Unit*, students will read novels and short stories filled with characters that demonstrate determination while facing many different challenges and obstacles. These challenges and obstacles may be personal or societal. 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 and vocabulary in context. Students will also complete many different writing genres such as fan fiction, literary and character analysis and short writing responses.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Essential Question: What can be learned about ourselves when analyzing the obstacles and determination of others?

Students will learn that:

- Themes found in fiction 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 in context is important to understanding the plot of a story.

CONTENT AREA STANDARDS

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.

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.

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.

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.

SOC.6.1.8.CivicsPI.3.b

Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

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.

Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.

- LA.RL.8.7 Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
- LA.RL.8.9 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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.
- 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).
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
- SOC.6.1.12.CivicsPR.2.a Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
- 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.
- LA.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.
- LA.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.
- LA.W.8.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- LA.W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- LA.W.8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- LA.W.8.1.D Establish and maintain a formal style.
- LA.W.8.1.E Provide a concluding statement or section that follows from and supports the argument presented.
- LA.W.8.2.A Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- LA.W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- 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.8.8 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.

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.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LA.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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.
LA.L.8.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

STUDENT LEARNING TARGETS

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

Declarative Knowledge

Students will understand that:

- Themes found in fiction 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.
- Good writing requires a process.

- Understanding vocabulary in context is important to understanding the plot of a story.

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 the novel and short stories related to big ideas/theme.
- Analyze characters through the use of direct and indirect characterization to explore the motivations and characters in a novel and short story.
- Identify what the theme of a novel/short story is and cite evidence from the story to support their assertions.
- Make real world and personal connections to the themes of a novel and short story.
- Identify, analyze, and explain the different forms of literary elements in the story.
- Discuss how literary elements contribute to the novel and short story.
- 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

- Inspirational Current Events Group Research Project
- Multimedia Projects
- Portfolio Assessments
- Modified Rubrics
- Individual Teacher/Student Conferences

Summative Assessments

- Tests
- Projects
- Quizzes
- Long writes
- Essays
- Persuasive Essays

Formative Assessments

- Class discussions
- Reading quizzes
- Notes
- Homework
- Class discussion
- Group work

Benchmark Assessments

- iXL
- Edulastic

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources utilized but not limited to:

* indicates Accelerated ELA Resources

- [12 Angry Men-Core Text](#)
- [Call of the Wild*](#)
- 12 Angry Men-movie
- Stories within [The Language of Literature](#) textbook
- [Stories within The Hero Next Door-Core Text](#)
- Current event articles
- [Common Lit](#)
- [IXL](#)

INTERDISCIPLINARY CONNECTIONS

Social Studies

- Current Events:

Students will research current events to find characters overcoming societal challenges and making a difference. This will be used in the reading of *The Hero Next Door*

- Social Justice: Students will analyze and debate the benefits of a jury system.
- 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.