

# 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.



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



**Standard practiced in this sub-unit**

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.

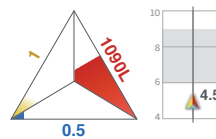
# Grade 6 | Unit A | Sub-unit overview



## 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
- Writing** 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
- Texts in this Unit** *Boy: Tales of Childhood* by Roald Dahl



Genre **I**

- Memoir
- Historical Account

		Standard taught explicitly in this sub-unit	Standard practiced in this sub-unit				
SUB-UNITS				6A.1 Welcome!	6A.2 Get Started	6A.3 <i>Boy: Tales of Childhood</i>	6A.4 Write an Essay
California Common Core Standards	<b>RL</b> Reading Literature		10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>RI</b> Reading Informational Text		4 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>W</b> Writing		4 5	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>SL</b> Speaking & Listening		1 2	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	<b>L</b> Language		3	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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				✓	✓	✓
Skills	Debating				✓	✓	
	Writing Skills				✓	✓	✓
	Writing Habits		✓		✓	✓	✓
	Reading Skills					✓	✓
	Reading Habits		✓		✓	✓	✓

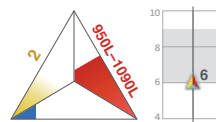
# Grade 6 | Unit B | Sub-unit overview



## 6B Tom & Sherlock

Sub-Unit 6B.1 *The Adventures of Tom Sawyer* / 6B.2 "The Speckled Band" / 6B.3 "The Red-Headed League" / 6B.4 Write an Essay

- Character & Narrator** Describe how a character builds across many scenes
- Writing** 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
- Texts in this Unit** *The Adventures of Tom Sawyer* by Mark Twain / "The Speckled Band" by Sir Arthur Conan Doyle / "The Red-Headed League" by Sir Arthur Conan Doyle



**Genre** L

- Adventure
- Mysteries

		6B.1 <i>The Adventures of Tom Sawyer</i>	6B.2 "The Speckled Band"	6B.3 "The Red-Headed League"	6B.4 Write an Essay
<ul style="list-style-type: none"> <li>Standard taught explicitly in this sub-unit</li> <li>Standard practiced in this sub-unit</li> </ul>					
<b>SUB-UNITS</b>		6B.1 <i>The Adventures of Tom Sawyer</i> Track Tom Sawyer through scenes of rural America to figure out how to characterize him.	6B.2 "The Speckled Band" Trace the structure of the whole text to figure out how Holmes makes meaning out of each clue.	6B.3 "The Red-Headed League" Check insights against the detective's to separate the real clues from the red herrings.	6B.4 Write an Essay Explain how the author uses misdirection in the text.
<b>California Common Core Standards</b>	<b>RL</b> Reading Literature	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>RI</b> Reading Informational Text	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>W</b> Writing	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>SL</b> Speaking & Listening	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	<b>L</b> Language	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
<b>Learning Experiences</b>	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					
<b>Skills</b>	Writing Skills	✓	✓	✓	✓
	Writing Habits	✓	✓	✓	✓
	Reading Skills	✓	✓	✓	✓
	Reading Habits	✓	✓	✓	✓

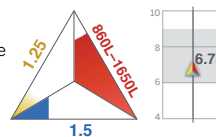
# Grade 6 | Unit C | Sub-unit overview



## 6C The Chocolate Collection

Sub-Unit 6C.1 Info Lit / 6C.2 Scavenger Hunt and Internet Research / 6C.3 Argumentative Writing and Collection Research / 6C.4 Debate and Internet Research / 6C.5 Write an Essay

- Character & Narrator** Identify various sources' perspectives on a topic
- Writing** Synthesize information from several sources to develop an argument
- Text Structure** Various types of historical and cultural documents
- Content** The evolving economic and cultural significance of a product in societies
- Texts in this Unit** 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



- Genre** I L
- Journalism
  - Primary-Source Historical Documents

		6C.1 Info Lit	6C.2 Scavenger Hunt and Internet Research	6C.3 Argumentative Writing and Collection Research	6C.4 Debate and Internet Research	6C.5 Write an Essay
California Common Core Standards	<b>SUB-UNITS</b>	Explore how to find the best sources for targeted research.	Race to find the answer in primary and secondary source texts.	Research and write about the links between chocolate and slavery.	Should school lunches include chocolate? Why? Why not?	Informative or argumentative, chocolate is a rich subject to write about.
	<b>RL Reading Literature</b>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>RI Reading Informational Text</b>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>W Writing</b>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>SL Speaking &amp; Listening</b>	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	<b>L Language</b>	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	✓				✓
Skills	Debating				✓	
	Writing Skills	✓	✓	✓	✓	✓
	Writing Habits	✓	✓	✓	✓	✓
	Reading Skills	✓	✓	✓	✓	✓
	Reading Habits	✓	✓	✓	✓	✓

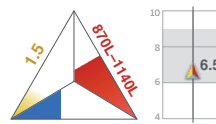
# Grade 6 | Unit D | Sub-unit overview



## 6D The Greeks

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

- Character & Narrator: Analyze what symbolic characters show about human nature
- Writing: Argue a claim about the fairness of a character's decision
- Text Structure: Multiple tellings of a tale in different genres
- Content: Ancient Greece
- Texts in this Unit: *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin / *The Odyssey* by Homer, translated by E.V. Rieu / *Tales from Ovid* by Ted Hughes



