



8th English Language Arts

Overview

The DMPS Curriculum Overview provides general information on what students are learning and the context (topic) in which they learn, practice, and are assessed in ELA. This highlights the learning that is most essential for student success; it is our district's guaranteed and viable curriculum.

Curriculum Access: [EL Education – Grade 8](#)

Semester 1	Module 1: Folklore of Latin America <i>Summer of the Mariposas</i>			Module 2: Food Choices <i>Omnivore's Dilemma</i>		
	Unit 1	Unit 2	Unit 3	Unit 1	Unit 2	Unit 3
84 days 85 lessons						
Topic Name	Topic 1: Read and Analyze	Topic 2: Narrative Writing	Topic 3: Compare and Contrast	Topic 4: Analyze Conflicting Viewpoints	Topic 5: Conduct Research	Topic 6: Write an Argument
# of lessons in each unit	16 lessons	11 lessons	14 lessons	15 Lessons	14 Lessons	15 lessons
Approximate end dates for the units	9/15	10/4	10/26	11/21	12/15	1/12
Focus Standards	RL.8.4, RL.8.5, RL.8.1, RL.8.6, RL.8.3	RL.8.1, RL.8.2, W.8.3	W.8.2, W.8.6	RI.8.6, RI.8.9, SL.8.2, RI.8.8, SL.8.3, RI.8.5, RI.8.7	W.8.7, W.8.8, W.8.2, SL.8.4, SL.8.5	L.8.4, L.8.5, W.8.1, SL.8.4

Semester 2	Module 3: Voices of the Holocaust <i>Maus</i>			Module 4: Lessons from Japanese American Internment <i>Farewell to Manzanar</i>		
	Unit 1	Unit 2	Unit 3	Unit 1	Unit 2	Unit 3
82 days 81 lessons						
Topic Name	Topic 7: Maus	Topic 8: Voices of Victims and Survivors	Topic 9: Voices of Upstanders	Topic 10: Lessons Learned	Topic 11: Significant Ideas	Topic 12: Investigate, Discover, and Apply
# of lessons in each unit	10 lessons	14 lessons	15 lessons	12 lessons	18 lessons	12 lessons
Approximate end dates for the topics	1/31	2/22	3/22	4/9	5/7	5/24
Focus Standards	RL.8.1, RL.8.3	RL.8.4, L.8.5, RL.8.2	L.8.1, L.8.2, W.8.2, SL.8.4	RI.8.3, RI.8.4, SL.8.1	RI.8.6, W.8.1	RI.8.6, SL.8.1, SL.8.4

Scoring & Grades

Grades are intended to provide students and families with feedback on student learning aligned to the common core standards. Feedback is first given to students as the complete and submit evidence of their learning (tasks and assessments in class) in the form of an ET, AT, PT or NM. Those pieces of evidence are compiled and analyzed to provide feedback to students and families for each learning target throughout the unit.

Grading Designations for Learning Targets:

- ✓ **ET (Exceeds Target)**- The student demonstrates evidence of learning that goes above and beyond (complexity, depth of understanding, etc.) the learning target.
- ✓ **AT (Achieving Target)**- The student demonstrates mastery of the full target. This is shown through evidence of mastery of each success criteria combined in service of the full language of the target.
- ✓ **PT (Progressing Toward Target)**- The student demonstrates mastery of one or more success criteria but has not yet shown mastery of the full target. They need more time and support to reach the target.
- ✓ **NM (Not Meeting Target)**- The student demonstrates evidence related to learning, but the evidence does not yet show mastery of at least one success criteria.
- ✓ **M (Missing)**- There is no evidence to show where the student is at in relation to meeting the learning target.

Topic (Unit) Scores: Learning Target scores are analyzed to determine a student’s overall score for the topic (unit).

Topic Scores are determined by collecting evidence for each target within the unit. A topic score of less than 3.0 means students have yet to demonstrate proficiency in all targets within the unit.

