



Unit-at-a-Glance

This unit is approximately 3 weeks or 15 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 1 RI.8.1, RI.8.10	Discover Our Topic: Food Choices Opening A. Engage the Learner – RI.8.1 (5 minutes) Work Time A. Infer the Topic – RI.8.1 (20 minutes) A. Introduce the Performance Task and Module Guiding Questions (10 minutes) Closing and Assessment A. Launch Independent Research Reading – RI.8.10 (10 minutes) Homework A. Read and Reflect: Students read and reflect on the guiding questions for the module and discuss them with their families. They should consider how the guiding questions make them feel. They can sketch or write about their ideas. A. Preread Anchor Text: Students preread section 1 of <i>The Omnivore's Dilemma</i> in preparation for reading the section in the next lesson. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. In this lesson, students explore resources related to the module topic of food choices and infer the topic. They are also introduced to the module guiding questions and performance task.	<ul style="list-style-type: none"> • I can infer the topic of this module from the resources. (RI.8.1) • I can select a research reading text that I want to read. (RI.8.10) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 1 (RI.8.1) • Work Time A: Infer the Topic: I Notice/I Wonder note-catcher (RI.8.1)

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Lesson 2 RI.8.1, RI.8.4, RI.8.6, L.8.1a, L.8.4	<p>Analyze Purpose and Point of View: <i>The Omnivore's Dilemma</i>, Introduction</p> <p>Opening A. Engage the Learner – RI.8.6 (5 minutes)</p> <p>Work Time A. Read <i>The Omnivore's Dilemma</i>, Section 1, and Analyze Purpose and Point of View – RI.8.6 (20 minutes) A. Language Dive: <i>The Omnivore's Dilemma</i>, Page 11 – RI.8.6 (10 minutes)</p> <p>Closing and Assessment A. Selected and Constructed Response Questions: Purpose and Point of View – RI.8.6 (10 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread section 2 of <i>The Omnivore's Dilemma</i> in preparation for reading the section in the next lesson.</p> <p>In this lesson, students are introduced to their anchor text and begin to analyze the author's purpose and point of view.</p>	<ul style="list-style-type: none"> I can analyze the author's point of view and purpose in an excerpt from <i>The Omnivore's Dilemma</i>. (RI.8.1, RI.8.6) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 2 (RI.8.6) Work Time A: Gist on sticky notes Work Time A: Author's Purpose and Point of View: <i>The Omnivore's Dilemma</i> note-catcher (RI.8.6) Work Time B: Language Dive: <i>The Omnivore's Dilemma</i>, Page 11 note-catcher (L.8.1a) Closing and Assessment A: Author's Purpose and Point of View: <i>The Omnivore's Dilemma</i>, Section 1 Questions (RI.8.6)
Lesson 3 RI.8.5, RI.8.6	<p>Analyze Purpose, Point of View, and Structure: Corn in Our Food</p> <p>Opening A. Engage the Learner – RI.8.6 (5 minutes)</p> <p>Work Time A. Read <i>The Omnivore's Dilemma</i>, Section 2, and Analyze Purpose and Point of View – RI.8.6 (15 minutes) A. Mini Lesson: Analyze Paragraph Structure – RI.8.5 (20 minutes)</p> <p>Closing and Assessment A. Exit Ticket: Paragraph Structure: <i>The Omnivore's Dilemma</i>, Section 2 – RI.8.5 (5 minutes)</p> <p>Homework A. Analyze Purpose and Point of View: Students answer selected response questions to complete Homework: Analyze Author's Purpose and Point of View: <i>The Omnivore's Dilemma</i>, Section 2. A. Preread Anchor Text: Students preread section 3 of <i>The Omnivore's Dilemma</i> in preparation for reading the section in the next lesson.</p> <p>In this lesson, students continue to read their anchor text and begin to analyze structure.</p>	<ul style="list-style-type: none"> I can analyze the author's purpose and point of view in a text and explain how he acknowledges conflicting viewpoints. (RI.8.6) I can identify the structure of a specific paragraph in a text and explain how it develops a key concept. (RI.8.5) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 3 (RI.8.6) Work Time A: Gist on sticky notes Work Time A: Purpose and Point of View: <i>The Omnivore's Dilemma</i> note-catcher (RI.8.6) Closing and Assessment A: Exit Ticket: Unit 1, Lesson 3 (RI.8.5)