Genre I L

- Myths
- Epic Poetry

	<b>6D.1 Quest: <i>Myth World</i></b> Explore the Greek <i>Myth World</i> and use your insights into famous characters to defeat the Gods.	<b>6D.2 Prometheus</b> Weigh the arguments and witness what happens when Prometheus steals fire to give to humans.	<b>6D.3 Odysseus</b> Witness Odysseus's adventures as you examine how his strengths may also cause him trouble.	<b>6D.4 Arachne</b> Untangle how one girl's boast results in a winner-take-all contest with a Goddess.	<b>6D.5 Write an Essay</b> Explain whether these stories present an argument for or against human pride.
California Common Core Standards	<b>RL</b> Reading Literature	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>RI</b> Reading Informational Text	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>W</b> Writing	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>SL</b> Speaking & Listening	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	<b>L</b> Language	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	✓	✓	✓	✓
Skills	Debating		✓	✓	✓
	Writing Skills	✓	✓	✓	✓
	Writing Habits	✓	✓	✓	✓
	Reading Skills	✓	✓	✓	✓
	Reading Habits	✓	✓	✓	✓

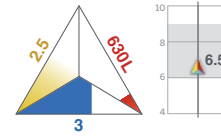
# Grade 6 | Unit E | Sub-unit overview



## 6E Reading the Novel

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

- Character & Narrator Analyze a complex character's growth across a multi-layered novel
- Writing Trace patterns of consistency and inconsistency throughout the novel
- Text Structure Narrative with temporal shifts and ambiguous resolution
- Content Mid-20th-century Appalachia, strip-mining and environmental destruction
- Texts in this Unit *M.C. Higgins, the Great* by Virginia Hamilton



Genre **L**  
• Realistic Fiction

		6E.1 <i>M.C. Higgins, the Great</i>	6E.2 Write an Essay
	<ul style="list-style-type: none"> <li>Standard taught explicitly in this sub-unit</li> <li>Standard practiced in this sub-unit</li> </ul>		
	<b>SUB-UNITS</b>	<b>6E.1 <i>M.C. Higgins, the Great</i></b>	<b>6E.2 Write an Essay</b>
		Track M.C.'s ups and downs as you trace what you notice about his "great" character.	Analyze how M.C. has changed and explain who most influenced that change.
California Common Core Standards	<b>RL</b> Reading Literature	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>RI</b> Reading Informational Text	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>W</b> Writing	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>SL</b> Speaking & Listening	1 2 3 4 5 6	1 2 3 4 5 6
	<b>L</b> Language	1 2 3 4 5 6	1 2 3 4 5 6
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	✓	✓
Skills	Debating	✓	
	Writing Skills	✓	✓
	Writing Habits	✓	✓
	Reading Skills	✓	✓
	Reading Habits	✓	✓

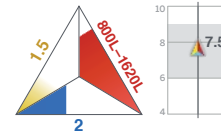
# Grade 6 | Unit F | Sub-unit overview



## 6F The Titanic Collection

Sub-Unit 6F.1 Info Lit / 6F.2 Scavenger Hunt and Internet Research / 6F.3 Passport and Exploring / 6F.4 Socratic Seminar and Internet Research / 6F.5 Write an Essay

- Character & Narrator** Compare and contrast perspectives on a single event
- Writing** Develop a question, conduct research, and create a multi-media project
- Text Structure** Various types of historical and cultural documents
- Content** 20th century social and class structure revealed by a famous tragedy
- Texts in this Unit** Excerpts from a range of documents, including: *Sinking of the "Titanic," Most Appalling Ocean Horror* by Jay Henry Mowbray / Telegraphic transmissions to and from the *Titanic* / "The Iceberg Was Only Part of It" from *The New York Times*



Genre **I** **L**

- Journalism
- Interview Transcript
- Essay

California Common Core Standards

Learning Experiences

Skills

		6F.1 Info Lit	6F.2 Scavenger Hunt and Internet Research	6F.3 Passport and Exploring	6F.4 Socratic Seminar and Internet Research	6F.5 Write an Essay
<div style="display: flex; align-items: center;"> <div style="width: 10px; height: 10px; background-color: orange; border-radius: 50%; margin-right: 5px;"></div> Standard taught explicitly in this sub-unit  <div style="width: 10px; height: 10px; background-color: teal; border-radius: 50%; margin-right: 5px; margin-left: 10px;"></div> Standard practiced in this sub-unit                 </div>						
<b>SUB-UNITS</b>		<b>6F.1 Info Lit</b>	<b>6F.2 Scavenger Hunt and Internet Research</b>	<b>6F.3 Passport and Exploring</b>	<b>6F.4 Socratic Seminar and Internet Research</b>	<b>6F.5 Write an Essay</b> <i>Who were the Titanic orphans? Who was responsible for the sinking of the unsinkable ship?</i>
<b>California Common Core Standards</b>	<b>RL</b> Reading Literature	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>RI</b> Reading Informational Text	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>W</b> Writing	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>SL</b> Speaking & Listening	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	<b>L</b> Language	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
<b>Learning Experiences</b>	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	✓				✓
<b>Skills</b>	Debating				✓	
	Writing Skills	✓	✓	✓	✓	✓
	Writing Habits	✓	✓	✓	✓	✓
	Reading Skills	✓	✓	✓	✓	✓
	Reading Habits	✓	✓	✓	✓	✓

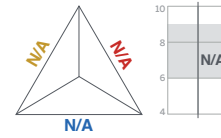
# Grade 6 | Unit G | Sub-unit overview



## 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
- Writing: Write an original short story
- Text Structure: Dialogue; plot structure
- Content: Creative writing
- Texts in this Unit: N/A



		6G.1 Creating a Believable Character Experiment with conflict, perspective, and dialogue as you develop a character.	6G.2 Experimenting With a Second Character Create a dynamic character capable of change and growth.	6G.3 Writing a Short Story Put your character into a storyline that shows his or her voice and personality.
California Common Core Standards	<b>RL</b> Reading Literature	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>RI</b> Reading Informational Text	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>W</b> Writing	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>SL</b> Speaking & Listening	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	<b>L</b> Language	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	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		✓	✓	✓
Skills	Debating			
	Writing Skills	✓	✓	✓
	Writing Habits	✓	✓	✓
	Reading Skills			
	Reading Habits	✓	✓	✓



