Language Arts 8

Unit title	*The Power Of Words*	MYP year	*3*	Unit duration (hrs)	*30 hours*

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Reading Literary:

I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)

I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)

I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (RL.8.4)

I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4)

I can compare and contrast the structure of multiple texts. (RL.8.5)

I can analyze how different structures impact the meaning and style of a text. (RL.8.5)

I can analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. (RL.8.6)

Reading Informational:

I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)

I can determine a theme or the central ideas of an informational text.

I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)

I can objectively summarize informational text. (RI.8.2)

I can analyze the connections and distinctions between individuals, ideas or events in a text. (RI.8.3)

I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)

I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.8.4)

I can analyze the structure of a specific paragraph in a text. (RI.8.5)

I can determine an author's point of view or purpose in a text. (RI.8.6)

Writing:

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)

I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3)

I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.8.4)

I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (W.8.4a)

With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.8.5)

I can use technology to produce and publish writing and present ideas efficiently (W.8.6)

I can conduct short research projects to answer a question (including a self-generated question). (W.8.7)

I can use several sources in my research. (W.8.7)

I can generate additional research questions for further exploration. (W.8.7)

I can use evidence from literary or informational texts to support analysis, reflection, and research. (W.8.9)

Speaking and Listening:

I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)

I can express my own ideas clearly during discussions. (SL.8.1)

I can build on others' ideas during discussions. (SL.8.1)

I can analyze the purpose of information presented in diverse media formats (SL.8.2)

Language:

I can use correct grammar and usage when writing or speaking. (L.8.1)

I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2)

I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)

I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)

I can accurately use eighth-grade academic vocabulary to express my ideas. (L.8.6)

I can use resources to build my vocabulary. (L.8.6)

Key concept	Related concept(s)	Global context
Change Is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences	**Theme** The central idea or ideas the creator explores through a text	**Fairness and Development** The opportunities and tensions provided by world interconnectedness
Statement of inquiry		
Language and text interact to create meaning or convey an argument.		
Inquiry questions		

Unit Inquiry questions:

Factual:

What is figurative language?

What are examples of figurative language?

How do you determine the speaker in a poem?

How can images/graphics/animation tell a story?

How are poems and speeches structured?

Conceptual:

How do authors give words meaning and power?

What techniques do author's use to create meaning or create an argument?

Debatable:

Does an author's use of language and symbols in texts influence the beliefs and values of an individual?

What is our role and responsibility in the society in which we live?

How can we facilitate change and promote fairness?

MYP Objectives	Assessment Tasks	
What specific MYP __objectives__ will be addressed during this unit?	*Relationship between summative assessment task(s) and statement of inquiry:*	*List of common formative and summative assessments.*
MYP Criterion A: Analyzing Students will analyze the content, context, language, style, and structure of a text. Students will analyze the relationships among texts **MYP Criterion B: Organization** Students will use organizational structures that serve the context and intention.	Students are constantly and consistently confronted with information -- be it as written text, a visual image, or a combination of both -- and students need to be able to recognize, identify, and understand how organizations are both trying to convey ideas and influence student thinking and action. This unit is designed to empower students to live in such a world while also making them producers of text that have power and influence and meaning.	**Module 3 Formative Assessment - Speech Analysis** Students will read Dr. Martin Luther King, Jr.'s "I Have a Dream" speech and address the speaker's purpose, point of view, sentence structure, word choice. **MYP Objectives/GSE Standards Addressed:** RI.8.2, RI.8.4, RI.8.6 **MYP Criteria:** N/A **Module 3 Intro to Poetry Pre-Assessment**

Students will organize opinions and ideas in a coherent and logical manner.
 	
MYP Criterion C: Producing Text
Students will produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process.
 	
Students will make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.
 	
Students will select relevant details and examples to develop ideas.
 	
MYP Criterion D: Using Language
Students will use correct grammar, syntax, and punctuation.
 	
Students will use varied sentence structure and forms of expression
		Students will complete this to assess current knowledge of poetic elements. Data from this assessment will be used to create small groups in order to provide relevant explicit instruction. This will not be for a grade.
		
		MYP Objectives/GSE Standards Addressed: RL.8.4 and RL.8.5
		
		MYP Criteria: N/A
		
		Mid Unit: Analyzing Author's Craft in the Poem "Solitude": Allusions, Text Structure, Connections to Traditional Themes, and Use of Figurative Language
		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 the poem "Solitude"by Ella Wheeler Wilcox. Students will analyze the meaning and structure.
		
		MYP Objectives/GSE Standards Addressed: RL.8.4, RL.8.5, RL.8.9, and L.8.5a.
		
		MYP Criteria: A, B, C
		
		Formative Common Timed Writing:
		Choose 2 of the 3 items and write a brief theme analysis. Create one thematic statement for your selected items. Remember, to include the TAG (Title, Author, & Genre) in your topic sentence. Be sure to provide textual evidence from both texts that support your theme. Your response must be at least 6 sentences.
		
