



# Marietta City Schools

## District Unit Planner

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

### Enhanced Literature & Composition I

Unit title	<i>Dystopia through Perspective</i>	MYP year	3	Unit duration (hrs)	30 hours
------------	-------------------------------------	----------	---	---------------------	----------

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

Georgia English Language Arts Standards		
DOMAIN	UNIT BIG IDEA (S)	UNIT FOCUS STANDARDS
LANGUAGE	<p><b><u>Grammar Conventions (GC)</u></b> Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</p> <p><b><u>Vocabulary (V)</u></b> 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><b>STANDARD 9-12.L.GC.1: Grammar, Usage, &amp; Mechanics</b> Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating, and constructing texts.</p> <p><b>STANDARD 9-12.L.GC.2: Syntax</b> Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects.</p> <p><b>STANDARD 9-12.L.V.1 General, Academic &amp; Specialized Vocabulary</b> Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts.</p> <p><b>STANDARD 9-12.L.V.2 Word Analysis</b> Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and phrases and to communicate effectively for a variety of purposes</p> <p><b>STANDARD 9-12.L.V.3 Meaning &amp; Purpose</b> Analyze and craft nuanced words and phrases in a variety of texts and for a variety of purposes.</p>
TEXTS	<p><b><u>Context</u></b> Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the</p>	<p><b><u>STANDARD 9-12.T.C.1 Purposes and Audiences:</u></b> Analyze the impact of purpose and audience on a wide variety of texts</p> <p><b><u>STANDARD 9-12.T.C.2 Authors and Speakers:</u></b></p>

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](#)

	<p>influence of contextual factors.</p> <p><b><u>Structures &amp; Style (SS)</u></b> Students analyze and use organizational structures and styles to shape ideas and information.</p> <p><b><u>Techniques (T)</u></b> Students evaluate and apply various techniques to comprehend and shape meaning.</p> <p><b><u>Periods &amp; Movements (PM)</u></b> Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period</p> <p><b><u>Research &amp; Analysis (RA)</u></b> 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>Evaluate how authors’ and/or speakers’ perspectives influence texts and how circumstances shape their creation.</p> <p><b><u>STANDARD 9-12.T.SS.1 Organization:</u></b> Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.</p> <p><b><u>STANDARD 9-12.T.SS.2 Craft:</u></b> Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.</p> <p><b><u>STANDARD 9-12.T.T.1: Narrative Techniques</u></b> Evaluate and apply narrative techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p><b><u>STANDARD 9-12.T.T.2: Expository Techniques</u></b> Evaluate and apply expository techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p><b><u>STANDARD 9-12.T.T.3: Argumentative Techniques</u></b> Evaluate and apply argumentative techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p><b><u>STANDARD 9-12.T.T.4: Poetic Techniques</u></b> Evaluate and apply poetic techniques to enhance</p> <p><b><u>STANDARD 6-8.PM.1: Periods and Movements</u></b> Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p>
<b>PRACTICES</b>	<p><b><u>Situating Texts (ST)</u></b> Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.</p> <p><b><u>Author’s Craft (AC)</u></b> Students apply knowledge of author’s craft to enhance the interpretation and construction of texts.</p> <p><b><u>Engagement &amp; Intention for Comprehension &amp; Composition (EICC)</u></b> Students develop personal and academic identities as readers and writers, approaching texts for a variety of</p>	<p><b><u>STANDARD K-12.P.ST. 1: Context</u></b> Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.</p> <p><b><u>STANDARD K-12.P.AC.3: Text Design</u></b> Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.</p> <p><b><u>STANDARD K-12.P.EICC.4: Writing Processes</u></b> Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.</p>

	tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.	
<p><b>MYP Criteria</b></p> <p><i>(for applicable MYP Courses Grades 6-10)</i></p>	<p><b>A- Analyzing</b></p> <ul style="list-style-type: none"> <li>provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts,</li> <li>perceptively analyses the effects of the creator's choices on an audience</li> </ul> <p><b>B- Organizing</b></p> <ul style="list-style-type: none"> <li>effectively organizes ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way</li> </ul> <p><b>C- Producing Text</b></p> <ul style="list-style-type: none"> <li>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</li> <li>makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience,</li> </ul> <p><b>D- Using Language</b></p> <ul style="list-style-type: none"> <li>Writes in a consistently appropriate style that serves the context and intention.</li> <li>Spells/writes or pronounces with a high degree of accuracy; makes errors that are minor, and communication is effective</li> </ul>	
<p style="text-align: center;"><a href="#"><u>MCS Gifted Standards</u></a></p> <p style="text-align: center;"><i>(applicable to advanced content course level only)</i></p>		
<p><b><u>Strand 1: Advanced Research Skills</u></b></p> <p><i>MCS. Gifted.S1c:</i> Gather, organize, analyze, evaluate, and synthesize data from multiple sources for research applications.</p> <p><b><u>Strand 2: Creative Thinking Skills</u></b></p> <p><i>MCS.Gifted.S2b:</i> Develop and apply the cognitive components of creative thinking: fluency, flexibility, originality, and elaboration.</p> <p><i>MCS.Gifted.S2c:</i> Develop and apply the affective components of creative thinking: <i>risk-taking, curiosity, complexity, and imagination</i></p> <p><i>MCS.Gifted.S2d:</i> Apply components of creative thinking in finding, solving, and evaluating solutions to authentic real-world problems and dilemmas.</p> <p><b><u>Strand 3: Higher Order Thinking and Problem Solving Skills</u></b></p> <p><i>MCS.Gifted.S3a:</i> Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.</p> <p><i>MCS.Gifted.S3b:</i> Develop critical thinking, inductive and deductive reasoning to analyze and evaluate logical reasoning within a variety of problems and dilemmas.</p> <p><b><u>Strand 4: Advanced Communication and Collaboration Skills</u></b></p> <p><i>MCS.Gifted.S4a:</i> Develop skills and techniques associated with effective verbal and non-verbal communication, adjusting for a given audience or task.</p> <p><i>MCS.Gifted.S4b:</i> Recognize and examine the value of others' strengths, thoughts, ideas, and feelings during collaboration.</p>		

*MCS.Gifted.S4d:* Respectfully collaborate and effectively communicate exchanges of constructive/critical feedback

**Strand 5: Emotional Development of Self**

*MCS.Gifted.S5c:* Develop and practice critical analysis in judgment of one’s actions, feelings, and thoughts

**Strand 6: Self-directed Learner**

*MCS.Gifted.S6a:* Set appropriately high standards for work and behavior.

*MCS.Gifted.S6b:* Establish and work toward short and long-term goals

Unit Vocabulary		
<b><u>Academic</u></b> <i>Irony, Situational Irony, Dramatic Irony, Verbal Irony, Rhetorical Appeals, Ethos, Logos, Pathos, Kairos, Tone, Mood, Syntax, Perspective, Theme, Symbolism, Allegory</i>	<b><u>Specialized</u></b> <i>Dystopia, Utopia, Totalitarianism, Propaganda, Corruption, Social Order, Power Dynamics, Rebellion, Surveillance, Manipulation, Oppression, Censorship, Scapegoat, Mob Mentality, Fear Tactics, Class Stratification, Dictatorship, Moral Conflict</i>	<b><u>General</u></b> <i>Authority, Justice, Freedom, Consequence, Identity, Belief, Loyalty, Survival, Choice, Responsibility, Control, Influence, Truth, Sacrifice, Obedience</i>

**IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS**

Key concept	Related concept(s)	Global context
<b>Creativity</b> is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.	<b>Genre</b> A type or category of literature or film marked by certain shared features or conventions.  <b>Audience Imperative</b> An umbrella concept to refer to whomever (the reader, the listener, the viewer) a text or performance is aimed at, and the characteristics, impact or desired responses created.	<b>Fairness and Development</b> 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**

Readers analyze conventions of the dystopian literary genre to determine how recognized techniques impact the desired responses from the author to the audience in order to explore the consequences of our humanity in a divergent or imaginative way.