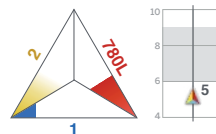
# Grade 7 | Unit A | Sub-unit overview



## 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 & Narrator** Examine the differences between a character's thoughts and actions
- Writing** Use revision to strengthen elaboration
- Text structure** Conventions of memoirs, propaganda
- Content** Mid-20th century Communist China
- Texts in this Unit** *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang



**Genre** I

- Memoir
- Historical Accounts

California Common Core Standards

		7A.1 Welcome!	7A.2 Get Started	7A.3 Red Scarf Girl: A Memoir of the Cultural Revolution	7A.4 Write an Essay
<ul style="list-style-type: none"> <li>Standard taught explicitly in this sub-unit</li> <li>Standard practiced in this sub-unit</li> </ul>					
<b>SUB-UNITS</b>		Explore the digital dimensions of Amplify's multi-media curriculum	Zoom in on the details of your everyday experience to make an impact on your readers.	Explore China's Cultural Revolution through the memoir of a middle-schooler who lived through it.	Build your ideas from the ground up: draw the claims you make straight from the text.
<b>California Common Core Standards</b>	<b>RL</b> Reading Literature	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>RI</b> Reading Informational Text	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>W</b> Writing	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>SL</b> Speaking & Listening	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	<b>L</b> Language	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
<b>Learning Experiences</b>	Working with Text Out Loud		✓	✓	
	Working Visually		✓	✓	✓
	Interpreting Text with Drama		✓	✓	
	Using the Text as Referee	✓	✓	✓	
	Choosing the Best Evidence	✓	✓	✓	✓
	Writing for an Audience	✓	✓	✓	✓
	Revising		✓	✓	✓
	Debating				
<b>Skills</b>	Writing Skills		✓	✓	✓
	Writing Habits	✓	✓	✓	✓
	Reading Skills		✓	✓	✓
	Reading Habits	✓		✓	✓

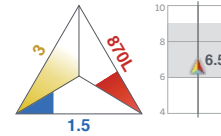
# Grade 7 | Unit B | Sub-unit overview



## 7B Character & Conflict

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

- Character & Narrator** Analyze a character's unconscious motivations
- Writing** Make thematic connections across genres
- Text Structure** Literary devices; elements of plays and poetry
- Content** 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 /



Genre **L**

- Multi-Act Play
- Poetry
- Short Story

		Standard taught explicitly in this sub-unit	Standard practiced in this sub-unit				
SUB-UNITS				7B.1 <i>A Raisin in the Sun</i>	7B.2 "Harlem"	7B.3 Write an Essay	7B.4 "Sucker"
				Compare how characters react when they run up against obstacles to their desires.	Explore the metaphors in Langston Hughes's poem.	Claim whether a character has or hasn't changed throughout the play.	Use the story's tripartite structure to highlight the characters' shifting relationships.
California Common Core Standards	<b>RL</b> Reading Literature	1 2 3 4 5 6 7 8 9 10	6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>RI</b> Reading Informational Text	1 2 3 4 5 6 7 8 9 10	6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>W</b> Writing	1 2 3 4 5 6 7 8 9 10	6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>SL</b> Speaking & Listening	1 2 3 4 5 6	6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	<b>L</b> Language	1 2 3 4 5 6	6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Learning Experiences	Working with Text Out Loud	✓					
	Working Visually	✓		✓			✓
	Interpreting Text With Drama	✓					
	Using the Text as Referee						✓
	Choosing the Best Evidence	✓				✓	✓
	Writing for an Audience	✓		✓		✓	✓
	Revising	✓				✓	
Skills	Debating	✓					
	Writing Skills	✓		✓		✓	✓
	Writing Habits	✓		✓		✓	✓
	Reading Skills	✓		✓		✓	✓
	Reading Habits	✓		✓		✓	✓

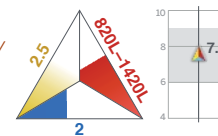
# Grade 7 | Unit C | Sub-unit overview



## 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

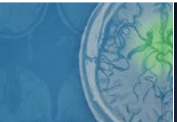
**Character & Narrator** Compare and contrast different writers' theories on a topic  
**Writing** Describe facts, explain concepts, and convince the reader of an opinion  
**Text Structure** Informational non-fiction; narrative elements in non-fiction  
**Content** Basic concepts of neuroscience  
**Texts 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



Genre I L

- Scientific Account
- Historical Accounts
- Short Story

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



SUB-UNITS		7C.1 Phineas Gage	7C.2 "Demystifying the Adolescent Brain"	7C.3 Quest: <i>Perception Academy</i>	7C.4 <i>The Man Who Mistook his Wife for a Hat</i>	7C.5 Write an Essay
California Common Core Standards	<b>RL</b> Reading Literature	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>RI</b> Reading Informational Text	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>W</b> Writing	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>SL</b> Speaking & Listening	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	<b>L</b> Language	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Learning Experiences	Working with Text Out Loud	✓		✓		
	Working Visually	✓	✓	✓	✓	✓
	Interpreting Text with Drama			✓		
	Using the Text as a Referee	✓	✓	✓		✓
	Choosing the Best Evidence	✓	✓	✓	✓	
	Writing for an Audience	✓	✓	✓	✓	✓
	Revising	✓	✓		✓	✓
Skills	Debating			✓		
	Writing Skills	✓	✓	✓	✓	✓
	Writing Habits	✓	✓	✓	✓	✓
	Reading Skills	✓	✓	✓	✓	✓
	Reading Habits	✓	✓	✓	✓	✓

