

Grade 8 Module 2 Unit 1
Canterbury Public Schools

Subject	ELA
Grade Level	8
Unit Title	Food Choices Researching to Build and Present Knowledge
Unit Goals	<p>Read and watch videos from NourishLife</p> <p>Evaluate the author's motives, points of view, purposes, including whether and how conflicting viewpoints are addressed.</p> <p>Evaluate the advantages and disadvantages of using different mediums to convey information.</p> <p>Research different topics that impact access to healthy food and write an expository essay.</p> <p>Write an argumentative essay about the food choices they think would most benefit their community and present their claim to an audience.</p>
Pacing (# of weeks)	3 weeks
Standards	<p>SL. 8.2, 8.3, 8.4 8.5,8.8</p> <p>L 8.1,8.28.4a,8.4b,8.5,8.5b,8.5c,8.6</p> <p>RI.8.1, 8.5, 8.6, 8.7, 8.8, 8.9 , 8.10</p> <p>W.8.1,8.1a, 8.1b, 8.1c,8.1d,8.1e, 8.4,8.6,8.7,8.8,8.10</p>
Content/Conceptual Knowledge (know)	<p>Where foods come from and their influence on the human body</p> <p>The amazing uses of corn</p> <p>An author can often select resources to make a point or to argue a point</p> <p>An author's point of view can influence their presentation on a topic</p>
Skills (be able to do)	<p>Examine artifacts</p> <p>Read excerpts</p> <p>Analyze video clips</p> <p>Analyze the author's purpose and point of view as well as the structural elements used to convey key ideas</p> <p>Delineate and evaluate the author's arguments by tracking his central claim, supporting points, evidence, and reasoning.</p> <p>Evaluate whether the author's evidence and reasoning are sufficient and sound and consider if and how he addresses conflicting viewpoints.</p> <p>Evaluate an author's notices for conveying information and consider the advantages and disadvantages of using different mediums to do so.</p> <p>I can:</p>

	<p>Infer the topic from the resources</p> <p>Select a research reading text</p> <p>Analyze an author's point of view and purpose in an excerpt and in text</p> <p>Analyze the author's purpose and point of view and explain how he acknowledges conflicting viewpoints.</p> <p>Analyze how an author acknowledges conflicting viewpoints</p> <p>Identify the structure of a specific paragraph in a text and explain how it develops in a key concept</p> <p>Delineate an argument</p> <p>Evaluate an argument and assess the resources - relevant and sufficient</p> <p>Distinguish between relevant and irrelevant evidence</p> <p>Evaluate an argument</p> <p>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>Analyze two texts that provide conflicting information</p>
<p>Essential Questions</p>	<p>Where does our food come from?</p> <p>How do we analyze arguments about how food should be grown and processed?</p> <p>What factors influence our access to healthy food? How do we research this?</p> <p>What factors should we prioritize when making choices about our food? How do we share these recommendations with others?</p>
<p>Enduring Understandings</p>	<p>Consumers have many choices when it comes to eating healthy foods. The choices are complicated and varied- from processed to or industrially produced food; to industrial organic food, to local and sustainable food. Deepening understanding about the variety of processes and practices can help consumers understand more about where their food comes from and make more informed choices about the food they eat.</p> <p>The choices consumers make around food impact their own health and the sustainability of the environment.</p> <p>Choices about eating healthy food, and conflicting information about the impact of processes and practices, can present a dilemma to consumers.</p> <p>Delineating an author's arguments helps readers more deeply understand the purpose, point of view, evidence and reasoning presented on a topic.</p> <p>When evaluating arguments, considering an author's point of view and purpose help readers understand the motive behind the information presented.</p> <p>Understanding motive can help consumers interpret information and enable them to make decisions.</p> <p>There are different view points and understandings about a topic and conflicting information helps to argue intelligently.</p>