**Inquiry questions**

**Factual**— What are the common conventions or characteristics of dystopian literature? Which literary techniques do dystopian authors typically use to portray control, conflict, or rebellion?  
**Conceptual**— How do authors use dystopian conventions to reflect or critique real-world societies? In what ways do literary techniques influence a reader’s emotional or ethical response to dystopian texts?  
**Debatable**— Do dystopian stories inspire meaningful social change or simply entertain through fear and imagination? Is dystopian literature more effective at revealing human flaws or human strengths?

Assessment Tasks	
<p>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.</p> <ul style="list-style-type: none"> <li>• 3- 6 constructed texts (at least 1 of which is an extended constructed text)</li> <li>• 2 student discourse assessments (interacting, speaking and listening, using academic language to discuss and analyze)</li> <li>• 2 selected response and new read assessments for skills application to new text (s)</li> <li>• 1 MYP Task or Performance Task (project, presentation, etc. with integrated writing/creating and speaking component assessing the 4 MYP Criteria) .</li> </ul>	
Assessment Title, Description, and Type (formative, summative, MYP, Performance Task) (H) - indicates Honors level assessment <b>Summative Assessments Only:</b> 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)
<p><b>Title:</b> <i>Dystopian Graphic Novel</i></p> <p><b>Description:</b> Students will create a compelling, multimodal dystopian graphic novel excerpt that demonstrates their mastery of narrative techniques while exploring the characteristics of dystopian literature.</p> <p><b>Type:</b></p> <p><input checked="" type="checkbox"/> <b>Summative</b></p> <p><input checked="" type="checkbox"/> <b>MYP Task</b></p> <p><input checked="" type="checkbox"/> <b>Performance Task</b></p>	<p>BCD:</p> <ul style="list-style-type: none"> <li>- B.i. iii <b>Organizing</b> <ul style="list-style-type: none"> <li>- employ organizational structures that serve the context and intention.</li> <li>- use referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul> </li> <li>- C.ii <b>Producing Text</b> -           <ul style="list-style-type: none"> <li>- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</li> </ul> </li> <li>- D.ii, iii, v - <b>Using Language</b> <ul style="list-style-type: none"> <li>- write and speak in a register and style that serve the context and intention</li> <li>- use correct grammar, syntax and punctuation</li> <li>- use appropriate non-verbal communication techniques</li> </ul> </li> </ul> <p><b>9.T.C.1.c</b> Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. (C)</p> <p><b>9.T.SS.1.b</b> Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. (C)</p> <p><b>9.T.SS.2.b</b> Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. (C)</p> <p><b>9.T.T.1.e</b> Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors, achieve specific purposes, engage audiences, and enhance writing. (C)*</p> <p><b>9.T.T.3.d</b> Use rhetorical devices and appeals to guide the creation and revision of texts. (C)</p> <p><b>K-12.P.EICC.4.e</b> Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)</p> <p><b>K-12.P.AC.3.d</b> Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. (I/C)</p> <p><b>9.L.V.2.d</b> Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts. (C)</p>