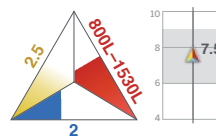
# Grade 7 | Unit D | Sub-unit overview



## 7D Poetry & Poe

Sub-Unit 7D.1 Poetry / 7D.2 "The Tell-Tale Heart" / 7D.3 "The Cask of Amontillado" / 7D.4 "The Raven" / 7D.5 Write an Essay

- Character & Narrator Evaluate the reliability of a fictional narrator
- Writing Compare and contrast characters' perspectives on a narrative
- Text Structure Imagery; unreliable narrator; film adaptations of texts
- Content American Gothic literature
- Texts in this Unit "The White Horse" / "The Silence" / "A narrow fellow in the grass" / "The Tell-Tale Heart" / "The M'Naghten Rule" / "The Cask of Amontillado" / "The Raven"

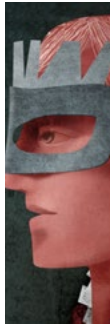


Genre **L**

- Poetry
- Short Stories

		7D.1 Poetry	7D.2 "The Tell-Tale Heart"	7D.3 "The Cask of Amontillado"	7D.4 "The Raven"	7D.5 Write an Essay	
<p>● Standard taught explicitly in this sub-unit</p> <p>● Standard practiced in this sub-unit</p>							
<b>SUB-UNITS</b>		Explore the precise language of these poems and peek inside the poet's vision.	Disentangle your perspective from the strange imaginings of the narrator of this creepy tale.	Develop your director's vision of this corrupt narrator and his twisted plot of revenge.	Analyze one director's vision of this haunting poem.	Develop an argument about why Poe's narrators can or cannot be trusted.	
<b>California Common Core Standards</b>	<b>RL</b> Reading Literature	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
	<b>RI</b> Reading Informational Text	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
	<b>W</b> Writing	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
	<b>SL</b> Speaking & Listening	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
	<b>L</b> Language	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
<b>Learning Experiences</b>	Working Visually	✓	✓	✓	✓		
	Using the Text as Referee		✓			✓	
	Writing for an Audience	✓	✓	✓	✓	✓	
	<b>Skills</b>	Writing Skills	✓	✓	✓	✓	✓
	Reading Skills	✓	✓	✓	✓	✓	
		<p>Section 1: Program overview</p>					

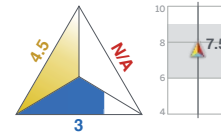
# Grade 7 | Unit E | Sub-unit overview



## 7E Shakespeare's Romeo & Juliet

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

- Character & Narrator** Connect characters' development to a conceptual framework
- Writing** Choose between contradictory positions and argue with evidence
- Text Structure** Elizabethan English; sonnets; extended metaphors
- Content** 14th century Renaissance Italy
- Texts in this Unit** *Romeo and Juliet* by William Shakespeare / *Summer of the Mariposas* by Guadalupe Garcia McCall



Genre **L**

- Multi-Act Play
- Novel

		7E.1 <i>Romeo and Juliet</i>	7E.2 Write an Essay	7E.3 <i>Summer of the Mariposas</i>
<p>Standard taught explicitly in this sub-unit</p> <p>Standard practiced in this sub-unit</p>				
<b>SUB-UNITS</b>		Analyze the many ways Shakespeare uses language to entice us into his tale of tragic love.	Stake a claim about the forces of hatred vs. the power of love.	Choose the activities that best support students' reading of this Latino update of the epic, the <i>Odyssey</i> .
<b>California Common Core Standards</b>	<b>RL</b> Reading Literature	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>RI</b> Reading Informational Text	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>W</b> Writing	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>SL</b> Speaking & Listening	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	<b>L</b> Language	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
<b>Learning Experiences</b>	Working with Text Out Loud	✓		
	Working Visually	✓		
	Interpreting Text with Drama	✓		
	Using the Text as Retiree	✓		
	Choosing the Best Evidence	✓	✓	✓
	Writing for an Audience	✓	✓	✓
	Revising		✓	
<b>Skills</b>	Debating	✓		✓
	Writing Skills	✓	✓	✓
	Writing Habits	✓	✓	✓
	Reading Skills	✓	✓	✓
	Reading Habits	✓	✓	✓

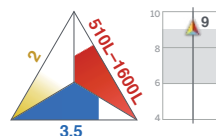
# Grade 7 | Unit F | Sub-unit overview



## 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
- Writing** Develop a question, conduct research, and create a multi-media project
- Text Structure** Various types of historical and cultural documents
- Content** The social, political, and economic climate surrounding the California gold rush
- Texts in this Unit** 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



- Genre**
- Journalism
  - Letters
  - Memoir

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



SUB-UNITS		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
		Explore how to find the best sources for targeted research.	Race to find the answer in primary and secondary source texts.	Walk in the shoes of a prospector and write about it.	Examine the effects of the gold rush through open discussion.	Was the gold rush good for California? What happened to the Native Americans?
California Common Core Standards	RL Reading Literature	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	RI Reading Informational Text	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	W Writing	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	SL Speaking & Listening	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	L Language	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Learning Experiences	Working with Text Out Loud					
	Working Visually	✓		✓		✓
	Interpreting Text with Drama					✓
	Using the Text as Referee					
	Choosing the Best Evidence	✓	✓	✓	✓	✓
	Writing for an Audience		✓	✓	✓	✓
	Revising	✓				✓
Debating				✓		
Skills	Writing Skills	✓	✓	✓	✓	✓
	Writing Habits	✓	✓	✓	✓	✓
	Reading Skills	✓	✓	✓	✓	✓
	Reading Habits	✓	✓	✓	✓	✓

