



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\**

<b>Unit title</b>	<i>Dissecting Structure, Style, and Literary Devices</i>	<b>MYP year</b>	3	<b>Unit duration (hrs)</b>	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		
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><u>STANDARD 6-8.L.GC.1: Grammar, Usage, &amp; Mechanics</u></b> Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.</p> <p><b><u>STANDARD 6-8.L.V.1: General, Academic, &amp; Specialized Vocabulary</u></b> 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><b><u>STANDARD 6-8.L.V.2: Word Analysis</u></b> 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><b><u>STANDARD 6-8.L.V.3: Meaning &amp; Purpose</u></b> Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.</p>
TEXTS	<p><b><u>Context (C)</u></b> Students recognize influences on texts and analyze how they shape meaning.</p> <p><b><u>Structure &amp; Style (SS)</u></b> Students analyze and use organizational structures and style to shape ideas and information.</p> <p><b><u>Techniques (T)</u></b> Students analyze and apply various techniques to</p>	<p><b><u>STANDARD 6-8.T.C.1: Purpose &amp; Audience</u></b> Analyze the impact of purpose and audience on a wide variety of texts.</p> <p><b><u>STANDARD 6-8.T.C.2: Authors &amp; Speakers</u></b> Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.</p> <p><b><u>STANDARD 6-8.T.SS.1: Organization</u></b> Analyze and use organizational structures to craft meaning.</p> <p><b><u>STANDARD 6-8.T.SS.2: Craft</u></b></p>

	<p>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>Interpret and use language to craft engaging texts.</p> <p><b><u>STANDARD 6-8.T.T.1: Narrative Techniques</u></b> Analyze and apply narrative techniques.</p> <p><b><u>STANDARD 6-8.T.T.2: Expository Techniques</u></b> Analyze and apply expository techniques.</p> <p><b><u>STANDARD 6-8.T.T.3: Argumentative Techniques</u></b> Analyze and apply argumentative techniques.</p> <p><b><u>STANDARD 6-8.T.PM.1: Periods &amp; Movements</u></b> Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p> <p><b><u>STANDARD 6-8.T.RA.1: Research &amp; Inquiry</u></b> Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.</p> <p><b><u>STANDARD 6-8.T.RA.2: Curating Sources &amp; Evidence</u></b> 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>
<p><b>PRACTICES</b></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 tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.</p> <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>Collaboration and Presentation (CP)</u></b> Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.</p>	<p><b><u>STANDARD K-12.P.EICC.4:</u></b> Writing Processes 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> <p><b><u>STANDARD K-12.P.ST.1:</u></b> Context 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.ST.2:</u></b> Author, Audience, &amp; Purpose Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text’s purpose.</p> <p><b><u>STANDARD K-12.P.CP.1:</u></b> Collaboration Collaborate with others to accomplish shared goals and projects.</p>
<p><b>MYP Criteria</b> <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 analyzes the effects of the creator’s choices on an audience,</li> <li>● gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology,</li> <li>● perceptively compares and contrasts by making extensive connections in features across and within genres and texts.</li> </ul> <p><b>B- Organizing</b></p> <ul style="list-style-type: none"> <li>● makes sophisticated use of organizational structures that serve the context and intention effectively,</li> <li>● effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way</li> </ul>	

	<ul style="list-style-type: none"> <li>● makes excellent use of referencing and formatting tools to create an effective presentation style.</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> <li>● selects extensive relevant details and examples to develop ideas with precision.</li> </ul> <p><b>D- Using Language</b></p> <ul style="list-style-type: none"> <li>● Effectively uses a range of appropriate vocabulary, sentence structures and forms of expression,</li> <li>● Writes in a consistently appropriate style that serves the context and intention.</li> <li>● Uses grammar, syntax, and punctuation with a high degree of accuracy; makes errors that are minor, and communication is effective</li> <li>● Spells/writes or pronounces with a high degree of accuracy; makes errors that are minor, and communication is effective</li> </ul>
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**MCS Gifted Standards**  
(applicable to advanced content course level only)