<p><b>Title:</b> <i>Codes of Conduct (Student Discourse)</i></p> <p><b>Description:</b> Students will examine various codes of conduct or sets of rules from different cultures, religious, etc. that could have inspired the Seven Commandments of Animalism from <i>Animal Farm</i>. Students will work in small groups to create their own list of essential rules/commandments for a particular place, group, or scenario. Students will present their commandments/code to the class and discuss whether a system of rules/code is necessary for society to function. Students should use evidence from <i>Animal Farm</i> and their research in their rationale.</p> <p><b>Type:</b>  <input checked="" type="checkbox"/> <b>Formative</b></p>	<p><b>9.T.PM.1.b</b> Identify and discuss major authors and works of one period of English or American literary history, including key themes and stylistic features. (I)</p> <p><b>9.T.C.2.a</b> 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. (I)</p> <p><b>K-12.P.ST.1.a</b> Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. (I/C)</p>
<p><b>Title:</b> <i>Literature Circles (Student Discourse)</i></p> <p><b>Description:</b> Students will engage in collaborative literary analysis through structured literature circles. Each student will assume a rotating role and will be responsible for preparing a specific component to contribute to the group discussion. These roles require students to analyze textual elements, draw connections to themes or real-world issues, and generate thought-provoking questions. Through guided discourse, students will deepen their comprehension, build academic conversation skills, and take ownership of their learning in a supportive, peer-led environment.</p> <p><b>Type:</b>  <input checked="" type="checkbox"/> <b>Summative</b></p>	<p><b>9.T.C.1.b</b> Assess the impact of context and language on a text’s reception by the audience. (I)</p> <p><b>9.T.T.2.b</b> Analyze texts with conflicting information or opposing viewpoints and determine where the texts disagree on matters of fact or interpretations. (I)</p> <p><b>9.T.T.4.a</b> Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I)</p> <p><b>9.T.SS.1.a</b> Analyze the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience. (I)</p> <p><b>9.T.C.1.a</b> Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension. (I)</p> <p><b>9.L.V.2.a</b> Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts (I)</p> <p><b>9.L.V.2.b</b> Determine the meanings of words and phrases in context by analyzing the function of parts of speech. (I)</p>
<p><b>Title:</b> <i>Unit Test (Selected Response)</i></p> <p><b>Description:</b> This assessment will consist of selected response questions designed to evaluate students' understanding of the dystopian genre and their comprehension of the unit’s leveled text. Questions will focus on identifying key dystopian characteristics as well as interpreting how these elements are developed within the text.</p>	<p><b>9.T.C.1.a</b> Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension. (I)</p> <p><b>9.T.C.1.b</b> Assess the impact of context and language on a text’s reception by the audience. (I)</p> <p><b>9.L.V.1.a</b> Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. (I)</p> <p><b>9.L.V.3.c</b> Analyze the nuances in connotative meaning of words that share a similar denotation. (I)</p> <p><b>9.T.SS.1.a</b> Analyze the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience. (I)</p>

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](#)

<p>Additionally, the test will assess students’ ability to analyze literary techniques, character development, and central themes, ensuring a comprehensive measure of both genre knowledge and text-based understanding.</p> <p><b>Type:</b></p> <p><input checked="" type="checkbox"/> <b>Summative</b></p>	<p><b>9.T.SS.2.a</b> Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts (I)</p> <p><b>9.T.T.1.b</b> Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an author’s purpose. (I)</p> <p><b>9.T.T.3.a</b> Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. (I)</p> <p><b>9.T.T.3.b</b> Recognize and analyze the use of rhetorical appeals (ethos, logos, and pathos) in a variety of texts. (I)</p> <p><b>9.T.T.4.a</b> Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I)</p> <p><b>9.T.PM.1.b</b> Identify and discuss major authors and works of one period of English or American literary history, including key themes and stylistic features. (I)</p>
<p><b>Title:</b> <i>Reading Quizzes (Selected Response)</i></p> <p><b>Description:</b> These quizzes will feature selected response questions administered at key checkpoints throughout the unit’s leveled text to monitor comprehension and reinforce close reading skills. Questions will target elements such as plot development, character motivations, vocabulary in context, and emerging themes. Two of the quizzes will be structured as cold reads, where students analyze an unfamiliar excerpt from the text without prior review, promoting independent thinking and on-the-spot textual analysis. These formative assessments will help guide instructional adjustments and ensure students are engaging meaningfully with the text.</p> <p><b>Type:</b></p> <p><input checked="" type="checkbox"/> <b>Formative</b></p> <p><input type="checkbox"/> <b>Summative</b></p>	<p><b>9.T.C.1.a</b> Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension. (I)</p> <p><b>9.T.C.1.b</b> Assess the impact of context and language on a text’s reception by the audience. (I)</p> <p><b>9.L.V.1.a</b> Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. (I)</p> <p><b>9.L.V.3.c</b> Analyze the nuances in connotative meaning of words that share a similar denotation. (I)</p> <p><b>9.T.SS.1.a</b> Analyze the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience. (I)</p> <p><b>9.T.T.1.b</b> Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an author’s purpose. (I)</p> <p><b>9.T.T.3.b</b> Recognize and analyze the use of rhetorical appeals (ethos, logos, and pathos) in a variety of texts. (I)</p> <p><b>9.T.T.4.a</b> Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I)</p> <p><b>9.T.PM.1.b</b> Identify and discuss major authors and works of one period of English or American literary history, including key themes and stylistic features. (I)</p>
<p><b>Title:</b> <i>Hunger Games as a Dystopia (Extended Response)</i></p> <p><b>Description:</b> After viewing a scene from the movie adaptation of the Unit Text, students will write a well-developed extended response analyzing how the scene reflects key characteristics of dystopian societies. Drawing on visual and contextual evidence, students will identify elements such as government control, fear-based systems, inequality, and the loss of individual agency. Their paragraphs will include a clear claim, supporting evidence from the scene, and thoughtful commentary that connects the moment to broader</p>	<p><b>9.T.PM.1.b</b> Identify and discuss major authors and works of one period of English or American literary history, including key themes and stylistic features. (I)</p> <p><b>9.T.T.1.e</b> Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors, achieve specific purposes, engage audiences, and enhance writing. (C)*</p>

