



Grade 8 - Unit 7 - Reading for Social Issues

Unit Focus

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, and provide their own commentary about the issue. Outside research and current news stories will also inform that commentary. Students will make connections between the text and their own world and/or the world around them. This unit is used as an opportunity to visit with the LMC and hear about new and exciting book titles as students move into the end of the year.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none">English Language Arts: 8<ul style="list-style-type: none">Reading Literature<ul style="list-style-type: none">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.RL.8.1)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. (CCSS.ELA-LITERACY.RL.8.2)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. (CCSS.ELA-LITERACY.RL.8.3)Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (CCSS.ELA-LITERACY.RL.8.6)By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6– 8 text complexity band independently and proficiently. (CCSS.ELA-LITERACY.RL.8.10)Reading: Informational Text<ul style="list-style-type: none">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.8.1)Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and	<i>Students will be able to independently use their learning to...</i> T1 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence. T2 Compare and contrast informational and literary texts to analyze information to identify possible underlying assumptions, patterns, and relationships to make inferences. T3 Research and identify credible resources to expand knowledge and understanding of a topic or issue.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Great literature is intentionally crafted to explore enduring human themes transferable across time and place. U2 Readers ask and answer questions to deepen understanding and promote further thinking. U3 Determining an author's point of view and craft moves helps the reader better interpret and explain the text. U4 Readers and writers engage in respectful discourse to consider multiple perspectives and become independent thinkers, all while suspending judgment.	<i>Students will keep considering...</i> Q1 How does this text challenge my thinking about this topic? How should I read it? Q2 How do people/characters, events, and ideas develop within the text? Q3 How do authors use language and stylistic choices to convey their meaning? Q4 How do readers and writers collaborate to come to a new understanding or position about a topic?

Stage 1: Desired Results - Key Understandings

<p>issues, building on others' ideas and expressing their own clearly. <i>(CCSS.ELA-LITERACY.SL.8.1)</i></p> <ul style="list-style-type: none"> ▪ 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. <i>(CCSS.ELA-LITERACY.SL.8.1.A)</i> ▪ Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. <i>(CCSS.ELA-LITERACY.SL.8.1.B)</i> ▪ Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. <i>(CCSS.ELA-LITERACY.SL.8.1.C)</i> ▪ Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. <i>(CCSS.ELA-LITERACY.SL.8.1.D)</i> <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> ○ Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. <i>(POG.1.2)</i> ○ Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. <i>(POG.5.2)</i> 	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 author's of fiction draw upon real social issues in the world.</p> <p>K2 universal patterns and relationships exist across texts.</p> <p>K3 asking questions and discussing ideas helps readers deepen their thinking and consider alternate perspectives.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 connecting struggles, conflicts, and problems in fiction to real world social issues.</p> <p>S2 using multiple sources to make inferences and identify underlying relationships and patterns.</p> <p>S3 asking questions and discussing issues presented in the text with peers.</p>