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| Grade 8, Unit 1 | | | | | | | | | | | |
| Whole-Class Learning | | | | | | | | | | | |
| Title and Author | Genre | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | | | | Word Study | Conventions or Author’s Style | Writing to Sources | | Speaking and Listening |
| The Medicine Bag  *Virginia Driving Hawk Sneve* | Short Story | Figurative Meaning: Symbolism  symbol  symbolism | Words that show someone who is not at full strength:  wearily  straggled  fatigue  frail  sheepishly | | | | Animal Words | Conventions: Verbs in Active and Passive Voice  voice  active voice  passive voice | Retelling a story | | Monologue |
| Standards |  | RL.4 |  | | | | L.4  L.4.c  L.4.d | L.3  L.3.a  L.1  L.1.b | W.3.a  W.3.b  W.3.d  W.3.e | | SL.4 |
| Apache Girl’s Rite of Passage  *The National Geographic Society* | MEDIA: VIDEO | N/A | Media Vocabulary:  narration  audio  close-up  contrast  pan  synchronization (sync) | | | | N/A | N/A |  | | Writing  to Compare: Comparison-and-Contrast  Essay |
| Standards |  |  | L.6 | | | |  |  |  | | SL.2  RI.7  W.2  W.2.a |
| Performance Task: Writing Focus | | | | | | | | | | | |
| Write a Nonfiction Narrative  Prompt: What event changed your understanding of yourself, or that of someone you know?  Speaking & Listening Outcome: Author’s style: Create Cohesion: transitions | | | | | Standards: W.3, W.3.a-e, W.4, W.5 | | | | | | |
| Small-Group Learning | | | | | | | | | | | |
| Title and Author | Genre | Pre-reading Vocabulary Skill | | Analyze Craft and Structure | | Concept / Technical / Media Vocabulary | | Word Study | Conventions or Author’s Style | Writing to Sources / Speaking and Listening / Research | |
| You Are the Electric Boogaloo  *Geoff Herbach*  Just Be Yourself!  *Stephanie Pellegrin* | Letters | Context Clues | | Author’s Word Choice: Tone  Tone  Word choice  Connotation  Denotation | | Words that convey a sense of the extreme:  immense  majestic  numerous | | Latin Suffix  *-ous* | Conventions: Verb Moods  moods  indicative mood  imperative mood  interrogative mood | Speaking and Listening: Visual presentation  Illustrated instructions  Illustrated informational report | |
| Standards |  | L.4.a | | L.5.c  L.5  RI.4 | |  | | L.4  L.4.b  L.4.c | L.1  L.1.c  L.1.d | W.7  SL.4  SL.5 | |
| Hanging Fire  *Audre Lorde*  Translating Grandfather’s House  *E.J. Vega* | Poetry Collection | Context Clues | | Forms of Poetry:  Theme  Lyric poetry  Narrative poem | | Words that seem to suggest a positive change:  Horizon  Awakenings  Beaming | | Etymology | Author’s Style Word  Choice | Speaking and Listening: Group discussion  Aspects of growing up  Compare and contrast the speakers | |
| Standards |  | L.4  L.9 | | RL.2  RL.5 | |  | | L.4  L.4.b | RL.4  L.1  L.4.b | SL.1  SL.1.a  SL.1.c  SL.1.d | |
| The Setting Sun and the Rolling World  *Charles Mungoshi* | Short Story | Base words | | Point of view in fiction  First-person point of view  Third-person point of view | | Words related to the narrator’s feelings toward and relationship with his father:  patronized  obligations  psychological | | Greek root *-psych-* | Conventions: Verb Moods  interrogative  imperative  indicative  conditional  subjunctive | Research: Informational report  Zimbabwean healers  Traditional family life  in Zimbabwe | |
| Standards |  | L.5  L.5.b | | RL.6 | |  | | L.4  L.4.b  L.4.c | L.1  L.1.c  L.1.d | W.2  W.2.b  W.2.f  W.7  W.8 | |
| Performance Task: Speaking and Listening Focus | | | | | | | | | | | |
