



## Unit-at-a-Glance

This unit is approximately 3 weeks or 14 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 1</b> RI.8.1, W.8.7, W.8.8	<b>Introduction to Research Project: How Do GMOs Influence Our Access to Healthy Food?</b>  <b>Opening</b> A. Engage the Learner – W.8.7 (5 minutes) <b>Work Time</b> A. Introduce GMO Research Project (10 minutes) A. Read “To GMO or NOT to GMO?” and Track Access to Healthy Food – W.8.8 (25 minutes) <b>Closing and Assessment</b> A. Whole-Class Share – W.8.7 (5 minutes) <b>Homework</b> 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 are introduced to their group research project and read their first source on GMOs.	<ul style="list-style-type: none"> <li>I can cite evidence that supports the influence GMOs have on our access to healthy food. (RI.8.1, W.8.8)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 2, Lesson 1 (W.8.7)</li> <li>Work Time B: Access to Healthy Food Research: GMOs note-catcher (RI.8.1, W.8.7, W.8.8)</li> </ul>
<b>Lesson 2</b> RI.8.1, W.8.7, W.8.8	<b>Introduce Internet Research: GMOs</b>  <b>Opening</b> A. Engage the Learner – W.8.8 (5 minutes) <b>Work Time</b> A. Research Mini Lesson: Search Terms and Credibility of Sources – W.8.8 (15 minutes) A. Research GMOs and Track Access to Healthy Food – W.8.7 (20 minutes) <b>Closing and Assessment</b> A. Partner Share (5 minutes) <b>Homework</b> 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 learn about search terms and credible sources and use these skills to research GMOs.	<ul style="list-style-type: none"> <li>I can assess the credibility of digital sources while conducting research. (W.8.7, W.8.8)</li> <li>I can use search terms effectively to gather information from digital sources. (W.8.7, W.8.8)</li> <li>I can conduct research to answer a question about how GMOs influence our access to healthy food. (W.8.7, W.8.8)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 2, Lesson 2 (W.8.8)</li> <li>Work Time B: Access to Healthy Food Research: GMOs note-catcher (RI.8.1, W.8.7, W.8.8)</li> <li>Closing and Assessment A: Generating additional related focus questions (W.8.7)</li> </ul>

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<b>Lesson 3</b> RI.8.1, W.8.7, W.8.8	<b>Research GMOs</b>  <b>Opening</b> A. Engage the Learner – W.8.8 (10 minutes) <b>Work Time</b> A. Mini Lesson: Continue Research – W.8.8 (10 minutes) A. Research GMOs – W.8.8 (20 minutes) <b>Closing and Assessment</b> A. Partner Share (5 minutes) <b>Homework</b> 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 research GMOs	<ul style="list-style-type: none"> <li>I can conduct research to answer a question about how GMOs influence our access to healthy food. (W.8.7, W.8.8)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 2, Lesson 3 (W.8.8)</li> <li>Work Time B: Access to Healthy Food Research: GMOs note-catcher (RI.8.1, W.8.7, W.8.8)</li> </ul>
<b>Lesson 4</b> W.8.7, W.8.8	<b>Introduce Independent Research Case Studies</b>  <b>Opening</b> A. Engage the Learner – W.8.7 (5 minutes) <b>Work Time</b> A. Introduce Case Study Research Project – W.8.7 (5 minutes) A. Jigsaw Activity – W.8.8 (30 minutes) <b>Closing and Assessment</b> A. Whole-Class Share – W.8.7 (5 minutes) <b>Homework</b> 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 are introduced to their independent research project and read their first related text.	<ul style="list-style-type: none"> <li>I can conduct research to answer a question about factors that influence our access to healthy food. (W.8.7, W.8.8)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 2, Lesson 4 (W.8.7)</li> <li>Work Time B: Access to Healthy Food: Independent Research note-catcher (RI.8.1, W.8.7, W.8.8)</li> </ul>
<b>Lesson 5</b> RI.8.1, W.8.7, W.8.8	<b>Independent Research: Case Study</b>  <b>Opening</b> A. Engage the Learner – W.8.8 (5 minutes) <b>Work Time</b> A. Mini Lesson: Research – W.8.7 (15 minutes) A. Independent Research – W.8.8 (20 minutes) <b>Closing and Assessment</b> A. Whole Group Share (5 minutes) <b>Homework</b> 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 their independent research.	<ul style="list-style-type: none"> <li>I can conduct research to answer a question about factors that influence our access to healthy food. (RI.8.1, W.8.7, W.8.8)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 2, Lesson 5 (W.8.8)</li> <li>Work Time B: Access to Healthy Food: Independent Research note-catcher (RI.8.1, W.8.7, W.8.8)</li> </ul>