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Lesson 4 RI.8.8, L.8.4c	Delineate and Evaluate an Argument: Industrial Farming Opening A. Engage the Learner – L.8.4c (5 minutes) Work Time A. Read <i>The Omnivore's Dilemma</i> , Section 3, and Track Gist and Key Details (15 minutes) A. Delineate an Argument – RI.8.8 (20 minutes) Closing and Assessment A. Thumb-O-Meter and Pair-Share – RI.8.8 (5 minutes) Homework A. Delineate Arguments: Students answer selected response questions to complete Homework: Delineate Arguments: <i>The Omnivore's Dilemma</i> , Section 3. In this lesson, students read their anchor text and are introduced to how to delineate and evaluate an author's argument.	<ul style="list-style-type: none"> • I can delineate the argument in a section of <i>The Omnivore's Dilemma</i>. (RI.8.8) • I can evaluate an argument, assessing whether Michael Pollan's reasoning is sound and the evidence presented on the topic of industrial farming is relevant and sufficient. (RI.8.8) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 4 (L.8.4c) • Work Time A: Gist on sticky notes • Work Time B: Delineate an Argument: <i>The Omnivore's Dilemma</i>, Section 3 graphic organizer (RI.8.8)
Lesson 5 RI.8.6, RI.8.8	Delineate and Evaluate an Argument: Irrelevant Evidence and Conflicting Viewpoints Opening A. Engage the Learner – RI.8.8 (5 minutes) Work Time A. Sort Relevant and Irrelevant Evidence – RI.8.8 (10 minutes) A. Irrelevant Evidence and Conflicting Viewpoints – RI.8.8 (20 minutes) Closing and Assessment A. Conflicting Viewpoints – RI.8.6 (10 minutes) Homework A. Preread Anchor Text: Students preread <i>The Omnivore's Dilemma</i> , Section 4 (pages 88–89, 91–93, 96–100), in preparation for studying an excerpt from the section in the next lesson. In this lesson, students continue to read their anchor text and evaluate the author's argument by considering the relevance of evidence and if and how the author responds to conflicting viewpoints.	<ul style="list-style-type: none"> • I can distinguish between relevant and irrelevant evidence. (RI.8.8) • I can evaluate an argument, assessing whether Michael Pollan's evidence presented on the topic of industrial farming is relevant. (RI.8.8) • I can evaluate an argument, analyzing how Michael Pollan responds to conflicting viewpoints. (RI.8.6) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 5 (RI.8.8) • Work Time A: Sort Relevant and Irrelevant Evidence note-catcher (RI.8.8) • Work Time B: Delineate an Argument: <i>The Omnivore's Dilemma</i>, Section 3 graphic organizer (RI.8.8)

