



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>Unpacking Deeper Meaning Through Context and Literary Frameworks</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.2: Syntax</u></b> Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.</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</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>style to shape ideas and information.</p> <p><b><u>Techniques (T)</u></b> Students analyze 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.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 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.4: Poetic Techniques</u></b> Analyze and apply poetic techniques.</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>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>STANDARD K-12. P.AC.1:</u></b> Interpret texts through the author’s lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.</p> <p><b><u>STANDARD K-12. P.AC.2:</u></b> Construct texts with the audience’s experience in mind, basing decisions about craft techniques on context and purpose.</p> <p><b><u>STANDARD K-12.P.AC.3:</u></b> Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.</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 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> </ul>	

	<ul style="list-style-type: none"> <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>
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[MCS Gifted Standards](#)  
(applicable to advanced content course level only)

<p><b><u>Strand 1: Advanced Research Skills</u></b></p> <p><i>MCS.Gifted.S1A:</i> Formulate thought-provoking questions to guide in depth research</p> <p><b><u>Strand 2: Creative Thinking Skills</u></b></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><b><u>Strand 3: Higher Order Thinking and Problem Solving Skills</u></b></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 6: Self-directed Learner</u></b></p> <p><i>MCS.Gifted.S6b:</i> Establish and work toward short and long-term goals</p>
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**Unit Vocabulary**

<b><u>Academic</u></b>	<b><u>Specialized</u></b>	<b><u>General</u></b>
Analyze, Determine, Describe, Explain, Infer, Evaluate, Compare, Contrast, Interpret, Summarize, Support, Identify, Connect, Reflect, Organize	Theme, Central idea, Setting, Plot, Characterization (direct and indirect), Conflict (internal vs. external), Point of view, Tone, Mood, Figurative language, Simile, Metaphor, Symbolism, Dialogue, Structure, Foreshadowing, Narrative arc, Perspective, Literary framework, Context clues	Outsider, Identity, Strength, Imagination, Intelligence, Acceptance, Disability, Bullying, Hero, Friendship, Loyalty, Courage, Isolation, Resilience, Trust, Adventure, Quest, Difference, Power, Empathy

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

Key concept	Related concept(s)	Global context
<b>Relationships</b>	<b>Self-expression</b>	<b>Personal and Cultural Expression</b>
are the connections and associations between properties, objects, people and ideas—including the human community’s connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far-reaching, affecting large networks and systems such as human societies and the planetary ecosystem.	The expression of one’s feelings, thoughts or ideas, especially in writing, art, music, dance, design and film. This umbrella concept includes an exploration of essential understandings about identity, voice (personal), inspiration, imagination, sensitivity, critical stance and process.	Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
	<b>Intertextuality</b>	

	<p>The connections between one text and other texts, the ways in which texts are interrelated, and the meanings that arise out of their interrelationship. An overt reference to another text (as in a direct quote from another text) is also an example of intertextuality.</p>	
<b>Statement of inquiry</b>		
<p>Readers examine how the self-expression of character across different texts are impacted by the social constructions of their reality and contribute to the themes conveyed by the author.</p>		
<b>Inquiry questions</b>		
<p><b>Factual</b>— What is theme?  <b>Conceptual</b>— How do people and characters choose to express themselves?  <b>Debatable</b>— Does society impact how we view our own reality?</p>		
<b>Assessment Tasks</b>		
<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>Assessment Title, Description, and Type (formative, summative, MYP, Performance Task)</b>  <i>(H) - indicates Honors level assessment</i>  <b>Summative Assessments Only:</b>  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>  <i>(applicable only to MYP Task)</i></p>	
<p><b>Title: “The Trolley Problem” Extended Response (CFA 1a)</b>  <b>Description:</b> Students will engage with a variety of texts and media exploring ethical decision-making and moral dilemmas. After analyzing different perspectives and values presented, they will write a constructed response that addresses a complex scenario similar to the “trolley problem.” Their response will integrate narrative, expository, argumentative, and poetic techniques to express their reasoning and point of view.   <b>Type:</b></p>	<p><b>8.T.T.1.e:</b> Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes  <b>8.T.T.2.c:</b> Apply multiple expository techniques (e.g. main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences  <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.T.4.b:</b> Apply poetic techniques (e.g. stanzas, rhyme/rhyme scheme imagery, figurative language, sound devices) to produce poetry and engage audiences.</p>	

