

8th Advanced Language and Literature Subject Group Overview

Unit Name (text)	Module 3A – Japanese American Relations during WWII (Unbroken) Module 1 – Finding Home – Refugees (Farewell to Manzanar)	Module 2A – Working With Evidence – Taking a Stand (To Kill a Mockingbird, A Mighty Long Way) Module 3B – The Civil Rights Movement/the Little Rock Nine (Simple Justice: The History of Brown v Board of Education and Black America’s Struggle for Equality)	Module 4 – Sustainability of the US Food Chain (From Farm to Table, Feeding the World)
Time Frame	14 Weeks	14 Weeks	10 Weeks
C o u r s e N a m e : 8 t h L a n g u a g e a n d L i t e r a t u r e	Standards Target Standards Module 3A: ELAGSE8RL3, ELAGSE8RI1, ELAGSE8RI2, ELAGSE8RI3, ELAGSE8RI4, ELAGSERI6, ELAGSE8RI7, ELAGSE8RI9, ELAGSE8RI10, ELAGSE8W2, ELAGSE8W3, ELAGSE8W9, ELAGSE8W11(a)(b), ELAGSE8SL1, ELAGSE8L1, ELAGSE8L2, ELAGSE8L3, ELAGSE8L5 Target Standards Module 1: ELAGSE8RL1, ELAGSE8RL3, ELAGSE8RL4, ELAGSE8RL5, ELAGSE8RL6, ELAGSE8RL11, ELAGSE8RI1, ELAGSE8RI2, ELAGSE8RI3, ELAGSE8RI4, ELAGSE8W2, ELAGSE8W3, ELAGSE8W4, ELAGSE8W4(a), ELAGSE8W5, ELAGSE8W7, ELAGSE8W9, ELAGSE811(b), ELAGSE8SL1, ELAGSE8L1, ELAGSE8L2, ELAGSE8L4, ELAGSE8L5, ELAGSEL6	Target Standards Module 2A: ELAGSE8RL1, ELAGSE8RL2, ELGSE8RL3, ELAGSE8RL4, ELAGSE8RL5, ELAGSE8RL6, ELAGSE8RL7, ELAGSE8RL9, ELAGSE8RL11, ELAGSE8RI1, ELAGSE8RI2, ELAGSE8RI4, ELAGSE8RI5, ELAGSE8RI6, ELAGSE8RI7, ELAGSE8W1, ELAGSE8W3, ELAGSE8W4, ELAGSE8W5, ELAGSE8W9, ELAGSE8W11, ELAGSE8SL1, ELAGSE8L2, ELAGSE8L4, ELAGSE8L5 Target Standards Module 3B: ELAGSE8RL3, ELAGSE8RI1, ELAGSE8RI2, ELAGSE8RI3, ELAGSE8RI4, ELAGSE8RI6, ELAGSE8RI7, ELAGSE8RI9, ELAGSE8W1, ELAGSE8W2, ELAGSE8W9, ELAGSE8SL1, ELAGSE8SL4, ELAGSE8L1, ELAGSE8L2, ELAGSE8L3, ELAGSE8L5	Target Standards Module 4 ELAGSE8RI2, ELAGSE8RI4, ELAGSE8RI6, ELAGSE8RI8, ELAGSE89, ELAGSE8W1, ELAGSE8W4, ELAGSE85, ELAGSE8W7, ELAGSE8W8, ELAGSE8W9, ELAGSE8SL2, ELAGSE8SL3, ELAGSE8SL4, ELAGSE8SL5, ELAGSE8SL6, ELAGSE8L4, ELAGSE8L6

