

WCSD MAGNET ELA CURRICULUM MAPS – DRAFT 5/12/16

8th Grade Quarter 1

<p>CONTENT STANDARDS CCSS RL8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.9, 8.10. W8.1A-E, 8.2A-F, 8.3A-E, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10 SL8.1A-D, 8.2,8.3,8.4, 8.5, 8.6</p>	
<p>ESSENTIAL QUESTIONS</p> <p>How is resilience crucial for success? In what ways are relationships connected to resilience?</p>	<p>FACTUAL KNOWLEDGE Students will know:</p> <p>-Facts and vocabulary related to racism, slavery, and the Civil War, including:</p> <p>-The Middle Passage -3/5th Compromise -Slave Trade -Plantation life for slaves -Slave resistance (sabotage; shutdowns; escapes; rebellions) -Underground Railroad -Fugitive Slave Law -Passing</p>
<p>PROCEDURAL KNOWLEDGE Students will be able to do:</p> <p>-Analyze both the content and structure of <u>Incidents in the Life of a Slave Girl</u> and <u>A River Between Us</u> -Identify plot, character, conflict, setting, theme and authorial purpose -Demonstrate understanding of reading by supporting opinions with source material -Discuss ideas in Socratic Seminar-type situations -Write skillful responses and/or critiques addressing one or more issues from the novels</p>	
<p>CONCEPTUAL KNOWLEDGE Students will understand:</p> <p>-Racism -Resilience -Fiction vs memoir -Unreliable narrators -Writing for an audience -Loss-of-Innocence -Box/frame (story-within-a-story)</p>	<p>8TH GRADE ESSAY STRUCTURE FOCI</p> <p>-Cause & Effect -Argument -Classification/Division</p>
<p>UNIT QUESTIONS:</p> <ol style="list-style-type: none"> 1. Why has racism been such a historically complex and divisive issue? 2. How do relationships give people strength to endure hardships? 3. What are the advantages and disadvantages of using an unreliable narrator? 4. How does a reader evaluate a writer’s purpose and persuasive strategies? 	

Possible Essay Test Questions (*All questions must address the concept of resilience)

- 1) Jacobs explicitly states the purpose of her book from the beginning. What is that purpose, and what specific techniques can you identify that she used to go about achieving it?
- 2) Explain how the nuances of skin color (beyond just Black vs. white) play a role in both books.
- 3) Explain how both books are about “loss of innocence.”
- 4) Explain how both books show how relationships contribute to one or more character’s resilience.
- 5) Compare the life of slaves in the pre-Civil War South based on Jacobs’ descriptions to the life of the poor whites based on Tilly’s story.
- 6) Explain how the author of A River Between Us uses the family travelling to hear the story told in most of the novel as way to convey a message about memory and history.

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8th Grade Quarter 2

<p>CONTENT STANDARDS CCSS RL8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.9, 8.10. W8.1A-E, 8.2A-F, 8.3A-E, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10 SL8.1A-D, 8.2,8.3,8.4, 8.5, 8.6</p>	
<p>ESSENTIAL QUESTIONS</p> <p>How is resilience crucial for success? What role does adaptation play in resilience?</p>	<p>FACTUAL KNOWLEDGE Students will know:</p> <p>Facts and vocabulary related to the Industrial Revolution and the Progressive Era, including:</p> <ul style="list-style-type: none"> -Industrial Revolution -Progressivism -Muckraking -Upton Sinclair -Socialism -Meat Inspection Act -Pure Food and Drug Act/Food and Drug Administration
<p>PROCEDURAL KNOWLEDGE Students will be able to do:</p> <ul style="list-style-type: none"> -Analyze both the content and structure of <u>The Jungle</u> -Identify plot, character, conflict, setting, theme and authorial purpose -Demonstrate understanding of reading by supporting opinions with source material -Discuss ideas in Socratic Seminar-type situations -Write skillful responses and/or critiques addressing one or more issues from the novels 	<p>CONCEPTUAL KNOWLEDGE Students will understand:</p> <ul style="list-style-type: none"> - Immigration - The American Dream - Exploitation - Prejudice - Propaganda
<p>8TH GRADE ESSAY STRUCTURE FOCI</p> <ul style="list-style-type: none"> -Cause & Effect -Argument -Classification/Division 	
<p>UNIT QUESTIONS: Sample in-class final essay test questions (may vary):</p> <ol style="list-style-type: none"> 1) How can the written word change society? 2) Describe the complex history of immigration in America during the Industrial Revolution. 3) Why has the American Dream not been within reach for all who came in search of it? 4) What skills are required to parse propaganda from truth? 	

