Unit overviews and alignments

Program structure and standards alignment

Amplify ELA includes three grades that are each built on seven units of instruction. Within each unit, several sub-units divide a unit’s texts and skills into manageable learning goals.

The following unit overviews help show how the unit is organized, connections between standards and the Amplify ELA Learning Experiences and skills being taught to help teachers best understand and use these resources. The sub-unit overviews that follow indicate where the skills are taught and assessed. With the exception of a very few sub-units, which focus exclusively on one skill, most sub-units address all four skill sets. See the below icons on the overview pages to help see where and when standards are taught and practiced.

To ensure that every middle school student can meet the CA CCSS for ELA/Literacy, Amplify ELA includes formative assessments that allow teachers to track progress and adjust instruction to ensure progress across sub-units and units as texts and tasks change. For a deeper discussion of how these skills relate to the standards, and how teachers can use them to track student progress and adjust instruction, see Section 2 of this Teacher Program Guide.

The unit profile at the top of each page conveys the variety from unit to unit in actual texts, genres, text structures, content focus, writing tasks, and approach to character and perspective. In contrast, you will find continuity in the collection of Amplify ELA Learning Experiences that persist across units.

The Learning Experiences listed below are the primary ways in which students engage in close reading and communicating about complex text, and have been specifically designed to target the five themes of ELA instruction as defined by the CA CCSS for ELA/Literacy and are at the heart of the Amplify ELA curriculum. Students become proficient at these Learning Experiences and once adept, use them expertly to unpack texts of greater and greater complexity.

**Learning Experiences**
- Working With Text Out Loud
- Working Visually
- Working With Text as Theater
- Choosing the Best Evidence
- Writing for an Authentic Evidence
- Revising
- Debating

For a deeper discussion of how the standards, the Learning Experiences and the skills targeted by formative assessments work together, see Section 2 of this Teacher Program Guide.
Grade 6 | Unit A | Sub-unit overview

### 6A Dahl & Narrative

**Sub-Unit**
- 6A.1 Welcome!
- 6A.2 Get Started
- 6A.3 Boy: Tales of Childhood
- 6A.4 Write an Essay

**Character & Narrator**
- Observe how an author creates a character
- Focus on a moment in the text and develop a unique perspective about it

**Text Structure**
- Sensory and figurative language

**Content**
- Early 20th century British boarding school experience
- *Boy: Tales of Childhood* by Roald Dahl

### Grade 6 Common Core Standards

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### Learning Experiences

- Working with Text out Loud
- Working Visually
- Working with Text as Theater
- Using the Text as Referee
- Choosing the Best Evidence
- Writing for an Authentic Audience
- Revising
- Debating

### Skills

- Writing Skills
- Writing Habits
- Reading Skills
- Reading Habits
# Grade 6 | Unit B | Sub-unit overview

## 6B Tom & Sherlock

### Sub-Unit

<table>
<thead>
<tr>
<th>6B.1 The Adventures of Tom Sawyer / 6B.2 “The Speckled Band” / 6B.3 “The Red-Headed League” / 6B.4 Write an Essay</th>
</tr>
</thead>
</table>

### Character & Narrator
- Describe how a character builds across many scenes
- Make connections between two or three moments in the text to show change

### Text Structure
- Figurative language and dialect; plot development

### Content
- 19th century rural America; 19th century London

## SUB-UNITS

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### California Common Core Standards

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### Learning Experiences

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</table>
## Grade 6 | Unit C | Sub-unit Overview

### 6C The Chocolate Collection

#### Sub-Unit Overview

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<tr>
<th>Sub-Unit</th>
<th>6C.1 Info Lit</th>
<th>6C.2 Scavenger Hunt and Internet Research</th>
<th>6C.3 Argumentative Writing and Collection Research</th>
<th>6C.4 Debate and Internet Research</th>
<th>6C.5 Write an Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explore how to find the best sources for targeted research.</strong></td>
<td><strong>Race to find the answer in primary and secondary source texts.</strong></td>
<td><strong>Research and write about the links between chocolate and slavery.</strong></td>
<td><strong>Should school lunches include chocolate? Why? Why not?</strong></td>
<td><strong>Informative or argumentative, chocolate is a rich subject to write about.</strong></td>
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### California Common Core Standards

