ELA/ Literacy Unit Map Template

This is a Template. To make a copy that you can edit, please go to the **File Menu** and choose: **Make a Copy.** Please share your unit map with: [ci@sccoe.org](mailto:ci@sccoe.org) and your group members.

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| **Title of Unit** | The Truth |
| **Grade Level** | 8 |
| **Time** | 4 weeks |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | Students will compose an essay naming a truth that *The Outsiders* and Colonial America share.   * *Explain what is the truth and how is it shown in both places. How was the truth formed? What evidence lead you to that?* * *What is your truth right now? Why is this your truth? What actions and words and influences show your truth?* |
| **Targeted ELA/ Literacy CCSS** | RL8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  RL8.2. 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, plot  RL8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.  RL8.4. 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.  RL8.6. Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor  RL8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (IF TIME PERMITS) |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** |  |
| **Targeted ELD Standards** | Grade 8 Part I  A.1-4  Grade 8 Part II  B.6  C.11 |
| **Big Ideas** | One’s actions help reveal their truth  One’s words help reveal their truth  One’s surroundings influence choices/actions  One’s perspective shapes their version of truth |
| **Essential Questions** | * How can I bridge the gap between fiction/history and my world? * How are truths formed? * How do you figure out one’s truth? * What is my truth? * Do actions speak louder than words? * How is the theme revealed to me? |
| **Content** | * Building background knowledge of 1960’s   + popular culture     - music (Elvis, Hank Williams)     - actors, movies (Paul Newman, Cool Hand Luke)     - fashion--madras, “Happy Days”     - cars--Mustangs, Corvettes     - attitude toward smoking then versus now   + Literature     - Gone with the Wind     - Call of the Wild?   + Gang life then versus now   + Slang (heater, cooler, fuzz, tuff, )   + S.E. Hinton * Theme analysis   characterization-getting to know characters  looking at words and actions  point of view (connect to perspective in SS)  setting/general environment   * Author’s purpose   Why did S.E. Hinton write this story? What does she want us to learn? Is her purpose connected to the theme?   * Claim, evidence, reason (citing evidence based on a claim and explaining why) * Figurative language |
| **Skills** | * determine the point of view of The Outsiders * name and recognize the limitations of the point of view * look at actions of a character and infer the motivation of the character (why did the character do what he/she did?) * identify elements of setting and the general environment that impact characters * begin to understand why SE Hinton included “Nothing Gold Can Stay” and how the poem connects to her story * synthesize parts of the story and infer what each character believes * name what each group (Greasers/Socs) believes and values * decide which group they would like to be a part of and why * compare and contrast Ponyboy with Cherry * begin to determine author’s purpose and apply it to a possible theme * examine elements of characters’ actions and words and the setting to determine a possible theme |
| **Vocabulary**  **(Academic and Content)** | compare/contrast, infer, analyze  theme, characterization, point of view (limited, omniscient), setting (general environment), author’s purpose, truth |
| **Activities** | * Building background knowledge of the 1960’s   + give each table group a relevant topic and they explore and create a prezi detailing their findings |
| **Formative Assessments** |  |
| **21st Century Skills Targeted**  **(E- Encouraged; T- Directly taught)** | \_\_T\_\_Communication  \_\_T\_\_Collaboration  \_\_E\_\_Creativity  \_\_T\_\_Critical Thinking  \_\_T\_\_Research  \_\_T\_\_Technology  \_\_T\_\_Multimedia |
| **Reflection on Learning** | \_\_T\_\_ Self-Assessment  \_\_T\_\_ Peer Assessment |
| **Resources**  **(print and multimedia)** | *The Outsiders* by S.E. Hinton  Laptops, iPads, smart phones  The movie *The Outsiders*  Unit Map for Colonial America |