

## 8<sup>th</sup> Language and Literature Subject Group Overview

Unit Name		Module 1: Finding Home	Module 2: Taking a Stand	Module 3: Power of Words	Module 4: Sustainability of the US Food Supply Chain
Time Frame		9 Weeks	9 Weeks	9 Weeks	9 Weeks
<b>Course Name:</b> 8 <sup>th</sup> <b>Language and Literature</b>	<b>Georgia Standards of Excellence</b>	Target Standards: ELAGSE8RI.8.1, ELAGSE8RI.8.2, ELAGSE8W.8.3, ELAGSE8W.8.4, ELAGSE8W.8.5, ELAGSE8W.8.7, ELAGSE8W.8.9, L.8.1, and ELAGSE8L.8.2.	Target Standards: ELAGSE8RL.8.2, ELAGSE8RL.8.3, ELAGSE8W.8.3, ELAGSE8W.8.4, and ELAGSE8W.8.11b.	Target Standards: ELAGSE8SL.8.4 and ELAGSE8L.8.1.	Target Standards: ELAGSE8RI.8.1, ELAGSE8W.8.1, ELAGSE8W.8.1a, ELAGSE8W.8.1b, ELAGSE8W.8.1c, ELAGSE8W.8.1d, ELAGSE8W.8.1e and ELAGSE8W.8.9.
	<b>Approaches To Learning Instructional Strategies</b>	<p><u>List Category:</u> Communication</p> <p><u>Cluster:</u> Communication Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none"> <li>1. Give and receive meaningful feedback</li> <li>2. Use appropriate forms of writing for different purposes and audiences</li> <li>3. Make inferences and draw conclusions</li> </ol>	<p><u>List Category:</u> Communication</p> <p><u>Cluster:</u> Communication Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none"> <li>1. Give and receive meaningful feedback</li> <li>2. Use appropriate forms of writing for different purposes and audiences</li> </ol> <p><u>List Category:</u> Research</p> <p><u>Cluster:</u> Information Literacy Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none"> <li>1. Collect and analyze data to identify solutions and make informed decisions</li> </ol>	<p><u>List Category:</u> Communication</p> <p><u>Cluster:</u> Communication Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none"> <li>1. Give and receive meaningful feedback</li> <li>2. Use appropriate forms of writing for different purposes and audiences</li> </ol> <p><u>List Category:</u> Research</p> <p><u>Cluster:</u> Information Literacy Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none"> <li>1. Collect and analyze data to identify solutions and make informed decisions</li> </ol>	<p><u>List Category:</u> Communication</p> <p><u>Cluster:</u> Communication Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none"> <li>1. Give and receive meaningful feedback</li> <li>2. Use appropriate forms of writing for different purposes and audiences</li> </ol> <p><u>List Category:</u> Thinking</p> <p><u>Cluster:</u> Critical Thinking Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none"> <li>1. Revise understanding based on new information and evidence</li> </ol>
	<b>Statement of Inquiry</b>	Critical incidents reveal a character’s dynamic nature and personal expression; as a result, characters and their perspective change over time in response to challenges.	Authors use the structure of texts, figurative language, time and space to create style and to convey a deeper meaning in the text.	Diverse sources can develop perceptions that could possibly lead to outcomes of change and fairness.	We can make more informed decisions about what is sustainable when we understand the systems and the stakeholders affected by the food choices we make.
	<b>Global Context</b>	Personal and Cultural Expression	Orientation in Space and Time	Fairness and Development	Globalization and Sustainability
	<b>Key Concepts</b>	Perspective	Time, space, and place	Change	Systems
<b>Related Concepts</b>	Character	Setting	Theme	Purpose	

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	<b>Design Cycle Transdisciplinary</b>	<u>Writing Process:</u> Narrative	<u>Writing Process:</u> Argumentative	<u>Writing Process:</u> Poetry	<u>Writing Process:</u> Expository/ Informational
	<b>MYP Assessments/ Performance Tasks</b>	<b>Common Assessments:</b> <ol style="list-style-type: none"> <li>1. Standards-Based Mid-Unit Assessment</li> <li>2. Standards-Based Summative Assessment</li> <li>3. Narrative Essay</li> <li>4. MYP GRASP Task</li> </ol>	<b>Common Assessments:</b> <ol style="list-style-type: none"> <li>1. Standards-Based Mid-Unit Assessment</li> <li>2. Standards-Based Summative Assessment</li> <li>3. Argumentative Essay</li> <li>4. MYP GRASP Task</li> </ol>	<b>Common Assessments:</b> <ol style="list-style-type: none"> <li>1. Standards-Based Mid-Unit Assessment</li> <li>2. Standards-Based Summative Assessment</li> <li>3. Poetry Portfolio</li> <li>4. MYP GRASP Task</li> </ol>	<b>Common Assessments:</b> <ol style="list-style-type: none"> <li>1. Standards-Based Mid-Unit Assessment</li> <li>2. Standards-Based Summative Assessment</li> <li>3. Expository/ Informational Essay</li> <li>4. MYP GRASP Task</li> </ol>
	<b>Differentiation For Tiered Learners</b>	<p><b>**Small Group and Sheltered ESOL ELA course accommodates students that learn at a different pace by focusing on priority standards**</b></p> <p>Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> <li>● build background knowledge about time and place.</li> <li>● provide an expanded Reader’s Dictionary for students to use as they read.</li> <li>● Coordinate with English Language Learners and Special Education teachers to provide intentional support.</li> <li>● Based on student accommodations, give students access to an audiobook version of the text that they can use when they read at home</li> </ul>	<p><b>**Small Group and Sheltered ESOL ELA course accommodates students that learn at a different pace by focusing on priority standards**</b></p> <p>Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> <li>● build background knowledge about time and place.</li> <li>● provide an expanded Reader’s Dictionary for students to use as they read.</li> <li>● Coordinate with English Language Learners and Special Education teachers to provide intentional support.</li> <li>● Based on student accommodations, give students access to an audiobook version of the text that they can use when they read at home</li> </ul>	<p><b>**Small Group and Sheltered ESOL ELA course accommodates students that learn at a different pace by focusing on priority standards**</b></p> <p>Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> <li>● build background knowledge about time and place.</li> <li>● provide an expanded Reader’s Dictionary for students to use as they read.</li> <li>● Coordinate with English Language Learners and Special Education teachers to provide intentional support.</li> <li>● Based on student accommodations, give students access to an audiobook version of the text that they can use when they read at home</li> </ul>	<p><b>**Small Group and Sheltered ESOL ELA course accommodates students that learn at a different pace by focusing on priority standards**</b></p> <p>Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> <li>● build background knowledge about time and place.</li> <li>● provide an expanded Reader’s Dictionary for students to use as they read.</li> <li>● Coordinate with English Language Learners and Special Education teachers to provide intentional support.</li> <li>● Based on student accommodations, give students access to an audiobook version of the text that they can use when they read at home</li> </ul>
	<b>Course Levels</b>	<b>Marietta City Schools offers Advanced Studies and Regular classes to provide differentiated learning experiences for students.</b>			