- **Reading Literature**
- **Reading Informational Text**
- **Writing**
- **Speaking & Listening**
- **Language**

### Learning Experiences

- Working with Text and Line
- Working Visually
- Working with Text as Theater
- Using the Text as Reference
- Choosing the Best Evidence
- Writing for an Authentic Audience
- Revising
- Debating
- Writing Skills
- Writing Habits
- Reading Skills
- Reading Habits

### Skills

- Journalism
- Primary-Source Historical Documents
- Identifying various sources’ perspectives on a topic
- Synthesizing information from several sources to develop an argument
- Various types of historical and cultural documents
- Exploring the economic and cultural significance of a product in societies
- Excerpts from a range of documents, including: “Prehistoric Americans Traded Chocolate for Turquoise” from National Geographic News / “Eat More Chocolate, Win More Nobels” from Associated Press / “Chocolate” by Rita Dove
Grade 6 | Unit D | Sub-unit overview

**6D The Greeks**

**Sub-Unit**

6D.1 Quest: Myth World / 6D.2 Prometheus / 6D.3 Odysseus / 6D.4 Arachne
6D.5 Write an Essay

- Analyze what symbolic characters show about human nature
- Argue a claim about the fairness of a character’s decision
- Untangle how one girl’s boasts results in a winner-take-all contest with a Goddess.

**Genres**

- Myths
- Epic Poetry

---

**SUB-UNITS**

- **6D.1 Quest: Myth World**
  - Explore the Greek Myth World and use your insights into famous characters to defeat the Gods.

- **6D.2 Prometheus**
  - Weigh the arguments and witness what happens when Prometheus steals fire to give to humans.

- **6D.3 Odysseus**
  - Witness Odysseus’s adventures as you examine how his strengths may also cause him trouble.

- **6D.4 Arachne**
  - Untangle how one girl’s boasts results in a winner-take-all contest with a Goddess.

- **6D.5 Write an Essay**
  - Explain whether these stories present an argument for or against human pride.

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**RL Reading Literature**

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**Learning Experiences**

- Working with Text out Loud
- Working Visually
- Working with Text as Theater
- Using the Text as Evidence
- Writing for an Authentic Audience
- Revising
- Debating
- Writing Skills
- Writing Habits
- Reading Skills
- Reading Habits

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**Skills**

- Standard taught explicitly in this sub-unit
- Standard practiced in this sub-unit

---

**California Common Core Standards**

- Grade 6 | Unit D | Sub-unit overview
# Grade 6 | Unit E | Sub-unit overview

## 6E Reading the Novel

### Sub-Unit 6E.1 M.C. Higgins, the Great / 6E.2 Write an Essay

### Genre
- **Realistic Fiction**

**California Common Core Standards**

<table>
<thead>
<tr>
<th>Sub-Unit</th>
<th>Standard taught explicitly in this sub-unit</th>
<th>Standard practiced in this sub-unit</th>
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<td><img src="image4.png" alt="Image" /></td>
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</table>

### Texts in this Unit
- *M.C. Higgins, the Great* by Virginia Hamilton

### Text Structure
- Mid-20th-century Appalachia, strip-mining and environmental destruction

### Content
- Trace patterns of consistency and inconsistency throughout the novel

### Sub-Unit Overview
- **Character & Narrator**
  - Analyze a complex character’s growth across a multi-layered novel
- **Narrative with temporal shifts and ambiguous resolution**
- **M.C. Higgins, the Great**

### Learning Experiences

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### Skills

- **Writing Skills**
  - Writing for an Authentic Audience
  - Publishing

- **Debate Skills**
  - Debating

- **Reading Skills**
  - Reading Habits

### Skills Details

- Working with Text in Context
- Working Visually
- Working with Text as Theater
- Using the Text as Referee
- Choosing the Best Evidence
- Writing for an Authentic Audience
- Publishing
- Debating
- Reading Habits
- Reading Habits
## Grade 6 | Unit F | Sub-unit overview

### 6F The Titanic Collection

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<th>6F.2 Scavenger Hunt and Internet Research</th>
<th>6F.3 Passport and Exploring</th>
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<td>Explore how to find the best sources for targeted research.</td>
<td>Race to find the answer in primary and secondary source texts.</td>
<td>Experience the Titanic as a passenger. What was it really like?</td>
<td>Discuss the class and ethical issues that surrounded the Titanic.</td>
<td>Who were the Titanic orphans? Who was responsible for the sinking of the unsinkable ship?</td>
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### Learning Experiences

