



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Grade 8 Language and Literature

See extensions in the Unit Planner for Honors

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| Unit title | Foundations of Critical Text Analysis | MYP year | 3 | Unit duration (hrs) | 30 hours |
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

| Georgia English Language Arts Standards | | |
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| DOMAIN | UNIT BIG IDEA (S) | UNIT FOCUS STANDARDS |
| LANGUAGE | <p><u>Grammar Conventions (GC)</u> Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</p> <p><u>Vocabulary (V)</u> Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill sets (morphology), and determine or clarify the meanings of words and phrases.</p> | <p><u>STANDARD 6-8.L.GC.2: Syntax</u> Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.</p> <p><u>STANDARD 6-8.L.V.1: General, Academic, & Specialized Vocabulary</u> Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.</p> <p><u>STANDARD 6-8.L.V.2: Word Analysis</u> Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and to communicate effectively for a variety of purposes.</p> <p><u>STANDARD 6-8.L.V.3: Meaning & Purpose</u> Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.</p> |
| TEXTS | <p><u>Context (C)</u> Students recognize influences on texts and analyze how they shape meaning.</p> <p><u>Structure & Style (SS)</u> Students analyze and use organizational structures and</p> | <p><u>STANDARD 6-8.T.C.1: Purpose & Audience</u> Analyze the impact of purpose and audience on a wide variety of texts.</p> <p><u>STANDARD 6-8.T.C.2: Authors & Speakers</u> Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.</p> |

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| | <p>style to shape ideas and information.</p> <p><u>Techniques (T)</u> Students analyze and apply various techniques to comprehend and shape meaning.</p> <p><u>Research & Analysis (RA)</u> Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics</p> | <p><u>STANDARD 6-8.T.SS.1: Organization</u> Analyze and use organizational structures to craft meaning.</p> <p><u>STANDARD 6-8.T.SS.2: Craft</u> Interpret and use language to craft engaging texts.</p> <p><u>STANDARD 6-8.T.T.1: Narrative Techniques</u> Analyze and apply narrative techniques.</p> <p><u>STANDARD 6-8.T.T.2: Expository Techniques</u> Analyze and apply expository techniques.</p> <p><u>STANDARD 6-8.T.T.4: Poetic Techniques</u> Analyze and apply poetic techniques.</p> <p><u>STANDARD 6-8.T.RA.1: Research & Inquiry</u> Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.</p> <p><u>STANDARD 6-8.T.RA.2: Curating Sources & Evidence</u> Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.</p> |
| PRACTICES | <p><u>Engagement & Intention for Comprehension & Composition (EICC)</u> Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.</p> | <p><u>STANDARD K-12.P.EICC.3: Comprehension Strategies</u> Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process.</p> |
| <p>MYP Criteria <i>(for applicable MYP Courses Grades 6-10)</i></p> | <p>A- Analyzing</p> <ul style="list-style-type: none"> provides a perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts, perceptively analyses the effects of the creator’s choices on an audience, gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology, perceptively compares and contrasts by making extensive connections in features across and within genres and texts. <p>B- Organizing</p> <ul style="list-style-type: none"> makes sophisticated use of organizational structures that serve the context and intention effectively, effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way makes excellent use of referencing and formatting tools to create an effective presentation style. <p>C- Producing Text</p> | |