<p>dystopian themes. This task reinforces analytical writing skills and deepens understanding of the genre through multimedia interpretation.</p> <p><b>Type:</b></p> <p><input checked="" type="checkbox"/> <b>Summative</b></p>		
<p><b>Title:</b> <i>NoRedInk Weekly Writing (Constructed Response)</i></p> <p><b>Description:</b> Each week, students will craft a constructed response using NoRedInk, with prompts aligned to the week’s central theme or focus skill. These writing tasks will target specific grammar and writing objectives while encouraging students to apply those skills in meaningful, theme-based responses. This ongoing practice supports writing fluency, reinforces targeted language conventions, and allows for personalized feedback and revision through the platform’s interactive tools.</p> <p><b>Type:</b></p> <p><input checked="" type="checkbox"/> <b>Formative</b></p>		<p><b>9.T.SS.1.b</b> Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. (C)</p> <p><b>9.T.T.1.b</b> Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an author’s purpose. (I)</p> <p><b>9.T.T.3.a</b> Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. (I)</p> <p><b>9.T.T.4.a</b> Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I)</p> <p><b>9.T.T.4.b</b> Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. ©</p> <p><b>9.T.PM.1.b</b> Identify and discuss major authors and works of one period of English or American literary history, including key themes and stylistic features. (I)</p> <p><b>9-12.L.GC.1</b> Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating and constructing texts</p>
Approaches to learning (ATL) Skills		
Category (s):	Cluster (s):	Skill Indicator (s):
Social	Collaboration Skills	1. Give and receive meaningful feedback
Thinking	Creative Thinking Skills	1. Make guesses, ask “what if” questions and generate new ideas, products or processes.

<p align="center"><b>Learning Experiences</b></p> <p align="center">Learning Experiences include <i>how</i> students will learn what they need to know and be able to do for <i>interpreting texts</i> and <i>constructing texts</i> expectations.</p>			
<p align="center"><b>Learning Experience and Description</b></p>	<p align="center"><b>Grade Level Expectation (s)</b> (from Unit Focus Standards)</p>	<p align="center"><b>Personalized Learning and Differentiation</b></p>	<p align="center"><b>Learning Experience Resources</b></p>
<p><b>Learning Experience 1:</b> <i>Exploring Dystopian Speculative Fiction: Context, Characteristics, and Real-World Connections</i></p> <p><b>Description:</b> Students will be introduced to the dystopian genre with a focus on speculative fiction</p>	<p><b>9.T.C.1 (a, b, c):</b> Evaluate how context shapes purpose and audience in texts and presentations.  <b>9.T.C.2 (a, d):</b> Analyze how authors develop ideas and perspectives; evaluate the credibility of sources.  <b>9-12.T.PM.1 (b):</b> Analyze how a literary period or movement (e.g., dystopian/speculative fiction) reflects</p>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• Note-taking guide</li> </ul>	<ul style="list-style-type: none"> <li>• Canva presentation on dystopian fiction and novel context.</li> <li>• Canva presentation</li> <li>• Graphic organizer</li> <li>• Note-taking guide (guided Cornell notes or double-entry journal)</li> </ul>

