

Grade: 6, 7, 8

Quarter	Grade	Discipline	Standards	Product	Prompt	Title
1	6	ELA	RL.6.2, RL.6.3, W.6.2	Literary Analysis	After reading "Raymond's Run" by Toni Cade Bambara, write a literary analysis in which you explain how the author uses a recurring character across a series of episodes in the story to convey a theme. Support your discussion with evidence from the texts.	6th Grade ELA Anchor Module - Quarter 1 (R2/R3)
2	6	ELA	RL.6.2, RL.6.4, W.6.2	Literary Analysis	After reading "Go Down Death" and "Because I Could Not Stop for Death", write a literary analysis in which you analyze how word choice affects tone in each poem and explain how the language of each poem conveys a theme. Support your discussion with evidence from the text/s.	6th Grade ELA Anchor Module - Quarter 2 (R2/R4)
3	6	ELA	RI.6.5, RI.6.6, W.6.1	Rhetorical Analysis	After reading "Underrated" by Stephen Curry, write a rhetorical analysis in which you argue how the author uses particular structures and details to develop his perspective on a central idea in the text. Support your position with evidence from the text/s.	6th Grade ELA Anchor Module - Quarter 3 (R2/R6)
4	6	ELA	RI.6.3, RI.6.8, W.6.1	Evaluation	After reading The Road Not Taken, by Robert Frost, and Poem Guide -- Robert Frost, by Katherine Robinson, write an evaluation in which you discuss Robinson's analysis of Robert Frost's poem and evaluate her use of textual examples and anecdotes to support her argument. Support your position with evidence from the text/s.	6th Grade ELA Anchor Module - Quarter 4 (R2/R8)
	6	ELA	RI.6.6, RI.6.8, W.6.1	Evaluation	After reading two texts about space exploration, write an evaluation in which you discuss each author's point of view and evaluate each author's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Support your position with evidence from the text/s.	6th Grade ELA Evaluation: Space Exploration
1	7	ELA	RL.7.2, RL.7.3, W.7.2	Literary Analysis	After reading "The Lottery" by Shirley Jackson, write a literary analysis in which you analyze how story elements (for example, dialogue and setting) interact to develop a theme over the course of the story. Support your discussion with evidence from the text/s.	7th Grade ELA Anchor Module - Quarter 1 (R2/R3)
2	7	ELA	RL.7.4, RL.7.2, W.7.2	Literary Analysis	After reading "To the Humble", write a literary analysis in which you analyze how the author's word choice and figurative language impact the development of a theme over the course of the poem. Support your discussion with evidence from the text/s.	7th Grade ELA Anchor Module - Quarter 2 (R2/R4)
3	7	ELA	RL.7.6, RL.7.2, W.7.1	Literary Analysis	After reading "I'm Not the Indian You Had in Mind" by Thomas King, write a literary analysis in which you argue how the author uses contrasting points of view to develop a central idea in the poem. Support your position with evidence from the text/s.	7th Grade ELA Anchor Module - Quarter 3 (R2/R6)
4	7	ELA	RI.7.8, RI.7.2, W.7.1	Evaluation	After reading Texting, Techspeak, and Tweens: The Relationship Between Text Messaging and English Grammar Skills, write an evaluation in which you discuss the authors' claims about the impact of text speak on teenagers' grammar usage, and evaluate their use of reasoning and evidence to support their findings. Support your position with evidence from the text/s. Identify any gaps or limitations in the research.	7th Grade ELA Anchor Module - Quarter 4 (R2/R8)
	7	ELA	RI.7.2, RI.7.4, W.7.2	Rhetorical Analysis	After reading "The Transformation of Silence into Language and Action" by Audre Lorde, write a rhetorical analysis in which you analyze the impact of specific word choice on the development of two central ideas over the course of the text. Support your discussion with evidence from the text/s.	7th Grade ELA Rhetorical Analysis: "The Transformation of Silence"
	7	ELA	RI.7.2, RI.7.4, W.7.2	Rhetorical Analysis	After reading "Just Walk on By: Black Men and Public Space", "A Letter to My Daughter on the Occasion of Considering Racism in the United States", and "Little Things Are Big", write a rhetorical analysis in which you analyze the impact of the authors' use of specific word choice and figurative language on the development of two or more shared central ideas. Support your discussion with evidence from the text/s.	7th Grade ELA Rhetorical Analysis: Identity