<p><b>Strand 1: Advanced Research Skills</b></p> <p><i>MCS. Gifted.S1b:</i> Devise and manage a research plan.</p> <p><i>MCS. Gifted.S1c:</i> Gather, organize, analyze, evaluate, and synthesize data from multiple sources for research applications.</p> <p><b>Strand 2: Creative Thinking Skills</b></p> <p><i>MCS.Gifted.S2b:</i> Develop and apply the cognitive components of creative thinking: fluency, flexibility, originality, and elaboration.</p> <p><b>Strand 4: Advanced Communication and Collaboration Skills</b></p> <p><i>MCS.Gifted.S4b:</i> Recognize and examine the value of others’ strengths, thoughts, ideas, and feelings during collaboration.</p> <p><b>Strand 6: Self-directed Learner</b></p> <p><i>MCS.Gifted.S6a:</i> Set appropriately high standards for work and behavior.</p>
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**Unit Vocabulary**

<b>Academic</b> <i>Analyze, Evaluate, Cite, Infer, Synthesize, Compare, Contrast, Justify, Develop, Interpret, Construct, Support, Revise, Clarify, Perspective</i>	<b>Specialized</b> <i>Narrative structure, First-person point of view, Characterization (direct/indirect), Foreshadowing, Symbolism, Theme, Diction, Syntax, Tone, Mood, Figurative language, Imagery, Irony (dramatic, situational, verbal), Dialogue, Motif, Allegory, Allusion, Flashback, Setting</i>	<b>General</b> <i>Justice, Prejudice, Empathy, Integrity, Courage, Hypocrisy, Social hierarchy, Innocence, Moral compass, Compassion, Discrimination, Inequality, Privilege, Resilience, Conscience, Trial, Perspective, Racism</i>
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**IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS**

Key concept	Related concept(s)	Global context
<b>Identity</b>	<b>Character</b>	<b>Identities and Relationships</b>

<p>is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.</p>	<p>Is the representation of persons in narrative and dramatic works.</p>	<p>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p>
<p><b>Statement of inquiry</b></p>		
<p>Personal identities are shaped by relationships and societal influences, as character development reveals the impact of morality, empathy, and prejudice on one’s sense of self.</p>		
<p><b>Inquiry questions</b></p>		
<p><b>Factual</b>— What specific events or interactions in a story show how a character’s identity is influenced by others?  <b>Conceptual</b>— How do morality, empathy, and prejudice shape a person’s character and identity?  <b>Debatable</b>- Is personal identity more a result of individual choices or external societal pressures?</p>		
<p><b>Assessment Tasks</b></p> <p><i>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.</i></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> <p><b>Add additional rows as necessary</b></p>		
<p><b>Assessment Title, Description, and Type (formative, summative, MYP, Performance Task)</b>  <i>(H) - indicates Honors level assessment</i></p> <p><b>Summative Assessments Only:</b>  <i>Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry:</i></p>	<p><b>Standard + Grade Level Expectation (s) Assessed and/or</b></p> <p><b>MYP Criterion Assessed</b>  <i>(applicable only to MYP Task)</i></p>	

<p><b>Title:</b> <i>Taking A Stand Gallery Walk with Discourse</i>  <b>Description:</b> After creating historical examples of “taking a stand” one-pagers, students will view them in a Gallery Walk fashion and engage in discourse as they fill out the provided notes sheet.</p> <p><b>Type:</b>  <input checked="" type="checkbox"/> Formative</p>	<p><b>8.T.C.2.b</b> - Identify an author’s bias and determine how that bias impacts text credibility.  <b>8.T.C.2.c</b> - Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.  <b>8.T.C.2.d</b> - Use a variety of credible sources to research the answers to questions on academic and individual topics of interest.  <b>8.T.RA.1.c</b> - Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.  <b>8.T.RA.2.c</b> - Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.  <b>K-12.P.EICC.4.c</b> - Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.</p>
<p><b>Title:</b> <i>Response to Prejudice (Constructed Response)</i>  <b>Description:</b> Students will read a nonfiction article, read an excerpt of a letter, and view a short video then write a constructed response that analyzes how the authors respond to injustice and prejudice they face.</p> <p><b>Type:</b>  <input checked="" type="checkbox"/> Formative</p>	<p><b>8.T.SS.1.c</b> - Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.  <b>8.T.SS.2.a</b> - Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes for target audiences.  <b>8.TT.1.e</b> - Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.  <b>8.TT.2.b</b> - Analyze and evaluate how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  <b>8.TT.3.a</b> - Analyze the development of argumentative techniques used to present and design content, including an author’s claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion that logically follows the argument.  <b>8.L.V.1.b</b> - Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.  <b>8.L.V.2.b</b> - Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts.  <b>8.L.V.2.d</b> - Use knowledge of parts of speech to determine precise words and phrases when constructing texts  <b>8.L.GC.1</b> - Draw from knowledge of conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.  <b>K-12.P.ST.1.b</b> - Consider how context impacts the purposes of the author and the audience.</p>
<p><b>Title:</b> <i>Reading Comprehension Selection</i>  <b>Description:</b> Students will read an informational article, political cartoon, and an infographic, on the same topic and answer a series of multiple-choice questions that assess their comprehension of all texts</p> <p><b>Type:</b>  <input checked="" type="checkbox"/> Formative</p>	<p><b>8.T.C.1.b</b> - Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.  <b>8.TT.2.b</b> - Analyze and evaluate how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  <b>8.TT.3.a</b> - Analyze the development of argumentative techniques used to present and design content, including an author’s claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion that logically follows the argument.  <b>8.L.V.2.b</b> - Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts</p>
<p><b>Title:</b> <i>Reading Comprehension Selection and Constructed Response</i>  <b>Description:</b> Students will read a short story, view a painting, and read an excerpt from their unit novel (they have not yet studied in class) on the same topic then answer technology-enhanced questions and write a constructed response that assesses their synthesis of all texts.</p>	<p><b>8.T.SS.1.c</b> - Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.  <b>8.T.SS.2.a</b> - Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes for target audiences.  <b>8.TT.1.e</b> - Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.  <b>8.T.PM.1.b</b> - Compare and contrast the treatment of a common theme by different writers within a time period.  <b>8.L.V.1.b</b> - Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.  <b>8.L.V.2.b</b> - Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts.</p>

