

8th Grade Quarter 2 The Messages of Dystopian Literature

Unit Overview: The importance of individual freedom will be a major theme for students to consider as they study dystopian literary works in this unit. Students will read several informational articles to introduce dystopian ideas and will observe the format of this type of article. Students will analyze plot elements and various techniques as they relate to and develop the themes of dystopian literary texts. At the end of the unit, students will participate in a Socratic circle discussion of the dystopian ideas that were presented through texts read in this unit and will write an informative essay about the impact of dystopian characteristics on society.

Stage 1 - Desired Results

Note: Stage 1, which identifies the goals of the unit, is a required element. Using the standards as a starting point, Stage 1 establishes the essential questions, understandings, knowledge, and skills that frame the unit's learning activities and assessments.

Overarching Goal Statements

Note: These standards are emphasized as goals in all units for their importance and application to all of the standards within their strand.

Reading: Literature	Reading: Informational Text	Writing	Speaking and Listening	Language
By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. (RL.8.10).	By the end of the year, read and comprehend literary nonfiction at the high end of grades 6-8 text complexity band independently proficiently. (RI.8.10).	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.8.10).	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) (SL.8.6)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (L.8.6).

Standards

Note: The following priority and supporting standards are specific to this unit. To see the quarterly standards for all grade levels, see the [6th-12th Grade ELA Standards Map](#).

Priority Standards: This is a list of the carefully selected grade-specific and course-specific standards that students must know and be able to do by the end of each school year. The following standards will be

ELP Standards: There are 10 [English Language Proficiency \(ELP\) standards](#) that highlight a strategic set of language functions and forms which are needed by ELLs as they develop competence in English language arts. ELPs have been

Supporting Standards: These standards *support, connect to, or enhance* the Priority Standards. They are taught *within the context* of the priorities and often serve as instructional scaffolds, but they do

prioritized in the instruction and assessments of this quarter.	aligned with the priority standards of the unit.	not receive the <i>same</i> degree of emphasis.
RL.8.1 RL.8.2 RI.8.1	ELP Standard 6-8.1	RL.8.9 RI.8.3 RI.8.5 RI.8.7
RL.8.4 RI.8.4 L.8.4	ELP Standard 6-8.8	L.8.5
W.8.2.A-F W.8.4	ELP Standard 6-8.3 (W.8.2) ELP Standard 6-8.4 (W.8.4) ELP Standard 6-8.5 (W.8.9) ELP Standard 6-8.7 (W.8.5) ELP Standard 6-8.9 (W.8.2c)	W.8.5 W.8.9
SL.8.1.A-D	ELP Standard 6-8.1 (SL.8.2) ELP Standard 6-8.2 (SL.8.1)	SL.8.2
L.8.1.A-B	ELP Standard 6-8.10	

Essential Questions Students will keep considering:	Understandings Students will understand that:
<ol style="list-style-type: none"> 1. Why is it important for people to have choices? 2. How does the relationship between text and society initiate or reflect change? 3. How does a writer reflect or reveal his/her intent? 	<ul style="list-style-type: none"> ● Each person has the potential to affect the community and the world. ● Dystopian literature reveals an individualistic spirit in human nature which can produce positive or negative effects. ● Informational text includes well-chosen facts in a clear, concise, and purposeful organization.

Knowledge	Skills
<p>Students will acquire knowledge of:</p> <p>RI.3</p> <ul style="list-style-type: none"> Insights gained from connections and distinctions between people, ideas, and events <p>RI.7</p> <ul style="list-style-type: none"> Advantages and disadvantages of various mediums <p>W.2</p> <ul style="list-style-type: none"> Writing that connects a topic to the context surrounding it. <p>*See Literary Toolbox for 8th grade for a comprehensive list of literary and writing terms.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate the ability to: <ul style="list-style-type: none"> Comprehend, analyze, and critique a variety of increasingly complex texts, Develop appropriate grade level skills in writing, Develop appropriate grade level skills in language, and Develop appropriate grade level skills in speaking and listening <p>based on the standards at or above 8th grade level.</p>

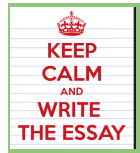
Stage 2 - Assessment Evidence

Note: Stage 2, which provides the unit assessments, is also a required element. The following District Formative Assessments (DFAs) are collaboratively designed by a grade- and course-level teams and include a system of intentionally aligned components that work together to improve student learning.

Summative Assessment



**Q2 Post DFA
and**



Common Writing Assignment - Informative Essay
(Compare/Contrast and Cause/Effect)

Stage 3 - Learning Activities

Note: Stage 3 provides an explicit guide for implementing the unit. This stage contains suggested weekly timeline of instruction, learning experiences, and assessments to meet the unit's expectations; however, based on the needs of students, teachers may modify the order and time-allotment of Stage 3 activities, as well as supplement with grade-appropriate texts and lessons. Any adjustments and/or additions should be framed to meet the requirements of Stages 1 and 2.



[Technology Integration](#)



[Language Support](#)



[Pre-AP Vertical Alignment](#)



[Instructional Strategies](#)











[ACT Resources and Support](#)





[Lessons with Embedded Empowering Writers' Strategies](#)



Suggested Timeline

<p>Ongoing</p>	 <p>ACT Aspire Writing Practice W.8.4 W.8.10</p> <p>Argumentative/Persuasive Scoring Guide</p>	 <p>Informational Writing Mini-Lessons with Adapted Empowering Writers' Lessons</p>	
<p>Weeks 1-2</p>	 <p>Introduction to the Unit SL.8.1 W.8.2</p>	 <p>Independent Reading Expectations RL.8.1 RL.8.10</p> <div style="background-color: #f4a460; padding: 10px; text-align: center;">  <p>Pre-AP Independent Reading Assignment W.8.4 W.8.9</p> </div>	
<p>Weeks 3-4</p>	 <p>Using Different Mediums to Present Ideas/Propaganda RI.8.7 SL.8.2</p>	 <p>Informative Text Makes Connections RI.8.1 L.8.4 RI.8.3 RI.8.4 L.8.5</p>	 <p>Key Concept of Informative Text RI.8.1 RI.8.5</p>

<p>Weeks 5 - 7</p>	 <p><u>Dystopian Novel Study</u> RL.8.1 RL.8.2 RL.8.4 RL.8.9</p>	 <p><u>Dystopian Short Story</u> RL.8.1 RL.8.2 RL.8.4 RL.8.9</p>	 <p><u>Figurative Language in Poetry</u> RL.8.1 RL.8.4</p>
<p>Week 8</p>	 <p><u>Socratic Circle Discussion</u> SL.8.1</p>	 <p><u>Pre-AP Literary Analysis</u> W.8.4 W.8.3</p>	 <p><u>Q2 Post DFA</u> and </p> <p><u>Common Writing Assignment - Informative Essay</u> (Compare/Contrast and Cause/Effect) RL.8.1 RL.8.1 W.8.2A-F W.8.5 W.8.9</p>
<p>Week 9</p>	 <p><u>Remediation or Extension</u></p>		

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