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<p>Approaches To Learning Instructional Strategies</p>	<p>Module 3A:</p> <ul style="list-style-type: none"> ● Give and receive meaningful feedback ● Use appropriate forms of writing for different purposes and audiences ● Draw reasonable conclusions and generalizations <p>Module 1:</p> <ul style="list-style-type: none"> ● Give and receive meaningful feedback ● Use appropriate forms of writing for different purposes and audiences ● Make inferences and draw conclusions 	<p>Module 2A:</p> <ul style="list-style-type: none"> ● Give and receive meaningful feedback ● Use appropriate forms of writing for different purposes and audiences ● Collect and analyze data to identify solutions and make informed decisions <p>Module 3B:</p> <ul style="list-style-type: none"> ● Give and receive meaningful feedback ● Use appropriate forms of writing for different purposes and audiences ● Make inferences and draw conclusions 	<p>Module 4:</p> <ul style="list-style-type: none"> ● Give and receive meaningful feedback ● Use appropriate forms of writing for different purposes and audiences ● Revise understanding based on new information and evidence
<p>Statement of Inquiry</p>	<p>Module 3A: Conflict, diplomacy, and war can change a character’s perspective over time and may influence past, current, and likely future connections and interactions globally.</p> <p>Module 1: 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.</p>	<p>Module 2A: Authors use the structure of texts, figurative language, time and space to create style and to convey a deeper meaning in the text.</p> <p>Module 3B: Diverse sources can develop perceptions that could possibly lead to outcomes of change and fairness.</p>	<p>Module 4: The food we buy comes to us from various different routes and processes; 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.</p>
<p>Global Context</p>	<p>Module 3A: Fairness and Development</p> <p>Module 1: Personal and Cultural Expression</p>	<p>Module 2A: Orientation in Space and Time</p> <p>Module 3B: Fairness and Development</p>	<p>Module 4: Globalization and Sustainability</p>
<p>Key Concepts</p>	<p>Module 3A: Time, Place, and Space</p> <p>Module 1: Perspective</p>	<p>Module 2A: Time, Space, and Place</p> <p>Module 3B: Change</p>	<p>Module 4: Systems</p>

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Related Concepts	<p>Module 3A: Theme</p> <p>Module 1: Character</p>	<p>Module 2A: Setting</p> <p>Module 3B: Theme</p>	<p>Module 4: Point of View</p>
Design Cycle Transdisciplinary	<p>Module 3A: Writing Process: Narrative Writing Process: Informational</p> <p>Module 1: Writing Process: Narrative</p>	<p>Module 2A: Writing process: Argumentative</p> <p>Module 3B: Writing Process: Informational</p>	<p>Module 4: Writing Process: Position Paper Writing Process: Informational</p>