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| | <ul style="list-style-type: none"> • demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas, • makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, • selects extensive relevant details and examples to develop ideas with precision. <p>D- Using Language</p> <ul style="list-style-type: none"> • Effectively uses a range of appropriate vocabulary, sentence structures and forms of expression, • Writes in a consistently appropriate style that serves the context and intention. • Uses grammar, syntax, and punctuation with a high degree of accuracy; makes errors that are minor, and communication is effective • Spells/writes or pronounces with a high degree of accuracy; makes errors that are minor, and communication is effective | | |
| <p style="text-align: center;"><u>MCS Gifted Standards</u> (applicable to advanced content course level only)</p> | | | |
| <p><u>Strand 3: Higher-Order Thinking and Problem-Solving Skills</u> MCS.Gifted.S3A. Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.</p> <p><u>Strand 4: Advanced Communication and Collaboration Skills</u> MCS.Gifted.S4D. Respectfully collaborate and effectively communicate exchanges of constructive/critical feedback. MCS.Gifted.S4E. Use a variety of multimedia and innovative technologies as tools to effectively communicate the individual or collaborative group work.</p> <p><u>Strand 5: Emotional Development of Self</u> MCS.Gifted.S5A. Explore personal beliefs, feelings, and understanding of self, regarding one's own unique giftedness. MCS.Gifted.S5C. Develop and practice critical analysis in judgment of one's actions, feelings and thoughts.</p> <p><u>Strand 6: Self-directed Learner</u> MCS.Gifted.S6D. Take initiative to pursue opportunities to share and use abilities.</p> | | | |
| <p style="text-align: center;">Unit Vocabulary</p> | | | |
| <p><u>Academic</u> <i>Dystopian, Foreshadowing, Theme, Conflict, Point of View, Characterization, Mood, Symbolism, Totalitarianism, Population Control, Identity, Oppression, Surveillance, Propaganda, Conformity, Rebellion, Inequality</i></p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><u>Specialized</u> <i>Inference, Textual Evidence, Theme Development, Central Idea, Summarization, Character Motivation, Dynamic vs. Static Characters, Figurative Language, Tone vs. Mood, Dialogue, Claim, Counterclaim, Cohesion, Elaboration, Complex Sentence, Verb Mood, Parallel Structure, Connotation vs. Denotation</i></p> </td><td style="width: 50%; padding: 5px;"> <p><u>General</u> <i>Hidden, Shadow, Family, Law, Freedom, Government, Danger, Secret, Escape, Rule, Life, Fear, Change, Choice</i></p> </td></tr> </table> | <p><u>Specialized</u> <i>Inference, Textual Evidence, Theme Development, Central Idea, Summarization, Character Motivation, Dynamic vs. Static Characters, Figurative Language, Tone vs. Mood, Dialogue, Claim, Counterclaim, Cohesion, Elaboration, Complex Sentence, Verb Mood, Parallel Structure, Connotation vs. Denotation</i></p> | <p><u>General</u> <i>Hidden, Shadow, Family, Law, Freedom, Government, Danger, Secret, Escape, Rule, Life, Fear, Change, Choice</i></p> |
| <p><u>Specialized</u> <i>Inference, Textual Evidence, Theme Development, Central Idea, Summarization, Character Motivation, Dynamic vs. Static Characters, Figurative Language, Tone vs. Mood, Dialogue, Claim, Counterclaim, Cohesion, Elaboration, Complex Sentence, Verb Mood, Parallel Structure, Connotation vs. Denotation</i></p> | <p><u>General</u> <i>Hidden, Shadow, Family, Law, Freedom, Government, Danger, Secret, Escape, Rule, Life, Fear, Change, Choice</i></p> | | |
| <p style="text-align: center;">IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS</p> | | | |

| Key concept | Related concept(s) | Global context |
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| Communities are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat. | Point of View Is the particular perspective brought by a composer, responder or character within a text to the text or to matters within the text. | Fairness and Development Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution. |
| Statement of inquiry Different perspectives within communities shape the understanding of fairness and development, as power structures and societal restrictions influence individuals' experiences and opportunities. | | |
| Inquiry questions | | |
| Factual — What is the role of the government in shaping the lives of the characters? Conceptual — How do the characters' identities develop in response to societal pressures? Debatable - To what extent can an individual's identity be shaped by external forces like government, or does personal choice play a larger role? | | |
| Assessment Tasks Each unit includes the following assessment types. Texts are interpreted through reading, viewing, and listening and constructed through writing, speaking, or creating. Text Techniques (narrative, expository, argument, and poetic) will be applied to the various texts students will write, speak, or create. <ul style="list-style-type: none"> 3- 6 constructed texts (at least 1 of which is an extended constructed text) 2 student discourse assessments (interacting, speaking and listening, using academic language to discuss and analyze) 2 selected response and new read assessments for skills application to new text (s) 1 MYP Task or Performance Task (project, presentation, etc. with integrated writing/creating and speaking component assessing the 4 MYP Criteria) . | | |
| Assessment Title, Description, and Type (formative, summative, MYP, Performance Task) (H) - indicates Honors level assessment Summative Assessments Only: Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry: | Standard + Grade Level Expectation (s) Assessed and/or MYP Criterion Assessed (applicable only to MYP Task) | |

