lELA/ Literacy Unit Map Template

This is a Template. To make a copy that you can edit, please go to the **File Menu** and choose: **Make a Copy.** Please share your unit map with: [ci@sccoe.org](mailto:ci@sccoe.org) and your group members.

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| **Title of Unit** | Politics in the Early Republic |
| **Grade Level** | 8th Grade |
| **Suggested Timeline** |  |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** |  |
| **Targeted ELA/ Literacy CCSS** | * [CCSS.ELA-Literacy.W.8.1](http://www.corestandards.org/ELA-Literacy/W/8/1/) Write arguments to support claims with clear reasons and relevant evidence   + [CCSS.ELA-Literacy.W.8.1a](http://www.corestandards.org/ELA-Literacy/W/8/1/a/) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.   + [CCSS.ELA-Literacy.W.8.1b](http://www.corestandards.org/ELA-Literacy/W/8/1/b/) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.   + [CCSS.ELA-Literacy.W.8.1c](http://www.corestandards.org/ELA-Literacy/W/8/1/c/) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.   + [CCSS.ELA-Literacy.W.8.1d](http://www.corestandards.org/ELA-Literacy/W/8/1/d/) Establish and maintain a formal style.   + [CCSS.ELA-Literacy.W.8.1e](http://www.corestandards.org/ELA-Literacy/W/8/1/e/) Provide a concluding statement or section that follows from and supports the argument presented.   [CCSS.ELA-Literacy.WHST.6-8.2](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/) Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.   * [CCSS.ELA-Literacy.WHST.6-8.2a](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/a/) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. * [CCSS.ELA-Literacy.WHST.6-8.2b](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/b/) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. * [CCSS.ELA-Literacy.WHST.6-8.2c](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/c/) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. * [CCSS.ELA-Literacy.WHST.6-8.2d](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/d/) Use precise language and domain-specific vocabulary to inform about or explain the topic. * [CCSS.ELA-Literacy.WHST.6-8.2e](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/e/) Establish and maintain a formal style and objective tone. * [CCSS.ELA-Literacy.WHST.6-8.2f](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/f/) Provide a concluding statement or section that follows from and supports the information or explanation presented.   [CCSS.ELA-Literacy.SL.8.1a](http://www.corestandards.org/ELA-Literacy/SL/8/1/a/) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  [CCSS.ELA-Literacy.SL.8.4](http://www.corestandards.org/ELA-Literacy/SL/8/4/) Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  [CCSS.ELA-Literacy.SL.8.5](http://www.corestandards.org/ELA-Literacy/SL/8/5/) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.  [CCSS.ELA-Literacy.RI.8.1](http://www.corestandards.org/ELA-Literacy/RI/8/1/) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  [CCSS.ELA-Literacy.RI.8.3](http://www.corestandards.org/ELA-Literacy/RI/8/3/) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | 8.3.4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolu­tionary debt). |
| **Targeted ELD Standards** | 8.I.C.11 (Bridging)  a) Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge with light support.  b) Express attitude and opinions or temper statements with nuanced modal expressions(e.g., potentially/certainly/absolutely,  should/might).  8.II.A.1 (Bridging)  Understanding text structure Apply understanding of the  organizational structure of different text types(e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to  comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.  8.II.C.1 (Bridging)  Combine clauses in a wide variety of ways(e.g., creating compound and complex sentences, and compound‐  complex sentences) to make connections between and join ideas,for example,to show the relationship between multiple  events or ideas(e.g., After eating lunch, the students worked in groups while their teacher walked around the room.) or to evaluate an argument(e.g., The author claims X, although there is a lack  of evidence to support this claim.). |
| **Big Ideas** | Understand how political conflicts in the Early American Republic resulted in the emergence of the first two political parties. |
| **Essential Questions** | * Who makes better decisions, the rich or the poor? * Has a conflict ever affected your life? * How d * id this basic conflict lead to the formation of two political parties in the Early American Republic? |
| **Content** | Social Studies  Information on Alexander Hamiliton/ Thomas Jefferson   * + - Background information     - Best form of Government     - View of Human Nature     - Ideal Economy     - Relations with Britain and France * Alien and Sedition Acts   Language Arts   * Reading and citing evidence * Argumentative writing * Compare and contrast |
| **Skills** | * Read text, identify main idea and supporting details * Analyze facts * Paraphrase research into notes * Synthesize information to form an opinion   Language Arts   * Utilize compare and contrast language to state the differences between Jefferson and Hamilton. * Cite supporting textual evidence |
| **Vocabulary**  **(Academic and Content)** |  |
| **Activities** |  |
| **Formative Assessments** |  |
| **21st Century Skills Targeted**  **(E- Encouraged; T- Directly taught)** |  |
| **Reflection on Learning** | \_\_\_\_\_ Self-Assessment  \_\_\_\_\_ Peer Assessment |
| **Resources**  **(print and multimedia)** | * curriki link |