- Working with Text and Link
- Working Visually
- Working with Text as Theater
- Using the Text as Reference
- Choosing the Right Evidence
- Writing for an Authentic Audience
- Revising
- Deliberating

### Skills

- Writing Skills
- Writing Habits
- Reading Skills
- Reading Habits
## Grade 6 | Unit G | Sub-unit overview

### 6G Beginning Story Writing

**Sub-Unit**
- 6G.1 Creating a Believable Character
- 6G.2 Experimenting With a Second Character
- 6G.3 Writing a Short Story

**Character & Narrator**
- Create a believable character
- Write an original short story

**Writing**
- Dialogue; plot structure
- Creative writing

**Text Structure**
- N/A

**Content**
- N/A

**Texts in this Unit**
- N/A

**N/A**

### California Common Core Standards

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<th>6G.2 Experimenting With a Second Character</th>
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### Learning Experiences

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<th>Choosing the Best Evidence</th>
<th>Writing for an Authentic Audience</th>
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### Grade 6 | Unit G | Sub-unit overview

**Character**
- Create a believable character
- Put your character into a storyline that showcases his or her voice and personality.

**Writing**
- Experiment with conflict, perspective, and dialogue as you develop a character.
- Create a dynamic character capable of change and growth.

**Text Structure**
- N/A

**Texts in this Unit**
- N/A

**N/A**
## Grade 7 | Unit A | Sub-unit overview

### 7A Red Scarf Girl & Narrative

**Sub-Unit** 7A.1 Welcome! / 7A.2 Get Started / 7A.3 Red Scarf Girl: A Memoir of the Cultural Revolution / 7A.4 Write an Essay

- **Character & Narrative**: Examine the differences between a character’s thoughts and actions.
- **Writing**: Use revision to strengthen elaboration.
- **Text Structure**: Conventions of memoirs, propaganda.

### SUB-UNITS

<table>
<thead>
<tr>
<th>Sub-Unit</th>
<th>7A.1 Welcome!</th>
<th>7A.2 Get Started</th>
<th>7A.3 Red Scarf Girl: A Memoir of the Cultural Revolution</th>
<th>7A.4 Write an Essay</th>
</tr>
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<tbody>
<tr>
<td><strong>Explore the digital dimensions of Amplify’s multi-media curriculum</strong></td>
<td><strong>Zoom in on the details of your everyday experience to make an impact on your readers.</strong></td>
<td><strong>Explore China’s Cultural Revolution through the memoir of a middle-schooler who lived through it.</strong></td>
<td><strong>Build your ideas from the ground up: draw the claims you make straight from the text.</strong></td>
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### California Common Core Standards

- **Reading Literature (RL)**
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- **Reading Informational Text (RI)**
  - 1 2 3 4 5 6 7 8 9 10
- **Writing (W)**
  - 1 2 3 4 5 6 7 8 9 10
- **Speaking & Listening (SL)**
  - 1 2 3 4 5 6
- **Language (L)**
  - 1 2 3 4 5 6

### Learning Experiences

- Working with Text Out Loud
- Working Visually
- Interpreting Text with Drama
- Using the Text as Evidence
- Choosing the Best Evidence
- Writing for an Audience
- Revising
- Editing
- Writing Skills
- Revising Skills
- Writing Skills
- Editing Skills
- Writing Skills
- Revising Skills
- Editing Skills
- Writing Skills
- Revising Skills
- Editing Skills
### Grade 7 | Unit B | Sub-unit overview

#### 7B Character & Conflict

**Sub-Unit 7B.1 A Raisin in the Sun** / 7B.2 “Harlem” / 7B.3 Write an Essay / 7B.4 “Sucker”

- **Character & Narrative**
  - Analyze a character’s unconscious motivations
  - Make thematic connections across genres

- **Text Structure**
  - Mid-20th century urban America and small-town American South

- **Texts in this Unit**
  - *A Raisin in the Sun* by Lorraine Hansberry
  - “Harlem” by Langston Hughes
  - “Sucker” by Carson McCullers

