

# East EPO Course Overview

## English 6

### East ELA 6 - 12 Transfer Goals:

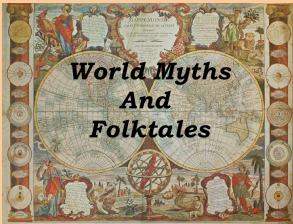
- Unit 1 (ELA 6-8): Engage purposefully with texts in order to achieve learning goals and make connections to the larger world. They will use strategies in order to understand the author's purpose, choices, and the impact of those choices.
- Unit 2 (ELA 6-8): Argue from an evidence-based perspective, using effective persuasive techniques in order to challenge the status quo.
- Unit 3 (ELA 6-8): Engage in research by asking meaningful questions, identifying and accessing appropriate resources, and seeking answers through critical analysis of print and non-print texts.
- Unit 3 (ELA 6-8): Engage in rich, critical discussions about texts and topics in order to push their own thinking and the thinking of others toward a bigger idea.
- Units 1 & 4 (ELA 6-8): Plan and compose written pieces for a variety of purposes and audiences, making intentional and effective choices about structure, language, style, and/or mode of presentation.

### Yearlong Pacing Guide:

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
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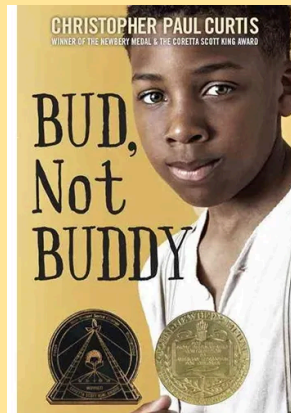
#### Unit 1

Comparative World Mythology



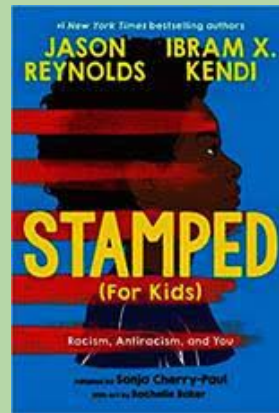
#### Unit 2

How People Develop and Formulate Rules to Live By & *Bud Not Buddy* by Christopher Paul Curtis



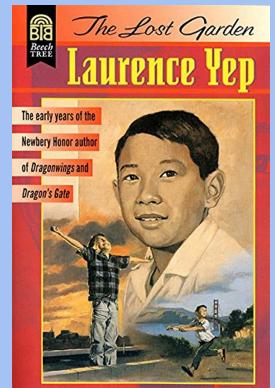
#### Unit 3

Racism, Antiracism and You & *Stamped For Kids* adapted by Sonia Cherry Paul

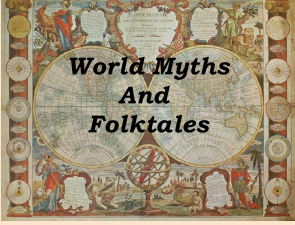


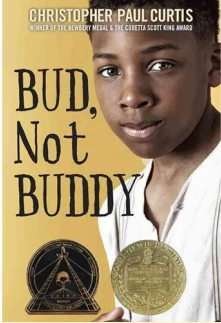
#### Unit 4

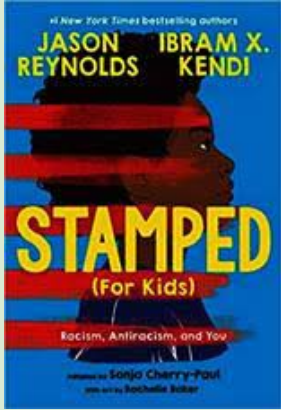
*The Lost Garden* by Laurence Yep & Silk Road (ELA/SS Interdisciplinary unit)