<p><b>Type:</b>  <input checked="" type="checkbox"/> <b>Summative</b></p>	<p><b>8.L.V.2.d</b> - Use knowledge of parts of speech to determine precise words and phrases when constructing texts  <b>8.L.V.3.e</b> - Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing.  <b>8.L.GC.1</b> - Draw from knowledge of conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.  <b>K-12.P.ST.1.b</b> - Consider how context impacts the purposes of the author and the audience.</p>	
<p><b>Title:</b> <i>Moral Courage Extended Response</i>  <b>Description:</b> Students will read a poem, view a video, and read an excerpt from their unit novel (they have not yet studied in class) then write an extended constructed response that analyzes how each text presents the idea of moral courage and the cost of doing what is right.  <b>Type:</b>  <input checked="" type="checkbox"/> <b>Summative</b></p>	<p><b>8.T.SS.1.c</b> - Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.  <b>8.T.SS.1.d</b> - Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.  <b>8.T.SS.2.a</b> - Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes for target audiences.  <b>8.T.T.1.d</b> - Analyze how a modern literary work draws on themes, event patterns, or character types from different time periods.  <b>8.T.T.1.e</b> - Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.  <b>8.L.GC.1</b> - Draw from knowledge of conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.  <b>K-12.P.ST.1.b</b> - Consider how context impacts the purposes of the author and the audience.</p>	
<p><b>Title:</b> <i>The Case for Justice: Closing Arguments</i>  <b>Description:</b> In this GRASP task, students will take on the role of a civil rights attorney presenting a formal closing argument to a historical justice commission. Their job is to argue who holds the greatest responsibility for Tom Robinson’s conviction and death. Using evidence from the text, students will craft a persuasive speech that examines how societal bias, individual decisions, and moral choices contributed to the outcome. Their goal is to seek accountability and raise awareness about how identity and justice are influenced by social and cultural forces.  <b>Type:</b>  <input checked="" type="checkbox"/> <b>Summative</b>  <input checked="" type="checkbox"/> <b>MYP Task</b></p>	<p><b>8.T.T.3.a</b> - Analyze the development of argumentative techniques used to present and design content, including an author’s claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion that logically follows the argument.  <b>8.T.T.3.c</b> - Apply argumentative techniques (e.g., author’s claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion) to enhance writing and engage audiences.  <b>8.T.SS.2.a</b> - Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes for target audiences.  <b>8.T.C.2.b</b> - Identify an author’s bias and determine how that bias impacts text credibility.  <b>8.T.C.2.c</b> - Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.  <b>8.L.V.1.a</b> - Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.  <b>8.L.V.3.e</b> - Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing.  <b>8.L.GC.1</b> - Draw from knowledge of conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.  <b>K-12.P.EICC.4.c</b> - Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.</p>	
<b>Approaches to learning (ATL) Skills</b>		
<b>Category(s):</b>	<b>Cluster(s):</b>	<b>Skill Indicator(s):</b>
<b>Communication</b>	<b>Communication Skills</b>	<ol style="list-style-type: none"> <li>1. Give and receive meaningful feedback</li> <li>2. Use appropriate forms of writing for different purposes and audiences</li> </ol>

