

## MCS Advanced Studies Grade 8 Language and Literature Subject Group Overview

Unit Name	Unit 1 - Identities and Relationships	Unit 2 - Fairness and Development	Unit 3 - Scientific and Technical Innovations	Unit 4 - Orientation of Space and Time	Unit 5 - Personal and Cultural Expression
Time Frame	9 weeks	8 weeks	7 weeks	8 weeks	4 weeks
<b>Standards</b>	ELAGSE8RL2 ELAGSE8RL3 ELAGSE8RL4 ELAGSE8L1 ELAGSE8W3  <u><b>Gifted Standards:</b></u>  Gifted Strand 1: Advanced Research Skills (S1A - S1C)  Gifted Strand 2: Creative Thinking Skills (S2A-S2D)  Gifted Strand 3: Higher Order Thinking and Problem Solving Skills (S3A-S3C)  Gifted Strand 4: Advanced Communication and Collaboration Skills (S4A-S4E)  Gifted Strand 5: Emotional Development of Self (S5A-S5E)  Gifted Strand 6: Self Directed Learner (S6A-S6E)	ELAGSE8RL2 ELAGSE8RL3 ELAGSE8RL4 ELAGSE8RL5 ELAGSE8W1 ELAGSE8W8 ELAGSE8SL4 ELAGSE8L1  <u><b>Gifted Standards:</b></u>  Gifted Strand 1: Advanced Research Skills (S1A - S1C)  Gifted Strand 2: Creative Thinking Skills (S2A-S2D)  Gifted Strand 3: Higher Order Thinking and Problem Solving Skills (S3A-S3C)  Gifted Strand 4: Advanced Communication and Collaboration Skills (S4A-S4E)  Gifted Strand 5: Emotional Development of Self (S5A-S5E)  Gifted Strand 6: Self Directed Learner (S6A-S6E)	ELAGSE8RI2 ELAGSE8W2 ELAGSE8W8 ELAGSE8SL4 ELAGSE8L1  <u><b>Gifted Standards:</b></u>  Gifted Strand 1: Advanced Research Skills (S1A - S1C)  Gifted Strand 2: Creative Thinking Skills (S2A-S2D)  Gifted Strand 3: Higher Order Thinking and Problem Solving Skills (S3A-S3C)  Gifted Strand 4: Advanced Communication and Collaboration Skills (S4A-S4E)  Gifted Strand 5: Emotional Development of Self (S5A-S5E)  Gifted Strand 6: Self Directed Learner (S6A-S6E)	ELAGSE8RI2 ELAGSE8RI6 ELAGSE8W2 ELAGSE8SL4 ELAGSE8L1  <u><b>Gifted Standards:</b></u>  Gifted Strand 1: Advanced Research Skills (S1A - S1C)  Gifted Strand 2: Creative Thinking Skills (S2A-S2D)  Gifted Strand 3: Higher Order Thinking and Problem Solving Skills (S3A-S3C)  Gifted Strand 4: Advanced Communication and Collaboration Skills (S4A-S4E)  Gifted Strand 5: Emotional Development of Self (S5A-S5E)  Gifted Strand 6: Self Directed Learner (S6A-S6E)	ELAGSE8RL2 ELAGSE8RL3 ELAGSE8RL4 ELAGSE8RL5 ELAGSE8RI2 ELAGSE8RI6 ELAGSE8W1 ELAGSE8L1  <u><b>Gifted Standards:</b></u>  Gifted Strand 1: Advanced Research Skills (S1A - S1C)  Gifted Strand 2: Creative Thinking Skills (S2A-S2D)  Gifted Strand 3: Higher Order Thinking and Problem Solving Skills (S3A-S3C)  Gifted Strand 4: Advanced Communication and Collaboration Skills (S4A-S4E)  Gifted Strand 5: Emotional Development of Self (S5A-S5E)  Gifted Strand 6: Self Directed Learner (S6A-S6E)

