

CURRICULUM Expeditionary Learning
English Language Arts Grade 8
2017-2018 School Year

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Overview of the Year for Pacing Calendar of Modules 1, 2, 3 & 4

Sept. 6th	Oct. 13th	Oct. 16th	Dec 22nd	Jan 2nd	Mar 29th	Apr. 9th	June 21st
Module 1 Start	Module 1 End	Module 2 Start	Module 2 End	Module 3 Start	Module 3 End	Module 4 Start	Module 4 End
<i>Inside Out & Back Again</i>		<i>To Kill a Mockingbird</i>		<i>Unbroken</i>		<i>The Omnivore's Dilemma</i>	

<p>Module 1 Standards <u>Inside Out & Back Again</u> by Thannha Lai</p> <ul style="list-style-type: none"> -Reading closely will support our search for valid evidence -Theme/Central idea comes from plot, characters and setting (details/evidence) -writing narratives based on historical events involves closely reading research -Coherent writing involves focus and attention to grammar, organization and detail -academic discussion and conversation takes practice and preparation <p>**based on Module Target Standards</p>	<p>Enduring Understandings</p> <ul style="list-style-type: none"> - Critical incidents reveal a character's dynamic nature. - Characters change over time in response to challenges. - Authors select a genre of writing to fully engage the reader. <p>** Based on Module Big Ideas</p>	<p>Essential Questions</p> <ul style="list-style-type: none"> -What is home? -How do critical incidents reveal character? -What common themes unify the refugee experience (universality)? -How can you tell powerful stories about people's experiences? <p>**Based on Module Guiding Questions</p>
<p>Performance Task Inside Out and Back Again, Scholars create a research based poems on the universal refugee experience.</p> <p>Long Term Transfer Goal: In this module, students will develop their ability to read and understand complex text as they consider the challenges of fictional and real refugees.</p>	<p>In Unit 3, having finished the novel, students will research the experiences of refugees from a particular culture and write two poems, an inside out, and a back again poem, to reflect experiences of a refugee, which they will then publish through different media outlets.</p>	
<p>Common Formative Assessment #1</p>	<p>1. Module 1, administered week of September 18th. RI 8.1; RI 8.2; RI 8.4; W 8.1; W 8.2; W8.9. Write a well-developed paragraph using a thematically chosen text; answer targeted multiple choice questions..</p>	

<p>Module 2 Standards <u>To Kill a Mockingbird</u> by Harper Lee</p> <p>-Theme/Central idea comes from plot, characters and setting (details/evidence) - That particular lines of dialogue or incidents propel the action, reveal character and provoke decision -writing narratives based on historical events involves closely reading research -Coherent writing involves focus and attention to grammar, organization and detail -academic discussion and conversation takes practice and preparation -gathering relevant information from multiple sources means you have to assess credibility and accuracy -to avoid plagiarism use citations in the acceptable format</p> <p>**Based on Mod Target Standards (CCSS)</p>	<p>Enduring Understandings</p> <p>- Authors use the structure of texts to create style and convey meaning. - Authors use allusions to layer deeper meaning in the text.</p> <p>** Based on Module Big Ideas</p>	<p>Essential Questions</p> <p>-How does taking a stand in small ways show integrity? -Is it worth taking a stand for one’s self? For others? -What do we know that Scout doesn’t (dramatic irony)? -How does the idea of taking a stand connect to the dramatic irony and to Scout’s perspective?</p> <p>**Based on Module Guiding Questions</p>
<p>Performance Task Create an original Readers Theatre script based one of the central ideas of <i>To Kill a Mockingbird</i></p> <p>Long Term Transfer Goal: In this second module, students will continue to develop their ability to read text closely while making and supporting a claim about an individual’s power to take a stand.</p>	<p>Students will work with key quotes from the novel that relate to the themes of the Golden Rule and Taking a Stand. Students will form groups to create a Readers Theater montage in which they select one key quote; then they will select scenes from the novel that reveal the message of the quote. Students will recreate these scenes in a Readers Theater structure and provide commentary on how their script remains true and veers from the original text. This Readers Theater final performance task centers on</p>	
<p>Common Formative Assessment #2 Common Formative Assessment #3</p>	<p>2. Module 2, administered week of October 30th. RI 8.1; RI 8.2; RI 8.4; W 8.1; W 8.2; W8.9. Write a well-developed paragraph using a thematically chosen text; answer targeted multiple choice questions. 3. Module 2, administered week of December 18th. RI 8.1; RI 8.2; RI 8.4; W 8.1; W 8.2; W8.9. Write a well-developed paragraph using a thematically chosen text; answer targeted multiple choice questions.</p>	