	7	ELA	RL.7.3, RL.7.6, W.7.2	Rhetorical Analysis	After reading "Names/Nombres" by Julia Alvarez, write a literary analysis in which you analyze how the author uses the interaction between dialogue, setting, and events to develop and contrast the points of view of different individuals in the text. Support your discussion with evidence from the text/s.	7th Grade ELA Literary Analysis: "Names/Nombres"

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1	7	ELA	RI.7.2, RI.7.8, W.7.1	Evaluation	After reading texts on the importance of civil discourse, write an evaluation in which you discuss the authors' arguments and evaluate their use of reasoning and evidence to develop two or more claims. Support your position with evidence from the text/s.	7th Grade ELA Evaluation: Civil Discourse
	8	ELA	RL.8.2, RL.8.3, W.8.2	Literary Analysis	After reading "The Necklace" by Guy de Maupassant, write a literary analysis in which you analyze how the author uses key incidents over the course of the story to reveal aspects of the characters and develop a theme. Support your discussion with evidence from the text/s.	8th Grade ELA Anchor Module - Quarter 1 (R2/R3)
	8	ELA	RL.8.7, RL.8.2, W.8.1	Literary Analysis	After reading the 1960 screenplay for "The Monsters Are Due on Maple Street" and viewing the 2003 television production of "The Monsters Are on Maple Street", write a literary analysis in which you discuss how the television production departs from the original screenplay and evaluate the impact of those changes on the development of theme. Support your position with evidence from the text/s.	8th Grade ELA Anchor Module - Quarter 2 (R2/R7)
3	8	ELA	RL.8.6, RL.8.2, W.8.1	Literary Analysis	After reading Roald Dahl's "Lamb to the Slaughter", write a literary analysis in which you argue how the author's use of dramatic irony creates suspense and/or humor and contributes to a central theme of the text. Support your position with evidence from the text/s.	8th Grade ELA Anchor Module - Quarter 3 (R2/R6)
4	8	ELA	RI.8.6, RI.8.8, W.8.1	Evaluation	After reading Mirrors, Windows and Sliding Glass Doors and The Windows and Mirrors of Your Child's Bookshelf, write an evaluation in which you compare each author's point of view and evaluate the reasoning and evidence used to support their specific claims. Support your position with evidence from the text/s.	8th Grade ELA Anchor Module - Quarter 4 (R2/R8)
	8	ELA	RL.8.4, RL.8.5, W.8.2	Literary Analysis	After reading "Dribbling" by Kwame Alexander, "Don't You Boys Know Any Nice Songs?" by Michael Salinger, and the excerpt from "Through the Eyes of Artists" by Nikki Grimes, write a literary analysis in which you compare how the authors' use of structure and word choice, including figurative language, impacts the meaning and tone of each poem. Support your discussion with evidence from the text/s.	8th Grade ELA Literary Analysis: Poetry
	8	ELA	RL.8.3, RL.8.4, W.8.2	Literary Analysis	After reading "Ultimate Comics: Spider-Man #1" by Brian Michael Bendis and Sara Pichelli, write a literary analysis in which you compare Miles Morales' interactions with other characters and explain how the authors use specific word choices and tone in key lines of dialogue to reveal the nature of Miles's relationships with the adults in his life. Support your discussion with evidence from the text/s.	8th Grade ELA Literary Analysis: "Ultimate Comics: Spider-Man #1"
	8	ELA	RI.8.2, RI.8.3, W.8.2	Literary Analysis	After reading "The Perils of Indifference", "Steven Spielberg's Speech to Holocaust Survivors in Krakow", and an excerpt from "Man's Search for Meaning", write a literary analysis in which you compare and contrast how the authors make connections among individuals, ideas, or events to develop their central ideas. Support your discussion with evidence from the text/s.	8th Grade ELA Literary Analysis: Holocaust
	8	ELA	RI.8.5, RI.8.6, W.8.2	Rhetorical Analysis	After reading Sinan Aral's "How we can protect truth in the age of misinformation", Deb Lavoy's "How to recognize disinformation and how to stop it", and Barack Obama's "Keynote Address to Stanford University", write a rhetorical analysis in which you compare and contrast how the authors structure their writing to convey their points of view about misinformation. Support your discussion with evidence from the text/s.	8th Grade ELA Rhetorical Analysis: Misinformation
