



Marietta City Schools

District Unit Planner

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

*Enhanced Literature & Composition I*

<b>Unit title</b>	<i>Text Analysis through Archetypes</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>STANDARD 6-8.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 influence of contextual factors.</p>	<p><b>STANDARD 6-8.T.C.1: Purpose &amp; Audience</b> Analyze the impact of purpose and audience on a wide variety of texts</p> <p><b>STANDARD 9-12.T.C.1 Purposes and Audiences:</b> Analyze the impact of purpose and audience on a wide variety of texts</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><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> Interpret and use language to craft engaging 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 6-8.T.T.4: Poetic Techniques</u></b> Analyze and apply poetic techniques.</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> <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 style="text-align: center;"><b>PRACTICES</b></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>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>Collaboration &amp; 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.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.CP.1: Collaboration</u></b> Collaborate with others to accomplish shared goals and projects.</p>

<p style="text-align: center;"><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 analyses 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> <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>
<p><a href="#">MCS Gifted Standards</a> <i>(applicable to advanced content course level only)</i></p>	
<p><b><u>Strand 2: Creative Thinking Skills</u></b></p> <p><i>MCS.Gifted.S2A.</i> Recognize and evaluate how the process of creative thinking improves ideas, products, and solutions to problems.</p> <p><b><u>Strand 4: Advanced Communication and Collaboration Skills</u></b></p> <p><i>MCS.Gifted.S4E.</i> Use a variety of multi-media and innovative technologies as tools to effectively communicate the individual or collaborative group work.</p> <p><b><u>Strand 5: Emotional Development of Self</u></b></p> <p><i>MCS.Gifted.S5A.</i> Explore personal beliefs, feelings, and understanding of self, regarding one’s own unique giftedness.</p> <p><i>MCS.Gifted.S5E.</i> Advocate for self.</p> <p><b><u>Strand 6: Self-directed Learner</u></b></p> <p><i>MCS.Gifted.S6C.</i> Persevere in the face of obstacles.</p>	
<p><b>Unit Vocabulary</b></p>	

<p style="text-align: center;"><u>Academic</u></p> <p>Archetype, Hubris, Mythology</p>	<p style="text-align: center;"><u>Specialized</u></p> <p>In Medias Res, Rhapsode, Xenia, Oral Tradition, Epic Simile, Invocation, Epithet, Hamartia</p>	<p style="text-align: center;"><u>General</u></p> <p>Hero, Quest, Mentor, Trickster, Journey, Adventure, Supernatural, Nobel, Deity, Muse, Cunning</p>
<b>IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS</b>		
<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
<p style="text-align: center;"><b>Connections</b></p> <p>Are links, bonds, and relationships among people, objects, organisms or ideas.</p>	<p><b>Point of View</b> The particular perspective brought by a composer, responder or character within a text to the text or to matters within the text.</p> <p><b>Character</b> The representation of persons in narrative and dramatic works.</p>	<p style="text-align: center;"><b>Identities and Relationships</b></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>
<b>Statement of inquiry</b>		
<p>Personal style and voice as expressed through narrative structure establish connections between author, experience, and reader in the exploration of identity formation through stories or journeys or transformation</p>		
<b>Inquiry questions</b>		
<p><b>Factual</b>— How do authors develop personal voice in writing?  <b>Conceptual</b>— How can storytelling be used to explore and communicate identity?  <b>Debatable</b>— Can a story truly reflect an individual’s identity, or is it always shaped by the reader’s interpretation?</p>		
<b>Assessment Tasks</b>		
<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>		
<p><b>Assessment Title, Description, and Type (formative, summative, MYP, Performance Task)</b></p> <p>(H) - indicates Honors level assessment</p> <p style="text-align: center;"><b>Summative Assessments Only:</b></p> <p>Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry:</p>	<p><b>Standard + Grade Level Expectation (s) Assessed and/or</b></p> <p><b>MYP Criterion Assessed</b> (applicable only to MYP Task)</p>	