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#### SUB-UNITS

<table>
<thead>
<tr>
<th>Sub-Unit</th>
<th>RL Reading Literature</th>
<th>RI Reading Informational Text</th>
<th>W Writing</th>
<th>SL Speaking &amp; Listening</th>
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<th>Poetry</th>
<th>Short Story</th>
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#### Learning Experiences

- **Working with Text and Texts**
- **Working Readily**
- **Interpreting Text**
- **Using the Text as Reference**
- **Choosing the Best Evidence**
- **Writing for an Audience**
- **Revising**
- **Devising**

---

#### Skills

- **Writing Skills**
- **Writing Habits**
- **Reading Skills**
- **Reading Habits**
Grade 7 | Unit C | Sub-unit overview

**7C Brain Science**

**Sub-Unit**

7C.1 Phineas Gage / 7C.2 "Demystifying the Adolescent Brain" / 7C.3 Quest: Perception Academy / 7C.4 The Man Who Mistook his Wife for a Hat / 7C.5 Write an Essay

**Character & Narrator**

Writing Text Structure Content

**Texts in this Unit**

Phineas Gage: A Gruesome but True Story About Brain Science by John Fleischman / "Demystifying the Adolescent Brain" by Laurence Steinberg / "Passage of an Iron Rod through the Head" by J. M. Harlow / The Man Who Mistook his Wife for a Hat by Oliver Sacks

**SUB-UNITS**

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<th>7C.1 Phineas Gage</th>
<th>7C.2 &quot;Demystifying the Adolescent Brain&quot;</th>
<th>7C.3 Quest: Perception Academy</th>
<th>7C.4 The Man Who Mistook his Wife for a Hat</th>
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**California Common Core Standards Skills**

- Standard taught explicitly in this sub-unit
- Standard practiced in this sub-unit

**Grade 7 | Unit C | Sub-unit overview**

- **RL Reading Literature**
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  - 3
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- **RI Reading Informational Text**
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- **W Writing**
  - 1
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  - 10

- **SL Speaking & Listening**
  - 1
  - 2
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  - 5
  - 6

- **L Language**
  - 1
  - 2
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  - 4
  - 5
  - 6
Grade 7 | Unit D | Sub-unit overview

7D Poetry & Poe
Sub-Unit

California Common Core Standards

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<th>Sub-Units</th>
<th>RL Reading Literature</th>
<th>RI Reading Informational Text</th>
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Writing Skills

- Working with Text
- Working Visually
- Interpreting Text with Source
- Using the Text as Reference
- Choosing the Best Evidence
- Writing for an Audience
- Revising
- Editing

Learning Experiences

- Poetry
- Short Stories
# Grade 7 | Unit E | Sub-unit overview

**7E Shakespeare’s Romeo & Juliet**  
Sub-Unit 7E.1 Romeo and Juliet / 7E.2 Write an Essay / 7E.3 Summer of the Mariposas

Connect characters’ development to a conceptual framework
Choose between contradictory positions and argue with evidence
Elizabethan English; sonnets; extended metaphors
14th century Renaissance Italy
*Romeo and Juliet by William Shakespeare / Summer of the Mariposas*
by Guadalupe Garcia McCall

<table>
<thead>
<tr>
<th>SUB-UNITS</th>
<th>7E.1 Romeo and Juliet</th>
<th>7E.2 Write an Essay</th>
<th>7E.3 Summer of the Mariposas</th>
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**Learning Experiences**
- Working with Text Out Loud
- Working Visually
- Interpreting Text with Emphasis
- Using the Text as Evidence
- Choosing the Best Evidence
- Writing for an Audience
- Revising
- Debating

**Skills**
- Writing Skills
- Writing Habits
- Reading Skills
- Reading Habits
## Grade 7 | Unit F | Sub-unit overview

### 7F The Gold Rush Collection

**Sub-Unit**
- 7F.1 Info Lit / 7F.2 Scavenger Hunt and Internet Research / 7F.3 Dear Diary and Collection Research / 7F.4 Socratic Seminar and Internet Research / 7F.5 Write an Essay

**Character & Narrator**
- Explore how circumstances united a diverse group of historical characters
- Develop a question, conduct research, and create a multi-media project