1	6 - 8	Science	MS-LS4-4, WHST.6-8.2, RST.6-8.3	Lab Report	After reading informational texts on genetic variation, developing a hypothesis, and conducting an experiment examining how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing, write a laboratory report in which you explain your procedures and results and confirm or reject your hypothesis. Support your discussion with evidence from the text/s.	6th-8th Grade Science Anchor Module - Quarter 1 (R2/R3)
1	6 - 8	Science	MS-PS4-3, RST.6-8.3, WHST.6-8.2	Lab Report	After reading informational texts and completing lab activities on digitized and analogue signals, write a laboratory report in which you describe your procedures and explain how your results confirm or reject your hypothesis. Support your discussion with evidence from the text/s.	6th-8th Grade Science Anchor Module - Quarter 1 (R2/R3)
1	6 - 8	Science	MS-ESS1-4, RST.6-8.3, WHST.6-8.2	Lab Report	How is geologic time used to organize Earth's history? After reading texts on geologic time, developing a hypothesis, and completing a simulation of radioactive dating, write a laboratory report in which you explain your procedures and results and confirm or reject your hypothesis. Support your response with evidence from the text/s.	6th-8th Grade Science Anchor Module - Quarter 1 (R2/R3)
1	6 - 8	Science	MS-PS3-2, RST.6-8.3, WHST.6-8.2	Lab Report	After reading informational texts on energy, developing a hypothesis, and conducting an experiment examining how the height and distance of a roller coaster track impact the amount of potential energy stored and kinetic energy released in a system, write a laboratory report in which you explain your procedures and results and confirm or reject your hypothesis. Support your discussion with evidence from the text/s. Include data charts and/or drawings to help convey your message to the reader.	6th-8th Grade SCI Lab Report: Roller Coaster

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2	6 - 8	Science	MS-PS2-1, RST.6-8.7, WHST.6-8.1	Poster Presentation	After reading about the collision of moving objects, create a poster presentation in which you identify a problem with the current physical design of the vehicle, roadway, or system as it relates to deer-vehicle collisions and propose a solution. Support your position with evidence from the text/s.	6th-8th Grade Science Anchor Module - Quarter 2 (R2/R7)
2	6 - 8	Science	MS-ESS3-4, RST.6-8.7, WHST.6-8.1	Infographic	After reading informational texts on factors that change ecosystems, create an infographic in which you argue the extent to which increases in human population and per-capita consumption of natural resources impact the Earth's water system. Support your position with evidence from the text/s.	6th-8th Grade Science Anchor Module - Quarter 2 (R2/R7)
2	6 - 8	Science	MS-LS2-4, RST.6-8.7, WHST.6-8.1	Infographic	After reading informational texts on factors that change ecosystems, create an infographic in which you argue how changing the physical or biological components of an ecosystem affects a specific population in the Great Barrier Reef. Support your position with evidence from the text/s.	6th-8th Grade Science Anchor Module - Quarter 2 (R2/R7)
2	6 - 8	Science	MS-ESS2-6, RST.6-8.7, WHST.6-8.2	Infographic	After reading informational texts, reviewing data, and conducting experiments on the factors that influence regional climates in the United States, create an infographic in which you compare climate data from cities at similar degrees of latitude and explain how the unequal heating and rotation of the Earth influence their regional climates. Support your position with evidence from the text/s.	6th-8th Grade SCI Infographic: Regional Climates
4	6 - 8	Science	MS-LS2-1., RST.6-8.8, WHST.6-8.1	Scientific Analysis	After reading an environmental impact statement on options for stabilizing resource availability on Isle Royale, write a scientific analysis in which you discuss the authors' recommended option for managing the population of gray wolves on the island, and evaluate how the authors use alternate recommendations to support their argument. Support your position with evidence from the text/s.	6th-8th Grade Science Anchor Module - Quarter 4 (R2/R8)
4	6 - 8	Science	MS-PS1-3, RST.6-8.8, WHST.6-8.1	Literature Review	After reading texts on current methods of synthetic food creation, write a literature review in which you compare the biological materials and processes used to create synthetic foods and evaluate the arguments being made about the potential impact those processes may have on our society. Support your position with evidence from the text/s.	6th-8th Grade Science Anchor Module - Quarter 4 (R2/R8)