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<p>MYP Assessments/ Performance Tasks</p>	<p>Module 3A – Unit 1- Mid-Unit Assessment This assessment centers on standards ELAGSE RI.8.1 and RI.8.9. Students will consider conflicting information regarding the attack on Pearl Harbor by closely studying the response to the attack by either FDR or the Japanese government (they will also have the opportunity to familiarize themselves with the opposing perspective during the lessons). They will further their study by analyzing how the information they have learned might affect an individual in a society. Students will collect this information on a graphic organizer that will be formally assessed as the mid-unit assessment. This assessment serves as a checkpoint for the End of Unit 1 Assessment, in which students will present their assigned perspective in a Fishbowl discussion (just as, in previous modules, the best independent draft of an essay is often used as a checkpoint for the final draft of the essay).</p> <p>Module 3A – Unit 1 – End of Unit Assessment This assessment centers on standards ELAGSE RI.8.9 and SL.8.1a-e. Students will participate in a Fishbowl discussion that examines the Japanese and American responses to the attack on Pearl Harbor. The discussion will study the conflicting facts or interpretation of facts by both responses and will engage students to apply these conflicting responses as they reflect on the affect each might have on different individuals or groups. Students will set speaking goals for themselves as they participate in the Fishbowl discussion and will have the opportunity to self-reflect on those goals. In order to have a smaller group for the discussions, this assessment takes place across two days: in Lesson 12 (Part 1), half of the class discusses while the other half observes; in Lesson 13 (Part 2), the two groups switch roles. The specific discussion questions for Parts 1 and 2 differ; see Lessons 12 and 13 supporting materials for details.</p>	<p>Module 2A – Unit 1 – Mid-Unit Assessment This reading assessment centers on standards ELAGSE RI.8.2, RI.8.5, and RI.8.6. Students will read the excerpts from the speech “The Great Society” by Lyndon B. Johnson, determine the central idea, and analyze its development through the speech. Specifically, they first will complete a graphic organizer in which they analyze the speech’s structure by completing information about parts of the speech. Students will identify the main supporting idea of each part, cite evidence from the text that supports their answer, and explain how the textual evidence helped them decide on the supporting idea. After completing the graphic organizer, students then will state the central idea and explain how the parts of the speech developed this theme. They will conclude the assessment by answering several short questions related to perspective, including students’ understanding of how Johnson acknowledges opposing viewpoints, and their ability to explain what role Johnson’s series of questions that begin “Will you join in the battle …” play in developing and refining the central idea.</p> <p>Module 2A – Unit 1 – End of Unit Assessment This reading assessment centers on standards ELAGSE RL.8.4, RL.8.5, RL.8.9, and L.8.5a. In order to demonstrate their understanding of different text structures and how these structures contribute to the meaning of the texts, students will analyze the meaning and structure of Chapter 11 and contrast it to the poem “Solitude” by Ella Wheeler Wilcox. Specifically, students will read “Solitude” and two passages from Chapter 11 and then complete a graphic organizer in which they analyze the meaning and structure of each text and identify how these two texts connect to the traditional theme of the Golden Rule (RL.8.5 and RL.8.9). They will also answer selected-response and short-answer questions regarding the allusion to <i>Ivanhoe</i> in Chapter 11 and how this allusion enhances the understanding of the text.</p> <p>Module 2A – Unit 2 – Mid-Unit Assessment</p>	<p>Module 4 – Unit 1 – Mid-Unit Assessment This assessment centers on ELAGSE L.8.4, L.8.4b, L.8.4c, L.8.4d, RI.8.6, and SL.8.2. There are two parts to this assessment. In Part 1, students analyze the speaker’s purpose in a speech and the motives behind the medium the speech is presented in. In Part 2, students determine the meaning of words and analyze Michael Pollan’s purpose in a new excerpt of <i>The Omnivore’s Dilemma</i>. They also identify conflicting viewpoints put forward in the excerpt and describe how Michael Pollan responds to those viewpoints. In both Parts 1 and 2 of the assessment, students record their thinking on graphic organizers.</p> <p>Module 4 – Unit 1 – End of Unit Assessment This assessment centers on ELAGSE RI.8.8, RI.8.9a, W.8.9b, SL.8.2, and SL.8.3. There are two parts to this assessment. In Part 1, students evaluate the claims in a speech and a new excerpt of <i>The Omnivore’s Dilemma</i> for sound reasoning, relevant evidence, and irrelevant evidence. Students record their thinking for this part of the assessment on graphic organizers. In Part 2 of the assessment, students advocate persuasively to answer this question in a Fishbowl: Which of the four meals you were invited to choose from at the beginning of the unit would you choose to feed your family? Why? Students prepare notes using what they have learned about each of Michael Pollan’s food chains and the four meals so far to help them advocate persuasively and respond to a counterclaim made by another student as they advocate persuasively.</p> <p>Module 4 – Unit 2 – Mid-Unit Assessment This assessment centers on ELAGSE W.8.7 and W.8.8. In this assessment, students apply the research skills they have been learning throughout the unit to answer research questions about two new research texts. They paraphrase research, choose search terms, cite sources, and determine the credibility and accuracy of research sources.</p> <p>Module 4A – Unit 2 – End of Unit Assessment</p>
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Module 3A – Unit 2 – Mid-Unit Assessment
This assessment centers on ELAGSE RI.8.7. Students will use various mediums to convey information about World War II, and further their analysis as they evaluate the advantages and disadvantages of using different media to convey information on a topic. Students will complete this analysis using a graphic organizer.

Module 3A – Unit 2 – End of Unit Assessment
This assessment centers on ELAGSE W.8.2, W.8.9, L.8.2c, and L.8.3. Students will write an informational essay in which they answer the prompt: During World War II, what were the efforts to make both Japanese-American internees and American POWs in Japan “invisible,” and how did each group resist? Use the strongest evidence from *Unbroken*, and selected other informational sources about Japanese-American internees.” This is a two-part assessment: Part 1 is students’ best independent draft, and Part 2 is their final revised draft.