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| <p>Title: <i>Poetic Interpretation of Unit Themes Related to "Hiding" or "Freedom"</i></p> <p>Description: Students will compose a poetic response focused on the theme of "hiding" or "freedom." Their poem should incorporate figurative language and symbolism to convey their interpretation of the protagonist's experiences and struggles.</p> <p>Type:</p> <p><input checked="" type="checkbox"/> Formative</p> | <p>8.L.V.1.a Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.</p> <p>8.T.T.4.b Apply poetic techniques (e.g. stanzas, rhyme scheme/rhyme, imagery, figurative language, sound devices) to produce poetry and engage audiences.</p> <p>8.T.C.2.c Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p> <p>8.T.SS.2.a Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes for target audiences.</p> <p>8.T.SS.2.b Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience</p> |
| <p>Title: <i>Constructed Response w/ a Non-Fiction Article</i></p> <p>Description: Students will read two non-fiction articles and write a constructed response on how the authors convey the message about identity. Write at least one paragraph, including two details from the texts to explain your thinking.</p> <p>Type:</p> <p><input checked="" type="checkbox"/> Formative</p> | <p>8.L.V.1.a Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts.</p> <p>8.T.RA.1.a Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.</p> <p>8.T.C.2.a Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs.</p> <p>8.T.SS.1.a Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes.</p> |
| <p>Title: <i>Constructed Response w/ Unit Text Excerpts</i></p> <p>Description: Students will read two excerpts from Unit Texts and write a constructed response analyzing how the author conveys a message about identity. In a well-developed paragraph, students will use at least two text-based details to explain how the character's or author's identity influences their experiences or perspectives. Through this task, students will apply grade-level vocabulary, analyze the author's purpose and organizational choices, and incorporate narrative and expository techniques to clearly communicate their analysis and engage their audience.</p> <p>Type:</p> <p><input checked="" type="checkbox"/> Formative</p> | <p>8.L.V.1.a Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts.</p> <p>8.T.C.1.a Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.</p> <p>8.T.SS.1.a Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes.</p> <p>8.T.T.1.e Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.</p> <p>8.T.T.2.d Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.</p> |

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| <p>Title: <i>Constructed Response w/ a Poem</i></p> <p>Description: Students will analyze a poem and a song to explore how poetic techniques convey the theme of identity and self-acceptance. In a well-organized paragraph, students will identify a central idea about identity shared across both texts and explain how the authors use elements such as figurative language, imagery, stanza structure, and tone to express their perspectives. Students will support their analysis with at least one piece of textual evidence from each text, use academic and poetic vocabulary, and demonstrate clear organization and thoughtful reasoning throughout their response.</p> <p>Type: <input checked="" type="checkbox"/> Formative</p> | <p>8.L.V.1.a Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts.</p> <p>8.T.T.4.a Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony.</p> <p>8.T.T.4.b Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.</p> <p>8.T.SS.2.a Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes for target audiences.</p> <p>8.T.SS.2.b Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience.</p> |
| <p>Title: <i>Extended Response Essay</i></p> <p>Description: Students will read a nonfiction excerpt and write an extended constructed response analyzing how a person's early experiences shape their identity, values, or perspective over time. In 1–2 well-developed paragraphs, students will explain how the author uses narrative techniques and reflection to communicate key ideas. The response will include at least two pieces of textual evidence, demonstrate understanding of purpose and audience, and use academic vocabulary, clear transitions, active voice, and a strong concluding statement.</p> <p>Type: <input checked="" type="checkbox"/> Summative</p> | <p>8.L.V.1.a Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts.</p> <p>8.T.C.1.a Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.</p> <p>8.L.GC.2.c Distinguish between active and passive voice, revising texts to maintain consistency in active voice.</p> <p>8.T.T.1.e Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.</p> <p>8.T.T.2.d Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.</p> |
| <p>Title: <i>Student Discourse Assessment</i></p> <p>Description: Students will participate in a structured partner mini-debate to discuss whether or not students should be allowed to express their identity through clothing and hairstyles at school.</p> <p>Type: <input checked="" type="checkbox"/> Formative</p> | <p>8.L.V.1.a Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts.</p> <p>8.T.C.2.a Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs.</p> <p>8.L.V.3.b Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.</p> <p>8.T.C.2.c Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p> <p>8.T.C.2.d Use a variety of credible sources to research the answers to questions on academic and individual topics of interest.</p> |