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Lesson 6 RI.8.1, RI.8.5, RI.8.6, SL.8.1	Analyze Purpose, Point of View, and Structure: Processed Foods Opening A. Engage the Learner – RI.8.5 (5 minutes) Work Time A. Read <i>The Omnivore's Dilemma</i> , Section 4, and Analyze Purpose and Point of View – RI.8.6 (20 minutes) A. Jigsaw: Paragraph Structure – RI.8.5 (15 minutes) Closing and Assessment A. Whole-Class Share – SL.8.1 (5 minutes) Homework A. Preread Anchor Text: Students preread <i>The Omnivore's Dilemma</i> , Section 5, in preparation for reading the section in the next lesson. In this lesson, students continue to read their anchor text and analyze the author's purpose, point of view, and structure.	<ul style="list-style-type: none"> I can analyze the author's purpose and point of view in a text and explain how he acknowledges conflicting viewpoints. (RI.8.6) I can analyze the structure of a specific paragraph in a text and explain how it develops a key concept. (RI.8.5) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 6 (RI.8.5) Work Time A: Gist on sticky notes Work Time A: Purpose and Point of View: <i>The Omnivore's Dilemma</i> note-catcher (RI.8.6) Work Time B: Jigsaw notes on chart paper (RI.8.5)
Lesson 7 RI.8.1, RI.8.8, SL.8.3	Delineate and Evaluate an Argument: Industrial Organic Farming Opening A. Engage the Learner – RI.8.1 (5 minutes) Work Time A. Read <i>The Omnivore's Dilemma</i> , Section 5 (15 minutes) A. Delineate Arguments: <i>The Omnivore's Dilemma</i> , Section 5 – RI.8.8 (15 minutes) Closing and Assessment A. Delineate an Argument: "Farmers Markets" Video – SL.8.3 (10 minutes) Homework A. Delineate an Argument: Students answer selected response questions to complete Homework: Delineate an Argument: <i>The Omnivore's Dilemma</i> , Section 5. A. Preread Anchor Text: Students preread <i>The Omnivore's Dilemma</i> , Section 6 (pages 168–171, 178–180, and 192–196), in preparation for studying an excerpt from the section in the next lesson. In this lesson, students continue to read their anchor text and delineate the author's argument, and also begin to delineate a speaker's argument.	<ul style="list-style-type: none"> I can delineate and evaluate the argument in <i>The Omnivore's Dilemma</i>, assessing whether the reasoning is sound and the evidence is relevant and sufficient. (RI.8.8) I can delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (SL.8.3) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 7 (RI.8.1) Work Time A: Gist on sticky notes Work Time B: Delineate an Argument: <i>The Omnivore's Dilemma</i>, Section 5 graphic organizer (RI.8.8) Closing and Assessment A: Delineate an Argument: "Farmers Markets" graphic organizer (RI.8.8, SL.8.3)

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Lesson 8 RI.8.6	Analyze Purpose and Point of View: Local Food Opening A. Engage the Learner (5 minutes) Work Time A. Read <i>The Omnivore's Dilemma</i> , Section 6 (15 minutes) A. Analyze Author's Purpose and Point of View – RI.8.6 (20 minutes) Closing and Assessment A. Point of View: <i>The Omnivore's Dilemma</i> , Section 6 – RI.8.6 (5 minutes) Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. In this lesson, students continue to read their anchor text and analyze the author's purpose and point of view.	<ul style="list-style-type: none"> • I can analyze the author's point of view and purpose in an excerpt from <i>The Omnivore's Dilemma</i>. (RI.8.6) • I can explain how the author acknowledges conflicting viewpoints in the text. (RI.8.6) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 8 • Work Time A: Gist on sticky notes • Work Time A: Purpose and Point of View: <i>The Omnivore's Dilemma</i> note-catcher (RI.8.6) • Closing and Assessment A: Analyze Author's Point of View: <i>The Omnivore's Dilemma</i>, Section 6 question (RI.8.6)
Lesson 9 RI.8.5	Analyze Paragraph Structure: Local Food Opening A. Engage the Learner – RI.8.5 (5 minutes) Work Time A. Gallery Walk: Paragraph Structure – RI.8.5 (30 minutes) Closing and Assessment A. Whole-Class Share – SL.8.1 (10 minutes) Homework A. Preread Anchor Text: Students preread <i>The Omnivore's Dilemma</i> , Section 7, in preparation for reading the section in the next lesson. In this lesson, students continue to read their anchor text and analyze the structure.	<ul style="list-style-type: none"> • I can analyze the structure of a specific paragraph in a text and explain how it develops a key concept. (RI.8.5) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 9 (RI.8.5) • Work Time A: Responses on chart paper in gallery walk activity (RI.8.5)