**Text Structure**
- The social, political, and economic climate surrounding the California gold rush
- Excerpts from a range of historical and literary texts and images, including: *The Gold Rush Diary of Ramón Gil Navarro / California: The Great Exception* by Carey McWilliams / "Pioneers! O Pioneers!" from Leaves of Grass by Walt Whitman / *Roughing it* by Mark Twain

### SUB-UNITS

<table>
<thead>
<tr>
<th>SUB-UNITS</th>
<th>7F.1 Info Lit</th>
<th>7F.2 Scavenger Hunt and Internet Research</th>
<th>7F.3 Dear Diary and Collection Research</th>
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### California Common Core Standards

**Reading Literature**
- 1.2.3.4.5.6.7.8.9.10

**Reading Informational Text**
- 1.2.3.4.5.6.7.8.9.10

**Writing**
- 1.2.3.4.5.6.7.8.9.10

**Speaking & Listening**
- 1.2.3.4.5.6

### Learning Experiences

- Working with Text Evidence
- Working Visually
- Interpreting Text with Etymology
- Using the Text as Evidence
- Clarifying the Best Evidence
- Writing for an Audience
- Reading
- Deleting
- Writing Skills
- Writing Details
- Reading Skills
- Reading Details

### Skills

- ✓
- ❌
## Sub-unit overview

### 7G Intermediate Story Writing

**Sub-Unit**

7G.1 Creating a Believable Character / 7G.2 Experimenting With a Second Character / 7G.3 Writing a Short Story

<table>
<thead>
<tr>
<th>Character &amp; Narrator</th>
<th>Writing</th>
<th>Text Structure</th>
<th>Content</th>
<th>Texts in this Unit</th>
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<td>Create a believable character</td>
<td>Write an original short story</td>
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### California Common Core Standards

#### RL Reading Literature

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### Learning Experiences

- Working with Text Out Loud
- Working Visually
- Interpreting Text with Drama
- Using the Text as Reference
- Choosing the Best Evidence
- Writing for an Audience
- Revising
- Debating

### Skills

- Writing Skills
- Writing Habits
- Reading Skills
- Reading Habits
Grade 8 | Unit A | Sub-unit overview

8A World War II & Narrative

<table>
<thead>
<tr>
<th>Sub-Unit</th>
<th>8A.1 Welcome!</th>
<th>8A.2 Get Started</th>
<th>8A.3 Going Solo</th>
<th>8A.4 Write an Essay</th>
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<tr>
<td><strong>Explore the digital dimensions of Amplify's multi-media curriculum.</strong></td>
<td><strong>Turn the moments of your ordinary experience into stories that sound like nobody else's.</strong></td>
<td><strong>Discover Roald Dahl's true-life story as he adventures through Africa and flies fighter planes during WWII.</strong></td>
<td><strong>Develop your ideas and weave them together into an argument that's easy to follow.</strong></td>
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</table>

**Character & Narrator**
- Make inferences about a character’s values
- Compare an author’s portrayal of two characters

**Texts in this Unit**
- Going Solo by Roald Dahl

**California Common Core Standards**
- Standard taught explicitly in this sub-unit
- Standard practiced in this sub-unit

**RL Reading Literature**
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**RI Reading Informational Text**
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**W Writing**
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**SL Speaking & Listening**
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**L Language**
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**Learning Experiences**
- Working with Text Out Loud
- Working Visually
- Working with Text as Theater
- Using the Text as Evidence
- Choosing the Best Evidence
- Writing for an Authentic Audience
- Revising
- Drafting

**Skills**
- Writing Skills
- Writing Habits
- Reading Skills
- Reading Habits
Grade 8 | Unit B | Sub-unit overview

8B Biography & Literature

Sub-Unit 8B.1 Benjamin Franklin / 8B.2 Declaration of Independence / 8B.3 Write an Essay

Character & Narrative
- Trace the development of a historical character’s ideas across time
- Describe different sides of a character and reconcile his contradictions

Writing
- Biography and autobiography: humor; persuasion

Text structure
- Colonial America; founding democratic principles

Content
- Benjamin Franklin: An American Life by Walter Isaacson / The Autobiography of Benjamin Franklin by Benjamin Franklin / Benjamin Franklin documents (letters and other documents authored by Franklin) / Declaration of Independence by the Continental Congress