Evidence shows the student ...	Topic Score
Demonstrates proficiency (AT) in all learning targets and success at Level 4	4.0
Demonstrates proficiency (AT) in all learning targets with partial success at Level 4	3.5
Demonstrates proficiency (AT) in all learning targets	3.0
Demonstrates proficiency (AT) in at least half of the learning targets	2.5
Demonstrates some success criteria (PT) toward all learning targets	2.0
Demonstrates some success criteria (PT) towards some of the learning targets	1.5
Does not yet meet minimum criteria for the targets.	1.0
Produces no evidence appropriate to the learning targets at any level	0

Module I

The common core standards are represented in the Learning Targets that we report in the gradebook on Infinite Campus.

Unit 1: Build Background Knowledge: Read & Analyze Summer of the Mariposas	Learning Targets Taught and Assessed
Common Core Standards	Success criteria: what students must do to demonstrate understanding of the targets.
<p>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.</p> <p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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.</p>	<p>LT1A- Interpret how an author uses figurative language to convey meaning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of unknown words or phrases. <input type="checkbox"/> Understand word relationships and how they convey meaning. <input type="checkbox"/> Determine the figurative and connotative meaning of words. <p>LT1B- Explain the effect of differences in points of view of characters and the reader.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify details that are revealed to the reader and characters at different points throughout the narrative. <input type="checkbox"/> Describe details that influence characters in different ways. <p>LT1C- Analyze how incidents in a story reveal aspects of character.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify incidents that have significant impact. <input type="checkbox"/> Identify character traits that are revealed by their response to certain incidents.
Unit 2: Theme and Summary in Summer of the Mariposas: Narrative Writing	Learning Targets Taught and Assessed
Common Core Standards	Success criteria: what students must do to demonstrate understanding of the targets.
<p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text,</p>	<p>LT2A- Analyze how an author develops a theme over the course of a narrative.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify a theme in the text. <input type="checkbox"/> Identify specific details or language used enhance or help develop the theme. <input type="checkbox"/> Support explanation/ interpretation with text evidence.

<p>including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>LT2B- Construct an objective summary of complex texts.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and describe key events in a complex text. <input type="checkbox"/> Avoid opinion, bias or judgement in writing. <p>LT2C- Compose a narrative scene that extends a complex story through a new lens.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce new characters and setting. <input type="checkbox"/> Develop events in a logical sequence. <input type="checkbox"/> Pace the narrative with dialogue, description, and transitions to create suspense. <input type="checkbox"/> Use precise words and sensory language to convey events. <input type="checkbox"/> Follow standard conventions of written English.
<p>Unit 3: Compare & Contrast Essay: Summer of the Mariposas & Latin American Folklore</p> <p>Common Core Standards</p>	<p>Learning Targets Taught and Assessed</p> <p>Success criteria: what students must do to demonstrate understanding of the targets.</p>
<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p>	<p>LT3A- Compose informational writing that compares depictions of characters in different versions of a story.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify how a modern retelling alters or updates a character. <input type="checkbox"/> Clearly states a focus. <input type="checkbox"/> Uses accurate and relevant examples, details, and quotations to explain thinking. <input type="checkbox"/> Organizes information logically. <input type="checkbox"/> Follows the rules of writing (spelling, punctuation, and grammar). <p>LT3B- Present a personal reflection of their learning process</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a visual that includes multimedia elements. <input type="checkbox"/> Use appropriate visual techniques and formatting. <input type="checkbox"/> Demonstrate authenticity and craftsmanship in the final product. <input type="checkbox"/> Demonstrate deep knowledge of their modernized monster.



Module 2


The common core standards are represented in the Learning Targets that we report in the gradebook on Infinite Campus.