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<b>Lesson 6</b> RI.8.1, RI.8.4, W.8.7, W.8.8	<b>Mid-Unit 2 Assessment: Research Climate Change and Food Shortages</b>  <b>Opening</b> A. Engage the Learner (5 minutes) <b>Work Time</b> A. Mid-Unit 2 Assessment: Research Climate Change and Food Shortages – W.8.7, W.8.8 (30 minutes) <b>Closing and Assessment</b> A. Track Progress – W.8.7 (10 minutes) <b>Homework</b> A. Preread a Model Essay for Gist: Students complete Homework: Preread for Gist: “GMOs” to answer selected and constructed response questions about the structure and content of Model Essay: “GMOs.”  In this lesson, students take their mid-unit assessment and are presented with a new research question, use the skills they have learned to answer questions, and fill in a graphic organizer with their research findings.	<ul style="list-style-type: none"> <li>I can conduct research to answer a new question about food choices and sustainability. (W.8.7, W.8.8)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 2, Lesson 6</li> <li>Work Time A: Mid-Unit 2 Assessment: Research Climate Change and Food Shortages (RI.8.1, RI.8.10, W.8.7, W.8.8)</li> </ul>
<b>Lesson 7</b> RI.8.1, W.8.2, W.8.4	<b>Write an Informative Essay: Analyze a Model</b>  <b>Opening</b> A. Engage the Learner – W.8.2 (5 minutes) <b>Work Time</b> A. Read for Gist: Model Essay – “GMOs” (15 minutes) A. Analyze a Model Essay – W.8.4 (15 minutes) <b>Closing and Assessment</b> A. Review Criteria for Informative Essay – W.8.2 (10 minutes) <b>Homework</b> A. Preread a Model Essay for Gist: Students complete Homework: Preread for Gist: “CSAs” to answer selected and constructed response questions about Model Essay: “CSAs.” 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 analyze a model essay and analyze how it meets the criteria for an informative essay.	<ul style="list-style-type: none"> <li>I can find the gist of a model essay.</li> <li>I can analyze a model essay to generate criteria of an effective informative essay on my selected research case study. (W.8.2, W.8.4)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 2, Lesson 7</li> <li>Closing and Assessment A: Informative Writing: “GMOs” checklist (RI.8.1, W.8.2)</li> </ul>