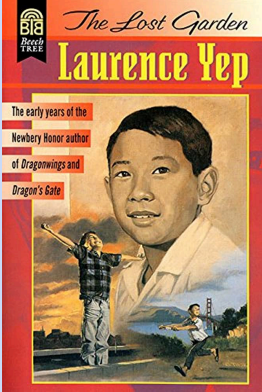


# English 8 Course Overview Units 1 - 4

Unit 1	Enduring Understandings:	Essential Questions:
<p>Comparative World Mythology</p> 	<p>UNDERSTANDINGS</p> <p><b><i>Students will understand that...</i></b></p> <ul style="list-style-type: none"> <li>• <b>U1:</b> Authors and story-tellers use story elements to convey themes in literature that helped explain the natural world</li> <li>• <b>U2:</b> Similarities exist between different world mythologies</li> <li>• <b>U3:</b> Myths and folktales impact the core values of various cultures</li> </ul>	<p><i>Students will consider such questions as...</i></p> <ul style="list-style-type: none"> <li>• How do authors and storytellers convey themes?</li> <li>• What is a myth and why do myths matter?</li> <li>• What is comparative mythology and what are some common themes?</li> <li>• How do myths and folktales play a role in a culture's core values?</li> </ul>
<p><b>ELA Transfer Goal:</b></p> <p><i>At the end of this unit, students will use what they have learned to independently...</i></p> <p><b>Primary ELA Transfer Goal:</b> Engage purposefully with texts, using strategies in order to understand the author's purpose, choices, and impact, achieve learning goals, and connect self to the larger world.</p> <p><b>Secondary ELA Transfer Goal:</b> Plan and compose written pieces for a variety of purposes, making intentional and effective choices about structure, language, style, and mode of presentation to engage your intended audience.</p>		
<p><b>Performance Task (PT):</b></p> <p>Students have closely read various myths and folktales from around the world, with a heavy focus on Greek myths, Indigenous folktales and myths, African-American myths, and folktales from the African diaspora. In this performance task, scholars will have a chance to apply their knowledge of myths and their purpose as well as understand that world myths contain similar themes used over the course of centuries. Through the study of myths, story elements and the narrative arc, scholars will write a well-developed CcEEAC essay. In this essay scholars will explore common themes within the myths studied and write an essay explaining common themes found. Students will use various myths they have studied and closely read to complete an essay on the power of story-telling, the power of story elements and how myths impact various cultures.</p> <p><b>Criteria for Success:</b></p> <ul style="list-style-type: none"> <li>• Provides a clear, accurate, and creative informative essay about the way in which myths impact various cultures' core values while noting common themes from various myths and folktales from around the world</li> <li>• Demonstrates understanding of figurative language, how specific word choice and connotation impacts tone and meaning</li> <li>• Follows the conventions of standard written English</li> <li>• Publishes their polished final product to an audience in a professional manner and provides insightful feedback to other students upon the presentation of their essays to student audience</li> <li>• Reflects meaningfully upon their own use of figurative language to express a theme upon their ability to meet the Unit transfer goals &amp; understandings, as well as their overall experience by completing the unit of study</li> </ul>		

Unit 2	Enduring Understandings:	Essential Questions:
<p>How People Develop and Formulate Rules to Live By &amp; <i>Bud Not Buddy</i> by Christopher Paul Curtis</p> 	<p><b><i>Students will understand that...</i></b></p> <ul style="list-style-type: none"> <li>• <b>U1:</b> People develop “rules to live by” through their own life experiences to help them survive and thrive and they communicate these rules through a variety of literary modes.</li> <li>• <b>U2:</b> Authors often purposefully use particular techniques including precise word choice, figurative language, and text structure to affect the meaning that readers make from the text.</li> </ul>	<p><b><i>Students will consider such questions as...</i></b></p> <ul style="list-style-type: none"> <li>• How do people formulate and use “rules to live by” to lead better lives?</li> <li>• How and why do people communicate these “rules” to others?</li> <li>• How do our lived experiences determine how and why we formulate individual RTLB in order to survive and thrive?</li> </ul>
<p><b>ELA Transfer Goal:</b> <i>At the end of this unit, students will use what they have learned to independently...</i></p> <p><b>Primary ELA Transfer Goal:</b> Argue from an evidence-based perspective, using effective persuasive techniques in order to challenge the status quo.</p> <p><b>Secondary ELA Transfer Goal:</b> Engage in rich, critical discussions about texts and topics in order to push their own thinking and the thinking of others toward a bigger idea.</p>		
<p><b>Performance Task (PT):</b> By writing a 5-paragraph analytical essay scholars will address the following prompt: <i>How can rules to live by help one thrive?</i> First, scholars research or choose from a bank of rules that help people thrive. They will then develop 3 talking points to go with their claim about their “thrive” rule. Body paragraphs will use evidence and reasons from 1-2 of the texts we read in class and at least 1 online article that they research. Evidence should include facts and statistical data; and analysis should include paraphrased evidence from credible online sources as well as texts discussed throughout the unit. Scholars will self-assess/peer-assess against the given elements in the essay rubric. Scholars will present their essays to an audience, receiving additional feedback.</p> <p><b>Criteria for Success:</b></p> <ul style="list-style-type: none"> <li>• Essay contains an introduction with a well- defined hook, claim about RTLB and 3 talking points to be discussed in the body paragraphs</li> <li>• 4 Body paragraphs that start with topic sentences about the talking points; supported by statistical facts, concrete details, quotations and citations from research and literary texts. Evidence is both paraphrased and cited verbatim</li> <li>• Essay articulates original analysis of evidence from informational and literary texts using transitional phrases for comparing rules to live by</li> <li>• Conclusion revisits the thesis and talking points wrapping up in a way that leaves the reader thinking</li> </ul>		