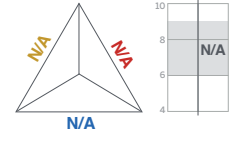
# Grade 7 | Unit G | Sub-unit overview



## 7G Intermediate Story Writing

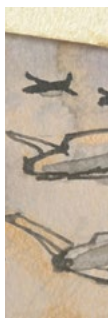
Sub-Unit 7G.1 Creating a Believable Character / 7G.2 Experimenting With a Second Character / 7G.3 Writing a Short Story

- Character & Narrator Create a believable character
- Writing Write an original short story
- Text Structure Dialogue; plot structure
- Content Creative writing
- Texts in this Unit N/A



		Standard taught explicitly in this sub-unit Standard practiced in this sub-unit			
SUB-UNITS			<b>7G.1 Creating a Believable Character</b> Experiment with conflict, perspective, and dialogue as you develop a character.	<b>7G.2 Experimenting With a Second Character</b> Create a multi-faceted character capable of change and growth.	<b>7G.3 Writing a Short Story</b> Create a storyline whose conflict arises and builds from your character's choices.
California Common Core Standards	RL Reading Literature		1 2 <b>3</b> 4 5 6 7 8 9 10	1 2 <b>3</b> 4 5 6 7 8 9 10	1 2 <b>3</b> 4 5 6 7 8 9 10
	RI Reading Informational Text		1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	W Writing		1 2 <b>3</b> <b>4</b> <b>5</b> 6 7 8 9 <b>10</b>	1 2 <b>3</b> <b>4</b> <b>5</b> 6 7 8 9 <b>10</b>	1 2 <b>3</b> <b>4</b> <b>5</b> 6 7 8 9 <b>10</b>
	SL Speaking & Listening		<b>1</b> <b>2</b> 3 4 5 6	<b>1</b> <b>2</b> 3 4 5 6	<b>1</b> <b>2</b> 3 4 5 6
	L Language		<b>1</b> 2 3 4 5 <b>6</b>	<b>1</b> <b>2</b> 3 4 5 <b>6</b>	<b>1</b> <b>2</b> 3 4 5 <b>6</b>
Learning Experiences	Working with Text Out Loud		✓	✓	✓
	Working Visually		✓	✓	✓
	Interpreting Text with Drama				
	Using the Text as Referee				
	Choosing the Best Evidence		✓	✓	
	Writing for an Audience		✓	✓	✓
	Revising		✓	✓	✓
Debating					
Skills	Writing Skills		✓	✓	✓
	Writing Habits		✓	✓	✓
	Reading Skills				
	Reading Habits		✓	✓	✓

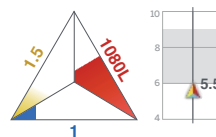
# Grade 8 | Unit A | Sub-unit overview



## 8A World War II & Narrative

Sub-Unit 8A.1 Welcome! / 8A.2 Get Started / 8A.3 *Going Solo* / 8A.4 Write an Essay

- Character & Narrator: Make inferences about a character's values
- Writing: Compare an author's portrayal of two characters
- Text structure: Strong verbs and sensory details
- Content: British colonial Africa and Middle East
- Texts in this Unit: *Going Solo* by Roald Dahl



Genre L

- Memoir
- Historical Accounts

California Common Core Standards

		Standard taught explicitly in this sub-unit Standard practiced in this sub-unit				
SUB-UNITS			8A.1 Welcome!	8A.2 Get Started	8A.3 <i>Going Solo</i>	8A.4 Write an Essay
			Explore the digital dimensions of Amplify's multi-media curriculum.	Turn the moments of your ordinary experience into stories that sound like nobody else's.	Discover Roald Dahl's true-life story as he adventures through Africa and flies fighter planes during WWII.	Develop your ideas and weave them together into an argument that's easy to follow.
California Common Core Standards	RL Reading Literature		1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	RI Reading Informational Text		1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	W Writing		1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	SL Speaking & Listening		1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	L Language		1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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		✓	✓	✓	✓



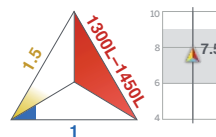
# Grade 8 | Unit B | Sub-unit overview



## 8B Biography & Literature

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

- Character & Narrator** Trace the development of a historical character's ideas across time
- Writing** Describe different sides of a character and reconcile his contradictions
- Text structure** Biography and autobiography; humor; persuasion
- Content** Colonial America; founding democratic principles
- Texts in this Unit** *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



Genre **I** **L**

- Biography
- Memoir
- Opinion Pieces

		8B.1 Benjamin Franklin	8B.2 Declaration of Independence	8B.3 Write an Essay	
<p>Standard taught explicitly in this sub-unit</p> <p>Standard practiced in this sub-unit</p>					
SUB-UNITS		8B.1 Benjamin Franklin	8B.2 Declaration of Independence	8B.3 Write an Essay	
		Explore the many sides of Franklin and discover why this founding father is still so fascinating.	Unpack the language in drafts of the Declaration and decide whether a key revision sounds like Franklin's handiwork.	Write an essay where you examine the different facets of Franklin and resolve the contradictions within his character.	
California Common Core Standards	RL	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
	RI	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
	W	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
	SL	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
	L	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
Learning Experiences		✓		✓	
		✓	✓		
		✓	✓	✓	
	Skills <td></td> <td>✓</td> <td>✓</td> <td>✓</td>		✓	✓	✓
		✓	✓	✓	
	<p>66</p>				

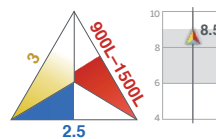
# Grade 8 | Unit C | Sub-unit overview



## 8C Liberty & Equality

Sub-Unit 8C.1 *Narrative of the Life of Frederick Douglass, an American Slave* / 8C.2 *Incidents in the Life of a Slave Girl* / 8C.3 *The Boys' War* / 8C.4 *The Gettysburg Address* / 8C.5 Write an Essay