Module 3A – Unit 3 – Mid-Unit Assessment

This assessment centers on standards ELAGSE RL.8.2, RL.8.6 and RL.8.7. Students will summarize the courtroom scene in the novel *To Kill a Mockingbird*, view the courtroom scene in the film version of the novel, and then compare how the film version remains true or veers from the original text. Students also will evaluate the choices made by the actors or director in the film. Finally, students will analyze how the reader’s perspective of the scene differs from that of the characters (RL.8.6), specifically in terms of what the reader knows that Scout doesn’t know.

Module 2A – Unit 2 – End of Unit Assessment
This assessment centers on standards ELAGSE RL.8.1, RL.8.2, RL.8.3, W.8.1, W.8.4, W.8.9a, L.8.2a, and L.8.2b. Students will cite the strongest evidence from the novel as they write an argument essay in which they answer the following prompt: “Atticus says, ‘Simply because we were licked a hundred years before we started is no reason for us not to try to win’ (Chapter 9, page 101). Now that you have read the whole text, what do you think? Based on his character, does it make sense for Atticus to take a stand to defend Tom Robinson? Give evidence from the text to support your thinking, and be sure to take into account what people who disagree might say.” Students will have to weigh the evidence based on Atticus’s role as both a parent and community member. In order to meet the rigors of the eighth-grade demands for argument writing, students will be required to argue their claim and acknowledge and distinguish their claim from alternate or opposing claims.

Module 2A – Unit 3 – Mid-Unit Assessment
This assessment centers on ELAGSE standards RL.8.1 and W.8.9a, and serves as a scaffold toward students’ Readers Theater script. For the Mid-Unit 3 Assessment, students will write a short justification of why they chose the scene they did and explain how their passage develops the main idea of the anchor quote.

Module 2A – Unit 3 – End of Unit Assessment

This assessment centers on ELAGSE SL.8.4, SL.8.5, and SL.8.6. Students present a position speech to answer the question: Which of Michael Pollan’s four food chains would best feed the United States? They state a claim and provide two reasons for making that claim based on the consequences and affected stakeholders they have identified for each food chain throughout the unit. They select evidence to support their reasons, and they provide a counterclaim and respond to it.

Module 4A – Unit 3 – Mid-Unit Assessment
This assessment centers on ELAGSE W.8.1, W.8.1a, W.8.1b, and W.8.1e. Students draft a position paper to answer the question: Which of Michael Pollan’s four food chain would you choose to feed the United States? Their position paper should contain a claim, two reasons for making that claim, and evidence supporting each of the reasons. It should also include a counterclaim and a response to that counterclaim. Students use their position speech from the End of Unit 2 Assessment as a basis for their position paper.

Module 4A – Unit 3 – End of Unit Assessment
This assessment centers on ELAGSE RI.8.1, W.8.1, W.8.1c, W.8.1d, and W.8.9. Students write a final draft of their position paper to answer the question: Which of Michael Pollan’s four food chains would you choose to feed the United States?

Module 4A – Final Performance Task
This performance task gives students a chance to share their best reading, writing, and thinking about the question: “Which of Michael Pollan’s food supply chains would best feed the United States?” Students will use a powerful excerpt of their position paper, visual components, and text features to create a poster that shows their claim as well as the evidence they used to support their claim. These posters will be displayed around the classroom, with students having the opportunity to do a Gallery Walk of one another’s work. This task addresses ELAGSE RI.8.1, W.8.1, W.8.9, and W.8.9b.

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This assessment centers on ELAGSE W.8.3, L.8.1, L.8.1b, L.8.1c, L.8.2, and L.8.3. Students will briefly research Miné Okubo’s life after internment and write a narrative in which they tell the story of how Okubo went from being made “invisible” during internment to becoming “visible” post-internment. Students will base their narrative on this writing prompt: “Writing from Miné Okubo’s perspective, tell the story of one episode in her struggle to become visible again after leaving the internment camp. Use narrative techniques and incorporate information from sources about Okubo’s life to write an original narrative to answer the question, ‘How did Okubo become visible again after her life in the internment camp?’ The narrative must end with the sentence, ‘I was visible again.’”

Module 3A – Unit 3 – End of Unit Assessment

This assessment centers on ELAGSE L.8.1a, L.8.1d, and L.8.5. Students will answer multiple-choice questions and respond to short-answer questions as they determine the effectiveness of sample language techniques such as the functions and types of verbals, use the subjunctive and conditional mood in a sentence, and the meaning conveyed by using the active and passive voice.