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<b>Approaches To Learning Instructional Strategies</b>	<p>List Category: Communication</p> <p>Cluster: Communication Skills</p> <p>Skill Indicator: Give and receive meaningful feedback</p> <p>Use appropriate forms of writing for different purposes and audiences</p> <p>Make inferences and draw conclusions</p>	<p>List Category: Communication</p> <p>Cluster: Communication Skills</p> <p>Skill Indicator: Give and receive meaningful feedback</p> <p>Use appropriate forms of writing for different purposes and audiences</p> <p>List Category: Research</p> <p>Cluster: Information Literacy Skills</p> <p>Skill Indicator: Collect and analyze data to identify solutions and make informed decisions</p>	<p>List Category: Communication</p> <p>Cluster: Communication Skills</p> <p>Skill Indicator: Give and receive meaningful feedback</p> <p>Use appropriate forms of writing for different purposes and audiences</p> <p>List Category: Research</p> <p>Cluster: Information Literacy Skills</p> <p>Skill Indicator: Collect and analyze data to identify solutions and make informed decisions</p>	<p>List Category: Communication</p> <p>Cluster: Communication Skills</p> <p>Skill Indicator: Give and receive meaningful feedback</p> <p>Use appropriate forms of writing for different purposes and audiences</p> <p>List Category: Thinking</p> <p>Cluster: Critical Thinking Skills</p> <p>Skill Indicator: Revise understanding based on new information and evidence</p>	<p>List Category: Communication</p> <p>Cluster: Communication Skills</p> <p>Skill Indicator: Give and receive meaningful feedback</p> <p>Use appropriate forms of writing for different purposes and audiences</p> <p>Make inferences and draw conclusions</p>
	<b>Statement of Inquiry</b>	<p>Change is influenced by cultural context and individual will.</p>	<p>Environmental influences impact ethical and moral behavior eroding relationships.</p>	<p>Advancements in science and technology impact humanities search for identity.</p>	<p>Settings and characters in dystopian fiction communicate ideas about authority, security, and freedom.</p>

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<b>Global Context</b>	<p><b><u>Identities and Relationships</u></b> Students will explore human relationships including family, friends, communities, and cultures. Students will explore personal efficacy and agency, attitudes, motivations, and independence.</p>	<p><b><u>Fairness and Development</u></b> Students will explore rights and responsibilities; the relationship between communities; equal access to opportunities; peace and conflict resolution.</p>	<p><b><u>Scientific and Technical Innovation</u></b> Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>	<p><b><u>Orientation in Time and Space</u></b> Students will explore personal and cultural histories, journeys and turning points in human kind.</p>	<p><b><u>Personal and Cultural Expression:</u></b> Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values. Students will explore the ways in which we reflect on, extend, and enjoy our creativity.</p>
<b>Key Concepts</b>	<p><b><u>Change</u></b> Why is it as it is? Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.</p>	<p><b><u>Responsibility</u></b> What are our obligations? Responsibility is the understanding that people make choices based on their understanding, and the actions they take as a result do make a difference.</p>	<p><b><u>Identity</u></b> What are the points of view? Identity is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.</p>	<p><b><u>Connection</u></b> How is it linked to other things? Connections are links, bonds and relationships among people, objects, organisms, or ideas.</p>	<p><b><u>Change</u></b> How is it transforming? Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.</p>
<b>Related Concepts</b>	Audience Imperatives Self-expression	Theme Setting	Point of View Style	Character Purpose	Genre Context
<b>Design Cycle Transdisciplinary</b>	Narrative	Argument Writing	Argumentative Writing	Explanatory Writing	Multigenre Writing

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<b>MYP Assessments/ Performance Tasks</b>	Standards Based Assessment  William and Mary Literature Pre Assessment  William and Mary Argument Writing Pre Assessment  Body of Work	Standards Based Assessment  Argumentative Essay - What is fair versus what is equitable?  Individual Oral - Fairness and Development  Body of Work	Standards Based Assessment  Explanatory Essay - Problem Solution  Body of Work	Standards Based Assessment  Explanatory Essay - How does the text align with the global context?  Body of Work	Standards Based Assessment  William and Mary Literature Post Assessment  William and Mary Argument Writing Post Assessment  Body of Work  One Act Play
<b>Differentiation For Tiered Learners</b>	Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners.				