| Present Nonfiction Narratives  Prompt: What defines an event or experience in a young person’s life as a milestone or rite of passage?  Speaking & Listening Outcome: Oral Presentation | | | | | Standards: SL.4, SL.5 | | | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | | | | | |
| Writing to Sources: Nonfiction Narrative  Prompt: What rite of passage has held the most significance for you or for a person you know well?  Speaking & Listening Outcome: Oral Presentation | | | | | Standards: W.3, W.4, W.10, SL.4, SL.5 | | | | | | |

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| Grade 8, Unit 2 | | | | | | | | | | |
| Whole-Class Learning | | | | | | | | | | |
| Title / Author | Genre | Analyze Craft and Structure | | Concept / Technical / Media Vocabulary | | | Word Study | Conventions or Author’s Style | Writing to Sources | Speaking and Listening |
| *The Diary of Anne Frank,* Act I  *Frances Goodrich & Albert Hackett* | Drama | Analyze Text Structures in Drama  Dialogue  Mood  Conflicts  Dramatic irony | | Words used to describe feelings of stress and conflict:  anxiously  tension  restraining  quarrels  bickering  hysterically | | | Greek suffix  *–ist*  Latin Suffix  –ion | Conventions: The Principal Parts of Verbs  verb  principal parts  regular  irregular  present  present participle  past  past participle | N/A | N/A |
| Standards |  | RL.3  RL.6 | |  | | | L.4  L.4.b  L.4.d | L.1  L.5  L.5.b |  |  |
| *The Diary of Anne Frank,* Act II  *Frances Goodrich & Albert Hackett* | Drama | Character Motivation  Internal motivations  External motivations | | Words used to reveal feelings about the future:  foreboding  apprehension  intuition  mounting  rigid  insistent | | | Latin suffix  *-ent* | Conventions: Simple Tenses of Verbs  tense  simple tenses  present tense  past tense  future tense | Writing to Sources: Drama Review | Speaking and Listening: Dramatic Reading |
| Standards |  | RL.1  RL.3 | |  | | | L.4  L.4.b  L.4.c  L.4.d | L.1  L.3 | W.2  W.2.b  W.2.f  RL.7 | SL.1  SL.1.a  SL.4  SL.1.b |
| Frank Family and World War II Timelines | MEDIA: TIMELINE | N/A | | Media Vocabulary:  annotated  chronological  parallel | | | N/A | N/A | Writing to Compare: Comparison-Contrast Essay |  |
| Standards |  |  | |  | | |  |  | RI.7  W.2  W.2.a  W.2.b |  |
| Performance Task: Writing Focus | | | | | | | | | | |
| Write an Explanatory Essay  Prompt: How are historical events reflected in the play *The Diary of Anne Frank?*  Language Development: Revising Sentences by Combining With Conjunctions | | | | | Standards: W.2, W.2.a-f, W.5, W.10, L.1, L.2, L.3 | | | | | |
| Small-Group Learning | | | | | | | | | | |
| Title / Author | Genre | | Pre-reading Vocabulary Skill | Analyze Craft and Structure | | Concept / Technical / Media Vocabulary | | Word Study | Conventions or Author’s Style | Writing to Sources / Speaking and Listening / Research |
| from *Anne Frank: The Diary of a Young Girl*  *Anne Frank* | Diary Entries | | Context Clues | Central Idea and Supporting Details  central idea  stated central idea  topic  topic sentence  implied central idea  inference | | Words that describe limits and loss experienced by Jewish people during the Holocaust:  forbidden  restrictions  sacrifices | | Latin Root -strict- | Author’s Style: Word Choice  style  word choice  diction | Speaking and Listening: Group Discussion  collaborative group discussion |
| Standards |  | | L.4  L.4.a | RI.1  RI.2  RI.5 | |  | | L.4  L.4.b  L.4.d | RI.4 | SL.1  SL.1.a  SL.1.c  SL.1.d |
