

Grade 8

Distance Learning Module 2: Week of: 4/6/2020-4/9/2020

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)
Monday: Readers engage in independent reading.	Update <u>digital book plan</u> Read for 20	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.
Tuesday: Readers take note of what is fair and unfair in a text, considering multiple perspectives as they do so. These scenes might be hiding in parts of the text that bother us or that seem implausible.	<u>View Fair/Unfair lesson video</u> (the lesson plays twice) <u>“Inside Out” practice passage</u> (goes along with video) <u>Social Issues Response Journal</u>	In your Social Issues Response Journal document: Based on your reading of “Inside Out:” What is fair and unfair in this text? By whose perspective? What might the author be trying to say? What “bigger” social issues are at play here? 4-6 sentences
Wednesday: Readers notice how characters react to power issues, and they use their observations to think through situations in real life.	<u>View Power lesson</u> (start at 2:50 in the video, just after the fair/unfair lesson) <u>Okay for Now book excerpt for lesson</u> <u>Social Issues Response Journal</u>	Respond to the following questions in your Social Issues Response Journal after viewing the Power lesson: In the Glee episode: Who/what has power? Do we see power shift?

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		Accepted? Rejected? How do different characters react to concepts of power, acceptance, rejection? How would this play out in real life...Social issues?
Thursday: Readers learn about Greek and Latin root words in order to expand their vocabulary. Create flashcards to memorize the roots.	View Root word video Then, study Greek and Latin root list 1 Social Issues Response Journal	Respond in Social Issues Response Journal: What are some other words that you know that have these roots?
Friday: Good Friday - No work assigned		

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

Responses in Social Issues Response Journal:

- Questions are answered completely.
- Responses are an appropriate length.
- Responses are written in complete sentences.
- Evidence of engagement in independent text.

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