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| <p>Title: <i>Student Discourse Assessment</i></p> <p>Description: Students will engage in a whole-class debate exploring whether social media and online platforms have a positive effect on teens’ identity development.</p> <p>Type: <input checked="" type="checkbox"/> Formative</p> | <p>8.L.V.1.a Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts.</p> <p>8.T.C.2.a Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs.</p> <p>8.L.V.3.b Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.</p> <p>8.T.C.2.c Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p> <p>8.T.C.2.d Use a variety of credible sources to research the answers to questions on academic and individual topics of interest.</p> |
| <p>Title: <i>Selected Response Assessment</i></p> <p>Description: Students will read an informational article, poem, and infographic on the same topic and answer a series of technology enhanced questions that assess their comprehension of all texts.</p> <p>Type: <input checked="" type="checkbox"/> Formative</p> | <p>8.T.C.1.a Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.</p> <p>8.T.C.2.a Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs.</p> <p>8.T.C.2.c Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p> <p>8.T.SS.1.a Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes.</p> <p>8.T.SS.2.a Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes for target audiences.</p> |
| <p>Title: <i>Selected Response Assessment</i></p> <p>Description: Students will read an informational article, poem, and infographic on the same topic and answer a series of technology enhanced questions that assess their comprehension of all texts.</p> <p>Type: <input checked="" type="checkbox"/> Summative</p> | <p>8.T.C.1.a Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.</p> <p>8.T.C.2.a Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs.</p> <p>8.T.C.2.c Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p> <p>8.T.SS.1.a Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes.</p> <p>8.T.SS.2.a Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes for target audiences.</p> |
| <p>Title: <i>Scenario-Based Extended Text - GRASP Task - Constructing a multimodal text</i></p> <p>Type: <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/> MYP Task</p> | <p>8.L.GC.2.b: Use a variety of simple, compound, complex, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text.</p> <p>8.T.C.1.c: Construct multimodal texts and/or presentations that serve more than one purpose and target a specific audience, using multiple, clearly identifiable features of incorporated modes.</p> <p>8.T.SS.1.b: Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.</p> <p>8.T.SS.2.b: Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve</p> |

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| | <p>specific purposes or appeal to the target audience.</p> <p>8.T.T.1.e: Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.</p> <p>8.T.T.4.b: Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.</p> <p>8.T.SS.1.a Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes.</p> <p>8.T.SS.2.a Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes for target audiences.</p> <p>MYP Criterion:</p> <p>B - Organizing:</p> <ul style="list-style-type: none"> • Present ideas logically and coherently in report and presentation • Report follows a clear structure with an introduction, body, and conclusion • Visual representation is well-organized with clearly labeled elements that effectively illustrate key aspects of their dystopian society • Presentation is structured, engaging, and easy to follow <p>C - Producing Text:</p> <ul style="list-style-type: none"> • Uses clear and engaging language to describe their dystopian society • Demonstrates creativity by crafting original and thought-provoking rules, restrictions, and societal structures • Writing includes well-developed details, descriptive language, and varied sentence structure |
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| Approaches to learning (ATL) Skills | | |
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| Category (s): | Cluster (s): | Skill Indicator (s): |
| Research | Information Skills | 1. Collect and analyze data to identify solutions and make informed decisions |
| Thinking | Creative- Thinking Skills | 1. Make guesses, ask “what if” questions and generate new ideas, products or processes. |