| Acceptance Speech for the Nobel Peace Prize  *Elie Wiesel* | Speech | | Using a Dictionary and Thesaurus | Author’s Purpose and Point of View  author’s purpose  author’s point of view  inferences | | Words that have to do with suffering and oppression:  humiliation  persecuted  traumatized | | Greek Root -trauma- | Conventions: Perfect Tenses of Verbs  perfect tenses  present perfect  past perfect  future perfect | Speaking and Listening: Group discussion |
| Standards |  | | L.4  L.4.c  L.4.d | RI.1  RI.4  RI.6 | |  | | L.4  L.4.b | L.1 | SL.1  SL.1.a  SL.1.b |
| from *Maus*  *Art Spiegelman* | Graphic Novel | |  |  | | Media Vocabulary:  panel  encapsulation  speech balloon | | N/A | N/A | Research: Informative Report |
| Standards |  | |  |  | | L.6  SL.2 | |  |  | W.2  W.2.a  W.2.b  W.2.d  W.7  W.8 |
| Performance Task: Speaking and Listening Focus | | | | | | | | | | |
| Deliver a Multimedia Presentation  Prompt: How do the selections contribute to your understanding of the Holocaust and the ways in which we remember the past? | | | | | Standards: SL.4, SL.5, SL.6 | | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | | | | |
| Writing to Sources: Explanatory Essay  Prompt: How can literature help us remember and honor the victims of the Holocaust?  Speaking & Listening Outcome: Oral Presentation | | | | | Standards: W.2, W.10, SL.4 | | | | | |

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| Grade 8, Unit 3 | | | | | | | | | | | | | | |
| Whole-Class Learning | | | | | | | | | | | | | | |
| Title / Author | | Genre | | Analyze Craft and Structure | | Concept / Technical / Media Vocabulary | | | | Word Study | Conventions or Author’s Style | | Writing to Sources | Speaking and Listening |
| Barrington Irving, Pilot and Educator  *National Geographic* | | Magazine Article | | Characterization in Nonfiction:  Direct characterization  Indirect characterization  Inferences | | Words that relate to the effort an individual puts forth in order to succeed:  determination pursue accomplish achieve tackling purposeful | | | | Old English:Suffix -ful | Conventions: Nouns and Pronouns  noun  pronoun  proper nouns  possessive nouns  personal pronouns  possessive pronouns | | Argumentative essay | Persuasive presentation |
| Standards | |  | | RI.3  RI.1 | | L.4  L.5  L.5.b | | | | L.4  L.8.4.b | L.1  L.2  L.2.c | | W.1  W.1.a  W.1.b  W.1.e  W.7 | SL.3  SL.4 |
| Three Cheers for the Nanny State  *Sarah Conly* | | Opinion Piece | | Author’s Argument  Claim  Relevant  Fact  Opinion  Logical reasoning  Author’s perspective  Point of view  Bias | | Concept Vocabulary  [words related to rules and laws:]  Impose  Rational  Justifiable  Principle  Status quo | | | | Latin root  *-just-* | Conventions: Clauses  Clause  Independent clause  Dependent, or subordinate clause  Adverb clause  Relative clause (Adjective clause)  Noun clause | | N/A | N/A |
| Standards | |  | | RI.6  RI.8 | |  | | | | L.4  L.4.b  L.4.d  L.5  L.5.b | L.1  L.2 | |  |  |
| Ban the Ban! Sidney Anne  Stone Soda’s a Problem but. . .  Karin Klein | | Opinion Piece | | Conflicting arguments  Argument  Claim  Logical fallacies Overgeneralization  Slippery slope | | Words related to health and health laws:  Implemented  Intervene  Intentions  Dictate  Exemption  Mandates | | | | Latin Prefix  *ex*- | Conventions: Basic Sentence Structures  Sentence structure  Clauses  Independent clause  Dependent clause  Simple sentence  Compound sentence  Complex sentence  Compound-complex sentence | | Argumentative essay | . |
| Standards | |  | | RI.1  RI.8  RI.9 | |  | | | | L.4  L.4.b  L.5  L.5.b | L.1  L.2  L.3 | | RI.9  W.1  W.9  W.9.b  W.1.b  W.1.c  W.4 |  |
| Performance Task: Writing Focus | | | | | | | | | | | | | | |
| Write an Argument  Prompt: What is a problem you think needs to be solved? How would you solve it?  Language Development: Conventions: Revising for pronoun-antecedent agreement | | | | | | | Standards: W.1.a–e, W.4, W.5, W.6, L.1, L.1.c, L.2, L.2.c | | | | | | | |