<p><b>Title:</b> <i>Choose Your Own Hero's Journey</i></p> <p><b>Description:</b> Students will write an original "Choose Your Own Adventure" story that follows the structure of the Hero's Journey. In their narratives, they will incorporate traits of an epic hero and include a range of literary archetypes such as the mentor, trickster, and shadow figure. Through this creative writing task, students will apply their understanding of narrative structure and character roles while crafting interactive, reader-directed plots.</p> <p><b>Type:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Summative</li> <li><input checked="" type="checkbox"/> MYP Task</li> </ul>	<p><b>8.T.SS.1.a:</b> Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to audience and purpose.</p> <p><b>8.T.PM.1.a:</b> Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works.</p> <p><b>MYP:</b></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><b>Title:</b> <i>NoRedInk Weekly Writing (Constructed Response)</i></p> <p><b>Description:</b> Students will craft a focused constructed response that demonstrates their understanding of the week's central theme. Each prompt will be tailored to align with the specific content and skills emphasized during that week—ranging from literary analysis and rhetorical techniques to genre conventions or character development. Students will be expected to support their ideas with relevant textual evidence, apply key vocabulary, and demonstrate clear, organized writing that reflects their interpretation and critical thinking.</p> <p><b>Type:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formative</li> <li><input checked="" type="checkbox"/> Summative</li> </ul>	<p><b>8.T.SS.1.b</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><b>8.T.T.4.a</b> Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony.</p> <p><b>8.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.</p> <p><b>8.T.T.1.a</b> Analyze the development of narrative techniques used across the text to develop plot, characters, and setting</p> <p><b>6-8.L.GC.1:</b> Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating and constructing texts.*</p>

<p><b>Title:</b> <i>Analysis of Poem and Painting</i></p> <p><b>Description:</b> Students will read a poem and view a painting inspired by an episode from <i>The Odyssey</i>. They will respond to selected response and technology-enhanced questions that assess analytical thinking and understanding of language choices and text techniques across different modalities. Students will also complete a constructed response comparing how the two works communicate meaning and reflect timeless storytelling patterns.</p> <p><b>Type:</b></p> <p><input type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> Performance Task</p>	<p><b>8.T.PM.1.a:</b> Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works.</p> <p><b>9.T.C.1.a</b> Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.</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>9.T.T.1.d</b> Analyze how literary works draw on themes, event patterns, or character types from different time periods.</p> <p><b>8.T.T.4.a</b> Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony</p>
<p><b>Title:</b> <i>Parallel Journeys: Analyzing Myth and Modern Adaptation</i></p> <p><b>Description:</b> Students will engage with paired texts by reading an episode from <i>The Odyssey</i> and viewing a modern adaptation inspired by the same episode. Through <b>selected response and technology-enhanced questions</b>, students will analyze how both works use language, structure, and character roles to convey meaning, explore archetypes, and highlight cultural values. To extend their analysis, students will complete a <b>constructed response</b> in which they compare how the classical and modern versions reflect their cultural and historical contexts while drawing from timeless storytelling patterns.</p> <p><b>Type:</b></p> <p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> Performance Task</p>	<p><b>8.T.PM.1.a:</b> Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works.</p> <p><b>9.T.C.1.a</b> Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.</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>9.T.T.1.d</b> Analyze how literary works draw on themes, event patterns, or character types from different time periods.</p> <p><b>8.T.T.4.a</b> Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony</p> <p><b>9.TT.1a:</b> Analyze how literary works draw on themes, event patterns, or character types from different time periods.</p> <p><b>8.TC.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.</p>
<p><b>Title:</b> Socratic Seminar: Is Odysseus a Good Leader?</p> <p><b>Description:</b> Students will divide into groups on the topic “Is Odysseus a good leader?” Selected students from each side will present their</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.T.T.4.a</b> Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony</p>