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](#)



by exploring key terms and identifying common genre features. They will examine background information related to the novel's historical and social context and analyze how this context informs the purpose of speculative fiction. Through discussion and guided activities, students will make connections between real-world issues and the imagined elements of dystopian narratives, deepening their understanding of how authors use fiction to reflect and critique society.	societal concerns. <b>9-12.L.V.1.a:</b> Use knowledge of general, academic, and specialized vocabulary to understand text. <b>9-12.L.V.2 (a-d):</b> Apply word analysis strategies (e.g., affixes, roots, context clues) to determine meaning		<ul style="list-style-type: none"> <li>Background reading materials on relevant social or historical context (e.g., authoritarian regimes, surveillance, environmental collapse)</li> <li>Lesson Guidance</li> <li>Unit Texts</li> </ul>
<p><b>Learning Experience 2:</b> <i>Analyzing Tone and Mood Through Rhetorical and Multimodal Exploration</i></p> <p><b>Description:</b> Students will begin by learning key literary and rhetorical concepts, including rhetorical language, imagery, diction, connotation, denotation, tone, and mood. Using these definitions, they will analyze various excerpts to identify rhetorical appeals and authorial choices, discussing how these elements shape the tone and mood of each piece. Students will then engage in a multimodal analysis by examining different artistic interpretations of the same work through audio and visual mediums. Through guided comparison and discussion, students will explore how creative choices across formats influence emotional impact and thematic interpretation.</p>	<p><b>9.T.C.2 (a, d):</b> Analyze how authors/speakers use language and stylistic choices to influence audience perception.</p> <p><b>9.T.T.1 (b, e):</b> Evaluate the effect of literary techniques such as imagery and rhetorical appeals.</p> <p><b>9.T.SS.2 (a, b):</b> Analyze how diction and tone shape meaning and style.</p> <p><b>9-12.L.V.3 (b-d):</b> Analyze connotative and denotative meanings to interpret tone and purpose in texts.</p>	<ul style="list-style-type: none"> <li>Use audio and visual modalities (songs and dance interpretation) to engage diverse learners.</li> <li>Provide sentence frames for comparing tone and mood in written reflections.</li> <li>Allow tiered levels of excerpts for rhetorical analysis (simple to complex diction).</li> <li>Offer visual aids (e.g., tone/mood word banks) for vocabulary support.</li> <li>Collaborative groups assigned based on readiness to scaffold discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Definitions handout or anchor chart covering rhetorical appeals, diction, imagery, tone, and mood</li> <li>Annotated excerpts from selected literary or speech texts</li> <li>Audio recording of a song interpretation</li> <li>Video of an interpretive dance performance set to a different musical version</li> <li>Comparison chart for analyzing tone and mood across music and movement</li> <li>Lesson Guidance</li> <li>Unit Texts</li> </ul>
<p><b>Learning Experience 3:</b> <i>Plot Structure and Literary Devices: Foreshadowing, Flashback, and Conflict Analysis</i></p> <p><b>Description:</b> Students will review key elements of plot structure and learn definitions of literary devices</p>	<p><b>9.T.SS.1 (a, b, c):</b> Analyze how plot structure and conflict contribute to meaning.</p> <p><b>9.T.T.1 (b, e):</b> Analyze the use and effect of foreshadowing and flashback.</p> <p><b>9.T.C.1 (b):</b> Examine how authors organize and sequence ideas for impact.</p>	<ul style="list-style-type: none"> <li>Graphic organizers for mapping plot structure and examples of techniques.</li> <li>Use of color-coded sticky notes or annotations for tactile learners.</li> <li>Group work on conflict</li> </ul>	<ul style="list-style-type: none"> <li>Plot diagram template</li> <li>Conflict types chart (internal/external, person vs. self, etc.)</li> <li>Excerpts from the novel or related short stories</li> </ul>