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Lesson 10 RI.8.8, SL.8.3	Delineate and Evaluate Argument: Local Sustainable Food Opening A. Engage the Learner (10 minutes) Work Time A. Read <i>The Omnivore's Dilemma</i> , Section 7, and Delineate Arguments – RI.8.8 (20 minutes) Closing and Assessment A. Delineate an Argument in a Video – SL.8.3 (15 minutes) Homework A. Delineate Arguments: Students answer selected and constructed response questions to complete Homework: Delineate Arguments: <i>The Omnivore's Dilemma</i> , Afterword. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. In this lesson, students continue to read their anchor text and delineate the author's argument, and also delineate a speaker's argument.	<ul style="list-style-type: none"> I can delineate and evaluate the argument in <i>The Omnivore's Dilemma</i>, assessing whether the reasoning is sound and the evidence is relevant and sufficient. (RI.8.8) I can delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (SL.8.3) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 10 Work Time A: Delineate an Argument: <i>The Omnivore's Dilemma</i>, Section 7 graphic organizer (RI.8.8) Closing and Assessment A: Delineate an Argument in a Video graphic organizer (RI.8.8, SL.8.3)
Lesson 11 RI.8.1, RI.8.5, RI.8.6, RI.8.8, SL.8.3	Mid-Unit 1 Assessment: Analyze Structure, Determine Point of View, and Evaluate Arguments in Video and Text Opening A. Engage the Learner (5 minutes) Work Time A. Mid-Unit 1 Assessment: Analyze Structure, Determine Point of View, and Evaluate Arguments in Video and Text (35 minutes) Closing and Assessment A. Reflect on Learning Targets (5 minutes) Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. In this lesson, students take their mid-unit assessment and delineate and evaluate an author's argument and analyze the purpose, point of view, and structure.	<ul style="list-style-type: none"> I can analyze the structure of a specific paragraph in a text and explain how it develops a key idea. (RI.8.5) I can determine an author's point of view and analyze how the author addresses conflicting evidence or viewpoints. (RI.8.6) I can delineate and evaluate the argument in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient. (RI.8.8) I can delineate and evaluate a speaker's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient. (SL.8.3) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 11 Work Time A: Mid-Unit 1 Assessment: Analyze Structure, Determine Point of View, and Evaluate Arguments in Video and Text (RI.8.1, RI.8.5, RI.8.6, RI.8.8, RI.8.10, SL.8.3)

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Lesson 12 RI.8.7, RI.8.9, SL.8.2	Analyze Different Mediums: Industrial Organic Farming Opening A. Engage the Learner – RI.8.7 (5 minutes) Work Time A. Advantages and Disadvantages of Different Mediums – RI.8.7 (10 minutes) A. Purpose and Motive – SL.8.2 (10 minutes) A. Explore Conflicting Information – RI.8.7, RI.8.9 (15 minutes) Closing and Assessment A. Review Advantages and Disadvantages of Different Mediums – RI.8.7 (5 minutes) Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. A. Analyze Mediums: Students complete Homework: Analyze Mediums: Industrial Organic Farming to answer questions about the advantages and disadvantages of using photographs and text to explain a topic. In this lesson, students analyze the purpose and motives for expressing information as well as the advantages and disadvantages of using different mediums. They also analyze cases of conflicting information.	<ul style="list-style-type: none"> • I can identify advantages and disadvantages of using different mediums to present information about industrial organic farming. (RI.8.7) • I can identify possible purposes and motives for presenting information on industrial organic farming and provide an example of each. (SL.8.2) • I can analyze two texts that provide conflicting information on industrial organic farming and identify where they disagree on matters of fact or interpretation. (RI.8.9) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 12 (RI.8.7) • Work Time A: Analyze Different Mediums anchor chart (RI.8.7) • Work Time C: Analyze Different Mediums: Industrial Organic Farming (RI.8.7, RI.8.9)
Lesson 13 RI.8.7, RI.8.9, SL.8.2	Analyze Different Mediums: Industrial Meat and Farming Opening A. Engage the Learner– SL.8.2 (10 minutes) Work Time A. Review Anchor Charts – RI.8.7 (10 minutes) A. Analyze Mediums: Industrial Meat and Farming – RI.8.7 (15 minutes) Closing and Assessment A. Analyze Conflicting Information: Industrial Meat and Farming – RI.8.9 (10 minutes) Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. A. Analyze Mediums: Students review a photograph and a text section of <i>The Omnivore's Dilemma</i> and then complete Homework: Analyze Mediums: Industrial Farming and CAFOs. In this lesson, students analyze the purpose and motives for expressing information as well as the advantages and disadvantages of using different mediums. They also analyze cases of conflicting information.	<ul style="list-style-type: none"> • I can identify the advantages and disadvantages of using different mediums to present information on industrial meat and farming. (RI.8.7) • I can analyze two texts that provide conflicting information on industrial meat and farming and identify where they disagree on matters of fact or interpretation. (RI.8.9) • I can identify possible purposes and motives for presenting information on industrial meat and farming and provide an example of each. (SL.8.2) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 13 (SL.8.2) • Work Time A: Analyze Different Mediums anchor chart (RI.8.7) • Work Time B: Analyze Mediums: Industrial Meat and Farming (RI.8.7, RI.8.9, SL.8.2) • Closing and Assessment A: Exit Ticket: Unit 1, Lesson 13 (RI.8.9)