Character & Narrator Analyze a memoirist's purpose in including or omitting details from his or her life  
 Writing Evaluate which of two texts has a stronger impact on a reader  
 Text structure Texts that cross genre: poetry & prose  
 Content American slavery, abolition, and the Civil War  
 Texts in this Unit "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



Genre I L

- Memoir
- Speech
- Poetry

California Common Core Standards

SUB-UNITS		8C.1 Frederick Douglass	8C.2 Life of a Slave Girl	8C.3 The Boys' War	8C.4 The Gettysburg Address	8C.5 Write an Essay			
California Common Core Standards	RL Reading Literature	<span style="background-color: orange;">1</span> <span style="background-color: orange;">2</span> <span style="background-color: orange;">3</span> <span style="background-color: orange;">4</span> <span style="background-color: orange;">5</span> <span style="background-color: orange;">6</span> <span style="background-color: orange;">7</span> <span style="background-color: orange;">8</span> <span style="background-color: orange;">9</span> <span style="background-color: orange;">10</span>	<span style="background-color: lightgreen;">1</span> <span style="background-color: lightgreen;">2</span> <span style="background-color: lightgreen;">3</span> <span style="background-color: lightgreen;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span> <span style="background-color: lightgreen;">7</span> <span style="background-color: lightgreen;">8</span> <span style="background-color: lightgreen;">9</span> <span style="background-color: lightgreen;">10</span>	<span style="background-color: lightgreen;">1</span> <span style="background-color: lightgreen;">2</span> <span style="background-color: lightgreen;">3</span> <span style="background-color: lightgreen;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span> <span style="background-color: lightgreen;">7</span> <span style="background-color: lightgreen;">8</span> <span style="background-color: lightgreen;">9</span> <span style="background-color: lightgreen;">10</span>	<span style="background-color: lightgreen;">1</span> <span style="background-color: lightgreen;">2</span> <span style="background-color: lightgreen;">3</span> <span style="background-color: lightgreen;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span> <span style="background-color: lightgreen;">7</span> <span style="background-color: lightgreen;">8</span> <span style="background-color: lightgreen;">9</span> <span style="background-color: lightgreen;">10</span>	<span style="background-color: lightgreen;">1</span> <span style="background-color: lightgreen;">2</span> <span style="background-color: lightgreen;">3</span> <span style="background-color: lightgreen;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span> <span style="background-color: lightgreen;">7</span> <span style="background-color: lightgreen;">8</span> <span style="background-color: lightgreen;">9</span> <span style="background-color: lightgreen;">10</span>	<span style="background-color: lightgreen;">1</span> <span style="background-color: lightgreen;">2</span> <span style="background-color: lightgreen;">3</span> <span style="background-color: lightgreen;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span> <span style="background-color: lightgreen;">7</span> <span style="background-color: lightgreen;">8</span> <span style="background-color: lightgreen;">9</span> <span style="background-color: lightgreen;">10</span>		
	RI Reading Informational Text	<span style="background-color: lightgreen;">1</span> <span style="background-color: lightgreen;">2</span> <span style="background-color: lightgreen;">3</span> <span style="background-color: lightgreen;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span> <span style="background-color: orange;">7</span> <span style="background-color: lightgreen;">8</span> <span style="background-color: lightgreen;">9</span> <span style="background-color: lightgreen;">10</span>	<span style="background-color: lightgreen;">1</span> <span style="background-color: lightgreen;">2</span> <span style="background-color: lightgreen;">3</span> <span style="background-color: lightgreen;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span> <span style="background-color: lightgreen;">7</span> <span style="background-color: lightgreen;">8</span> <span style="background-color: orange;">9</span> <span style="background-color: lightgreen;">10</span>	<span style="background-color: orange;">1</span> <span style="background-color: orange;">2</span> <span style="background-color: lightgreen;">3</span> <span style="background-color: lightgreen;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span> <span style="background-color: lightgreen;">7</span> <span style="background-color: lightgreen;">8</span> <span style="background-color: lightgreen;">9</span> <span style="background-color: lightgreen;">10</span>	<span style="background-color: lightgreen;">1</span> <span style="background-color: lightgreen;">2</span> <span style="background-color: orange;">3</span> <span style="background-color: orange;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span> <span style="background-color: orange;">7</span> <span style="background-color: lightgreen;">8</span> <span style="background-color: lightgreen;">9</span> <span style="background-color: lightgreen;">10</span>	<span style="background-color: orange;">1</span> <span style="background-color: orange;">2</span> <span style="background-color: orange;">3</span> <span style="background-color: orange;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span> <span style="background-color: orange;">7</span> <span style="background-color: lightgreen;">8</span> <span style="background-color: lightgreen;">9</span> <span style="background-color: lightgreen;">10</span>	<span style="background-color: orange;">1</span> <span style="background-color: orange;">2</span> <span style="background-color: orange;">3</span> <span style="background-color: orange;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span> <span style="background-color: orange;">7</span> <span style="background-color: lightgreen;">8</span> <span style="background-color: lightgreen;">9</span> <span style="background-color: lightgreen;">10</span>		
	W Writing	<span style="background-color: orange;">1</span> <span style="background-color: orange;">2</span> <span style="background-color: orange;">3</span> <span style="background-color: orange;">4</span> <span style="background-color: orange;">5</span> <span style="background-color: orange;">6</span> <span style="background-color: orange;">7</span> <span style="background-color: orange;">8</span> <span style="background-color: orange;">9</span> <span style="background-color: orange;">10</span>	<span style="background-color: orange;">1</span> <span style="background-color: orange;">2</span> <span style="background-color: orange;">3</span> <span style="background-color: orange;">4</span> <span style="background-color: orange;">5</span> <span style="background-color: orange;">6</span> <span style="background-color: orange;">7</span> <span style="background-color: orange;">8</span> <span style="background-color: orange;">9</span> <span style="background-color: orange;">10</span>	<span style="background-color: orange;">1</span> <span style="background-color: orange;">2</span> <span style="background-color: orange;">3</span> <span style="background-color: orange;">4</span> <span style="background-color: orange;">5</span> <span style="background-color: orange;">6</span> <span style="background-color: orange;">7</span> <span style="background-color: orange;">8</span> <span style="background-color: orange;">9</span> <span style="background-color: orange;">10</span>	<span style="background-color: orange;">1</span> <span style="background-color: orange;">2</span> <span style="background-color: orange;">3</span> <span style="background-color: orange;">4</span> <span style="background-color: orange;">5</span> <span style="background-color: orange;">6</span> <span style="background-color: orange;">7</span> <span style="background-color: orange;">8</span> <span style="background-color: orange;">9</span> <span style="background-color: orange;">10</span>	<span style="background-color: orange;">1</span> <span style="background-color: orange;">2</span> <span style="background-color: orange;">3</span> <span style="background-color: orange;">4</span> <span style="background-color: orange;">5</span> <span style="background-color: orange;">6</span> <span style="background-color: orange;">7</span> <span style="background-color: orange;">8</span> <span style="background-color: orange;">9</span> <span style="background-color: orange;">10</span>	<span style="background-color: orange;">1</span> <span style="background-color: orange;">2</span> <span style="background-color: orange;">3</span> <span style="background-color: orange;">4</span> <span style="background-color: orange;">5</span> <span style="background-color: orange;">6</span> <span style="background-color: orange;">7</span> <span style="background-color: orange;">8</span> <span style="background-color: orange;">9</span> <span style="background-color: orange;">10</span>		
	SL Speaking & Listening	<span style="background-color: lightgreen;">1</span> <span style="background-color: lightgreen;">2</span> <span style="background-color: lightgreen;">3</span> <span style="background-color: lightgreen;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span>	<span style="background-color: lightgreen;">1</span> <span style="background-color: lightgreen;">2</span> <span style="background-color: lightgreen;">3</span> <span style="background-color: lightgreen;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span>	<span style="background-color: lightgreen;">1</span> <span style="background-color: lightgreen;">2</span> <span style="background-color: lightgreen;">3</span> <span style="background-color: lightgreen;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span>	<span style="background-color: lightgreen;">1</span> <span style="background-color: lightgreen;">2</span> <span style="background-color: lightgreen;">3</span> <span style="background-color: lightgreen;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span>	<span style="background-color: lightgreen;">1</span> <span style="background-color: orange;">2</span> <span style="background-color: lightgreen;">3</span> <span style="background-color: lightgreen;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span>	<span style="background-color: lightgreen;">1</span> <span style="background-color: lightgreen;">2</span> <span style="background-color: lightgreen;">3</span> <span style="background-color: lightgreen;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span>		
	L Language	<span style="background-color: orange;">1</span> <span style="background-color: orange;">2</span> <span style="background-color: lightgreen;">3</span> <span style="background-color: lightgreen;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span>	<span style="background-color: orange;">1</span> <span style="background-color: orange;">2</span> <span style="background-color: lightgreen;">3</span> <span style="background-color: lightgreen;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span>	<span style="background-color: orange;">1</span> <span style="background-color: orange;">2</span> <span style="background-color: lightgreen;">3</span> <span style="background-color: lightgreen;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span>	<span style="background-color: orange;">1</span> <span style="background-color: orange;">2</span> <span style="background-color: lightgreen;">3</span> <span style="background-color: lightgreen;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span>	<span style="background-color: orange;">1</span> <span style="background-color: orange;">2</span> <span style="background-color: lightgreen;">3</span> <span style="background-color: lightgreen;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span>	<span style="background-color: lightgreen;">1</span> <span style="background-color: lightgreen;">2</span> <span style="background-color: lightgreen;">3</span> <span style="background-color: lightgreen;">4</span> <span style="background-color: lightgreen;">5</span> <span style="background-color: lightgreen;">6</span>		
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	✓	✓		✓	✓		✓	
Skills	Debating								
	Writing Skills	✓	✓		✓	✓		✓	
	Writing Habits	✓	✓		✓	✓		✓	
	Reading Skills	✓	✓		✓	✓		✓	
Reading Habits	✓	✓		✓	✓		✓		