	<p>It is always good to evaluate resources when doing research. There are advantages and disadvantages to different mediums. How we access information influences how we interpret it. When making an argument, it's necessary to acknowledge, alternate, related arguments in order to show that we have considered all perspectives.</p>
Vocabulary	<p>Access, dilemma, omnivore, prioritize, food chain, organic, processed food, concept, conflicting viewpoints , structure, subsidy, yield, compare and contrast, descriptive paragraph, GMO foods, high-fructose corn syrup, narrative paragraph, argument, claim, delineate, reasoning, relevant, sound, sufficient, irrelevant, infographic, food miles,</p>
Common Learning Experiences	<p>Read the "Omnivore's Dilemma"- close read- focus on the author's point of view and perspective, analyzing the structure the author uses and how it contributes to key points Evaluate arguments and consider whether or not the evidence is sound Analyze the purpose and motive behind information presented in different media. Complete note catchers Listen to audio versions of texts Use technology to assist in writing essays Use criteria for evaluating writing Work time Turn and talk Independent research reading</p>
Assessments	<p>Roundtable discussions of food choices Infographic and interactive presentation Analyze structure, determine point of view, and evaluate arguments Selected response and short constructed responses Analyze the purpose of information, evaluate mediums, and analyze conflicting information in video and text Use criteria for presentations : Speak slowly and clearly, articulating each word carefully Speak at an appropriate volume for everyone to hear Use more formal language rather than the kind of language we might use in a discussion Make eye contact Face the audience Point occasionally as is needed to convey information</p> <p>Answer selected and constructed response questions and analyze the author's point of view and perspective. Analyze structure Determine whether or not evidence is sound and sufficient</p>

	<p>Analyze the purpose and motive behind information shared</p> <p>Entrance and exit slips</p> <p>Sticky notes</p>
<p>Resources student and teacher</p>	<p>Texts, The Omnivore's Dilemma</p> <p>Nourish: short films</p> <p>Excerpts from Chew on this: What You Don't Want to Know about Fast Food</p> <p>Is Eating Healthy Really More Expensive?</p> <p>To GMO or NOT to GMO?</p> <p>Sticking up for Coke, Sort of</p> <p>The Advantages and Disadvantages of Pesticides</p> <p>Food Desert</p> <p>Organic Food</p> <p>Infographics</p> <p>Illustrations</p> <p>Graphics</p> <p>Prompt cards</p> <p>Anchor charts</p>

Grade 8 Module 2 Unit 2
Canterbury Public Schools

Subject	ELA
Grade Level	8
Unit Title	Foods
Unit Goals	<p>Research a second topic about access to food Pesticides, organic food, food desserts, high- fructose corn syrup, conduct research independently.</p> <p>Plan and draft an informative essay using Painted Essay template- explain how the topic they chose to research impacts access to healthy food</p>
Pacing (# of weeks)	3 - 4 weeks
Standards	RI.8.1,RI.8.10 W.8.7,8 SL.8.4,5 L.8.6
Content/Conceptual Knowledge (know)	<p>That corn is the component of most foods we eat</p> <p>The food industry uses GMOs when growing our foods</p> <p>Where food comes from</p> <p>And the role of farmers and agribusiness in food production</p> <p>Quotation and paraphrasing strategies</p> <p>Use language dives to improve and instruct writing</p>
Skills (be able to do)	<p>Cite evidence that supports the influence GMOs have on our access to food</p> <p>Assess the credibility of digital sources while conducting research</p> <p>Use search terms effectively to gather information from digital resources</p> <p>Conduct research to answer a question about factors that influence our access to healthy food</p> <p>Conduct research to answer a new question about food choices and sustainability</p> <p>Find the gist of a model essay</p> <p>Analyze a model essay to generate criteria of an effective information essay on my case study</p> <p>Plan an introduction to an informative essay that includes a strong focus statement</p> <p>Identify indicators for speaking clearly and using appropriate eye contact</p> <p>Plan Proof paragraphs for an informative essay that include relevant details, examples, and evidence that support my focus statement</p> <p>Present my proof paragraphs to a partner using appropriate eye contact and volume</p> <p>Plan a concluding paragraph</p>

	<p>Give kind respectful and specific feedback</p> <p>Organize my research findings ideas and learned vocabulary to present to an audience</p> <p>Clearly integrate multimedia and visual displays into presentations to add interest in my presentation</p> <p>Use appropriate eye contact, adequate volume, and clear pronunciation</p> <p>Use academic and domain-specific words and phrases when speaking to my topic</p> <p>Clearly communicate my research findings</p> <p>Present my information/findings and teach my audience new information</p>
Essential Questions	<p>How does bias play a role in writing essays?</p> <p>What are the effects on humans from GMOs?</p> <p>What are some of the results of manipulated farm products?</p> <p>What kinds of research is needed to treat foods wisely?</p> <p>Are there criteria for writing essays and opinion paragraphs that are backed up by research?</p> <p>What skills are necessary for completing a narrative/expository essay?</p>
Enduring Understandings	<p>Farmers use strategies and tactics to grow healthy foods.</p> <p>Agribusiness is the mainstay to commercial product development.</p> <p>Climate change has affected agribusiness in a large way.</p> <p>Using models in writing creates a systematic way to guide the writing process.</p> <p>Integrating visuals brings information alive for listeners</p>
Vocabulary	<p>Bias, credibility, research terms, pesticide rift, fungicides, herbicides, EPA Environmental Protection Agency, insecticides, socioeconomic, impoverished, supply and demand, farmers markets, proximity, organic, synthetic, USDA certification, contaminants</p> <p>Disparity</p> <p>High-fructose corn syrup,</p> <p>Calories, fat accumulation, starch, fructose, glucose</p>
Common Learning Experiences	<p>Work time for research</p> <p>Note catchers</p> <p>Generate questions to get research going</p> <p>Analyze a model essay</p> <p>Plan using a graphic organizer</p> <p>Writing a draft of an essay</p> <p>Preread and reread to find gist of a text</p> <p>Peer critiques</p>