| Small-Group Learning | | | | | | | | | | | | | | |
| Title and Author | Genre | | Pre-reading Vocabulary Skill | | Analyze Craft and Structure | | | | Concept / Technical / Media Vocabulary | | Word Study | Conventions or Author’s Style | | Writing to Sources / Speaking and Listening / Research |
| Words Do Not Pay  *Chief Joseph* | PERSUASIVE SPEECH | | Context Clues | | Persuasive Techniques / Word Choice  repetition  appeals to reason  appeals to emotions  appeals to authority  word choice  denotations  connotations | | | | Words that have to do with the hardships and misery:  misrepresentations misunderstandings | | Old English prefix *mis-*  [“not”; “wrong”] | Author’s Style: Rhetorical Devices  Nonparallel  Parallel | | Research  Research report  Historical report  Biographical report |
| Standards |  | | L.4  L.4.a  L.4.d | | RI.4 | | | |  | | L.3  L.4  L.4.d  L.5  L.5.c |  | | L.2  L.3  W.2  W.2.a  W.2.b  W.2.f  W.7  W.8 |
| from *Follow the Rabbit-Proof Fence*  *Doris Pilkington* | NONFICTION NARRATIVE | | Using a Dictionary and Thesaurus | | Descriptive Writing  description  sensory details  point of view  mood | | | | Concept Vocabulary  [words related to the girl’s journey on foot along the rabbit-proof fence:]  urgently  nervously confidently cautiously | | Old  English Suffix *-ly* | Conventions: Adjectives and Adverbs | | Writing to Sources: First-Person Account  Fictional retelling  Journal entry  Letter |
| Standards |  | | L.4  L.4.c | | RI.4  RI.5  RI.6  L.5 | | | | L.1 | | L.5 | L.1 | | W.3  W.3.a  W.3.b  W.3.d  W.5  W.7 |
| The Moth Presents: Aleeza Kazmi  *Aleeza Kazmi* | MEDIA: VIDEO | | N/A | | N/A | | | | Media Vocabulary  performance  personal account  volume and pacing | | N/A | N/A | | Speaking and Listening: Group discussion |
| Standards |  | |  | |  | | | | SL.2 | |  |  | | SL.1, SL.1.a, SL.1.c, SL.1.d, SL.2 |
| Performance Task: Speaking & Listening Focus | | | | | | | | | | | | | | |
| Deliver an Oral Presentation  Prompt: When you take a stand, how much does winning matter? | | | | | | | | Standards: SL.1, SL.1.a, SL.4 | | | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | | | | | | | | |
| Writing to Sources: Argument  Prompt: Is it important for people to make their own choices in life?  Speaking & Listening Outcome: Oral Presentation | | | | | | | | Standards: W.1, W.9, W.10, SL.4, SL.5 | | | | | | |

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| Grade 8, Unit 4 | | | | | | | | | | | | | | | |
| Whole-Class Learning | | | | | | | | | | | | | | | |
| Title / Author | Genre | | Pre-reading Vocabulary Skill | Analyze Craft and Structure | | Concept / Technical / Media Vocabulary | | | Word Study | | Conventions or Style | | Writing to Sources | | Speaking and Listening |
| Flowers for Algernon  *Daniel Keyes* | SHORT STORY | | N/A | Development of Themes  Theme  Conflict  allusion | | Concept Vocabulary  [words are related to emotional and psychological states:]  subconscious suspicion despised deterioration introspective regression | | | Latin prefix *sub-* | | Conventions: Direct and Indirect Objects  direct object  indirect object | | N/A | | N/A |
| Standards |  | |  | RL.1  RL.2  RL.6  RL.9 | |  | | | L.4.b | | L.1  L.5  L.6 | |  | |  |
| from *Flowers for Algernon*  David Rogers | Script | | N/A | N/A | | words are used to describe someone who is performing at the highest level  Clarity  peak  unleashed | | | N/A | | N/A | |  | | Writing to Compare: Comparison-and-contrast essay |
