

Grade 8

Distance Learning Module 3: Week of: 4/13/2020-4/17/2020

Grade 8 ELA - Modified from [Unit 5 - Reading for Social Issues](#)

Targeted Goals from Stage 1: Desired Results

Content Knowledge: how to define prejudice, bias, morals, ethics, values, perspective, that a variety of social issues exist in the world

Skills: analyzing text to make inferences and identify underlying relationships and patterns, noting what is fair and unfair in a text based on evidence and context, identifying social groups and determining character motivation as a result of status

Expectation:

| Description of Task (s): | Resources and Materials: | Daily Checks (Return to Google Classroom or snapshots from a cell phone) |
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| Monday: Readers engage in independent reading. Visit the Polson LMC Google Classroom and complete any given tasks. | Update digital book plan Read for 20 Polson LMC classroom code posted in Google Classroom | Make sure you have a book to read, digitally or in print and submit a reading plan for this week. You will submit a new reading plan each week. Submit any work for Mrs. Fiorelli in the LMC Google Classroom. |
| Tuesday: Once readers identify a social issue in their text, they do further research to find out more about how this issue reveals itself in the real world. | Intro Video for this week's assignment Research a Social Issue Slideshow Go through the slides to view "Homelessness" samples. Decide which social issue from your book you will research more. 10 Facts on the Social Issue in My Book | Leave a comment with one thing you learned from viewing the homelessness examples. Begin working on: 10 Facts on the Social Issue in My Book |
| Wednesday: Once readers identify a social issue in their text, they do further research to find out more about how this issue reveals itself in the real world. | 10 Facts on the Social Issue in My Book Finish working on your list of facts. | Submit 10 Facts on the Social Issue in My Book |

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| Thursday: Researchers share their most interesting facts to help their peers learn more about social issues. | 10 Facts on the Social Issue in My Book | Post in the Google Classroom discussion board: 1. Your book title 2. Your social issue 3. Your most interesting fact with the source |
| Friday: Readers learn about Greek and Latin root words in order to expand their vocabulary. Create flashcards to memorize the roots. Finish your social issues book by Monday | Study Greek and Latin root list 2 Listen to the First Chapter Friday clip posted on Classroom | Respond in Classroom "Question" discussion: What are some other words that you know that have these roots? Have you seen any from list 1 this week? Finish your social issues book by Monday |

Week criteria for success (attach student checklists or rubrics):

Social Issues Research/Exploration

- ☐ All ten facts/details about the issue represent a thorough exploration of the topic. There is a variety of facts and information.
- ☐ Facts are in the student's own words.
- ☐ Facts are from at least 2 different reliable sources and links are provided.
- ☐ News story is current and connected to social issue.
- ☐ Student went above and beyond expectations and new learning is clear.

In the Google Classroom discussion:

- a. Responses are appropriate.
- b. Student is respectful to all peers and teachers.
- c. Response is focused and addresses the question clearly.
- d. Response demonstrated students' attention to editing and represents their best work.

Supportive resources and tutorials for the week (plans for re-teaching):

I will be available via e-mail or Google Classroom for questions and assistance.

Optional Writing Assignment: Capturing this Moment in History