Possible Essay Test Questions (*All questions must address the concept of resilience)

- 1) Explain why The Jungle is an apt title for this book.
- 2) What is the American Dream? Explain how this book depicts it as a lie. Explain Upton Sinclair's reason for doing so.
- 3) Explain the author's purpose in beginning the novel with the long description of Jurgis' wedding.
- 4) Explain how the concept of resilience and adaptation are depicted in the novel.
- 5) Why did Sinclair write The Jungle? Explain how and why it is work of propaganda. Include whether or not you agree with his message and why.

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8th Grade Quarter 3

<p>CONTENT STANDARDS CCSS RL8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.9, 8.10. W8.1A-E, 8.2A-F, 8.3A-E, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10 SL8.1A-D, 8.2,8.3,8.4, 8.5, 8.6</p>	
<p>ESSENTIAL QUESTIONS</p> <p>How is resilience crucial for success? How does imbalance require resilience?</p>	<p>FACTUAL KNOWLEDGE Students will know:</p> <p>Facts and vocabulary related to the World Wars and the Holocaust, including:</p> <ul style="list-style-type: none"> -Militarism; imperialism; nationalism -Fascism; Nazism; Anti-Semitism; -Eugenics; Aryans -Treaty of Versailles -Conformity studies: (Milgram Shock Experiment; Zimbardo Prison Study; Ash Line Experiment; Blue Eyes, Brown Eyes Experiment)
<p>PROCEDURAL KNOWLEDGE Students will be able to do:</p> <ul style="list-style-type: none"> -Analyze both the content and structure of a number of selected war novels* and memoirs -Identify plot, character, conflict, setting, theme and authorial purpose -Demonstrate understanding of reading by supporting opinions with source material -Discuss ideas in Socratic Seminar-type situations -Write skillful responses and/or critiques addressing one or more issues from the novels 	
<p>CONCEPTUAL KNOWLEDGE Students will understand:</p> <ul style="list-style-type: none"> -Dehumanizing effects of war -Limits of resilience -Conflict -Conformity 	<p>8TH GRADE ESSAY STRUCTURE FOCI</p> <ul style="list-style-type: none"> -Cause & Effect -Argument -Classification/Division
<p>UNIT QUESTIONS: Sample in-class final essay test questions (may vary):</p> <ol style="list-style-type: none"> 1) What impacts does war have on humanity? 2) How and why is war sometimes glamorized? What are the effects of this? 3) Can goodness be found in even the worst circumstances? 4) Is human conflict inevitable? 5) Why do people conform to authority they do not agree with? 	

Possible Essay Test Questions (*All questions must address the concept of resilience)

Which book, I Have Lived a Thousand Years or A Separate Peace, depicts a more imbalanced (uneven) view of human nature? Make sure to include the concept of resilience in your answer. Use examples and direct quotes from both books to support your argument.

*Including but not limited to I Have Lived a Thousand Years, A Separate Peace, Enigma, Night, Boy in the Striped Pajamas, Maus I, and Maus II

**Any WWI books added should be read by choice and discussed with site SS instructors to avoid confusion with History curriculum