Assessments	Research skills Prepare a short lesson to present their findings to classmates including visuals Entrance and exit slips Climate change and food shortages mid unit assessment Informative writing essay Language dive Presentation using created criteria
Student Resources	The Omnivores's Dilemma Sticking up for Coke, Sort Of The Advantages and Disadvantages of Pesticides - article To GMO or Not to GMO? Food Desert Organic Food A Shock to the Food System. Researchers tool kit Vocabulary logs
Teacher Resources	Anchor charts Texts - see above Mini lessons prep Paint an Essay lesson plans to review the color coding and p purpose of each color the template

ELA Grade 8 Module 2 Unit 3
Canterbury Public Schools

Subject	ELA
Grade Level	8
Unit Title	Food Choices
Unit Goals	Analyze language and connotations in text in order to understand author's purpose Consider the many choices they have researched and formulate an argument about a choice Plan and draft an argument essay to defend their claim Present , visually depict their argument and prepare prompt cards to use in the presentation Create an infographic
Pacing (# of weeks)	3-4 weeks
Standards	W.8.1,W.8.4,W.8.6,W.8.9,W.8.10 L.8.1,L.8.2,L.8.4a,L.8.4b,,L.8.4b,L.8.5b,L.8.5b,L.8.5c,L.8.6
Content/Conceptual Knowledge (know)	Feedback is a guide for writing an essay Templates can guide writing an essay supporting documents that are appropriate and clear support a claim Prompt cards can help with a presentation Visuals support a presentation
Skills (be able to do)	Write and argument Distinguish claims from alternate or opposing claims Organize the reasons and evidence logically Support claims using evidence that is accurate, credible, and demonstrates an understanding of the topic or text Use words, phrases and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons and evidence Establish and maintain a formal style Provide a concluding statement that supports the argument presented Produce clear and coherent writing in which the development , organization, and style are appropriate to the task, purpose, and audience Draw evidence from appropriate sources Plan for a presentation to classmates Demonstrate command of the conventions of standard English language- capitalization, punctuation, and spelling Use context as a clue to the meaning of a word

	<p>Use common affixes and roots as clues to the meaning of a word</p> <p>Use the relationship between particular words to better understand each word</p> <p>Distinguish among connotations of words with similar denotations</p> <p>Acquire and use grade-level appropriate general academic and domain-specific words and phrases ; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>
Essential Questions	<p>How do you plan for a presentation using visuals?</p> <p>What are the main components of an argumentative essay?</p>
Enduring Understandings	<p>Words can be similar in meaning but have connotations that make them different</p> <p>Technology is an important part of a presentation by giving visual clues to purpose and support for audience understanding</p>
Vocabulary	<p>Connotation, denotation, agribusiness, nitrogen, hypoxic, runoff, sustainable, counter claim, main claim, car sharing, lit rail, key points,</p>
Common Learning Experiences	<p>Work time</p> <p>Language dive</p> <p>Independent research on a topic</p> <p>Analyze word connotations</p> <p>Reading text</p> <p>Entrance and exit slips</p> <p>Gather evidence to support claim</p> <p>Find the gist of a model argument essay</p> <p>Analyze a model argument essay</p> <p>Debrief</p> <p>Revise and edit texts</p> <p>Plan an essay</p> <p>Partner read and feedback</p> <p>Pair Share</p>
Assessments	<p>Note catchers</p> <p>Entrance and exit slip</p> <p>Presentation</p> <p>Essay</p> <p>Analyze language</p>
Student/teacher Resources	<p>Anchor charts</p> <p>Model essays</p>

	Checklists Argument writing checklists Sticky notes Note catchers The Omnivore's Dilemma Young Readers edition
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