Texts in this Unit
- Benjamin Franklin: An American Life
- The Autobiography of Benjamin Franklin
- Benjamin Franklin documents (letters and other documents authored by Franklin)
- Declaration of Independence

Sub-Units

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Standard taught explicitly in this sub-unit
- Biography
- Memoir
- Opinion Pieces

1.5

1300L–1450L

7.5

Learning Experiences

- Working with Text Out Loud
- Working Visually
- Writing in Theater
- Writing Under the Text as Evidence
- Choosing the Best Evidence
- Writing for an Authentic Audience
- Revising
- Debating

Skills

- Writing Skills
- Writing Habits
- Reading Skills
- Reading Habits
# Grade 8 | Unit C | Sub-unit overview

## 8C Liberty & Equality

### Sub-Unit

<table>
<thead>
<tr>
<th>8C.1 Frederick Douglass</th>
<th>8C.2 Life of a Slave Girl</th>
<th>8C.3 The Boys’ War</th>
<th>8C.4 The Gettysburg Address</th>
<th>8C.5 Write an Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trace how Frederick Douglass argues for the country to rid itself of slavery.</td>
<td>Compare and contrast another abolitionist author’s approach with Douglass’s.</td>
<td>Learn about the key facts of the Civil War through the eyes of boys who fought on both sides.</td>
<td>Explore how Lincoln rewrote the Declaration and united the nation in three paragraphs.</td>
<td>Claim whether Lincoln or Douglass redefined the concept of equality.</td>
</tr>
</tbody>
</table>

### California Common Core Standards

<table>
<thead>
<tr>
<th>RL Reading Literature</th>
<th>RI Reading Informational Text</th>
<th>W Writing</th>
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### Learning Experiences

- Working with Text Out Loud
- Working Visually
- Working with Text as Theater
- Using the Text as Defense
- Choosing the Best Evidence
- Writing for an Authentic Audience
- Revising
- Deleting

### Skills

- Writing Skills
- Writing Habits
- Reading Skills
- Reading Habits

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“Song of Myself” by Walt Whitman / "Narrative of the Life of Frederick Douglass" by Frederick Douglass / "Incidents in the Life of a Slave Girl" by Harriet Ann Jacobs / "To My Old Master" by Colonel P.H. Anderson / "The Boys’ War" by Jim Murphy / A Confederate Girl’s Diary by Sarah Morgan Dawson / Gettysburg Address by Abraham Lincoln
# Grade 8 | Unit D | Sub-unit overview

## 8D Science & Science Fiction

<table>
<thead>
<tr>
<th>Sub-Unit</th>
<th>8D.1 Frankenstein</th>
<th>8D.2 Write an Essay</th>
<th>8D.3 Poetical Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trace Frankenstein’s and the creature’s evolutions and decide who ultimately deserves more sympathy.</strong></td>
<td>Argue both sides of a question about the creature’s humanity and defend your final answer.</td>
<td>Explore various 19th century perspectives on man’s relationship with technology and decide which hold true in the present and the future.</td>
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</table>

### California Common Core Standards

<table>
<thead>
<tr>
<th>RL</th>
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### Learning Experiences

- Working with Text Out Loud
- Working Visually
- Working with Text as Theater
- Using the Text as Referee
- Choosing the Best Evidence
- Writing for an Authentic Audience
- Revising
- Debating
- Writing Skills
- Writing Habits
- Reading Skills
- Reading Habits
# Grade 8 | Unit E | Sub-unit overview

## 8E The Frida & Diego Collection

### Sub-Unit

- **8E.1 Info Lit / 8E.2 Scavenger Hunt and Internet Research**
- **8E.3 Descriptive Writing and Collection Research**
- **8E.4 Socratic Seminar and Internet Research**
- **8E.5 Write an Essay**

### Genre

- *Journalism*
- *Memoir*
- *Biography*

### Text structure

- Sub-Unit & Narrator
- Character & Content
- Texts in this Unit

### Excerpts from a range of documents, including:

- "Rockefellers Ban Lenin in 20th century art world in Mexico and US"
- Excerpts from "My Life: An Autobiography by Diego Rivera" / "Detroit Industry: The Murals of Diego Rivera" from NPR / The Diary of Frida Kahlo by Frida Kahlo