Unit 3	Understandings:	Essential Questions:
<p>Racism, Antiracism and You &amp; <i>Stamped For Kids</i> adapted by Sonia Cherry Paul</p> 	<p><b><i>Students will understand that...</i></b></p> <ul style="list-style-type: none"> <li>• U1: racist ideas hold people down and antiracist ideas lift people up.</li> <li>• U2: until we learn about race, the poison of racism will not go away.</li> <li>• U3: words matter, stories matter, truth and lies matter.</li> </ul>	<p><i>Students will consider such questions as...</i></p> <ol style="list-style-type: none"> <li>1. How do racist ideas hold people down and antiracist ideas lift people up?</li> <li>2. In what ways are you learning about race and racism? In what ways are you unlearning things about race and racism?</li> <li>3. Who are the people that are part of your daily life (family, friends, teachers, teammates, coaches, etc.) that, in your opinion, are antiracist? Who of these people are from a racial, cultural, or social-class background that differs from your own? How does this influence your understanding about race and racism?</li> <li>4. In what ways have people taken action to create an anti-racist future?</li> </ol>
<p><b>Transfer Goal:</b>  <i>At the end of this unit, students will use what they have learned to independently...</i></p> <p><b>Primary ELA Transfer Goal #3:</b> Students who graduate from our program will engage in research by asking meaningful questions, identifying and accessing appropriate resources, and seeking answers through critical analysis of print and non-print texts.</p> <p><b>Secondary ELA Transfer Goal #4:</b> Engage in rich, critical discussions about texts and topics in order to push their own thinking and the thinking of others toward a bigger idea.</p>		
<p><b>Performance Task (PT):</b></p> <p><b>Audience:</b> Students will create presentation boards, or in some cases Google slides presentations, that they will share at the symposium in the collaboratorium, using their best communication skills to advance their information about an antiracist individual and they will address any questions that their audience may pose for them. Students will create invitation(s) to symposium for their families, fellow LS classmates and East LS and US staff to attend.</p> <p><b>Product:</b> In this unit, for the performance task, scholars will create a visual (poster/work of art/slideshow) that speaks to the following: In <i>Stamped (For Kids)</i> the authors discuss racist, assimilationist, and antiracist ideas that have been woven into the fabric of world history and our nation. Based on your knowledge of race and racism, what individual in history, past or present, embodies antiracist ideas? Create a poster or work of art that answers the following questions:</p> <ol style="list-style-type: none"> <li>1. What individual in history, past or present, embodies antiracist ideas?</li> <li>2. How do you know this person is an antiracist?</li> <li>3. What led this person to become an antiracist?</li> <li>4. In what ways can you contribute, as this person had, to an antiracist future?</li> </ol>		

Unit 4	Understandings:	Essential Questions:
<p data-bbox="66 157 483 258"><i>The Lost Garden</i> by Laurence Yep &amp; Silk Road (ELA/SS Interdisciplinary unit)</p> 	<p data-bbox="521 157 906 186"><b><i>Students will understand that...</i></b></p> <ul data-bbox="521 195 1039 688" style="list-style-type: none"><li>• <b>U1:</b> An author's culture, background, and purpose can affect the narrator's point of view</li><li>• <b>U2:</b> Point of view is also conveyed in an informational text in how an author introduces, illustrates, and elaborates on a topic</li><li>• <b>U3:</b> Diverse points of view help us to live in an increasingly diverse society</li><li>• <b>U4:</b> Print and non-print articles contain multiple perspectives of the same event in order to give the reader a sense of what an event was like for a lot of different people</li></ul>	<p data-bbox="1071 157 1507 222"><i>Students will consider such questions as...</i></p> <ul data-bbox="1071 231 1563 653" style="list-style-type: none"><li>• How does an author develop the narrator's point of view and perspective?</li><li>• How does an author's culture affect his perspective, and how is that perspective communicated through his writing?</li><li>• How does an author's purpose affect the narrator's point of view?</li><li>• What is the purpose of studying various print and non-print articles covering the same topic?</li></ul>
<p data-bbox="56 737 224 766"><b>Transfer Goal:</b></p> <p data-bbox="56 772 1039 802"><i>At the end of this unit, students will use what they have learned to independently...</i></p> <p data-bbox="56 808 1542 873"><b>Primary ELA Transfer Goal:</b> Plan and compose written pieces for a variety of purposes and audiences, making intentional and effective choices about structure, language, style, and/or mode of presentation.</p> <p data-bbox="56 915 1550 980"><b>Secondary ELA Transfer Goal:</b> Engage in rich, critical discussions about texts and topics in order to push their own thinking and the thinking of others toward a bigger idea.</p>		
<p data-bbox="56 1033 643 1062"><b>Curriculum-Embedded Performance Task (CEPT):</b></p> <p data-bbox="56 1068 1563 1312">Students will present a claim, reasons, and compelling evidence for their argument in response to the question: How did the 1906 San Francisco earthquake and fire affect the people of San Francisco? Students will inform and persuade people that critical events in society have a varying impact on people and cultures; and that there are many considerations that need to be addressed when a critical event happens. Students write a newspaper article in response to the question: How did the 1906 San Francisco earthquake and fire affect the people of San Francisco? They choose an angle for their newspaper article and select factual information and eyewitness quotes from research that is most compelling and relevant to their angle. They follow the journalist's inverted pyramid structure to organize their research and their writing.</p> <p data-bbox="56 1354 293 1383"><b>Criteria for Success:</b></p> <p data-bbox="56 1390 1559 1562">In multiple options of live audience presentation format, students will be able to: Use of credible information from authoritative sources; provide a persuasive claim based on evidence; organize evidence in final project presentation; respond to counterclaims effectively; annotate texts, organize and manage notes in preparation for final presentation; determine and use effective visuals in final presentation; take ownership of their claim and materials; and demonstrate thorough research and understanding of the event.</p>		