| Standards |  | |  | RL.7 | |  | | |  | |  | |  | | RL.5  W.2  W.2.a, W.2.b  W.2.f  W.9.a |
| Performance Task: Writing Focus | | | | | | | | | | | | | | | |
| Write an Informative Speech  Prompt: What has happened to you so far as a result of the experiment, and what do you predict will happen to you as time progresses? | | | | | | | Standards: W.2.a-e, W.4, W.5, L.1, L.1.b | | | | | | | | |
| Small-Group Learning | | | | | | | | | | | | | | | |
| Title / Author | | Genre | | | Pre-reading Vocabulary Skill | Analyze Craft and Structure | | Concept / Technical / Media Vocabulary | | Word Study | | Conventions or Author’s Style | | Writing to Sources / Speaking and Listening / Research | |
| from *Blue Nines and Red Words /* from *Born on a Blue Day*  *Daniel Tammet* | | MEMOIR | | | Base Words | Analyze Informational Texts: Memoir and Reflective Writing  memoir  autobiography  reflective writing  central ideas | | Concept Vocabulary  [words related to the author’s visual perceptions of numbers:]  symmetrical  spiral  aesthetic | | Latin suffix *-ical* | | Conventions: Pronoun Case  cases  nominative case / subjective case  objective case  possessive case | | Research: Brief informational report | |
| Standards | |  | | |  | RI.2  RI.3  RI.5  RI.6 | |  | | L.4  L.4.b | | L.1 | | W.2, W.2.b, W.2.d, W.7, W.8 | |
| The Theory of Multiple Intelligences Infographic  *Howard Gardner* | | MEDIA: INFOGRAPHIC | | | N/A | N/A | | Media Vocabulary  Infographic  Icons  Labels and captions | | N/A | | N/A | | Speaking and Listening: Group discussion | |
| Standards | |  | | |  |  | | L.6 | |  | |  | | SL.1, SL.1.a, SL.1.b, SL.1.c, SL.1.d | |
| Retort  *Paul Laurence Dunbar*  from *The People, Yes*  *Carl Sandburg* | | Poetry Collection | | | Context clues | Poetic Structures  Poetic form  Rhyme scheme  Free verse  Sound devices  Alliteration  Consonance  Assonance | | Archaic Vocabulary  art  tress  fair | | Multiple-Meaning Words | | Conventions: Participial and Infinitive Phrases  participle  participial phrase  infinitive  infinitive phrase | | Speaking and Listening: Multimedia presentation  Dramatic Reading  Nonverbal multimedia presentation | |
| Standards | |  | | | L.5.b  L.4.a | RL.5  L.5 | | RL.4 | | L.4 | | L.4.c, L.1, L.1.a | | SL.1  SL.1.a  SL.5 | |
| Performance Task: Speaking and Listening Focus | | | | | | | | | | | | | | | |
| Present an Informative Multimedia Presentation  Prompt: How does each selection highlight a different way to be intelligent? | | | | | | | Standards: SL.1, SL.1.a-d, SL.4, SL.5, SL.6 | | | | | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | | | | | | | | | |
| Writing to Sources: Informative Essay  Prompt: In what different ways can people be intelligent?  Speaking & Listening Outcome: Speech | | | | | | | Standards: W.2, W.9, W.10, SL.4 | | | | | | | | |

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| Grade 8, Unit 5 | | | | | | | | | | | | | | |
| Whole-Class Learning | | | | | | | | | | | | | | |
| Title and Author | Genre | | Analyze Craft and Structure | | Concept / Technical / Media Vocabulary | | | Word Study | | Conventions or Author’s Style | | Writing to Sources | | Speaking and Listening |
| Uncle Marcos  from *The House of the Spirits*  *Isabel Allende*  translated by Magda Bogin | Novel Excerpt | | Characters  Character  Plot  Main character  Character traits  Round character  Flat character  Dynamic character  Static character  Dialogue | | Concept Vocabulary  [words related to cleverness and innovation:]  Decipher  Invincible  Contraption  Newfangled  Ingenuity  Improvisations | | | Latin suffix *-ity* | | Conventions: Subject Complements  linking verb  subject complement  predicate noun / predicate pronoun  predicate adjective | | Critical Review | | Class Discussion |