<input checked="" type="checkbox"/> <b>Formative</b>	
<p><b>Title: “The Trolley Problem” Selected Response (CFA 1b)</b>  <b>Description:</b> Students will engage with a variety of texts and media that explore ethical dilemmas and moral values. After reading, viewing, and analyzing these sources, students will respond to comprehension questions that assess their understanding of key ideas, themes, and perspectives presented in each.</p> <p><b>Type:</b></p> <input checked="" type="checkbox"/> <b>Formative</b>	<p><b>8.T.C.1a</b> – Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.  <b>8.T.C.2a</b> – Compare and contrast varying perspectives on a topic found across a variety of texts.  <b>8.T.C.2c</b> – Analyze the impact of background information and context on text development.  <b>8.T.SS.1a</b> – Analyze how authors modify text structures or features to convey meaning, respond to the audience, or achieve purposes.  <b>8.T.SS.2a</b> – Analyze how figurative language, connotative language, and literary device choices are used strategically.  <b>6–8.L.V.1.a</b> – Acquire academic and disciplinary vocabulary through grade-level texts.  <b>6–8.L.V.2a</b> – Deconstruct words using etymology, roots, affixes to determine meaning.  <b>6–8.L.V.3 b-d</b> – Analyze word relationships and use context clues to determine meaning; distinguish connotation.  <b>8.T.RA.1b</b> – Draw from knowledge and research to analyze texts, supporting or challenging ideas.</p>
<p><b>Title: Friendship Selected Response and Extended Response (CSA 1a)</b>  <b>Description:</b> Students will engage with a variety of texts and media that explore the theme of friendship, including an informational article, a literary excerpt, and a song. After analyzing how friendship is portrayed in each, students will write a constructed response addressing the following prompt using a blend of narrative, expository, argumentative, and poetic techniques:</p> <p>Prompt:  Friendship is a powerful force that can shape people’s identities, help them overcome challenges, and change how they see the world. How can friendship influence a person’s life, identity, or strength? Support your response with evidence from the texts provided.</p> <p><b>Type:</b></p> <input checked="" type="checkbox"/> <b>Summative</b>	<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.  <b>8.T.C.2c</b> – Analyze the impact of background information and context on text development.  <b>8.T.T.2b</b> – Analyze and evaluate how two or more authors shape presentations of key information by emphasizing different evidence or interpretations.  <b>8.T.SS.2a</b> – Analyze how figurative and connotative language or literary devices are used to achieve specific purposes for audiences.  <b>8.T.T.1c</b> – Analyze how authors convey themes through characters, events, and story elements.  <b>8.T.T.4a</b> – Analyze the development of poetic techniques to present content (rhyme, imagery, figurative language).  <b>8.T.C.1a</b> – Analyze development of multiple purposes and how they target specific audiences.  <b>8.T.C.1c</b> – Construct multimodal texts/presentations with clearly identifiable modes for specific purposes and audiences.  <b>8.T.SS.1b</b> – Design texts using various structures and features to convey information and add style, appropriate to audience and purpose.  <b>8.T.T.1b</b> – Analyze how plot structures, conflict, and narrative devices create effects like tension or humor.  <b>8.T.T.2c</b> – Apply multiple expository techniques to enhance writing and engage audiences.  <b>8.T.T.4b</b> – Apply poetic techniques (e.g., imagery, figurative language) to produce poetry and engage audiences.  <b>6–8.L.V.1.a</b> – Acquire academic and disciplinary vocabulary through texts.  <b>6–8.L.V.2a</b>– Use etymology, roots, and affixes to clarify meaning.  <b>6–8.L.V.3b-c</b> – Analyze connotation/context and distinguish among similar meanings.</p>
<p><b>Title: Extended Response (CSA 2)</b>  <b>Description:</b> Students will synthesize information from three diverse sources—an informational article, a song, and a novel excerpt—to explore how individuals express themselves in response to their social realities. Drawing from the texts, students will respond to the following prompt:</p> <p>Prompt:  How do the characters express themselves in ways that reflect the</p>	<p><u>MYP:</u></p> <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>social realities they experience? How do these expressions connect to the themes of identity, acceptance, or friendship?</p> <p>In their multi-paragraph response, students will use a blend of narrative, expository, argumentative, and poetic techniques. They will support their analysis with relevant evidence from each source and apply academic vocabulary to demonstrate a thoughtful understanding of how self-expression is shaped by and responds to social context.</p> <p><b>Type:</b></p> <p><input checked="" type="checkbox"/> <b>Summative</b></p>	<p><b>8.T.C.1a:</b> Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.</p> <p><b>8.T.C.1c:</b> Construct multimodal texts and/or presentations that serve more than one purpose and target a specific audience.</p> <p><b>8.T.C.2a:</b> Compare and contrast varying perspectives on a particular topic found across a variety of texts.</p> <p><b>8.T.C.2c:</b> Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p> <p><b>8.T.SS.1a:</b> Analyze the impact of how authors modify text structures or features to convey meaning or respond to audience.</p> <p><b>8.T.SS.2a:</b> Analyze how figurative/connotative language and literary devices achieve purpose for audiences.</p> <p><b>8.T.T.1c:</b> Analyze how authors convey and reveal themes through characters, events, and other story elements.</p> <p><b>8.T.T.2c:</b> Apply multiple expository techniques to enhance writing and engage audiences.</p> <p><b>8.T.T.4b:</b> Apply poetic techniques to produce poetry and engage audiences.</p> <p><b>8.T.RA.1a:</b> Generate questions to guide research and make connections between related topics.</p> <p><b>8.T.RA.2a:</b> Locate evidence in print, digital, and multimodal sources to support a central idea or question.</p> <p><b>8.L.GC.2b:</b> Use a variety of sentence types, maintaining consistent verb tense.</p> <p><b>6-8.L.V.1.a:</b> Acquire general, academic, and disciplinary vocabulary through texts.</p> <p><b>6-8.L.V.3b:</b> Analyze relationships between words/phrases to determine meaning.</p>
<p><b>Title: Discussion Post Discourse (CFA 2)</b></p> <p><b>Description:</b> Students will compose a discussion post response and then respond to one peer, either elaborating on or disagreeing with their ideas.</p> <p><b>Peer Responses:</b> In your responses, do one of the following:</p> <ul style="list-style-type: none"> <li>• <b>Elaborate</b> by adding another example or deeper explanation that supports your peer’s idea.</li> <li>• <b>Respectfully disagree</b> by offering a different interpretation of the same moment or another moment from the text, and explain your reasoning.</li> </ul> <p>Be thoughtful and constructive, your goal is to deepen the conversation, not just agree or disagree.</p> <p><input checked="" type="checkbox"/> <b>Formative</b></p> <p><input checked="" type="checkbox"/> <b>Summative</b></p> <p><input type="checkbox"/> <b>MYP Task</b></p> <p><input type="checkbox"/> <b>Performance Task</b></p>	<p><b>8.T.T.1c</b> – Analyze how authors convey and reveal themes through characters, events, and other story elements.</p> <p><b>8.T.T.1b</b> – Analyze how plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) work together to create an intended effect.</p> <p><b>8.T.C.2a</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.C.2c</b> – Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p> <p><b>8.T.C.1a</b> – Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.</p> <p><b>8.T.C.1c</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.SS.2a</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.SS.1a</b> – Analyze the impact of how authors modify text structures or features to convey meaning, respond to the audience, or achieve specific purposes.</p> <p><b>8.L.GC.2b</b> – Use a variety of sentence structures to condense and combine ideas, maintaining consistent verb tense.</p> <p><b>6-8.L.V.1.a</b> – Acquire a range of general, academic, and disciplinary vocabulary through grade-level print and multimodal texts.</p> <p><b>8.T.RA.1b</b> – Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.</p>
<p><b>Approaches to learning (ATL) Skills</b></p>	