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8th Grade Quarter 4

<p>CONTENT STANDARDS CCSS RL8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.9, 8.10. W8.1A-E, 8.2A-F, 8.3A-E, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10 SL8.1A-D, 8.2,8.3,8.4, 8.5, 8.6</p>	
<p>ESSENTIAL QUESTIONS</p> <p>How is resilience crucial for success? How does perseverance result in resilience?</p>	<p>FACTUAL KNOWLEDGE Students will know:</p> <p>Facts and vocabulary related to the Cold War, the Space Race, and Growth Mindset, including:</p> <ul style="list-style-type: none"> -Sputnik; Space Race -Berlin Wall -Cuban Missile Crisis -Strategy of Containment -Apollo -Growth Mindset
<p>PROCEDURAL KNOWLEDGE Students will be able to do:</p> <ul style="list-style-type: none"> -Analyze both the content and structure of <u>Rocket Boys</u> -Identify plot, character, conflict, setting, theme and authorial purpose -Demonstrate understanding of reading by supporting opinions with source material -Discuss ideas in Socratic Seminar-type situations -Write skillful responses and/or critiques addressing one or more issues from the novels 	<p>CONCEPTUAL KNOWLEDGE Students will understand:</p> <ul style="list-style-type: none"> -Growth Mindset -The power of familial and social expectations to shape identity and aspirations -Conflict as the result of cross-purposes rather than enmity -metaphor and symbolism as theme
<p>8TH GRADE ESSAY STRUCTURE FOCI</p> <ul style="list-style-type: none"> -Cause & Effect -Argument -Classification/Division 	
<p>UNIT QUESTIONS: Sample in-class final essay test questions (may vary):</p> <ol style="list-style-type: none"> 1) What is Growth Mindset? How does it apply to the characters in this memoir? 2) Explain how conflict can arise between people who all have good intentions and want the best for one another. 3) Explain how the power of expectations can shape a child’s dreams and aspirations for better or worse, and what it takes to overcome them when those expectations are limiting. 4) How do authors use metaphors and symbols to reinforce major themes? 	

Possible Essay Test Questions (*All questions must address the concept of resilience)

- 1) Why are rockets the perfect theme for this memoir?
- 2) There is conflict between all of the Hickams. Pick any two and explain the source of it—and why it is so difficult to resolve.
- 3) How do the Rocket Boys demonstrate “Growth Mindset,” perseverance, and resilience in this book?
- 4) Explain how this is a story about the power of expectations—and the struggle to break free of them.
- 5) How is this book about “breaking barriers” in more than one way?
- 6) Rocket Boys is a “coming-of-age” story that chronicles Sonny’s expanding awareness about the larger world around him. Chart this journey.

WCSD MAGNET ELA CURRICULUM MAPS – DRAFT 5/12/16

7th Grade Quarter 1

<p>CONTENT STANDARDS Standard(s): CCSS RL7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9, 7.10. W7.1A-E, 7.2A-F, 7.3A-E, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10 SL7.1A-D, 7.2,7.3,7.4, 7.5, 7.6</p>	
<p>ESSENTIAL QUESTIONS</p> <p>Why is it important to understand interactions? How do hierarchies influence interactions?</p>	<p>FACTUAL KNOWLEDGE Students will know:</p> <p>Facts and vocabulary related to psychology, including:</p> <ul style="list-style-type: none"> -IQ testing history -Rorschach tests -Apperception tests -Psychosurgery -Psychotherapy
<p>PROCEDURAL KNOWLEDGE Students will be able to do:</p> <ul style="list-style-type: none"> -Analyze both the content and structure of <u>Flowers for Algernon</u> -Identify plot, character, conflict, setting, theme and authorial purpose -Demonstrate understanding of reading by supporting opinions with source material -Discuss ideas in Socratic Seminar-type situations -Write skillful responses and/or critiques addressing one or more issues from the novels 	<p>7TH GRADE ESSAY STRUCTURE FOCI</p> <ul style="list-style-type: none"> -Problem-Solution -Compare/Contrast -Narrative
<p>CONCEPTUAL KNOWLEDGE Students will understand:</p> <ul style="list-style-type: none"> -Types of intelligence -Id/Ego/Superego/Oedipus Complex -Disillusionment/Loss-of-Innocence -Epistolary style as a literary strategy 	
<p>UNIT QUESTIONS:</p> <ol style="list-style-type: none"> 1) How does our society treat those on either end of the intelligence spectrum? 2) What is intelligence? What is wisdom? Does greater intelligence = greater happiness? Is there a price to be paid for increased intelligence? 3) What are the ethical questions involved in altering human intelligence with drugs or surgery? 4) What are the benefits and limitations of the epistolary style? 	