such as foreshadowing, flashback, and various types of conflict. They will then apply this understanding by identifying and analyzing these elements within the novels they are reading, deepening their comprehension of narrative techniques and story development.		identification with teacher check-ins. <ul style="list-style-type: none"> <li>• Provide guided sentence starters for ELL and struggling writers</li> </ul>	<ul style="list-style-type: none"> <li>• Film or audio clips demonstrating flashbacks and foreshadowing</li> <li>• Lesson Guidance</li> <li>• Unit Texts</li> </ul>
<b>Learning Experience 4: <i>Exploring Literary Archetypes and Word Formation with Suffixes</i></b>  <b>Description:</b> Students will be introduced to the concept of literary archetypes and explore common examples such as hero, mentor, trickster, star-crossed lovers, and outcast. Using this knowledge, they will identify archetypes within a film clip. Additionally, students will review suffixes and parts of speech, focusing on how suffixes can transform nouns into adjectives. They will then apply this understanding by creating and defining new words formed by combining nouns with suffixes like -less and -ful, enhancing both their literary analysis and vocabulary skills.	<b>9.T.T.1 (b):</b> Analyze how authors use literary archetypes to convey universal themes. <b>9-12.L.V.1.a:</b> Use knowledge of general, academic, and specialized vocabulary. <b>9-12.L.V.2 (a-d):</b> Apply morphological analysis (e.g., roots and suffixes) to determine meaning. <b>9.L.GC.2 (a, b):</b> Identify and use different parts of speech.	<ul style="list-style-type: none"> <li>• Provide visual archetype posters and a matching activity for introduction.</li> <li>• Allow students to choose their own film or story example for archetype analysis.</li> <li>• Sentence stems and examples for vocabulary creation activity.</li> <li>• Optional digital word-building activity for early finishers.</li> <li>• Peer review and gallery walk of original words to support reflection and revision.</li> </ul>	<ul style="list-style-type: none"> <li>• Archetype reference chart</li> <li>• Selected film clip or excerpt featuring clear archetypes</li> <li>• Vocabulary word-building worksheet</li> <li>• Mini-lesson slideshow on suffixes and parts of speech</li> <li>• Lesson Guidance</li> <li>• Unit Texts</li> </ul>
<b>Learning Experience 5: <i>Mastering Parallelism and Active Voice Through Song Analysis</i></b>  <b>Description:</b> Students will learn the definitions of parallelism and active voice and discuss how these techniques impact writing and communication. They will practice identifying examples of parallelism and active voice within the lyrics of a song. Finally, students will complete a related activity to reinforce their understanding and application of these concepts.	<b>9.T.SS.2 (b):</b> Evaluate stylistic choices such as voice and sentence structure. <b>9.T.T.2 (b, c):</b> Analyze expository techniques including syntax and parallelism. <b>9.L.GC.1:</b> Apply grammar and mechanics to improve clarity and effectiveness. <b>9.L.GC.2 (a, c, e):</b> Use proper syntax, including active voice and varied sentence structure.	<ul style="list-style-type: none"> <li>• Provide examples and non-examples of parallelism and active/passive voice.</li> <li>• Color-code examples in lyrics to scaffold recognition.</li> <li>• Offer practice activities with tiered difficulty levels.</li> <li>• Allow students to create parallel structure poems or song lines for creative expression.</li> <li>• Peer feedback protocols on student-created sentence examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Anchor chart explaining parallelism and active voice</li> <li>• Annotated song lyrics illustrating examples of these grammar concepts</li> <li>• Practice worksheet for rewriting sentences using parallel structure and active voice</li> <li>• Optional video lessons from educational platforms reviewing parallelism and active voice concepts</li> <li>• Lesson Guidance</li> <li>• Unit Texts</li> </ul>

