

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

<b>Unit Name</b>	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
<b>Time Frame</b>	9 weeks	8 weeks	7 weeks	8 weeks	4 weeks

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Standards	<p>ELAGSE8RL2 ELAGSE8RL3 ELAGSE8RL4 ELAGSE8L1 ELAGSE8W3</p> <p><b><u>Gifted Standards:</u></b></p> <p>Gifted Strand 1: Advanced Research Skills (S1A - S1C)</p> <p>Gifted Strand 2: Creative Thinking Skills (S2A-S2D)</p> <p>Gifted Strand 3: Higher Order Thinking and Problem Solving Skills (S3A-S3C)</p> <p>Gifted Strand 4: Advanced Communication and Collaboration Skills (S4A-S4E)</p> <p>Gifted Strand 5: Emotional Development of Self (S5A-S5E)</p> <p>Gifted Strand 6: Self Directed Learner (S6A-S6E)</p>	<p>ELAGSE8RL2 ELAGSE8RL3 ELAGSE8RL4 ELAGSE8RL5 ELAGSE8W1 ELAGSE8W8 ELAGSE8SL4 ELAGSE8L1</p> <p><b><u>Gifted Standards:</u></b></p> <p>Gifted Strand 1: Advanced Research Skills (S1A - S1C)</p> <p>Gifted Strand 2: Creative Thinking Skills (S2A-S2D)</p> <p>Gifted Strand 3: Higher Order Thinking and Problem Solving Skills (S3A-S3C)</p> <p>Gifted Strand 4: Advanced Communication and Collaboration Skills (S4A-S4E)</p> <p>Gifted Strand 5: Emotional Development of Self (S5A-S5E)</p> <p>Gifted Strand 6: Self Directed Learner (S6A-S6E)</p>	<p>ELAGSE8RI2 ELAGSE8W2 ELAGSE8W8 ELAGSE8SL4 ELAGSE8L1</p> <p><b><u>Gifted Standards:</u></b></p> <p>Gifted Strand 1: Advanced Research Skills (S1A - S1C)</p> <p>Gifted Strand 2: Creative Thinking Skills (S2A-S2D)</p> <p>Gifted Strand 3: Higher Order Thinking and Problem Solving Skills (S3A-S3C)</p> <p>Gifted Strand 4: Advanced Communication and Collaboration Skills (S4A-S4E)</p> <p>Gifted Strand 5: Emotional Development of Self (S5A-S5E)</p> <p>Gifted Strand 6: Self Directed Learner (S6A-S6E)</p>	<p>ELAGSE8RI2 ELAGSE8RI6 ELAGSE8W2 ELAGSE8SL4 ELAGSE8L1</p> <p><b><u>Gifted Standards:</u></b></p> <p>Gifted Strand 1: Advanced Research Skills (S1A - S1C)</p> <p>Gifted Strand 2: Creative Thinking Skills (S2A-S2D)</p> <p>Gifted Strand 3: Higher Order Thinking and Problem Solving Skills (S3A-S3C)</p> <p>Gifted Strand 4: Advanced Communication and Collaboration Skills (S4A-S4E)</p> <p>Gifted Strand 5: Emotional Development of Self (S5A-S5E)</p> <p>Gifted Strand 6: Self Directed Learner (S6A-S6E)</p>	<p>ELAGSE8RL2 ELAGSE8RL3 ELAGSE8RL4 ELAGSE8RL5 ELAGSE8RI2 ELAGSE8RI6 ELAGSE8W1 ELAGSE8L1</p> <p><b><u>Gifted Standards:</u></b></p> <p>Gifted Strand 1: Advanced Research Skills (S1A - S1C)</p> <p>Gifted Strand 2: Creative Thinking Skills (S2A-S2D)</p> <p>Gifted Strand 3: Higher Order Thinking and Problem Solving Skills (S3A-S3C)</p> <p>Gifted Strand 4: Advanced Communication and Collaboration Skills (S4A-S4E)</p> <p>Gifted Strand 5: Emotional Development of Self (S5A-S5E)</p> <p>Gifted Strand 6: Self Directed Learner (S6A-S6E)</p>
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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>	Change is influenced by cultural context and individual will.	Environmental influences impact ethical and moral behavior eroding relationships.	Advancements in science and technology impact humanities search for identity.	Settings and characters in dystopian fiction communicate ideas about authority, security, and freedom.	Authors reinforce and challenge belief systems through characters and point of view.

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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?</p>	<p><b><u>Responsibility</u></b> What are our obligations?</p>	<p><b><u>Identity</u></b> What are the points of view?</p>	<p><b><u>Connection</u></b> How is it linked to other things?</p>	<p><b><u>Change</u></b> How is it transforming?</p>
<b>Related Concepts</b>	<p>Audience Imperatives Self-expression</p>	<p>Theme Setting</p>	<p>Point of View Style</p>	<p>Character Purpose</p>	<p>Genre Context</p>
<b>Design Cycle Transdisciplinary</b>	<p>Narrative</p>	<p>Argument Writing</p>	<p>Argumentative Writing</p>	<p>Explanatory Writing</p>	<p>Multigenre Writing</p>

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

	<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	Standards Based Assessment  Explanatory Essay - Problem Solution	Standards Based Assessment  Explanatory Essay - How does the text align with the global context?	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.				