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Lesson 14 RI.8.7, RI.8.9, SL.8.2	<p>Analyze Different Mediums: Local Sustainable Food</p> <p>Opening A. Engage the Learner – SL.8.2 (10 minutes)</p> <p>Work Time A. Analyze Mediums: Local Sustainable Food – RI.8.7 (15 minutes)</p> <p>Closing and Assessment A. Independent Research Task – RI.8.9 (20 minutes)</p> <p>Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>In this lesson, students analyze the purpose and motives for expressing information as well as the advantages and disadvantages of using different mediums. They also analyze cases of conflicting information.</p>	<ul style="list-style-type: none"> • I can identify the advantages and disadvantages of using different mediums to present information about local sustainable food. (RI.8.7) • I can analyze two texts that provide conflicting information on local sustainable food and identify where they disagree on matters of fact or interpretation. (RI.8.9) • I can identify possible purposes and motives for presenting information on local sustainable food and provide an example of each. (SL.8.2) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 14 (SL.8.2) • Work Time A: Analyze Different Mediums anchor chart and Analyze Purpose and Motives: Local Sustainable Food (RI.8.7) • Closing and Assessment A: Independent Research Task (RI.8.9)

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Lesson 15 RI.8.1, RI.8.7, RI.8.9, SL.8.2	<p>End of Unit 1 Assessment: Analyze the Purpose of Information, Evaluate Mediums, and Analyze Conflicting Information in Video and Text</p> <p>Opening A. Engage the Learner (5 minutes)</p> <p>Work Time A. End of Unit 1 Assessment: Analyze the Purpose of Information, Evaluate Mediums, and Analyze Conflicting Information in Video and Text (35 minutes)</p> <p>Closing and Assessment A. Reflect on Learning Targets (5 minutes)</p> <p>Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>In this lesson, students take their end of unit assessment and analyze the purpose and motives for expressing information as well as the advantages and disadvantages of using different mediums, also analyzing cases in which two sources provide conflicting information.</p>	<ul style="list-style-type: none"> • I can evaluate the advantages and disadvantages of using different mediums to present information about the price of healthy food. (RI.8.7) • I can analyze the purpose of information presented in digital print and video format and evaluate the motives (e.g., social, commercial, political) behind its presentation. (SL.8.2) • I can analyze how “No Free Lunch” and “Is Eating Healthy Really More Expensive?” provide conflicting information about the cost of healthy food and identify where these sources disagree on matters of fact or interpretation. (RI.8.9) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 15 • Work Time A: End of Unit 1 Assessment: Analyze the Purpose of Information, Evaluate Mediums, and Analyze Conflicting Information in Video and Text (RI.8.1, RI.8.7, RI.8.9, SL.8.2)