		Possible Outline:
		● Topic Sentence - write a thematic statement:
		    ○ *In the poem, "Caged Bird" by Maya Angelou and the song, "Caged Bird" by Alicia Keys the message revealed is….*
		        OR

		In the poems, "Caged Bird" by Maya Angelou and "Sympathy" by Paul Laurence Dunbar, the reader learns…
		● Explain your theme and use direct quotes from both items as textual evidence ● Summarize main points by referring back to the theme that the items share. Write a statement about how the theme relates to you.
		MYP Objectives/GSE Standards Addressed: RL.6.4, RL.6.5 (EOG Rubric Trait 1 - Idea Development, Organization, and Coherence) **MYP Criteria:** N/A **End of Unit 3 Assessment** **GSE Standards Addressed:** RL.8.4, RL.8.5, RL.8.9, and L.8.5a. **Performance Task - In-Depth Poet Study and Analysis** **Description** Students will conduct an in-depth analysis of a poet. The purpose of this performance task is to immerse yourself into the work of one poet in order to better understand his or her style. **Part One: Biographical Data** ● Select a poet (See suggested list below.) and research biographical information. Be sure to use at least 2 sources; do not rely on one source for your information.

- After reading all biographical data, using first person, write as though you are the poet: tell about your life and poetry.
- Include an image of your poet.

Part Two: Poetry
- Read at least 5 poems by your poet. Be sure to list the titles of the poems you select.
- Conduct a poetry analysis on at least 3 of the poems. You can use the 4-Step Poetry Guide or the TP-CASTT format. Be sure to include the full text of each poem.
- Respond to the following prompt: In a constructed response, discuss the poetic style of your poet. Does the poet write about similar topics? Based on the lifetime of your poet, are their poems reflective of the era? What do you enjoy most about the poems? What critiques do you have?

Part Three: Original Poem
- Write an original poem in the same style as that of your poet.

OR

- Write an original poem honoring your selected poet. Consider the following poetry writing formats:
  - ABC Poem - In an ABC poem, each line of the poem begins with a letter in the alphabet, starting with A and moving in order through Z.
  - Acrostic Poem - Acrostic is a form of poetry where the first or last letters of each line create a name, word, or phrase. You can find these words by

looking vertically at the beginning or end of the lines.
- ○ Bio Poem - A bio poem is used to reveal information to the reader about the poet.
- ○ Concrete Poem - A concrete poem is written in a way that the words create the shape of the subject of the poem.

Part Four: Oral Presentation
- ● Prepare a 2-3 minute presentation.
- ● Include all of the following:
  - ○ Biographical data – Speak in first person as though you are the poet. – Use at least one prop that symbolizes something about the poet or the poem. – Show a picture of the poet.
  - ○ Poetry Presentation – Read 1 poem aloud to the class. – Guide the class through an analysis of the poem.
  - ○ Reflection – In your own words, explain what you learned about yourself, poetry, and your poet during the course of the project.

MYP Objectives/ GSE Standards Addressed: W2, RI1, RL2, L5

MYP Criterion: A-D

Approaches to learning (ATL)

Skill Category: Self-Management

Skill Cluster: Affective Skills

Skill Indicator and Description (SGObj, Learning Exp, Summative): In order for a student to practice "bouncing back" after adversity, mistakes, and failures; they must apply skills and knowledge in unfamiliar situations.

Learning Experiences		
Add additional rows below as needed.		
Objective or Content	**Learning Experiences**	**Personalized Learning and Differentiation**
CLE 1: Background	Poetry Pre-Assessment	Based on pre-assessment data, select students will work in small group on specific poetic terms Note Taking strategy will be used so students can reference when analyzing poems
CLE 2: Core Text Activities	Structure of A Speech "I Have a Dream" Speech Analysis "I Have a Dream Too" - Speech Template	Provide students with a model and a graphic organizer for each analysis template. Allow students to use their own format for speech writing.

	"The Miracle of Morning" Poem Analysis	
	"Sympathy," "Caged Bird" Poem and Song - 4 Step Analysis	
CLE 3: Assessment Preparation	Poetry Shopping Poetry Shopping Poems Poetry Reflections	Provide students with sentence starters and a graphic organizer. Create a Graffiti Wall to assist students with idea development.

Content Resources

1. "I Have a Dream" - Speech by Martin Luther King, Jr.
2. Structure of A Speech- Video
3. "My Honest Poem" by Rudy Fransisco
4. "The Miracle of Morning" - Poem by Amanda Gorman
5. "The Hill We Climb" - Poem by Amanda Gorman
6. "Sick" Shel Silverstein
7. "A Poison Tree" William Blake
8. "Oranges" Gary Soto
9. "If" Rudyard Kipling
10. "The Road Not Taken" Robert Frost
11. "Do Not Go Gentle Into That Good Night" Dylan Thomas
12. "O Captain! My Captain!" Walt Whitman
13. "Abandoned Farmhouse" Ted Kooser
14. "Mother to Son" Langston Hughes
15. "The New Colossus" Emma Lazarus
16. "Annabel Lee" Edgar Allan Poe
17. "Caged Bird" Maya Angelou
18. "We Real Cool" Gwendolyn Brooks
19. "Fog" Carl Sandburg
20. "Sonnet 18" William Shakespeare
21. "A Day" Emily Dickinson
22. "Caged Bird" - Song by Alicia Keys
23. "Sympathy" - Poem by Paul Lawrence Dunbar
24. "Caged Bird" - Poem by Maya Angelou
25. Common Lit: Connecting Ideas Lin Manuel Miranda
26. Common Lit: The Road Not Taken
27. Common LIt: We Wear The Mask

28. Common LIt: Still I Rise
29. Common Lit: Hope Is A Thing With Feathers
30. Common Lit: I Have a Dream