Possible Essay Test Questions (*All questions must address the concept of interactions)

- 1) What is the symbolic significance of the maze in the book?
- 2) Flowers for Algernon raises the difficult question of whether intelligence leads to happiness. Explain whether this was the case for Charlie.
- 3) Do you consider the novel’s ending to be happy, sad, or both? In other words, is this an optimistic or pessimistic book about human nature? Or both?
- 4) Describe the changes Charlie went through over the course of the novel. How did he react to these changes?
- 5) What does Charlie want in seeking the operation and why? Does he ever get it?
- 6) Does the novel make a definitive statement about the role of intelligence in human life, or does it simply explore this idea as an open-ended question? Explain
- 7) How can Flowers for Algernon been seen as a version of the Garden of Eden story?

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7th Grade Quarter 2

<p>CONTENT STANDARDS Standard(s): CCSS RL7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9, 7.10. W7.1A-E, 7.2A-F, 7.3A-E, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10 SL7.1A-D, 7.2,7.3,7.4, 7.5, 7.6</p>	
<p>ESSENTIAL QUESTIONS</p> <p>Why is it important to understand interactions? How can interactions be transformative?</p>	<p>FACTUAL KNOWLEDGE Students will know:</p> <p>Facts and vocabulary related to slavery and the Revolutionary War, including:</p>
<p>PROCEDURAL KNOWLEDGE Students will be able to do:</p> <p>-Analyze both the content and structure of <u>Chains</u> -Identify plot, character, conflict, setting, theme and authorial purpose -Demonstrate understanding of reading by supporting opinions with source material -Discuss ideas in Socratic Seminar-type situations -Write skillful responses and/or critiques addressing one or more issues from the novels</p>	<p>-On the eve of the American Revolution, about 1 in 5 colonists was a slave (around 500,000 people) -Stamp Act/Townsend Acts/Intolerable Acts -Boston Massacre -Patriots vs. Loyalists -Boston Tea Party -First Continental Congress -<i>Common Sense</i></p>
<p>CONCEPTUAL KNOWLEDGE Students will understand:</p> <p>-Irony -Symbolism -Historical Fiction -Loss-of-Innocence</p>	<p>7TH GRADE ESSAY STRUCTURE FOCI -Problem-Solution -Compare/Contrast -Narrative</p>
<p>UNIT QUESTIONS:</p> <ol style="list-style-type: none"> 1) How can an author use an individual’s story to shed light on a nation’s? 2) Explain how symbols can communicate a novel’s theme. 3) How could the very same people fighting for freedom have slaves? 	

Possible Essay Test Questions (*All questions must address the concept of interactions)

- 1) Describe how Isabel’s personal story runs parallel to the larger, national story.
- 2) Explain the symbolism of seeds and/or chains in the novel.
- 3) Explain the dark irony of the rebels’ fight for freedom. Describe and explain the dilemma it creates for Isabel about which side to support and how/why she ultimately picks a side.
- 4) Describe how Isabel transformed over the course of the novel and highlight what interactions were instrumental in spurring her changes.
- 5) Describe how what various key characters believe affects what actions they choose to take or not take during the events of the novel.

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7th Grade Quarter 3

<p>CONTENT STANDARDS Standard(s): CCSS RL7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9, 7.10. W7.1A-E, 7.2A-F, 7.3A-E, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10 SL7.1A-D, 7.2,7.3,7.4, 7.5, 7.6</p>	
<p>ESSENTIAL QUESTIONS</p> <p>Why is it important to understand interactions? In what ways does exploration affect interactions?</p>	<p>FACTUAL KNOWLEDGE Students will know:</p> <p>Facts and vocabulary related to Westward Expansion and the Lewis & Clark expedition, including:</p>
<p>PROCEDURAL KNOWLEDGE Students will be able to do:</p> <p>-Analyze both the content and structure of <u>The Captain’s Dog</u> and selections from <u>Undaunted Courage</u></p> <p>-Identify plot, character, conflict, setting, theme and authorial purpose</p> <p>-Demonstrate understanding of reading by supporting opinions with source material</p> <p>-Discuss ideas in Socratic Seminar-type situations</p> <p>-Write skillful responses and/or critiques addressing one or more issues from the novels</p>	<p>-The Louisiana Purchase</p> <p>-Thomas Jefferson</p> <p>-War of 1812</p> <p>-Northwest Passage</p> <p>-Oregon Territory</p> <p>-Sacagawea</p> <p>-York</p>
<p>CONCEPTUAL KNOWLEDGE Students will understand:</p> <p>-Primary vs. secondary sources (fiction vs. historical fiction)</p> <p>-Ethnography</p> <p>-Ethics in historical context</p> <p>-Exploration and expansion</p> <p>-Paternalism and racism</p> <p>-Leadership/Cooperation</p> <p>-Courage</p>	<p>7TH GRADE ESSAY STRUCTURE FOCI</p> <p>-Problem-Solution</p> <p>-Compare/Contrast</p> <p>-Narrative</p>
<p>UNIT QUESTIONS:</p> <ol style="list-style-type: none"> 1) What are the advantages and disadvantages of telling the same story in fiction and nonfiction? 2) What qualities were crucial in making the Corps of Discovery successful? 3) How were such different men able to share leadership of such an arduous expedition? 4) Is it fair to evaluate the behavior of the Corps by modern ethical standards? Why or why not? 	