| Learning Experiences | | | |
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| Add additional rows below as needed. | | | |
| Learning Experiences include how students will learn what they need to know and be able to do for interpreting texts and constructing text expectations. | | | |
| Learning Experience and Description | Grade Level Expectation (s) (from Unit Focus Standards) | Personalized Learning and Differentiation | Learning Experience Resources |

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| <p>Learning Experience 1: Weekly NoRedInk</p> <p>Description: Throughout the unit, NoRedInk will be used as a personalized tool to close gaps in grammar and writing by providing differentiated, adaptive practice based on each student’s needs. Students will complete a diagnostic to identify skill gaps and receive targeted lessons aligned with unit writing tasks. Teachers will monitor progress through built-in reports, assign mini-lessons, and use student data for flexible grouping and conferencing. NoRedInk activities—such as mentor sentences, writing applications, and grammar practice—will be embedded into warm-ups, writing workshops, and revision routines to support clarity, style, and sentence fluency in student writing.</p> | <p>8.L.GC.1.50 Use ellipses appropriately.</p> <p>8.L.GC.1.51 Use hyphens with appropriate affixes and compound words.</p> <p>8.L.GC.1.52 Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences.</p> <p>8.L.GC.1.53 Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).</p> <p>8.L.GC.1.56 Use colons to introduce lists, examples, and explanations.</p> <p>8.L.GC.1.57 Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function.</p> | <ul style="list-style-type: none"> ● Graphic Organizers ● Visual Supports ● Modeling ● Vocabulary Support | <ul style="list-style-type: none"> ● Materials in Lesson Guidance ● No Red Ink Resources |
| <p>Learning Experience 2: <i>Hidden Voices: Poetic Reflections on Freedom and Hiding</i></p> <p>Description: Students will analyze selected literary and poetic texts to explore how figurative language and symbolism reveal inner struggles related to hidden identities or the pursuit of freedom. Through guided mini-lessons and structured analysis, students will compose original poems that incorporate poetic devices to express one of the unit’s key themes. *Honors students will include contextual allusions to historical or political movements and submit an author’s statement explaining how their techniques enhance the message.</p> | <p>8.T.T.4.b Apply poetic techniques (e.g. stanzas, rhyme scheme/rhyme, imagery, figurative language, sound devices) to produce poetry and engage audiences.</p> <p>8.T.C.2.c Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p> <p>8.T.SS.2.a Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes for target audiences.</p> <p>8.T.SS.2.b Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience</p> | <ul style="list-style-type: none"> ● Use sentence stems for ELs and developing writers ● Allow students to draw, write, or use digital mind maps to express ideas ● Provide tiered examples from the text to support thinking | <ul style="list-style-type: none"> ● Brainstorming graphic organizer (paper/digital) ● Excerpts from Unit Text ● Anchor charts for identity/freedom ● Tools: Padlet, Jamboard, or Google Slides ● Lesson Guidance ● NoRedInk |
| <p>Learning Experience 3: <i>Voice and Truth in the Age of Surveillance</i></p> <p>Description: Students will examine informational texts that present perspectives on protest, identity, and surveillance. Through constructed responses,</p> | <p>8.T.RA.1.a Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.</p> <p>8.T.C.2.a Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape</p> | <ul style="list-style-type: none"> ● Peer partners or small group collaboration for students needing support ● Use symbolism mentor texts or models for scaffolding | <ul style="list-style-type: none"> ● Visual rubric for symbolism display ● Sample symbolic imagery from literature ● Chart paper or bulletin board for gallery display ● Lesson Guidance |