4	6 - 8	Science	MS-ESS3-2, RST.6-8.2, WHST.6-8.1	Literature Review	After reading studies on the causes of wildfires, write a literature review in which you discuss how each study's findings contribute to our understanding of how to manage future wildfires. Support your position with evidence from the text/s. Identify future research questions that would build on the current understanding of wildfire management.	6th-8th Grade Science Anchor Module - Quarter 4 (R2/R8)
	6 - 8	Science	MS-ESS2-4, RST.6-8.7, WHST.6-8.2	Infographic	After reading informational text/s about flooding in Yellowstone National Park and the water cycle, create an infographic in which you describe how water cycles through the Earth and the forces that drive this process. Support your discussion with evidence from the text/s.	6th-8th Grade SCI Infographic: Water Cycle
	6 - 8	Science	RST.6-8.8, WHST.6-8.1, MS-ESS3-1	Scientific Analysis	After reading the journal article on marine mineral availability, write a scientific analysis in which you discuss the authors' claim about the connection between mineral availability and tectonic plate boundaries and analyze how the author uses reasons and evidence to support those points. Support your position with evidence from the texts.	6-8th Grade SCI Scientific Analysis: Mineral Availability
	6 - 8	Science	MS-ESS3-3, RST.6-8.7, WHST.6-8.1.b	Infographic	After reading information from multimodal texts on our Earth's changing climate, create an infographic in which you examine cause/s and/or effects of a specific human impact on the environment and design a technology-based method for monitoring and minimizing human impacts on the environment or in your community. Support your discussion with evidence from the text/s.	6-8th Grade SCI Infographic: Human Impacts and the Environment
	6 - 8	Science	MS-ESS1-2, RST.6-8.3, WHST.6-8.2	Lab Report	Do all objects fall at the same rate? After reading informational texts, developing a hypothesis, and conducting a laboratory experiment on the rate at which objects fall, write a formal lab report in which you explain your procedures and results and confirm or reject your hypothesis. Support your discussion with evidence from the texts.	6th-8th Grade SCI Lab Report: Rate of Falling Objects

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	6 - 8	Science	MS-PS1-4, RST.6-8.3, WHST.6-8.2	Lab Report	After reading informational texts on particle motion in solids, liquids, and gasses, developing a hypothesis, and conducting an experiment examining how changing the temperature of water affects the structure of M&Ms, write a laboratory report in which you explain your procedures and results and confirm or reject your hypothesis. Support your discussion with evidence from the text/s. Include data charts and/or drawings to help convey your message to the reader.	6th-8th Grade SCI Lab Report: Particle Motion
1	6 - 8	Social Studies	D2.His.4.6-8, RI.8.3, WHST.6-8.1	Causal Analysis	After reading an excerpt from Thomas Paine's "Common Sense" and several responses to the pamphlet, write a causal analysis in which you argue if "Common Sense" was a key factor in shifting colonists' perspectives on going to war. Support your position with evidence from the text/s.	6th-8th Grade SS Anchor Module - Quarter 1 (R2/R3)
1	6 - 8	Social Studies	D2.Civ.6.6-8, RI.7.3, WHST.6-8.1	Causal Analysis	After reading primary and secondary sources on European Feudalism, write a causal analysis in which you argue how feudalism shaped the lives of citizens in the noble and peasant classes during the Middle Ages. Support your position with evidence from the text/s.	6th-8th Grade SS Anchor Module - Quarter 1 (R2/R3)
1	6 - 8	Social Studies	D2.His.14.6-8, RH.6-8.3, WHST.6-8.1	Causal Analysis	After reading primary and secondary sources on early river valley civilizations, write a causal analysis in which you argue the effects of irrigation and farming on the development of two early river valley civilizations. Support your position with evidence from the text/s.	6th-8th Grade SS Anchor Module - Quarter 1 (R2/R3)
2	6 - 8	Social Studies	D3.1.6-8, RH.6-8.7, WHST.6-8.2	Multimodal Research Report	After reading texts and images about the The Stamp Act of 1765, write a multimodal research report in which you describe the significance of The Stamp Act for both Britain and the North American colonies and explain the colonists' reaction to being taxed. Support your discussion with evidence from the text/s.	6th-8th Grade SS Anchor Module - Quarter 2 (R2/R7)