<p>case, and then students will be given the choice to change their stance. Students who change their stance will elaborate on why they changed.</p> <p><b>Type:</b></p> <p><input type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</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, achieve specific purposes, engage audiences, and enhance writing.</p>
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<p><b>Title:</b> TABA Method: Defining a Hero</p> <p><b>Description:</b> Students will engage in a collaborative discussion to develop a class definition of a hero, encouraging critical thinking by challenging and refining initial perceptions. Following the conversation, each student will articulate their personal understanding by writing their own definition on a post-it note, providing an opportunity for individual reflection and formative assessment.</p> <p><b>Type:</b></p> <p><input checked="" type="checkbox"/> Formative</p>	<p><b>9.L.V.3.c</b> Analyze the nuances in connotative meaning of words that share a similar denotation.</p> <p><b>9.L.V.3.e</b> Make strategic language decisions when writing or speaking by determining, clarifying, or verifying the nuanced meanings of closely related words or phrases using available print and/or digital resources.</p>
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Approaches to learning (ATL) Skills		
Category (s):	Cluster (s):	Skill Indicator (s):
Communication	Reading, writing and using language to gather and communicate information	1. Read critically and for comprehension 2. Paraphrase accurately and concisely
Thinking	Critical Thinking Skills	1. Consider ideas from multiple perspectives

<b>Learning Experiences</b>			
Add additional rows below as needed.			
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.			
Learning Experience and Description	Grade Level Expectation (s) (from Unit Focus Standards)	Personalized Learning and Differentiation	Learning Experience Resources
<p><b>Learning Experience 1:</b> <i>Characteristics of an Epic, Epic Heroes and Archetypes, and the Hero's Journey</i></p> <p><b>Description:</b> Students will learn about the traits of an epic hero, traditional storytelling structures, and common archetypes found across cultures. They will</p>	<p><b>9.T.T.1.a</b> Describe how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence.</p> <p><b>9.T.T.1.e</b> Effectively apply a variety of narrative techniques to develop complex character(s) who</p>	<ul style="list-style-type: none"> <li>• Provide visual anchor charts and graphic organizers defining epic structure.</li> <li>• Use sentence starters and model texts for ELL and struggling readers.</li> <li>• Offer audio versions of <i>The Odyssey</i></li> </ul>	<ul style="list-style-type: none"> <li>• Excerpts from Unit Texts )</li> <li>• Video</li> <li>• Greek epic handouts/notes</li> <li>• Graphic organizers: Hero's Journey chart, plot map</li> <li>• Google Slides/Padlet for sharing</li> </ul>