| Standards |  | | RL.1  RL.3 | | L.4 | | | L.4.b | | L.1 | | W.1  W.1.b  W.1.c  RL.9 | | SL.1  SL.1.a  SL.1.c |
| To Fly  from *Space Chronicles*  *Neil deGrasse Tyson* | Essay | | Analyze Text Structure: Expository Writing  expository writing  expository essay  description  comparison-and-contrast  cause-and-effect  allusions | | Concept Vocabulary  [words that show the contrast between innovative thinking and conventional thinking:]  enables  myopic  foresight  naiveté  prescient  seminal | | | Old English prefix *fore-* | | Conventions: Capitalization  proper nouns  proper adjectives | | Argumentative Essay | | Informative presentation |
| Standards |  | | RI.3  RI.4  RI.5  L.5.a | | L.4 | | | L.4  L.4.b | | L.2  L.2.c | | W.1  W.1.b  W.1.e | | SL.4  SL.5 |
| Small-Group Learning | | | | | | | | | | | | | | |
| Title and Author | | Genre | | Pre-reading Vocabulary Skill | Analyze Craft and Structure | | | Concept / Technical / Media Vocabulary | Word Study | | Conventions or Author’s Style | | Writing to Sources / Speaking and Listening / Research | |
| Nikola Tesla: The Greatest Inventor of All?  *Vicky Baez* | | Biography | | Base Words | Analyze Text Structure: Biographical Writing  Chronological order  Comparison and contrast  Cause and effect | | | Concept Vocabulary  engineer  current  generators | Multiple-Meaning Words | | Conventions: Commas and Semicolons  comma  semicolon  Coordinating conjunction  coordinate adjectives  nonrestrictive/nonessential phrases or clauses | |  | |
| Standards | |  | | L.5.b | L.5  RI.3  RI.5 | | |  | L.4  L.4.c  L.6 | | L.2  L.2.a | |  | |
| from *The Invention of Everything Else*  *Samantha Hunt* | | Novel Excerpt | |  | Word Choice: Figurative Language  figurative language  figures of speech  personification  simile  metaphor | | | Concept Vocabulary  [words relate to the reasons people invent and the results of their inventions:]  deficiencies  triumph revolutionized | Connotation and Denotation | | Conventions: Comparative and Superlative Forms of Adjectives and Adverbs  positive  comparative  superlative  irregular adjectives and adverbs | | Compare and contrast essay | |
| Standards | |  | |  | RL.4  L.5  L.5.a | | | L.4 | L.1  L.5  L.5.c | | L.8.1 | | W.2  W.9 | |
| 25 Years Later, Hubble Sees Beyond Troubled Start  *Dennis Overbye* | | Science Article | | Context Clues | Author’s Purpose: Diction and Tone  tone  diction | | | Concept Vocabulary  [words related to Hubble’s shortcomings or flaws:]  Dismay  Controversy  outcry | Latin root *-vers-* | | Conventions: Dashes and Ellipses  ellipsis  dash | | Speaking and Listening: Debate | |
| Standards | |  | | L.4.a | RI.10 | | | L.4 | L.4.b | | L.2  L.2.a  L.2.b | | SL.1  SL.1.a  SL.1.b  SL.1.c  SL.1.d  SL.3 | |
| Sounds of a Glass Harmonica | | MEDIA: VIDEO | | N/A | N/A | | | Media Vocabulary  zoom  video clip  focus | N/A | | N/A | | Research: Multimedia presentation | |
| Standards | |  | |  |  | | | L.6 |  | |  | | W.7  SL.1  SL.1.a  SL.1.b  SL.5 | |
| Performance Task: Speaking and Listening Focus | | | | | | | | | | | | | | |
| Present Multimedia Profiles  Prompt: How do people overcome enormous challenges? | | | | | | Standards: SL.1, SL.1.a–d, SL.3, SL.4 | | | | | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | | | | | | | | |
| Writing to Sources: Argument  Prompt: Which invention described in this unit has had the biggest impact on humanity?  Speaking & Listening Outcome: Speech | | | | | | | Standards: W.1, W.1.a-d, SL.3, SL.4 | | | | | | | |