Module 3A – Unit 3 – Final Performance Task

For the End of Unit 3 Assessment, students will write a commentary on how their individual script is a response to *To Kill a Mockingbird* and how it connects to and diverges from the novel. This assessment centers on ELAGSE RL.8.2, RL.8.3, and W.8.11. (Note that students are not formally assessed on their individual script itself, but only on their commentary.)

Module 2A – Final Performance Task

After reading *To Kill a Mockingbird*, students will analyze key quotes from the novel that reflect the overarching themes they studied in Units 1 and 2. Students then will form small groups and develop a Readers Theater script in which each student will select a different critical scene from the novel that develops the theme of their group’s assigned quote. Their group Readers Theater script combines these individual scene selections and will be accompanied by two short written pieces that students will write on their own: a justification (students’ Mid-Unit 3 Assessment) in which students justify and explain how the passage develops the main idea of their group’s quote and a commentary (students’ End of Unit 3 Assessment) in which they explain how their script is a response to *To Kill a Mockingbird* and how it connects to and diverges from the novel. The final performance task will be a presentation of the Readers Theater Script by the small group. This Readers Theater final performance task centers on ELAGSE Standards RL.8.2, RL.8.3, W.8.3, W.8.4, and W.11b.

Module 3B – Unit 1 – Mid-Unit Assessment

This assessment centers on ELAGSE RI.8.1 and RI.8.9. Students will use the notes they have collected when reading the *Plessy v. Ferguson* court decision and dissenting opinion to write an on-demand response to the prompt: How do the court’s decision and the dissenting opinion in *Plessy v. Ferguson* disagree on the interpretation of the 13th and 14th amendments in reference to the case? Students will cite evidence from both texts to support their claims.

Module 3B – Unit 1 – End of Unit Assessment

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During Unit 3, students will research Miné Okubo’s life after internment. They will write a narrative in which they tell the story of how Okubo went from resisting efforts to make her “invisible” during internment to how she became “visible” post-internment. Students will base their exploded moment narrative on the following writing prompt: “Writing from Miné Okubo’s perspective, tell the story of one moment in her struggle to become visible after leaving the internment camp. Use narrative techniques and incorporate information from sources about Okubo’s life to write an original narrative. Answer the question, ‘How did Okubo become visible after her life in the internment camp?’ The narrative must end with the sentence, ‘I was visible again.’” Then, for their final performance task, students will share their narrative in a small group setting with other students, and reflect upon the research-based story they have written. This performance task centers on ELAGSE W.8.3, W.8.6, W.8.9b, L.8.1, L.8.1b, L.8.1c, L.8.2, L.8.2c, and L.8.3.

Module 1 – Unit 1 – Mid-Unit Assessment
This assessment centers on standards ELAGSE RL.8.1, RL.8.3, RL.8.4, W.8.9, and L.8.4a. Students will read the poem “Concentration Constellation” by Lawson Fusao Inada and answer selected-response questions to analyze the poem for the author’s word choice, tone, and meaning. Questions will include determining word meaning from context. Students then will write a paragraph in response to the following prompt: “Who is Jeanne Wakatsuki? Based on the poem, “Concentration Constellation” describe Jeanne as a character: her traits, values, or beliefs. Write a paragraph in which you explain your current understanding of Jeanne, using specific evidence from the novel and the poem to support your analysis.”

This assessment centers on ELAGSE SL.8.1a-e and RI.8.1. Students will participate in small group Socratic Seminar discussions that make connections between all the texts they have read throughout the unit, and lyrics from two songs that were popular during the civil rights movement, “Ain’t Gonna Let Nobody Turn Me Around” and “Lift Every Voice and Sing.” Students will set speaking goals for themselves before they participate in the discussion and will have an opportunity to self-reflect on those goals.

Module 3B – Unit 2 – Mid-Unit Assessment
This assessment centers on ELAGSE RI.8.7. Students will use various mediums to convey information about segregation and further their analysis as they evaluate the advantages and disadvantages of using different mediums to convey information on a topic. Students will complete this analysis using a graphic organizer.