Possible Essay Test Questions (*All questions must address the concept of interactions)

- 1) Lewis and Clark got along famously—but they were their own men. Write an essay comparing and/or contrasting them.
- 2) Compare and contrast the ways the non-fiction account, Undaunted Courage, and the fiction account, The Captain’s Dog, tackle the same subject. Are there advantages or disadvantages to each method?
- 3) Lewis & Clark are two of the most famous Americans of all time, but they were far from perfect, especially in the way they interacted with others during their explorations (including women, Blacks, and Native Americans). Write an essay explaining what about them you admire and what about them you don’t.

WCSD MAGNET ELA CURRICULUM MAPS – DRAFT 5/12/16

7th Grade Quarter 4

<p>CONTENT STANDARDS Standard(s): CCSS RL7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9, 7.10. W7.1A-E, 7.2A-F, 7.3A-E, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10 SL7.1A-D, 7.2,7.3,7.4, 7.5, 7.6</p>	
<p>ESSENTIAL QUESTIONS</p> <p>Why is it important to understand interactions? How do interactions affect relationships?</p>	<p>FACTUAL KNOWLEDGE Students will know:</p> <p>Facts and vocabulary related to Steinbeck and his work, including:</p> <ul style="list-style-type: none"> -Born in Salinas, CA, 1902 -Lived in Monterey County most of life -Great Depression -<i>Tortilla Flat</i>, 1932 -<i>Of Mice and Men</i>, 1937 -<i>Grapes of Wrath</i>, 1930 (Pulitzer Prize/National Book Award); Book was burned; Steinbeck called a Communist and put under FBI surveillance -Nobel Prize 1962
<p>PROCEDURAL KNOWLEDGE Students will be able to do:</p> <ul style="list-style-type: none"> -Analyze both the content and structure of <u>The Pearl</u>, <u>Red Pony</u>, and <u>Of Mice and Men</u> -Identify plot, character, conflict, setting, theme and authorial purpose -Demonstrate understanding of reading by supporting opinions with source material -Discuss ideas in Socratic Seminar-type situations -Write skillful responses and/or critiques addressing one or more issues from the novels 	
<p>CONCEPTUAL KNOWLEDGE Students will understand:</p> <ul style="list-style-type: none"> -Loss-of-Innocence vs. Coming-of-Age -“Steinbeckian” themes: the interrelation of all things (especially man and nature); underdogs must be defended; greed corrupts society) -Realism/naturalism -American Dream 	<p>7TH GRADE ESSAY STRUCTURE FOCI</p> <ul style="list-style-type: none"> -Problem-Solution -Compare/Contrast -Narrative
<p>UNIT QUESTIONS:</p> <ol style="list-style-type: none"> 1) Based on your reading of Steinbeck, what does he seem to think people (men, at least) require to be happy? 2) What are the various forms of corruption that thwart honest men from achieving their dreams in Steinbeck’s work? 3) Are Steinbeck’s depictions of these corrupting factors oversimplified? If so, why? 4) What is your assessment of Steinbeck’s depiction of women? 	