Unit 1: Build Background Knowledge: Food Choices	Learning Targets Taught and Assessed
Common Core Standards	Success criteria: what students must do to demonstrate understanding of the targets.
<p>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.</p> <p>RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>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.</p> <p>SL.8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>LT4A- Analyze author or speaker’s purpose and point of view, including how they acknowledge conflicting viewpoints.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain the author’s purpose and point of view. <input type="checkbox"/> Identify where an author identifies conflicting viewpoints. <input type="checkbox"/> Explain how the author addresses conflicting viewpoints. <input type="checkbox"/> Identify when sources disagree on matters of fact or interpretation. <p>LT4B- Delineate and evaluate the argument authors or speakers make. Distinguish between relevant and irrelevant evidence.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify when irrelevant evidence is introduced. <input type="checkbox"/> Assess whether evidence is sufficient, and the reasoning is sound. <input type="checkbox"/> Assess the author’s specific claims. <p>LT4C- Analyze the structure of specific sections in a text and how it develops key concepts.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the structure of a specific paragraph or section of text. <input type="checkbox"/> Describe how the section develops a key concept. <p>LT4D- Evaluate the advantages and disadvantages of using different mediums to present information.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the purpose of information presented in print and video format. <input type="checkbox"/> Evaluate the motives behind its presentation.
Unit 2: Research Access to Healthy Food	Learning Targets Taught and Assessed
Common Core Standards	Success criteria: what students must do to demonstrate understanding of the targets.

<p>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.</p> <p>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.</p> <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>LT5A- Conduct research to answer specific questions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assess the credibility of sources. <input type="checkbox"/> Use search terms effectively to gather information. <input type="checkbox"/> Cite evidence that supports a research question. <p>LT5B- Compose an informative essay communicating research findings.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use academic and domain-specific words and phrases. <input type="checkbox"/> Clearly states a focus and remains focused throughout. <input type="checkbox"/> Uses accurate and relevant examples, details, and quotations to explain points. <input type="checkbox"/> Groups information logically. <input type="checkbox"/> Follows rules of writing for spelling, punctuation, and grammar. <p>LT5C- Present research findings verbally and through visual aids.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrate multimedia and visual displays to add interest to a presentation. <input type="checkbox"/> Use appropriate eye contact, adequate volume, and clear pronunciation. <input type="checkbox"/> Use academic and domain-specific words and phrases.
<p style="text-align: center;">Unit 3: Write An Argument: Healthy Food Choices</p> <p style="text-align: center;">Common Core Standards</p>	<p style="text-align: center;">Learning Targets Taught and Assessed</p> <p>Success criteria: what students must do to demonstrate understanding of the targets.</p>
<p>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.</p> <p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>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;</p>	<p>LT6A- Utilize a variety of strategies to understand the meaning of words and phrases in a text.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use context and the relationship among words to better understand words and phrases. <input type="checkbox"/> Recognize differences between connotations of words with similar meanings. <input type="checkbox"/> Determine the meaning of unknown words. <input type="checkbox"/> Use affixes to determine the meanings of words and phrases. <p>LT6B- Compose an argument essay clearly defending a claim about healthy food choices.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces and clearly states a claim.

<p>use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provides logically ordered reasons that are supported by facts and details. <input type="checkbox"/> Links opinion and reasons using words and phrases. <input type="checkbox"/> Identifies a counterclaim and distinguishes this from the main claim. <input type="checkbox"/> Provides a conclusion that restates and reflects on the claim presented. <input type="checkbox"/> Follows the rules of writing (spelling, punctuation, and grammar). <p>LT6C- Present a verbal argument clearly defending a claim about healthy food choices.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a visual representation of written argument to clearly communicate claims, evidence, and reasoning. <input type="checkbox"/> Identify key points of your argument to present verbally. <input type="checkbox"/> Use appropriate eye contact, adequate volume, and clear pronunciation.
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Module 3
The common core standards are represented in the Learning Targets that we report in the gradebook on Infinite Campus.