Module 3B – Unit 2 – End of Unit Assessment
This assessment centers on ELAGSE W.8.2, W.8.9, L.8.2c, and L.8.3. Students will write an informational essay in which they answer the prompt: “In the events surrounding the Little Rock Nine and the struggle to integrate Central High, the media played a newly powerful role. In what ways did it serve to illuminate events for a national audience, and in what ways did it give an incomplete or even inaccurate picture of events?”

Module 3B – Unit 3 – Mid-Unit Assessment
This assessment centers on ELAGSE L.8.1a, L.8.1d, and L.8.5. Students will answer multiple-choice and short-answer questions as they determine the effectiveness of sample language techniques such as the functions and types of verbals, use of the subjunctive and conditional mood in a sentence, and the meaning conveyed by using the active and passive voice.

Module 3B – Unit 3 – End of Unit Assessment

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Module 1 – Unit 1 – End of Unit Assessment
 This assessment centers on standards ELAGSE RL.8.1, RI.8.1, RL.8.4, RI.8.4, and W.8.9. For this reading and writing assessment, students will analyze how the tone of each text contributes to the overall meaning. Students will use their strongest evidence from the poem “Concentration Constellation” and the poem “Pearl Harbor” to write two paragraphs in which they analyze each text in a paragraph. They will respond to the following prompt: “In this text, what is the message each author is intending to convey about the Japanese-American Experience of Pearl Harbor? Explain how specific word choices help create a tone that contributes to the text’s meaning.”

Module 1 – Unit 2 – Mid-Unit Assessment
 This assessment centers on ELAGSE RI.8.1, RI.8.2, RI.8.3, RI.8.4, L.8.4a, and W.8.9. In this on-demand assessment, students will read an unfamiliar informational text about a refugee experience (a speech by Til Gurung, a refugee from Bhutan) and then answer a range of literal and inferential text-dependent questions. The assessment will provide questions in the form of selected-response items, a graphic organizer, and short constructed-response items. Students will cite the strongest text-based evidence to support their answers.

Module 1 - Unit 2 – End of Unit Assessment
 This assessment centers on ELAGSE RL.8.1, RL.8.3, RL.8.4, RL.8.6a, RL.8.11, W.8.2d, W.8.4, W.8.5, and W.8.9.

This assessment centers on ELAGSE W.8.1 and W.8.2. Students will write an on-demand response describing each of the four photographs they have chosen to lift up as key events in a film based on *A Mighty Long Way*, the memoir by Carlotta Walls LaNier, and the song they have chosen for the soundtrack. Students will put forth an argument for why they have chosen each photograph and the song, using evidence from *A Mighty Long Way* to support their arguments.

Module 3B – Final Performance Task
 This performance task centers on ELAGSE8L1. During Unit 3, students will select four photographs from *Little Rock Girl 1957* to lift up as key events in a film based on the memoir *A Mighty Long Way*, and a song for the soundtrack. After writing about their choices for the End of Unit 3 Assessment, students will use their writing as a basis for a presentation in which they will describe each photograph and their song choice, and present arguments for selecting each, citing evidence from *A Mighty Long Way* to support their arguments.

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For this writing assessment, students will explain aspects of Jeanne’s character. They will respond to this specific prompt: “Consider the meaning of the novel’s title, *Farewell to Manzanar*. How does this title relate to the universal refugee experience of fleeing and finding home, and in what ways is Jean’s experience an example of this universal experience?” Students will choose the strongest evidence from the informational texts and the novel to construct an informational literary analysis essay.

Module 1 – Unit 3 – Mid Unit Assessment

This assessment centers on ELAGSE RI.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.11b. Students use research to collect poems (4) detailing the Japanese-America experience and internment camp experience. Using their research and their poem outline examples, create a draft of a poem detailing the Japanese-American experience or the internment camp experience.

