



## Grade 8: Module 2: Module-at-a-Glance

### Unit 1

#### Unit 1: Build Background: Food Choices

##### Weeks 1–3 (Lessons 1–11)

Students begin reading *The Omnivore's Dilemma*, focusing on the author's point of view and perspective, analyzing the structure the author uses and how it contributes to key points, and delineating and evaluating Michael Pollan's arguments, as well as arguments presented in video format, considering whether the evidence is sound and sufficient.

- Mid-Unit 1 Assessment: Analyze Structure, Determine Point of View, and Evaluate Arguments in Video and Text

##### Week 3 (Lessons 12–15)

Students analyze the purpose and motive behind information presented in these different mediums, evaluate the advantages and disadvantages of using different mediums to present information, and analyze cases in which two sources disagree.

- End of Unit 1 Assessment: Analyze the Purpose of Information, Evaluate Mediums, and Analyze Conflicting Information in Video and Text

### Unit 2

#### Unit 2: Research Access to Healthy Food

##### Weeks 1–2 (Lessons 1–6)

Students are introduced to new research skills as they work together to research how GMOs impact access to healthy food.

- Mid-Unit 2 Assessment: Research: Climate Change and Food Shortages

##### Weeks 2–3 (Lessons 7–14)

Students research a topic of their choice (pesticides, organic food, food deserts, or high-fructose corn syrup) and consider how this topic impacts access to healthy food. Then, students create a mini lesson about their topic to present to their classmates.

- End of Unit 2 Assessment: Desktop Teaching Activity: Access to Healthy Food

### Unit 3

#### Unit 3: Write an Argument: Healthy Food Choices

##### Week 1 (Lessons 1–2)

Students analyze language in *The Omnivore's Dilemma* in order to look more closely at what Michael Pollan intends his readers to understand.

- Mid-Unit 3 Assessment: Analyze Language: *The Omnivore's Dilemma*, Pages 65–67

##### Weeks 2–3 (Lessons 3–14)

Students formulate an argument about a choice their community can make to eat healthily and sustainably. Students plan and draft an argument essay to defend their claim.

- End of Unit 3 Assessment: Write an Argument Essay: Defending a Healthy Food Choice
- For their performance task, students create an infographic to visually depict their argument and prepare prompt cards to present their argument to an audience of classmates, teachers, and community members.