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<b>Lesson 8</b> W.8.2a, W.8.2b, W.8.4, W.8.5, SL.8.4, L.8.1b, L.8.3a	<p><b>Write an Informative Essay: Analyze a Model and Plan an Introduction</b></p> <p><b>Opening</b>  A. Engage the Learner – SL.8.4 (5 minutes)</p> <p><b>Work Time</b>  A. Language Dive: Model Essay: “GMOs,” Paragraph 1 – W.8.2a (10 minutes)  A. Read and Analyze Model Essay: “CSAs” – W.8.4 (15 minutes)</p> <p><b>Closing and Assessment</b>  A. Analyze Model and Plan Introduction – W.8.4 (15 minutes)</p> <p><b>Homework</b>  A. Revise Informative Essay Plan: Students revise their plan for their own independent research essay.  A. Homework: Painted Essay® Structure: Students answer selected and constructed response questions about the model essay’s structure and content to complete Homework: Painted Essay® Structure.</p> <p>In this lesson, students participate in a Language Dive on a focus statement, analyze differences in a second model essay with a slightly different structure, and plan their introduction.</p>	<ul style="list-style-type: none"> <li>• I can plan an introduction to an informative essay that includes a strong focus statement. (W.8.2a, W.8.4)</li> <li>• I can analyze a model to generate criteria of an effective informative essay on my selected research case study. (W.8.2, W.8.4)</li> <li>• I can identify indicators for speaking clearly and using appropriate eye contact. (SL.8.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket: Unit 2, Lesson 8 (SL.8.4)</li> <li>• Work Time A: Language Dive: Model Essay: “GMOs,” Paragraph 1 note-catcher (W.8.2a, L.8.1b)</li> <li>• Work Time B: Informative Writing checklist (RI.8.1, W.8.2)</li> <li>• Closing and Assessment A: Informative Essay Writing Plan graphic organizer: Plan of Introduction (W.8.2a, W.8.4)</li> </ul>
<b>Lesson 9</b> W.8.2b, W.8.3c, W.8.4, W.8.5, SL.8.4, L.8.1a	<p><b>Write an Informative Essay: Plan Proof Paragraphs</b></p> <p><b>Opening</b>  A. Engage the Learner – W.8.2a (5 minutes)</p> <p><b>Work Time</b>  A. Language Dive: Model Essay: “GMOs,” Paragraph 3 – W.8.2b (10 minutes)  A. Analyze Models and Plan Proof Paragraphs – W.8.5 (25 minutes)</p> <p><b>Closing and Assessment</b>  A. Pair-Share: Proof Paragraphs Feedback – SL.8.4 (5 minutes)</p> <p><b>Homework</b>  A. Revise Informative Essay Plan: Students use the feedback from Closing and Assessment A to revise their own independent research essay plan.  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 model essays, participate in a Language Dive, and plan their Proof Paragraphs.</p>	<ul style="list-style-type: none"> <li>• I can plan Proof Paragraphs for an informative essay that include relevant details, examples, and evidence that support my focus statement. (W.8.2b, W.8.5)</li> <li>• I can present my Proof Paragraphs plan to a partner, using appropriate eye contact and adequate volume. (SL.8.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket: Unit 2, Lesson 9 (W.8.2a)</li> <li>• Work Time B: Informative Writing Plan graphic organizer: Plan for Proof Paragraphs 1 and 2 (W.8.2, W.8.4)</li> </ul>