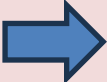
<p style="text-align: center;">Unit 1: Collaboration in the Harlem Renaissance</p> <p style="text-align: center;">Common Core Standards</p> 	<p style="text-align: center;">Learning Targets Taught and Assessed</p> <p style="text-align: center;">Success criteria: what students must do to demonstrate understanding of the targets.</p>
<p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p>	<p>LT7A- Analyze how dialogue between characters and incidents reveal aspects of character or provoke a decision.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify sections of dialogue that are influential in the way a character behaves. <input type="checkbox"/> Recognize when active and passive voice is used in a text. <input type="checkbox"/> Analyze aspects of character that are revealed in dialogue with other characters. <input type="checkbox"/> Analyze how a character’s motivation may impact what they say or do. <p>LT7B- Compose a literary summary.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces the text stating the title, author, and chapter, section, or pages. <input type="checkbox"/> Briefly outlines what the text is about. <input type="checkbox"/> Clearly states the central idea(s). <input type="checkbox"/> Includes key events and the most important details from the text to explain the central idea(s) and theme presented.

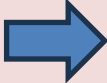
	<ul style="list-style-type: none"> <input type="checkbox"/> Includes a statement of theme. <input type="checkbox"/> Remains objective without opinions or judgments. <input type="checkbox"/> Provides a concluding statement that is short, clear, and concise.
Unit 2: Voices of Victims and Survivors Common Core Standards 	Learning Targets Taught and Assessed Success criteria: what students must do to demonstrate understanding of the targets.
<p>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.</p> <p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p>	<p>LT8A- Analyze how specific word choices impact meaning and tone.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of unknown words or phrases. <input type="checkbox"/> Understand word relationships and how they convey meaning. <input type="checkbox"/> Determine the figurative and connotative meaning of words. <input type="checkbox"/> Describe the effect of active and passive voice. <input type="checkbox"/> Describe the effect of verb moods. <p>LT8B- Analyze structural elements of a text and how they contribute to meaning, style, and theme.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the function of specific sections of text (lines, stanzas, sentences, paragraphs). <input type="checkbox"/> Describe how a section of text impacts meaning. <input type="checkbox"/> Describe the impact of structure on the development of a theme. <p>LT8C- Revise an objective summary to adapt it for a specific purpose.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify details that need to be added/removed for clarity. <input type="checkbox"/> Identify quotes that highlight the perspective of the victim or survivor. <input type="checkbox"/> Identify a theme that can be drawn from the individual’s experiences.
Unit 3: Voices of Upstanders Common Core Standards 	Learning Targets Taught and Assessed Success criteria: what students must do to demonstrate understanding of the targets.
<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>LT9A- Compose text reflections using specific punctuation to indicate a pause, break, or omission.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify when to use commas, dashes, or ellipses to communicate specific pauses. <input type="checkbox"/> Apply specific punctuation when writing.


<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p>	<p>LT9B- Compose an original narrative that introduces a new fictional perspective and the experiences that propel them.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage and orient the reader by establishing a context and point of view. <input type="checkbox"/> Organize an event sequence that unfolds naturally and logically. <input type="checkbox"/> Use narrative techniques, such as dialogue, pacing, description, and reflection. <input type="checkbox"/> Use a variety of transition words and phrases to show setting, shifts in time, and the relationship among events. <input type="checkbox"/> Use precise words and phrases, relevant descriptive details, and sensory language. <input type="checkbox"/> Provide a conclusion that follows from and reflects on the narrated experiences. <p>LT9C- Present a personal reflection of their learning process.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a presentation depicting a key moment from their narrative. <input type="checkbox"/> Speak with clarity as appropriate to the audience and modality. <input type="checkbox"/> Demonstrate authenticity and craftsmanship in the final product. <input type="checkbox"/> Demonstrate deep knowledge of their chosen narrative elements and how they develop their Upstander.
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Module 4

The common core standards are represented in the Learning Targets that we report in the gradebook on Infinite Campus.