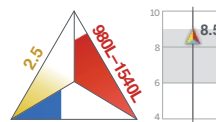
# Grade 8 | Unit D | Sub-unit overview



## 8D Science & Science Fiction

Sub-Unit 8D.1 *Frankenstein* / 8D.2 Write an Essay / 8D.3 Poetical Science

- Character & Narrator** Apply abstract concepts to an author's portrayal of a character
- Writing** Argue opposing claims about a character and resolve the contradiction
- Text structure** Graphic novels; 19th century British English
- Content** 19th century scientific and technological developments
- Texts in this Unit** *Gris Grimly's Frankenstein* by Mary Shelley and Gris Grimly / *Frankenstein* by Mary Shelley / "The Tables Turned" by William Wordsworth / "Debate on the Frame-Work Bill, in the House of Lords" by Lord Byron / *The Innovators*, Chapter 1, by Walter Isaacson / "All Watched Over by Machines of Loving Grace" by Richard Brautigan



Genre **I** **L**

- Graphic Novel
- Poetry
- Speech

		8D.1 <i>Frankenstein</i>	8D.2 Write an Essay	8D.3 Poetical Science
<p>Standard taught explicitly in this sub-unit</p> <p>Standard practiced in this sub-unit</p>				
<b>SUB-UNITS</b>				
		Trace Frankenstein's and the creature's evolutions and decide who ultimately deserves more sympathy.	Argue both sides of a question about the creature's humanity and defend your final answer.	Explore various 19th century perspectives on man's relationship with technology and decide which hold true in the present and the future.
<b>California Common Core Standards</b>	<b>RL</b> Reading Literature	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>RI</b> Reading Informational Text	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>W</b> Writing	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>SL</b> Speaking & Listening	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	<b>L</b> Language	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
<b>Learning Experiences</b>	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	✓	✓	
<b>Skills</b>	Debating	✓		
	Writing Skills	✓	✓	✓
	Writing Habits	✓	✓	✓
	Reading Skills	✓	✓	✓
	Reading Habits	✓	✓	✓