<b>Thinking</b>	<b>Critical Thinking Skills</b>	1. Revise understanding based on new information and evidence
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<b>Learning Experiences</b>			
Add additional rows below as needed.			
Learning Experiences include <b>how</b> students will learn what they need to know and be able to do for <b>interpreting texts</b> and <b>constructing texts</b> expectations.			
Learning Experience and Description	Grade Level Expectation (s) (from Unit Focus Standards)	Personalized Learning and Differentiation	Learning Experience Resources
<p><b>Learning Experience 1: 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.1.54</b> Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence.</p> <p><b>8.L.GC.1.58</b> Use tenses and aspects to indicate the mood of a verb.</p> <p><b>8.L.GC.1.59</b> Use colons to introduce quotations.</p> <p><b>8.L.GC.1.60</b> Use dashes appropriately.</p> <p><b>8.L.GC.1.61</b> Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.</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 2: Taking a Stand 4 Corners</b></p> <p><b>Description:</b> Students will be given an anticipation guide focused on key themes and ideas related to justice, identity, and morality. They will move to the corner of the room that aligns with their level of agreement to each statement. Students will engage in academic discourse using sentence frames to agree, disagree, and build upon their peers’ ideas. *Honors students will extend the discussion by making connections to current events, historical examples, or other texts, and will summarize the evolution of their thinking in a reflective written response.</p>	<p><b>6-8.L.V.1.b:</b> Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.</p>	<ul style="list-style-type: none"> <li>● Sentence frames</li> <li>● Teacher modeling</li> </ul>	<ul style="list-style-type: none"> <li>● Anticipation guide</li> <li>● Lesson Guidance</li> <li>● NoRedInk</li> <li>● Unit Texts</li> <li>● Signs for four corners</li> <li>● Slides with anticipation guide prompts to display on ViewSonic</li> </ul>

<p><b>Learning Experience 3:</b> <i>Evaluating Validity and Credibility of Online Sources and One-Pager creation</i></p> <p><b>Description:</b> Students will explore strategies for evaluating online sources and practice applying these strategies to determine the validity and credibility of various digital texts. They will analyze elements such as author credentials, publication date, bias, evidence, and purpose. Students will then use valid sources to create a one-pager depicting someone who has “taken a stand”. *Honors students will extend the activity by comparing two conflicting sources on the same topic and writing a brief analysis explaining which is more credible and why.</p>	<p><b>8.T.C.2b:</b> Identify an author’s bias and determine how that bias impacts text credibility</p> <p><b>8.T.C.2d:</b> Use a variety of credible sources to research the answers to questions on academic and individual topics of interest.</p> <p><b>8.T.T.3.c:</b> Apply argumentative techniques (e.g., author’s claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion) to enhance writing and engage audiences.</p>	<ul style="list-style-type: none"> <li>● Guided notes</li> <li>● graphic organizers</li> <li>● Teacher modeling</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson Guidance</li> <li>● NoRedInk</li> <li>● Unit Texts</li> <li>● Mini-lesson slides</li> <li>● Notes sheets</li> </ul>
<p><b>Learning Experience 4:</b> <i>Guided Practice Comparing and Contrasting Two Texts from the Same Era</i></p> <p><b>Description:</b> Students will read a poem and a historical speech from the same time period and compare how each text develops similar themes related to hope, justice, and the American dream. They will analyze the authors’ use of language, tone, and imagery to explore how different genres can communicate shared messages. *Honors students will extend their analysis by writing a comparative response that evaluates the effectiveness of each text in conveying its message within its historical and cultural context.</p>	<p><b>8.T.SS.2.a:</b> Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes.</p> <p><b>8.T.PM.1.b:</b> Compare and contrast the treatment of a common theme by different writers within a time period.</p> <p><b>8.T.T.2.b:</b> Analyze and evaluate how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<ul style="list-style-type: none"> <li>● Teacher modeling</li> <li>● Audio recordings of each text</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson Guidance</li> <li>● NoRedInk</li> <li>● Unit Texts</li> <li>● Highlighters</li> <li>● Venn Diagram/ Double Bubble Map</li> </ul>
<p><b>Learning Experience 5:</b> <i>Analyze a Sample Extended Response</i></p> <p><b>Description:</b> Students will read and analyze a model extended response, evaluating how effectively it integrates narrative, expository, and argumentative techniques. They will identify the purpose and impact of each technique and discuss how they work together to create a cohesive and compelling piece. *Honors students will extend this analysis by providing written feedback on the exemplar and suggesting specific revisions to strengthen clarity,</p>	<p><b>8.T.T.1.a:</b> Analyze the development of the narrative techniques used across the text to develop plot, characters, and setting</p> <p><b>8.T.T.2.a:</b> Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure</p> <p><b>8.T.T.3.a:</b> Analyze the development of argumentative techniques used to present and design content, including an author’s claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal,</p>	<ul style="list-style-type: none"> <li>● Teacher modeling</li> <li>● Highlighting text</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson Guidance</li> <li>● NoRedInk</li> <li>● Unit Texts</li> <li>● Copies of sample essay</li> <li>● Different color highlighters</li> </ul>