### Standard taught explicitly in this sub-unit

- **8E.1 Info Lit**
- **8E.2 Scavenger Hunt and Internet Research**
- **8E.3 Descriptive Writing and Collection Research**
- **8E.4 Socratic Seminar and Internet Research**
- **8E.5 Write an Essay**

### Standard practiced in this sub-unit

- **8E.1 Info Lit**
- **8E.2 Scavenger Hunt and Internet Research**
- **8E.3 Descriptive Writing and Collection Research**
- **8E.4 Socratic Seminar and Internet Research**
- **8E.5 Write an Essay**

### California Common Core Standards

- RL: Reading Literature
- RI: Reading Informational Text
- W: Writing
- SL: Speaking & Listening
- L: Language

### Learning Experiences

- Working with Text Out loud
- Working Visually
- Working with Text as Theater
- Using the Text as Reference
- Choosing the Best Evidence
- Writing for an Authentic Audience
- Revising
- Debating

### Skills

- Writing Skills
- Writing Habits
- Reading Skills
- Reading Habits
# Grade 8 | Unit F | Sub-unit overview

**8F The Space Race Collection**

**Sub-Unit**
- 8F.1 Info Lit / 8F.2 Scavenger Hunt and Internet Research / 8F.3 Space Blogs and Collection Research / 8F.4 Socratic Seminar and Internet Research / 8F.5 Write an Essay

**Character & Narrator**
- Boy: Tales of Childhood

**Texts in this Unit**
- The Space Race Collection
- Excerpts from a range of documents, including: A Ball, a Dog, and a Monkey / The Space Race Begins / Moon Speech—Rice Stadium / Moondust: In Search of the Men Who Fell to Earth / What the Moon Rocks Tell Us / National Geographic / Pale Blue Dot: A Vision of the Human Future in Space

**Genre**
- Historical Accounts
- Journalism
- Nonfiction

## SUB-UNITS

<table>
<thead>
<tr>
<th>Section 1: Program overview</th>
<th>Unit overviews and alignments</th>
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<tbody>
<tr>
<td><strong>8F.1 Info Lit</strong></td>
<td>Explore how to find the best sources for targeted research.</td>
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<tr>
<td><strong>8F.2 Scavenger Hunt and Internet Research</strong></td>
<td>Race to find the answer in primary and secondary source texts.</td>
</tr>
<tr>
<td><strong>8F.3 Space Blogs and Collection Research</strong></td>
<td>Research and write about what it’s like to be in space.</td>
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<tr>
<td><strong>8F.4 Socratic Seminar and Internet Research</strong></td>
<td>Discuss the logic and ethics surrounding the Space Race.</td>
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<td><strong>8F.5 Write an Essay</strong></td>
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### Learning Experiences

- Working with Text as Evidence
- Using the Text as Reference
- Choosing the Best Evidence
- Writing for an Authentic Audience
- Revising
- Debating

### Skills

- Writing Skills
- Writing Habits
- Reading Skills
- Reading Habits

- Score 8
- Score 7
- Score 5
- Score 4
- Score 3
- Score 2
- Score 1
## Grade 8 | Unit G | Sub-unit overview

**8G Advanced Story Writing**

**Sub-Unit**

- 8G.1 Creating a Believable Character
- 8G.2 Experimenting With a Second Character
- 8G.3 Writing a Short Story

### California Common Core Standards

<table>
<thead>
<tr>
<th>Sub-Unit</th>
<th>Character &amp; Narrator</th>
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<th>Text structure</th>
<th>Content</th>
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<tbody>
<tr>
<td></td>
<td>Create a believable character</td>
<td>Write an original short story</td>
<td>Dialogue; plot structure</td>
<td>Creative writing</td>
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### Texts in this Unit

- N/A

### Learning Experiences

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### Skills

- **Working with Text**
  - N/A
- **Working Visually**
  - N/A
- **Working with Text Out Loud**
  - N/A
- **Using the Text as Referee**
  - N/A
- **Choosing the Best Evidence**
  - N/A
- **Writing for an Authentic Audience**
  - N/A
- **Revising**
  - N/A
- **Deliberating**
  - N/A
- **Writing Skills**
  - N/A
- **Writing Habits**
  - N/A
- **Reading Skills**
  - N/A
- **Reading Habits**
  - N/A