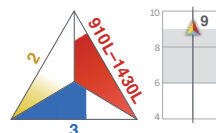
# Grade 8 | Unit E | Sub-unit overview



## 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

- Character & Narrator** Identify various sources' perspectives on a topic
- Writing** Synthesize information from several sources to develop an argument
- Text structure** Various types of historical and cultural documents
- Content** 20th century art world in Mexico and US
- Texts in this Unit** Excerpts from a range of documents, including: "Rockefellers Ban Lenin in RCA Mural and Dismiss Rivera" from *The New York Times* / *My Art, My Life: An Autobiography* by Diego Rivera / "Detroit Industry: The Murals of Diego Rivera" from NPR / *The Diary of Frida Kahlo* by Frida Kahlo



Genre I L

- Journalism
- Memoir
- Biography

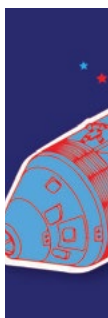
California Common Core Standards

Learning Experiences

Skills

		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
<p>Standard taught explicitly in this sub-unit</p> <p>Standard practiced in this sub-unit</p>						
<b>SUB-UNITS</b>		Explore how to find the best sources for targeted research.	Race to find the answer in primary and secondary source texts.	Compare and contrast Shakespeare and Frida.	Investigate art, commerce, Frida, and Diego in an open discussion.	Why did Kahlo start painting? What really happened between Rivera and Rockefeller?
<b>California Common Core Standards</b>	<b>RL</b> Reading Literature	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>RI</b> Reading Informational Text	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>W</b> Writing	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>SL</b> Speaking & Listening	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	<b>L</b> Language	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
<b>Learning Experiences</b>	Working Visually	✓	✓	✓		✓
	Working with Text as Theater					
	Using the Text as Referee				✓	
	Choosing the Best Evidence	✓	✓	✓	✓	✓
	Writing for an Authentic Audience		✓	✓	✓	✓
	<b>Skills</b>	Revising				
Debating						
Writing Skills		✓	✓	✓	✓	✓
Writing Habits		✓	✓	✓	✓	✓
Reading Skills		✓	✓	✓	✓	✓
Reading Habits	✓	✓	✓	✓	✓	

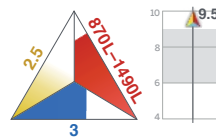
# Grade 8 | Unit F | Sub-unit overview



## 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** Compare and contrast perspectives on a topic
- Writing** Develop a question, conduct research, and create a multi-media project
- Text structure** Various types of historical and cultural documents
- Content** 20th century competition between US and USSR
- Texts in this Unit** Excerpts from a range of documents, including: *A Ball, a Dog, and a Monkey: 1957—The Space Race Begins* / "Moon Speech—Rice Stadium," John F. Kennedy / *Moon dust: In Search of the Men Who Fell to Earth* / "What the Moon Rocks Tell Us" from *National Geographic* / *Pale Blue Dot: A Vision of the Human Future in Space*



Genre I L

- Memoir
- Journalism
- Historical Accounts

		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	
<div style="display: flex; align-items: center;"> <div style="width: 10px; height: 10px; background-color: orange; border-radius: 50%; margin-right: 5px;"></div> Standard taught explicitly in this sub-unit  <div style="width: 10px; height: 10px; background-color: teal; border-radius: 50%; margin-right: 5px; margin-left: 10px;"></div> Standard practiced in this sub-unit                 </div>							
<b>SUB-UNITS</b>							
California Common Core Standards	<b>RL</b> Reading Literature	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
	<b>RI</b> Reading Informational Text	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
	<b>W</b> Writing	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
	<b>SL</b> Speaking & Listening	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
	<b>L</b> Language	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
Learning Experiences	Working with Text Out Loud						
	Working Visually	✓	✓	✓		✓	
	Working with Text as Theater						
	Using the Text as Referee				✓		
	Choosing the Best Evidence	✓	✓	✓	✓	✓	
Skills	Writing for an Authentic Audience		✓	✓	✓	✓	
	Revising					✓	
	Debating						
	Writing Skills	✓	✓	✓	✓	✓	
	Writing Habits	✓	✓	✓	✓	✓	
Reading Skills	✓	✓	✓	✓	✓		
Reading Habits	✓	✓	✓	✓	✓		

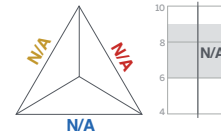
# Grade 8 | Unit G | Sub-unit overview



## 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

- Character & Narrator Create a believable character
- Writing Write an original short story
- Text structure Dialogue; plot structure
- Content Creative writing
- Texts in this Unit N/A



		8G.1 Creating a Believable Character	8G.2 Experimenting With a Second Character	8G.3 Writing a Short Story
<p><b>SUB-UNITS</b></p> <p>Experiment with conflict, perspective, and dialogue as you develop a character.</p> <p>Create a complex character capable of change and growth.</p> <p>Craft a storyline whose resolution reflects your character's change and development.</p>				
California Common Core Standards	RL Reading Literature	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	RI Reading Informational Text	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	W Writing	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	SL Speaking & Listening	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	L Language	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	✓	✓	✓
Skills	Debating			
	Writing Skills	✓	✓	✓
	Writing Habits	✓	✓	✓
	Reading Skills			
	Reading Habits	✓	✓	✓