structure, or voice.	and a conclusion that logically follows the argument.		
<p><b>Learning Experience 6: Word Choice</b></p> <p><b>Description:</b> Students will explore how selecting words with specific connotations allows authors to shape meaning, convey tone, and influence their audience’s perception. They will analyze how word choice reflects the author’s purpose and appeals to a particular audience. *Honors students will extend this activity by revising a neutral paragraph to reflect different tones and audiences through intentional connotative language.</p>	<p><b>8.T.SS.2.a:</b> Analyze how figurative language, connotative language, and/literary device choices are used strategically to achieve specific purposes for target audiences.</p> <p><b>8.L.V.3.e:</b> Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing.</p>	<ul style="list-style-type: none"> <li>• Teacher modeling</li> <li>• Guided notes graphic organizers (for SWD and ELL)</li> </ul>	<ul style="list-style-type: none"> <li>• Slides for notes</li> <li>• Lesson Guidance</li> <li>• NoRedInk</li> <li>• Unit Texts</li> </ul>

**Unit Texts**

*All texts meet grade level complexity guidelines regardless of course level. Support with reading comprehension, fluency, and vocabulary are provided to meet student needs.*

<b>Unit Core Texts</b>	<b>On-Level</b> <i>*grade level appropriate texts that meet grade level complexity guidelines*</i>	<b>Honors</b> <i>*extensions/additional texts noted here for advanced study as applicable*</i>	<b>Support</b> <i>*grade level complex text (s) accessibility support provided for access to grade level content/texts*</i>
<b>Unit Novel (s), Plays, Extended Work (s) (Reading)</b>	<b>Novel:</b> <i>To Kill A Mockingbird</i>		<b>Novel:</b> <i>To Kill a Mockingbird Graphic Novel</i>
<b>Other Prose Texts and Poetry (Reading)</b>	<p><b>Article:</b> “An Overview of the Great Depression”</p> <p><b>Article:</b> “Herd Behavior”</p> <p><b>Article:</b> “The Scottsboro Boys”</p> <p><b>Letter:</b> “Letter from Birmingham Jail” by Martin Luther King Jr.</p> <p><b>Poem:</b> “If” by Rudyard Kipling</p> <p><b>Poem:</b> “New Day’s Lyric” Amanda Gorman</p>	<p><b>Poem:</b> “We Wear the Mask”</p> <p><b>Short Story:</b> “A Retrieved Reformation”</p> <p><b>Article:</b> “The Legacy of Jim Crow”</p> <p><b>Article:</b> “An Overview of the Great Depression” (CommonLit) 1010L</p>	
<b>Visual Texts (Viewing)</b>	<p><b>Speech/Video:</b> Shirley Chisholm - Equal Rights for Women</p> <p><b>Video:</b> “The Bandwagon Effect”</p> <p><b>Video:</b> “The Myth of Prometheus - Iseult Gillespie” from TED - Ed</p>	<b>Video:</b> “I Have A Dream Speech” by Martin Luther King Jr	

	<b>Image:</b> Problem We All Live With” by Norman Rockwell		
<b>Auditory Texts (Listening)</b>	<b>Audio:</b> “I Have A Dream Speech” by Martin Luther King Jr <b>Song:</b> “A Change Is Gonna Come” Sam Cooke	<b>Song:</b> “Lean on Me” Bill Withers	
<b>Multimodal Texts</b> <i>(A single text that includes Integrated Modes)</i>	<b>Infographic:</b> Social Insecurity- Got Social Media FOMO?	Interactive Map of Maycomb County	