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| they will analyze how authors use structure and language to shape reader understanding of agency in monitored or oppressive environments. *Honors students will integrate a third source—such as a podcast or TED Talk—to compare how identity formation evolves across historical and modern contexts. | perceptions or beliefs. 8.T.SS.1.a Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes. | | <ul style="list-style-type: none"> NoRedInk |
| Learning Experience 4: <i>Identity in Fictional Resistance</i> Description: Students will analyze literary passages to examine how authors use characterization, structure, and narrative techniques to depict a character's resistance to societal norms. Responses will address audience, purpose, and theme. *Honors students will draw comparisons between a character's development and that of a real-world activist or dissident. | 8.T.C.1.a Analyze the development of multiple purposes within a single text and how those purposes target specific audiences. 8.T.SS.1.a Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes. 8.T.T.1.e Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes. 8.T.T.2.d Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences. | <ul style="list-style-type: none"> Provide color-coded annotation examples for modeling Use guided annotation questions with checklists for support Let students choose from multiple poems based on interest/reading level | <ul style="list-style-type: none"> Lesson Guidance NoRedInk Printed copies of poems Annotation bookmarks or guides Highlighters, digital annotation tools (Kami, Google Docs) Think-aloud video or teacher modeling |
| Learning Experience 5: <i>Poetic Mirrors of Identity</i> Description: Students will compare two poems that explore themes of self-acceptance and resistance. Using textual evidence, they will write a response analyzing figurative language, tone, and structure in relation to a central theme. *Honors students will connect these poetic themes to a fictional character's journey from another text in a reflective commentary. | 8.T.T.4.a Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony. 8.T.T.4.b Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences. 8.T.SS.2.a Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes for target audiences. 8.T.SS.2.b Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience. | <ul style="list-style-type: none"> Use sentence frames Model multiple examples with varied complexity Small-group instruction based on writing proficiency levels | <ul style="list-style-type: none"> Lesson Guidance NoRedInk Text evidence anchor chart Student exemplars and practice passages Graphic organizers for evidence and commentary Google Docs for collaborative writing |
| Learning Experience 6: <i>Formed by Fire: How Experience Shapes Identity</i> Description: Students will use a graphic organizer and | 8.T.C.1.a Analyze the development of multiple purposes within a single text and how those purposes target specific audiences. | <ul style="list-style-type: none"> Provide pre-highlighted excerpts or fewer choices for struggling readers Use peer discussions or | <ul style="list-style-type: none"> Lesson Guidance NoRedInk Theme cards with quotes from Unit Texts |

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| begin the writing process to prepare for their extended response analyzing how a nonfiction figure reflects on formative experiences that shaped their identity. The response will focus on purpose, audience, and narrative reflection. *Honors students will add content comparing the nonfiction subject to a character from a literary or fictional source studied in class. | <p>8.L.GC.2.c Distinguish between active and passive voice, revising texts to maintain consistency in active voice.</p> <p>8.T.T.1.e Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.</p> <p>8.T.T.2.d Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.</p> | teacher-led sorting groups for support | <ul style="list-style-type: none"> • Theme sorting mats • Anchor charts defining common literary themes • Discussion stems for peer dialogue |
| <p>Learning Experience 7: Dress Codes and Selfhood: Identity in the Public Eye</p> <p>Description: Students will participate in a mini-debate on whether individuals should express identity through appearance, such as clothing or hairstyles. They will analyze arguments and examples from a variety of texts, including visual and spoken media. *Honors students will incorporate background context from historical or fictional societies where personal expression was controlled.</p> | <p>8.T.C.2.a Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs.</p> <p>8.T.C.2.c Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p> <p>8.T.C.2.d Use a variety of credible sources to research the answers to questions on academic and individual topics of interest.</p> | <ul style="list-style-type: none"> • Offer a scaffolded chart with categories (e.g., "Family," "Freedom," "Voice") • Provide sentence frames for comparisons | <ul style="list-style-type: none"> • Lesson Guidance • NoRedInk • Identity Comparison Chart template • Selected nonfiction article, poem, and short story • Highlighters, sticky notes • Access to text sets in print or digital form |
| <p>Learning Experience 8: Build a New World Design Preparation</p> <p>Description: Students will use a graphic organizer to plan their ideas as they take on the role of societal architects, designing a new society in response to lessons learned from fictional and historical systems. They will present their vision using multimodal formats and apply persuasive, poetic, and narrative techniques to explain their choices around laws, values, and identity. *Honors students will also write a fictional narrative from a citizen's perspective and connect elements of their design to real historical or political events.</p> | <p>8.L.GC.2.b: Use a variety of simple, compound, complex, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text.</p> <p>8.T.C.1.c: Construct multimodal texts and/or presentations that serve more than one purpose and target a specific audience, using multiple, clearly identifiable features of incorporated modes.</p> <p>8.T.SS.1.b: Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.</p> <p>8.T.SS.2.b: Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience.</p> <p>8.T.T.1.e: Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.</p> <p>8.T.T.4.b: Apply poetic techniques (e.g., stanzas,</p> | <ul style="list-style-type: none"> • Closed captions while video is playing • Graphic organizer • Provide sentence starters to guide conversations | <ul style="list-style-type: none"> • Lesson Guidance • NoRedInk • Transcript of TED Talk • Infovideo graphic organizer |