Possible Essay Test Questions (*All questions must address the concept of interactions)

- 1) Explain how The Pearl is a “loss-of-innocence” story, while The Red Pony is a “coming-of-age story.” Your answer should explain how these themes are similar yet not quite the same.
- 2) The main characters in both The Pearl and The Red Pony learn lessons. What are they? In the end are they better or worse off?
- 3) Steinbeck was a well-known champion of the powerless. Explain how this theme is explored in both The Pearl and Of Mice and Men.
- 4) Steinbeck believed that men were meant to interact with nature and one another in a simple way. Choose any of the books we read this quarter and explain how it shows that when one or both of these natural relationships are corrupted, evil or unhappiness ensues.

WCSD MAGNET ELA CURRICULUM MAPS – DRAFT 5/12/16

6th Grade Quarter 1

<p>CONTENT STANDARDS RL.6.1-3, 6.4-6, 6.6-10, W.6.1A-E, 6.2A-F, 6.3A-E, 6.4, 6.5, 6.6, 6.9, 6.10, SL.6.1A-D, 6.2, 6.3, 6.4, 6.5, 6.6</p>	
<p>ESSENTIAL QUESTIONS</p> <p>Why is it human to search for understanding? Why is understanding our origins so important to humans?</p>	<p>FACTUAL KNOWLEDGE Students will know:</p> <p>Facts and vocabulary related to Environmental Science, including:</p> <ul style="list-style-type: none"> -Sink Hole -Muck Fire -Civil Engineering -Horticulture -Solar eclipse
<p>PROCEDURAL KNOWLEDGE Students will be able to do:</p> <ul style="list-style-type: none"> -Analyze both the content and structure of <u>Tangerine</u> -Identify plot, character, conflict, setting, theme and authorial purpose -Demonstrate understanding of reading by supporting opinions with source material -Discuss ideas in Socratic Seminar-type situations -Write skillful responses and/or critiques addressing one or more issues from the novels 	<p>6TH GRADE ESSAY STRUCTURE FOCI</p> <ul style="list-style-type: none"> -Exemplification -Process -Descriptive
<p>CONCEPTUAL KNOWLEDGE Students will understand:</p> <ul style="list-style-type: none"> -Damaging power of secrets -Blindness as a metaphor -Starting over can be difficult but rewarding -Things are not always as they appear -What is popular is not always right, and what is right is not always popular -Man Vs Nature -Flashback 	
<p>UNIT QUESTIONS:</p> <ol style="list-style-type: none"> 1) What are the advantages and disadvantages of flashback as a literary strategy? 2) How do characters overcome social and class distinctions in this story? 3) Do sports build character? 4) How can the need to be accepted lead to regrettable decisions? 5) How can understanding one’s place in the social structure help a person develop positive qualities? 	

Possible Essay Test Questions (*All questions must address the concept of searching for understanding)

- 1) What does Paul and Erik’s choice of sport and the positions they play say about each one of them?
- 2) In what ways does Lake Windsor Downs work against nature? How does nature fight back? How do the tangerine farmers work with nature? Are there any times when nature seems to work with them?
- 3) Paul is legally blind. How does Edward Bloor use the metaphor of blindness in Tangerine?

WCSD MAGNET ELA CURRICULUM MAPS – DRAFT 5/12/16

6th Grade Quarter 2

<p>CONTENT STANDARDS RL6.1-3, 6.4-6, 6.6-10, W6.1A-E, 6.2A-F, 6.3A-E, 6.4, 6.5, 6.6, 6.9, 6.10, SL6.1A-D, 6.2, 6.3, 6.4, 6.5, 6.6</p>	
<p>ESSENTIAL QUESTIONS</p> <p>Why is it human to search for understanding? How do systems shape human understanding?</p>	<p>FACTUAL KNOWLEDGE Students will know:</p> <p>Facts and vocabulary related to the Hero’s Journey and systems of power, including:</p>
<p>PROCEDURAL KNOWLEDGE Students will be able to do:</p> <p>-Analyze both the content and structure of <u>Watership Down</u> -Identify plot, character, conflict, setting, theme and authorial purpose -Demonstrate understanding of reading by supporting opinions with source material -Discuss ideas in Socratic Seminar-type situations -Write skillful responses and/or critiques addressing one or more issues from the novels</p>	<p>-Forms of government (monarchy; oligarchy; democracy; dictatorship)</p> <p>-Hero’s Journey: The Ordinary World; The Call to Adventure; Refusal of the Call; Meeting with the Mentor; Crossing the Threshold; Tests, Allies & Enemies; Approach; The Ordeal; The Reward; The Road Back; The Resurrection; Return with the Elixir</p>
<p>CONCEPTUAL KNOWLEDGE Students will understand:</p> <p>-Effects of various types of social organization/ leadership -Allegory -Hero’s Journey -Theme of finding ‘home’ -Power of story</p>	<p>6TH GRADE ESSAY STRUCTURE FOCI</p> <p>-Exemplification -Process -Descriptive</p>
<p>UNIT QUESTIONS:</p> <ol style="list-style-type: none"> 1) What role do humans play in the book? How do they compare to animals? 2) What is the role of stories in <u>Watership Down</u>? 3) What different social organizations are represented in <u>Watership Down</u>? 4) What are the similarities and differences between Woundwart and Bigwig? 5) Why would an author choose allegory as a way to tell a story? 	