<p>Module 3 <u>Unbroken</u> By Laura Hillenbrand</p> <p>- Cite textual evidence that most strongly</p>	<p>Enduring Understandings</p> <p>- World War II affected both ordinary Japanese-Americans and American prisoners of war</p>	<p>Essential Questions</p> <p>-How does war and conflict affect individuals and societies? - How do historians/readers reconcile</p>
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<p>supports analysis and inferences.</p> <ul style="list-style-type: none"> - Evaluate the advantages and disadvantages of using different media to present a particular topic or idea. - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. - Write informative/ explanatory texts to examine a topic and convey ideas through the selection of relevant content. - Engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly. 	<p>in life-changing ways.</p> <ul style="list-style-type: none"> - War and conflict bring important yet divergent experiences to individuals and societies. - There are important yet divergent experiences in war and conflict. <p>**Based on Module Big Ideas</p>	<p>multiple accounts of the same event?</p> <ul style="list-style-type: none"> -How can narrative be used to communicate real events? -How does captivity make the captive invisible? -How can individuals become visible again? -What are the advantages and disadvantages of using different media? <p>**Based on Module Guiding Questions</p>
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<p>Performance Task</p> <p>Scholars will write a narrative in which they tell the story of how Okubo went from resisting efforts to make her “invisible” during internment to how she became “visible” post-internment.</p> <p>Long Term Transfer Goal:</p> <p>In this module, students will explore the resilience and heroism of the human character and its ability to withstand great suffering, and they will express their understanding of differing perspectives on historical events.</p>	<p>Students will write an original first-person narrative, based on non-fiction texts that they have read. They will explore the perspective of a Japanese-American citizen who was confined to an internment camp during World War II.</p>
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<p>Common Formative Assessment #4</p> <p>Common Formative Assessment #5</p>	<p>2. Module 2, administered week of February 5th. RI 8.1; RI 8.2; RI 8.4; W 8.1; W 8.2; W8.9. Write a well-developed paragraph using a thematically chosen text; answer targeted multiple choice questions.</p> <p>3. Module 2, administered week of March 26th. RI 8.1; RI 8.2; RI 8.4; W 8.1; W 8.2; W8.9. Write a well-developed paragraph using a thematically chosen text; answer targeted multiple choice questions.</p>
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<p>Module 4 Standards</p> <p><u>The Omnivore’s Dilemma</u></p> <p>By Michael Pollan</p> <ul style="list-style-type: none"> - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient. 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> - The food we buy comes to us from various different routes and processes. - We can make more informed decisions about what food to buy when we understand those 	<p>Essential Questions</p> <ul style="list-style-type: none"> - Which of Michael Pollan’s food supply chains would best feed the US? - How do we make decisions about what we eat? - What journey does food take before it gets to your plate?
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<ul style="list-style-type: none"> - Read, annotate, and analyze informational texts on topics related to non-traditional viewpoints. - Write arguments to support claims with clear reasons and relevant evidence. - Conduct short research projects to answer questions. - Gather relevant information from multiple sources. - Draw evidence from informational texts to support analysis and research. - Present claims in a coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use grade-level appropriate speaking skills. 	<p>processes and the stakeholders affected by the food choices we make. ** Based on Module Big Ideas</p>	<p>- Has the author or speaker used sufficient relevant evidence and sound reasoning to support his or her claim? ** Based on Module Guiding Questions</p>
<p>Performance Task Scholars create an argumentative presentation for one of four different food distribution models. Long Term Transfer Goal: In this module, students will examine the different routes of food production and construct an argument in support of one food chain, enabling them to understand that they have the power to make choices that affect their health and the world around them.</p>	<p>Students will participate in a position presentation. This is based on the performance task from the EL Module. Students may prepare a speech, presentation board, poster, or technological presentation using their argumentative writing skills, research skills and Speech/Language standards.</p>	
<p>Common Formative Assessment #6</p>	<p>6. Module 4, administered week of May 21st. RI 8.1; RI 8.2; RI 8.4; W 8.1; W 8.2; W8.9. Write a well-developed paragraph using a thematically chosen text; answer targeted multiple choice questions.</p>	