<p>explore how these elements reflect cultural values and contribute to the timeless nature of stories. By applying this knowledge, students will analyze epic heroes and archetypal patterns in texts and then create their own interactive choose-your-own-adventure story that follows the hero's journey.</p>	<p>change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhance writing.</p> <p><b>8.T.T.4.a</b> Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony</p> <p><b>8.T.PM.1.a:</b> Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works.</p> <p><b>8.T.SS.1.b</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><b>9.T.C.1.a</b> Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension.</p>	<p>and summaries for accessible entry points.</p> <ul style="list-style-type: none"> <li>● Provide challenge: Compare epics from different cultures (e.g., <i>The Ramayana</i>, <i>Beowulf</i>).</li> <li>● Choice board: Students choose a format for expressing understanding (infographic, skit, storyboard)</li> </ul>	<p>ideas</p> <ul style="list-style-type: none"> <li>● Epic Hero Trait Anchor Chart</li> <li>● Unit Texts</li> <li>● Mythology/hero archetype videos (e.g., CommonLit or YouTube mini-lessons)</li> <li>● "Epic Hero Traits" graphic organizer</li> <li>● Canva or Google Docs to draft hero profiles</li> <li>● Joseph Campbell's Hero's Journey visual diagram</li> <li>● Pixar's <i>Finding Nemo</i> or <i>The Lion King</i> clips for journey stages</li> <li>● Student Journey Journals</li> <li>● Hero's Journey Station Activities</li> <li>● Slide deck on archetypes and symbolism</li> <li>● Lesson Guidance</li> </ul>
<p><b>Learning Experience 2 (ongoing throughout unit):</b> <i>NoRedInk Language Skills Practice</i></p> <p><b>Description:</b> Students will complete NoRedInk Language Skills practice on varying grade-level skills.</p>	<p><b>6-8.L.GC.1:</b> Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating and constructing texts.*</p>	<ul style="list-style-type: none"> <li>● Scaffolded practice as needed</li> <li>● Small group for students who get stuck</li> </ul>	<ul style="list-style-type: none"> <li>● Chromebook</li> <li>● NoRedInk account</li> </ul>
<p><b>Learning Experience 3: <i>God/Goddess OnePager</i></b></p> <p><b>Description:</b> Students will explore Greek mythology as a collection of traditional stories that ancient cultures used to explain natural phenomena, human behavior, and cultural values. They will learn how gods and mythical creatures in epic narratives serve as both literal characters and symbolic forces influencing the hero's journey. Understanding these mythological elements will help students interpret the deeper moral lessons, cultural beliefs, and symbolism within the story. Students will identify key mythological figures, explain their roles, and analyze how these elements shape the protagonist's journey while reflecting broader cultural values and universal themes. To demonstrate their learning, students will</p>	<p><b>8.T.PM.1.a:</b> Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works.</p> <p><b>9.T.RA.1.a</b> Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation.</p> <p><b>9.T.C.1.a</b> Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension.</p> <p><b>8.T.C.1.c</b> 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><b>8.T.C.2.a</b> Compare and contrast varying perspectives on a particular topic found across a variety of texts,</p>	<ul style="list-style-type: none"> <li>● Use visual mythology maps and character cards for easier comprehension.</li> <li>● Choice: Students select a mythological figure to research and present.</li> <li>● Use student-created podcasts, posters, or short films as final products.</li> <li>● Scaffold research with pre-curated sources and guided questions.</li> <li>● Offer extension: Compare Greek myth themes with modern equivalents in pop culture.</li> </ul>	<ul style="list-style-type: none"> <li>● Video</li> <li>● Character cards for Greek gods/goddesses</li> <li>● Visual timelines of Odysseus's journey and divine interventions</li> <li>● Digital tools: Canva, Adobe Express, or Google Slides for projects</li> <li>● Research handouts + MLA citation mini-lesson</li> <li>● Lesson Guidance</li> <li>● Unit Texts</li> </ul>

<p>create visual or written representations of a mythological figure or event, articulating its significance within the story and mythology.</p>	<p>analyzing how texts establish and develop perspective to shape perceptions or beliefs.  <b>9.T.RA.1.c</b> Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing the sources of ideas in Modern Language Association (MLA) format.</p>		
<p><b>Learning Experience 4: <i>Multimodal Myth Analysis Practice</i></b></p> <p><b>Description:</b> Students will view and practice analyzing a multi-modal myth, discussing how the different modalities contribute to the viewer’s understanding and help the author convey a message or theme.</p>	<p><b>9.T.RA.1.c</b> Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing the sources of ideas in Modern Language Association (MLA) format.</p> <p><b>8.T.SS.2.b</b> Use figurative language, literary devices, and connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience</p> <p><b>9.T.T.1.a</b> Describe how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence.</p> <p><b>8.T.PM.1.a:</b> Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works.</p>	<ul style="list-style-type: none"> <li>● Graphic Organizer</li> <li>● Teacher modeling</li> <li>● Think aloud</li> <li>● Peer collaboration</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizer</li> <li>● ViewSonic</li> <li>● Chromebook</li> <li>● Unit Text</li> </ul>
<p><b>Learning Experience 5: <i>Prep for Socratic Seminar</i></b></p> <p><b>Description:</b> Students will work in peer groups to gather evidence for questions to be discussed during the Socratic Seminar, specifically on Odysseus as a leader. Students will prepare their answers to each question ahead of time so that they are able to participate fully in the discussion.</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.T.T.4.a</b> Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony</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</p>	<ul style="list-style-type: none"> <li>● Sentence Frames for accountable talk</li> <li>● Graphic Organizer</li> <li>● Teacher modeling</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizer</li> <li>● Socratic Seminar protocols</li> <li>● Socratic Seminar Questions</li> <li>● ViewSonic</li> <li>● Chromebook</li> <li>● Unit Text</li> </ul>