2	6 - 8	Social Studies	D2.His.4.6-8, RH.6-8.7, WHST.6-8.2	Multimodal Research Report	After reading informational texts and interpreting primary sources on the concept of Manifest Destiny, write a multimodal research report in which you analyze the economic, political, racial, and religious roots of Manifest Destiny and explain how they influenced the westward expansion of the United States. Support your discussion with evidence from the text/s.	6th-8th Grade SS Anchor Module - Quarter 2 (R2/R7)
2	6 - 8	Social Studies	D2.Civ.13.6-8, RH.6-8.7, WHST.6-8.2	Multimodal Research Report	After reading multimedia texts about democracy, the electoral college, and gerrymandering, write a multimodal research report in which you define the terms electoral college and gerrymandering and explain the consequences of the electoral college and gerrymandering on American democracy. Support your discussion with evidence from the text/s.	6th-8th Grade Social Studies Anchor Module - Quarter 2 (R2/R7)
3	6 - 8	Social Studies	D2.Geo.7.6-8, RH.6-8.6, WHST.6-8.2	Historiographical Essay	After reading texts on the exchange of ideas and technologies during the Second Silk Roads Era, write a historiographical essay in which you analyze the authors' perspectives on the impact of communication technologies on the spread of ideas and culture in Afro-Eurasia. Support your discussion with evidence from the text/s.	6th-8th Grade SS Anchor Module - Quarter 3 (R2/R6)
3	6 - 8	Social Studies	D2.Civ.12.6-8, RH.6-8.6, W.6.2	Historical Analysis	After reading selected portions of The Code of Laws and the epilogue of the Code of Hammurabi, write a historical analysis in which you explain Hammurabi's concept of justice and analyze how aspects of the texts reveal his purpose for codifying a set of laws. Support your discussion with evidence from the text/s.	6th-8th Grade SS Anchor Module - Quarter 3 (R2/R6)
3	6 - 8	Social Studies	D2.Civ.10.6-8, RH.6-8.6, WHST.6-8.2	Historical Analysis	After reading speeches from Booker T. Washington and Mary McLeod Bethune on the issues and problems that African Americans faced in government and civil society, write a historical analysis in which you analyze how the activists use their personal perspectives to argue for how those issues should be addressed. Support your discussion with evidence from the text/s.	6th-8th Grade SS Historical Analysis: Booker T. Washington and Mary McLeod Bethune Speeches
	6 - 8	Social Studies	D2.His.15.6-8, RI.8.3, WHST.6-8.1	Causal Analysis	After reading primary and secondary sources about Aztec life in Mexico before and after Spanish colonization, write a causal analysis in which you analyze the varying effects that colonization had on the Aztec people. Support your discussion with evidence from the texts.	6-8th Grade SS Causal Analysis: Colonization of Mexico
	6 - 8	Social Studies	D2.Civ.3.6-8, RH.6-8.7, WHST.6-8.2	Multimodal Research Report	After reading primary and secondary sources about three major treaties between American Indian nations and the early U.S. Republic, write a multimodal research report in which you analyze two of these treaties and explain their varying outcomes and impacts. Support your discussion with evidence from the text/s.	6th-8th Grade SS Multimodal Report: Early Republic U.S. & Native American Treaties

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	6 - 8	Social Studies	D2.His.15.6-8, RH.6-8.3, WHST.6-8.1	Causal Analysis	After reading primary and secondary sources on the Scientific Revolution, write a causal analysis in which you discuss the Scientific Revolution and evaluate the extent to which its ideas impacted the Age of Enlightenment in Europe. Support your position with evidence from the text/s.	6th-8th Grade SS Causal Analysis: Scientific Revolution and Enlightenment
	6 - 8	Social Studies	D2.Civ.3.6-8, RH.6-8.6, WHST.6-8.2	Historical Analysis	After reading America's founding documents and related primary and secondary sources, write a historical analysis in which you analyze the connections between the Bill of Rights and the Declaration of Independence and explain how the Bill of Rights supports the foundational ideas established by the authors of the Declaration of Independence. Support your discussion with evidence from the text/s.	6th-8th Grade SS Historical Analysis: Bill of Rights/Declaration of Independence