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| | <p>rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.</p> <p>8.T.SS.1.a Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes.</p> <p>8.T.SS.2.a Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes for target audiences.</p> | | |
| <p style="text-align: center;">Unit Texts</p> <p style="text-align: center;"><i>All texts meet grade level complexity guidelines regardless of course level. Support with reading comprehension, fluency, and vocabulary are provided to meet student needs.</i></p> | | | |
| Unit Core Texts | <p style="text-align: center;">On-Level</p> <p style="text-align: center;"><i>*grade level appropriate texts that meet grade level complexity guidelines*</i></p> | <p style="text-align: center;">Honors</p> <p style="text-align: center;"><i>*extensions/additional texts noted here for advanced study as applicable*</i></p> | <p style="text-align: center;">Support</p> <p style="text-align: center;"><i>*grade level complex text (s) accessibility support provided for access to grade level content/texts*</i></p> |
| Unit Novel (s), Plays, Extended Work (s) (Reading) | <i>Among the Hidden</i> by Margaret Peterson Haddix | <i>Among the Hidden</i> by Margaret Peterson Haddix <i>The Hunger Games</i> by Suzanne Collins | |
| Other Prose Texts and Poetry (Reading) | Article: “Alter Egos” by CommonLit Staff Article: “Online Identity” by CommonLit Staff Poem: “Identity” by Julio Noboa Polanco Excerpt from Born a Crime by Trevor Noah Poem: “Liberty” by Edward Thomas | Short Story: “Harrison Bergeron” by Kurt Vonnegut Short Story: "The Lottery" Shirley Jackson “Examination Day” by Henry Slesar | |
| Visual Texts (Viewing) | | Art: "Guernica" by Pablo Picasso | |
| Auditory Texts (Listening) | Song: “Video” by India.Arie | | |
| Multimodal Texts (A single text that includes Integrated Modes) | Infographic: “Young People’s Lives Online” TedTalk: “If You Adults Won’t Save the World, We Will” by Xiye Bastida | TedTalk: “The Struggle with Self Identity” by Maya Yates | |

Unit Novel (s), Plays, Extended Work (s): Fiction and non-fiction novels, memoirs, plays, etc. that are central to the unit context, topic, and theme.

Published: 8/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)

[Approved Novel List](#)

Other Prose Texts and Poetry: Short stories, articles, poetry, essays, written speeches, etc.

Visual Texts: Art, photographs, images, graphs/charts, video/film, etc.

Auditory Texts: Selected excerpts of audio texts, podcasts, oratory/speeches, Ted Talks, etc.

Multimodal Texts: Text that includes Integrated Modes such as an article with an embedded video or infographic, websites, etc..