	theme across the text, achieve specific purposes, engage audiences, and enhance writing.		
<p><b>Learning Experience 6: Poetry and Painting Analysis</b></p> <p><b>Description:</b> Students will practice analyzing poems and paintings, paying close attention to how poetic techniques contribute to meaning. Students will also discuss how an artist uses visual modes to convey a deeper meaning.</p>	<p><b>8.T.PM.1.a:</b> Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works.</p> <p><b>9.T.C.1.a</b> Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.</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>9.T.T.1.d</b> Analyze how literary works draw on themes, event patterns, or character types from different time periods.</p> <p><b>8.T.T.4.a</b> Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony</p>	<ul style="list-style-type: none"> <li>• Graphic Organizer</li> <li>• Teacher modeling</li> <li>• Think aloud</li> <li>• Peer collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizer</li> <li>• ViewSonic</li> <li>• Chromebook</li> <li>• Unit Text</li> </ul>
<p><b>Learning Experience 7: Writing Exemplar Analysis</b></p> <p><b>Description:</b> Students will view various peer writing examples and evaluate them using a rubric. Students will discuss effective writing techniques and think critically about ways to improve clarity. This will help them revise their own writing in the future.</p>	<p><b>8.T.SS.1.b</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><b>6-8.L.GC.1:</b> Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating and constructing texts.*</p>	<ul style="list-style-type: none"> <li>• Guided discussion</li> <li>• Student-friendly rubric</li> <li>• Highlighters to color-code different parts of paragraph</li> <li>• Small group instruction as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Denamed copies of student writing samples</li> <li>• Copies of rubric</li> <li>• Highlighters</li> </ul>
<p><b>Unit Texts</b></p> <p><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>			
<b>Unit Core Texts</b>	<b>On-Level</b> <i>*grade level appropriate texts that meet grade level complexity guidelines*</i>	<b>Honors / Enhanced</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/textst*</i>
<b>Unit Novel (s), Plays, Extended Work (s) (Reading)</b>		<i>The Odyssey</i> by Homer	

<b>Other Prose Texts and Poetry (Reading)</b>		<b>Short Story:</b> "Gone and Back Again: A Traveler's Advice" (830L) <b>Short Story:</b> "The Return", Ngugi Thiong'o (670L) <b>Poem:</b> "An Ancient Gesture" by Edna St. Vincent Millay "Between Scylla and Charybdis: Odysseus's Impossible Choice" by Yannis Samatas	
<b>Visual Texts (Viewing)</b>		<b>Video:</b> <i>O Brother, Where Art Thou?</i> <b>TedEd:</b> "Everything You Need to Know to Read Homer's <i>The Odyssey</i> " <b>Painting:</b> Scylla Attacking the Ship of Odysseus, Roger Payne <b>Images:</b> "Between Scylla and Charybdis: Odysseus's Impossible Choice" by Yannis Samatas	
<b>Auditory Texts (Listening)</b>		<b>Song:</b> "Stronger (What Doesn't Kill You)" Kelly Clarkson	
<b>Multimodal Texts</b> <i>(A single text that includes Integrated Modes)</i>		<b>Musical:</b> "Epic" <b>Map:</b> Map of Odysseus' Ten Year Journey Home <b>Graphic Novel:</b> "The Odyssey: A Graphic Novel" (840L) <b>Clip:</b> Percy Jackson: The Lightning Thief (Lotus Eaters) <b>Clip:</b> O Brother, Where Art Thou?	

**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..