Module 1 – Unit 3 – End of Unit Assessment

This assessment centers on ELAGSE RI.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.11b. Students complete their poem about the Japanese-American experience or the internment camp experience highlighting the moving to a new home, sharing the experiences that the refugee might feel in adapting and mourning while adjusting to his or her new home. Module 1 – Unit 3 – Final Performance Task

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<p>For the final performance task of Module 1, students will draw upon their study of the universal refugee experience to write two research-based poems that reflect the “Japanese” and “American” aspect of a refugee experience. Students will collaborate in research teams to research the experiences of refugees during WWII. They then will draw upon the research, as well as their study of the novel, <i>Farewell to Manzanar</i> and the informational texts, to write two poems. The first, a “Japanese” poem, is based on the research conducted. The second, “American” poem, is aligned with students’ individual interpretation of informational text, as well as background knowledge and experiences researched. The students will have the opportunity to revise, edit, and share their two poems within the classroom and with other research teams for the final performance task, which centers on ELAGSE RI.8.1, RI.8.2, W.8.3a, b, d, W.8.4, W.8.5, W.8.7, W.8.9, L.8.1, L.8.2, and L.8.6.</p>		
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<p>Differentiation For Tiered Learners</p>	<p>In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it. Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> ● Before you begin the unit, build background knowledge about time and place. ● Consider providing an expanded Reader’s Dictionary for students to use as they read. ● Coordinate with ELL and Sped teachers to provide extra support to students on their caseloads. If these teachers do push-in support, consider having them work with the students they support in small groups during pair work time. These students should do the same work during class as the other students, but they might benefit from doing it with more teacher guidance. It is important that all students have the chance to read closely and make meaning of the passages that are central to the book, so focus in-class support for struggling readers on the objectives of class work for the day, not on reviewing or previewing the homework. ● Consider changing the Reader’s Notes to be more structured: Add questions to each column or provide partial notes and have students fill in the blanks. ● Consider having students contribute to an ongoing, public, student-created summary of the book. After debriefing them on the entry task, ask students to tell you what should be added to the book summary. Maintain this as an anchor chart or electronic document and encourage students to refer to it as they read specific excerpts and complete assessments. 	<p>In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it. Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> ● Before you begin the unit, build background knowledge about time and place. ● Consider providing an expanded Reader’s Dictionary for students to use as they read. ● Coordinate with ELL and Sped teachers to provide extra support to students on their caseloads. If these teachers do push-in support, consider having them work with the students they support in small groups during pair work time. These students should do the same work during class as the other students, but they might benefit from doing it with more teacher guidance. It is important that all students have the chance to read closely and make meaning of the passages that are central to the book, so focus in-class support for struggling readers on the objectives of class work for the day, not on reviewing or previewing the homework. ● Consider changing the Reader’s Notes to be more structured: Add questions to each column or provide partial notes and have students fill in the blanks. ● Consider having students contribute to an ongoing, public, student-created summary of the book. After debriefing them on the entry task, ask students to tell you what should be added to the book summary. Maintain this as an anchor chart or electronic document, and encourage students to refer to it as they read specific excerpts and complete assessments. ● If possible, give students access to an audio book version of the text that they can use when they read at home. Stress to students that they need to read silently to themselves while they listen to the text being read aloud. ● Consider lengthening this unit and doing more read-alouds and partner reading in class for sections of the text that are currently assigned as homework. 	<p>In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it. Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> ● Before you begin the unit, build background knowledge about time and place. ● Consider providing an expanded Reader’s Dictionary for students to use as they read. ● Coordinate with ELL and Sped teachers to provide extra support to students on their caseloads. If these teachers do push-in support, consider having them work with the students they support in small groups during pair work time. These students should do the same work during class as the other students, but they might benefit from doing it with more teacher guidance. It is important that all students have the chance to read closely and make meaning of the passages that are central to the book, so focus in-class support for struggling readers on the objectives of class work for the day, not on reviewing or previewing the homework. ● Consider changing the Reader’s Notes to be more structured: Add questions to each column or provide partial notes and have students fill in the blanks. ● Consider having students contribute to an ongoing, public, student-created summary of the book. After debriefing them on the entry task, ask students to tell you what should be added to the book summary. 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8th Advanced Language and Literature Subject Group Overview

- If possible, give students access to an audio book version of the text that they can use when they read at home. Stress to students that they need to read silently to themselves while they listen to the text being read aloud.
- Consider lengthening this unit and doing more read-alouds and partner reading in class for sections of the text that are currently assigned as homework.
- Consider having some students read summaries of some chapters (the ones that are not discussed in class) rather than the chapters themselves.

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