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<b>Lessons 10–11</b> W.8.2, W.8.2f, W.8.4, W.8.5, W.8.6, SL.8.4	<b>Draft an Informative Essay</b>  <b>Opening</b> A. Engage the Learner – W.8.2f (10 minutes) <b>Work Time</b> A. Analyze Model and Plan Conclusion – W.8.5 (15 minutes) A. Independent Writing: Draft an Informative Essay – W.8.2 (50 minutes) <b>Closing and Assessment</b> A. Peer Critique – SL.8.4 (15 minutes) <b>Homework</b> A. Revise Informative Essays: Students revise their essays based on the feedback they received during the peer critique, paying attention to transitions, domain-specific vocabulary, and correct spelling. 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 these lessons students analyze the models, plan their conclusion, draft their essay, and participate in a peer critique.	<ul style="list-style-type: none"> <li>I can plan a concluding statement to an informative essay that follows from and supports the information presented. (W.8.2f, W.8.4)</li> <li>I can draft an informative essay using the Painted Essay® structure. (W.8.2)</li> <li>I can give kind, helpful, and specific feedback to my partner. (SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 2, Lessons 10–11 (W.8.2)</li> <li>Work Time A: Informative Essay Writing Plan graphic organizer: plan of conclusion (W.8.2f, W.8.4)</li> <li>Work Time B: Independent Writing: Draft an Informative Essay (W.8.2, W.8.4)</li> </ul>
<b>Lesson 12</b> RI.8.1, SL.8.4, SL.8.5, L.8.6	<b>End of Unit 2 Assessment, Part I: Desktop Teaching Activity Lesson Plan</b>  <b>Opening</b> A. Engage the Learner – SL.8.5 (5 minutes) <b>Work Time</b> A. End of Unit 2 Assessment, Part I: Desktop Teaching Activity Lesson Plan – RI.8.1 (20 minutes) A. Presentation: Prepare Visual Aids – SL.8.5 (15 minutes) <b>Closing and Assessment</b> A. Peer Feedback: Practice Presentation – SL.8.4 (5 minutes) <b>Homework</b> 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. Practice Desktop Teaching: Students practice presenting their research findings in preparation for the second part of the end of unit assessment in Lesson 14.  In this lesson, students create the plan for their desktop teaching activity as part of their end of unit assessment, add a visual, and participate in a peer critique.	<ul style="list-style-type: none"> <li>I can organize my research findings, ideas, and learned vocabulary to present to an audience. (RI.8.1, SL.8.4)</li> <li>I can clearly integrate multimedia and visual displays into presentations to add interest in my presentation. (SL.8.5)</li> <li>I can use appropriate eye contact, adequate volume, and clear pronunciation when presenting my claims and findings. (SL.8.4)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 2, Lesson 12 (SL.8.5)</li> <li>Work Time A: End of Unit 2 Assessment, Part I: Desktop Teaching Activity Lesson Plan (RI.8.1, SL.8.4, L.8.6)</li> </ul>



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<b>Lesson 13</b> SL.8.4, SL.8.5, L.8.6	<b>Desktop Teaching Activity: Present Research Findings</b>  <b>Opening</b> A. Engage the Learner (5 minutes) <b>Work Time</b> A. Vocabulary Jukebox – L.8.6 (10 minutes) A. Peer Feedback: Practice Presentation – SL.8.4 (25 minutes) <b>Closing and Assessment</b> A. Revisions (5 minutes) <b>Homework</b> A. Desktop Teaching Activity Practice: Students practice presenting their research findings in preparation for the end of unit assessment 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 add domain-specific vocabulary to their desktop teaching activity plans and rehearse and receive peer feedback to prompt revisions.	<ul style="list-style-type: none"> <li>I can use academic and domain-specific words and phrases when verbally sharing my ideas. (L.8.6)</li> <li>I can clearly communicate my research findings verbally and through visual aids. (SL.8.4, SL.8.5)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 2, Lesson 13</li> <li>Work Time A: Desktop Teaching Activity Lesson Plan (RI.8.1, SL.8.4, SL.8.5, L.8.6)</li> </ul>
<b>Lesson 14</b> RI.8.1, SL.8.4, SL.8.5, L.8.6	<b>End of Unit 2 Assessment, Part II: Desktop Teaching Activity: Access to Healthy Food</b>  <b>Opening</b> A. Engage the Learner and Return Mid-Unit 2 Assessments (5 minutes) <b>Work Time</b> A. End of Unit 2 Assessment, Part II: Desktop Teaching Activity: Access to Healthy Food – SL.8.4 (35 minutes) <b>Closing and Assessment</b> A. Reflect on Learning Targets and Habits of Character (5 minutes) <b>Homework</b> 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 the second part of their end of unit assessment, in which they present their desktop teaching activity.	<ul style="list-style-type: none"> <li>I can present my research findings and teach my audience new information. (SL.8.4, SL.8.5)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 2, Lesson 14</li> <li>Work Time A: End of Unit 2 Assessment: Desktop Teaching Activity (RI.8.1, SL.8.4, SL.8.5, L.8.6)</li> </ul>