<p style="text-align: center;">Unit 1: Build Background Knowledge: Lessons from Japanese American Internment</p> <p style="text-align: center;">Common Core Standards</p> 	<p style="text-align: center;">Learning Targets Taught and Assessed</p> <p style="text-align: center;">Success criteria: what students must do to demonstrate understanding of the targets.</p>
<p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific</p>	<p>LT10A- Analyze how a text makes connections among and distinctions between individuals, events, and ideas.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify connections between individuals, events, and ideas in a text. <input type="checkbox"/> Identify how the author makes distinctions between individuals, events, and ideas in a text. <input type="checkbox"/> Analyze the language or structure used to make the connection/distinction.

<p>word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>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.</p>	<p>LT10B- Interpret how an author uses figurative language to convey meaning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of unknown words or phrases. <input type="checkbox"/> Understand context and word relationships and how they convey meaning. <input type="checkbox"/> Determine the figurative and connotative meaning of words. <input type="checkbox"/> Apply affixes and knowledge of root words to determine meanings of words and phrases. <p>LT10C- Engage in collaborative discussion about the causes and impacts of Japanese American Internment camps.</p> <p>EVIDENCE COLLECTED BUT NOT REPORTED UNTIL UNIT 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions that connect the ideas of several speakers. <input type="checkbox"/> Respond to questions and comments with relevant evidence, observations, and ideas. <input type="checkbox"/> Consider new ideas carefully and, when warranted, explain, or change my thinking.
<p>Unit 2: Write a Literary Argument: Significant Ideas from <i>Farewell to Manzanar</i></p> <p>Common Core Standards </p>	<p>Learning Targets Taught and Assessed</p> <p>Success criteria: what students must do to demonstrate understanding of the targets.</p>
<p>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.</p> <p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>LT11A- Analyze how an author’s purpose and point of view is conveyed</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the author’s point of view in relationship to specific individuals, events, or ideas. <input type="checkbox"/> Describe how language or description impacts point of view. <p>LT11B- Compose formal literary argument writing that asserts a claim about the development of a significant idea in text and film</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly state a focused claim. <input type="checkbox"/> Acknowledges counterargument. <input type="checkbox"/> Uses accurate and relevant evidence and reasoning. <input type="checkbox"/> Organizes information logically. <input type="checkbox"/> Maintains a formal style. <input type="checkbox"/> Use precise words and domain-specific vocabulary to show relationships between claim and reasoning. <input type="checkbox"/> Follow standard conventions of written English appropriate to style.

<p>Unit 3: Investigate, Discover, and Apply Lessons from Japanese American Internment</p>  <p>Common Core Standards</p>	<p>Learning Targets Taught and Assessed</p> <p>Success criteria: what students must do to demonstrate understanding of the targets.</p>
<p>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.</p> <p>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.</p> <p>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.</p>	<p>LT12A- Analyze how an author develops central ideas over the course of a text.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify central idea(s) in a complex text. <input type="checkbox"/> Identify key details or events. <input type="checkbox"/> Construct an objective summary. <input type="checkbox"/> Support explanation/interpretation with text evidence. <p>LT12B- Engage in collaborative discussion about the lessons of internment and redress.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions that connect the ideas of several speakers. <input type="checkbox"/> Respond to questions and comments with relevant evidence, observations, and ideas. <input type="checkbox"/> Consider new ideas carefully and, when warranted, explain, or change thinking. <p>LT12C- Present a personal reflection of their learning process.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a presentation that includes multimedia or visual elements. <input type="checkbox"/> Speak with clarity as appropriate to the audience and modality. <input type="checkbox"/> Use appropriate verbal and physical techniques (eye contact, volume, pace, body language). <input type="checkbox"/> Demonstrate authenticity and craftsmanship in the final product. <input type="checkbox"/> Demonstrate deep knowledge of their organization and its connection to the lessons of internment.