<p><b>Learning Experience 6: NoRedInk</b></p> <p><b>Description:</b> 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><b>8.L.GC.1.50</b> Use ellipses appropriately.</p> <p><b>8.L.GC.1.51</b> Use hyphens with appropriate affixes and compound words.</p> <p><b>8.L.GC.1.52</b> Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences.</p> <p><b>8.L.GC.1.53</b> 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><b>8.L.GC.1.56</b> Use colons to introduce lists, examples, and explanations.</p> <p><b>8.L.GC.1.57</b> Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function.</p>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Visual Supports</li> <li>• Modeling</li> <li>• Vocabulary Support</li> </ul>	<ul style="list-style-type: none"> <li>• Materials in Lesson Guidance</li> <li>• No Red Ink Resources</li> </ul>
<p><b>Learning Experience 7: Character Mask Design</b></p> <p><b>Description:</b> Students will choose a character from <i>Lord of the Flies</i> and design a mask or face paint to represent aspects of that character's journey and traits. Students will write a brief paragraph explaining their design, making specific references to the text to support their ideas.</p>	<p><b>9-12.T.C.1: Analyze the impact of purpose and audience on a wide variety of texts.</b></p> <p><b>9-12.T.SS.2:</b> Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.</p> <p><b>K-12.P.ST.1:</b> Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.</p> <p><b>K-12.P.AC.3:</b> Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres</p>	<ul style="list-style-type: none"> <li>• Brainstorming sheets</li> <li>• Research links</li> <li>• Student choice of media</li> <li>• Exemplars</li> </ul>	<ul style="list-style-type: none"> <li>• Mask templates</li> <li>• Copies of novel</li> <li>• Symbolism behind tribal face paint/masks</li> <li>• Markers/colored pencils/paint</li> </ul>
<p style="text-align: center;"><b>Unit Texts</b></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>			
<p><b>Unit Core Texts</b></p>	<p style="text-align: center;"><b>On-Level- N/A</b></p> <p style="text-align: center;"><i>*grade level appropriate texts that meet grade level complexity guidelines*</i></p>	<p style="text-align: center;"><b>Enhanced Literature &amp; Composition I</b></p> <p style="text-align: center;"><i>*HS Credit Course*</i></p>	<p style="text-align: center;"><b>Support</b></p> <p style="text-align: center;"><i>*grade level complex text (s) accessibility support provided for access to grade level content/textst*</i></p>
<p><b>Unit Novel (s), Plays, Extended Work (s)</b></p>		<p><b>Novel:</b> <i>Lord of the Flies</i> by William Golding</p> <p><b>Novel:</b> <i>Animal Farm</i> by George Orwell</p>	

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](#)

<b>(Reading)</b>			
<b>Other Prose Texts and Poetry (Reading)</b>		<b>Article:</b> "The Ultimate List of Archetypes" <b>Poem:</b> "We Wear the Mask" Paul Laurence Dunbar <b>Article:</b> "Stalin- A Brutal Legacy Uncovered" <b>Article:</b> "Conformity" <b>Article:</b> "What Makes Good People Do Bad Things" <b>Article:</b> "The 1972 Andes Flight Disaster" <b>Online Article:</b> "What is climate change? A really simple guide"	
<b>Visual Texts (Viewing)</b>		<b>Video:</b> '12 Character Archetypes Every Actor Should Know" <b>Video:</b> "Learn Flashback and Foreshadow Using TV and Movie Clips" <b>Video:</b> "Flashback and Foreshadowing"	
<b>Auditory Texts (Listening)</b>		"Everybody Wants to Rule the World" by Tears for Fears	
<b>Multimodal Texts</b> (A single text that includes Integrated Modes)		<b>Song and Lyrics:</b> <i>Everybody Wants to Rule the World</i> " by Tears for Fears <b>Website:</b> 8 Character Archetypes — Examples in Literature & Movies	

**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.

**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..