

Unit 4 READING - Reading for Social Issues

Overview

Students have completed the dystopian reading unit where they considered the concept of power struggles that arise in government-controlled societies, many of which stemmed from and/or led to social issues. It's time to take the idea of social issues to their world and the world around them via an open-choice reading unit. Students will read fiction or narrative nonfiction to find the social issues within the text. Students will identify the social issues and through their analysis of character conflict and the motivation for the choices they make, they will discuss the author's message about the issue. Outside research and current news stories will also inform that discussion. Students will make connections between the text and their own world and/or the world around them. This unit serves as a segue into the Global and Personal Perspectives unit.

Reading Skills: Making Connections, Interpreting

21st Century Capacities: Analyzing, Alternate Perspectives

Stage 1 - Desired Results

<p>ESTABLISHED GOALS/ STANDARDS</p> <p><u>CCSS.ELA-LITERACY.RL.8.2</u> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RL.8.3</u> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><u>CCSS.ELA-LITERACY.RL.8.6</u> Analyze how differences in the points of view of the characters and the audience or reader</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="background-color: #D3D3D3; text-align: center; padding: 5px;"><i>Transfer:</i></th> </tr> <tr> <td colspan="2" style="padding: 5px;"><i>Students will be able to independently use their learning in new situations to...</i></td> </tr> <tr> <td colspan="2" style="padding: 5px;"> <ol style="list-style-type: none"> 1. Comprehend and engage with a variety of texts in order to become independent critical thinkers. (Analyzing) 2. Engage in evidence-based discourse to consider multiple perspectives on a given topic. (Alternate Perspectives) 3. Evaluate the author's message and purpose citing text evidence to support conclusions. (Analyzing) </td> </tr> <tr> <th colspan="2" style="background-color: #D3D3D3; text-align: center; padding: 5px;"><i>Meaning:</i></th> </tr> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>UNDERSTANDINGS: <i>Students will understand that:</i></p> <ol style="list-style-type: none"> 1. Readers reflect on and question the text, consider different perspectives to examine author's message. 2. Readers support and elaborate on their interpretation with description and detail </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>ESSENTIAL QUESTIONS: <i>Students will explore & address these recurring questions:</i></p> <ol style="list-style-type: none"> A. What is this text really about? B. What is this author trying to make me think? Are there missing facts, voices, perspectives? C. Unit Focus: How can we identify societal groups and social issues in our texts, </td> </tr> </table>	<i>Transfer:</i>		<i>Students will be able to independently use their learning in new situations to...</i>		<ol style="list-style-type: none"> 1. Comprehend and engage with a variety of texts in order to become independent critical thinkers. (Analyzing) 2. Engage in evidence-based discourse to consider multiple perspectives on a given topic. (Alternate Perspectives) 3. Evaluate the author's message and purpose citing text evidence to support conclusions. (Analyzing) 		<i>Meaning:</i>		<p>UNDERSTANDINGS: <i>Students will understand that:</i></p> <ol style="list-style-type: none"> 1. Readers reflect on and question the text, consider different perspectives to examine author's message. 2. Readers support and elaborate on their interpretation with description and detail 	<p>ESSENTIAL QUESTIONS: <i>Students will explore & address these recurring questions:</i></p> <ol style="list-style-type: none"> A. What is this text really about? B. What is this author trying to make me think? Are there missing facts, voices, perspectives? C. Unit Focus: How can we identify societal groups and social issues in our texts,
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(e.g., created through the use of dramatic irony) create such effects as suspense or humor.	3. Unit Focus: Readers think about whose story an author is telling, whose voice is missing, and which groups from society are represented in a text to interpret the message.	including identifying what seems unfair and why?
	4. Unit Focus: Readers know that groups can affect choices and power of a character or person.	D. Unit Focus: How can we read to learn life lessons?
	Acquisition:	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ol style="list-style-type: none"> 1. That a variety of social issues exist in the world 2. How to define prejudice, bias, morals, ethics, values, perspective 	<ol style="list-style-type: none"> 1. Analyzing text to make inferences and identify underlying relationships and patterns 2. Noting what is fair and unfair in a text based on evidence and context 3. Identifying social groups and determining character motivation as a result of status