

CURRICULUM Expeditionary Learning
English Language Arts Grade 8
2016-2017 School Year

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

Sept	Oct. 28th	Oct. 31st	Dec	Jan 20th	Jan 23	Mar	Apr 28 th	May 1 st	June 22 nd
Mod 1	Mod 1	Mod 2	Mod 2	Mod 2	Mod 3	Mod 3	Mod 3	Mod 4	Mod 4
Inside Out & Back Again		To Kill a Mockingbird			Unbroken			The Omnivore's Dilemma	

<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</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 reread critical incidents, while also working in research groups to study the experiences of refugees from several cultures. They will conduct interviews and explore community resources as they deepen their understanding of the universal refugee experience. Students will reread poems from the novel as mentor texts 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>**Final Performance task From EL unit</p>	
<p>Common Formative Assessments</p>	<ol style="list-style-type: none"> 1. Module 1, Unit 1, Lesson 13 & 14 End of Unit Assessment "Saigon is Gone and Forgotten Ship" administered week of September 26th. RI 8.1; RI 8.2; RL 8.2; RL 8.4; RI 8.4; W 8.1; W 8.2; W8.9. Write two paragraphs using two texts. 2. Module 1, Unit 3, Lesson 1 "Who, Where, When and Why?" non-fiction article administered week of October 24th. RI 8.1; RI 8.2; RI 8.2 W 8.1; W 8.2. Short response paragraph. 	

Module 1, Unit 3, End of Unit Assessment “Inside Out and Back Again” poem. Administered the week of October 24th and will serve as our 8th grade Curriculum-Embedded Performance Assessment. RI 8.1; **RI 8.2**; W 8.3a, b, d, W 8.4; W 8.4a, W 8.5; W 8.7; W 8.9; L 8.1; L 8.2; and L 8.6.

<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 Scout’s perspective?</p> <p>**Based on Module Guiding Questions</p>
<p>Performance Task</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>In Unit 3, having finished the novel, students will return to 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 Assessments</p>	<p>3. Module 2, Unit 1, Lesson 7 Mid Unit Assessment. “The Great Society” speech by Lyndon B. Johnson (non-fiction). Administered the week of Nov. 28th. RI 8.2; W 8.1; W 8.2. RI 8.5; RI 8.6. Short response question on main idea on taking a stand. (Note for teachers: Questions 1, 2, 3, 4, 5, 7 are all central idea questions and repeat each other, question 6 is the only question on text structure)</p> <p>4. Module 2, Unit 2, Lessons – introduced beginning of Unit 2 and used throughout Unit 2 until the end. “Atticus Note-catcher: Citing Evidence and analyzing Atticus’ character.” Students will complete the graphic organizer and complete a one paragraph short response using evidence from the</p>	

	graphic organizer. Administered as an assessment the week of January 9 th . RL 8.1; RL 8.2; W 8.1; W 8.2.
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<p>Module 3 <u>Unbroken</u> By Laura Hillenbrand</p> <ul style="list-style-type: none"> - Cite textual evidence that most strongly supports analysis and inferences. - 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>Enduring Understandings</p> <ul style="list-style-type: none"> - World War II affected both ordinary Japanese-Americans and American prisoners of war in life-changing ways. - 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>Essential Questions</p> <ul style="list-style-type: none"> -How does war and conflict affect individuals and societies? - How do historians/readers reconcile multiple accounts of the same event? -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>
<p>Performance Task</p> <p>Long Term Transfer Goal: 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>	
<p>Common Formative Assessments</p>	<p>5. Module 3, Unit 1, Lesson 6-8, "Fourteen Point Message: Differing Perspectives" Quick-write paragraph, prompt is make a claim, acknowledge counter-claim and using evidence for both (this will be used as a baseline to track students' ability to acknowledge the counter-claim. Administering week February 13th. RI 8.1; RI 8.2; W 8.1; W 8.2. RI 8.6;</p> <p>6. Module 3, Unit 2, Lesson 10 "Gallery Walk: Hatred of Prisoner Population." Administering the week of April 3rd. RI 8.2; RI 8.7; W 8.1; W 8.2.</p>	

Module 4 Standards	Enduring Understandings	Essential Questions
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<p><u>The Omnivore’s Dilemma</u> 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. - 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. 	<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 processes and the stakeholders affected by the food choices we make. <p>** Based on Module Big Ideas</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? - Has the author or speaker used sufficient relevant evidence and sound reasoning to support his or her claim? <p>** Based on Module Guiding Questions</p>
<p>Performance Task</p> <p>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, poster, or technological presentation using their argumentative writing skills, research skills and Speech/Language standards.</p>	
<p>Common Formative Assessments</p>	<p>7. Module 4, Unit 1, Lesson 7 “Ted Talk Speech and excerpt from <i>The Omnivore’s Dilemma</i>” (relevant/irrelevant evidence). Teachers need to create a short response task to go along with the graphic organizer. Administered week of May 15th. RI 8.2; W 8.1; W 8.2. SL 8.2; RI 8.6</p> <p>8. Module 4, Unit 2 or 3 Poster/Powerpoint based on assessments found in M4, U2 & U3. Topic: food issues, food chains, food sources. 5-week task will be a quick-write created from the position paper. Administered the week of June 12th RI 8.1; W 8.1; W 8.9; W 8.9b.</p>	