Possible Essay Test Questions (*All questions must address the concept of searching for understanding)

- 1) Who is the most powerful rabbit in Watership Down? Defend your choice.
- 2) What does Watership Down help us understand about power and power systems?
- 3) What are the best systems of power in Watership Down?
- 4) How do the stories told about El-ahrairah help us understand the action of Hazel and his group?
- 5) How/why do El-ahrairah stories change over time?

WCSD MAGNET ELA CURRICULUM MAPS – DRAFT 5/12/16

6th Grade Quarter 3/4

<p>CONTENT STANDARDS RL6.1-3, 6.4-6, 6.6-10, W6.1A-E, 6.2A-F, 6.3A-E, 6.4, 6.5, 6.6, 6.9, 6.10, SL6.1A-D, 6.2, 6.3, 6.4, 6.5, 6.6</p>	
<p>ESSENTIAL QUESTIONS</p> <p>Why is it human to search for understanding? How are humans impacted by conflict? (Q3) How do humans seek resolutions? (Q4)</p>	<p>FACTUAL KNOWLEDGE Students will know:</p> <p>Facts and vocabulary related to major Western thinkers, including:</p>
<p>PROCEDURAL KNOWLEDGE Students will be able to do:</p> <p>-Analyze both the content and structure of <u>Sophie’s World</u> (Part I) -Identify plot, character, conflict, setting, theme and authorial purpose -Demonstrate understanding of reading by supporting opinions with source material -Discuss ideas in Socratic Seminar-type situations -Write skillful responses and/or critiques addressing one or more issues from the novels</p>	<p>-Socrates; Plato; Aristotle (Philosophy of Athens) -St. Augustine -Jesus, Buddha, Mohammed, -Ancient Semites & Israel -St. Thomas Aquinas; Hildegard; Descartes; Berkeley; Kierkegaard; Marx; Darwin; Freud; Nietzsche; Sartre</p>
<p>CONCEPTUAL KNOWLEDGE Students will understand:</p> <p>-The human condition -Reality as variable -Evolving human thought -Free Will Vs. Determinism -Philosophical thinking -Box/frame (story-within-a-story)</p>	<p>6TH GRADE ESSAY STRUCTURE FOCI</p> <p>-Exemplification -Process -Descriptive</p>
<p>UNIT QUESTIONS:</p> <ol style="list-style-type: none"> 1) What is the nature of reality? 2) How do we know what we know? Is studying philosophy the same as being a philosopher? 3) What are the advantages of using the story-within-a-story literary technique? 4) How does the relationship between Hilde and Sophie compare to the relationship between the Major and Alberto? 	

Possible Essay Test Questions (*All questions must address the concept of searching for understanding)

- 1) Write an exemplification essay that shows how Sophie and Hilde are similar and/or different.
- 2) How is Sophie’s World a Garden of Eden story? What does the author have to say about the exercise of free will?
- 3) Which philosophy did you find the most relevant to you personally? Discuss how the philosophy addresses a fundamental question you have about life.
- 4) Pick two philosophers and discuss how their historical context affected their philosophies.
- 5) "She decided that philosophy was not something you can learn; but perhaps you can learn to *think* philosophically." Discuss how this quote speaks to our human need to search for understanding.