<u>Category (s):</u>	<u>Cluster (s):</u>	<u>Skill Indicator (s):</u>
Self- Management	Reflection Skills	1. Consider ethical, cultural and environmental implications
Social	Collaboration Skills	1. Give and receive meaningful feedback 2. Advocate for one's own rights and needs

<u>Learning Experiences</u> 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> Hexagonal Thinking/Affinity Mapping Codes of Ethics</p> <p><b>Description:</b> Students will participate in either a hexagonal thinking activity or affinity mapping activity looking at various codes of conduct/ethics. Honors students will create their own code for a specific place or group, based on the categories from their affinity mapping/ hexagonal thinking.</p>	<p><b>8.T.T.2b:</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> <p><b>8.T.T.1c:</b> Analyze how authors convey and reveal themes through characters, events, and other story patterns.</p>	<ul style="list-style-type: none"> <li>Hexagonal Thinking Protocol for On-Level</li> <li>Affinity Mapping Protocol for Honors</li> </ul>	<ul style="list-style-type: none"> <li>Hexagons</li> <li>Chart Paper</li> <li>Sticky Notes</li> </ul>
<p><b>Learning Experience 2:</b> Analyzing an Exemplar Extended Response</p> <p><b>Description:</b> Students will analyze a sample constructed response and evaluate its use of poetic, narrative, argumentative, and expository techniques. Honors students will consider how to revise the exemplar for a different audience.</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, and a conclusion that logically follows the argument.</p>	<ul style="list-style-type: none"> <li>Teacher modeling</li> <li>Highlighting text</li> </ul>	<ul style="list-style-type: none"> <li>Copies of sample essay</li> <li>Different color highlighters</li> </ul>

<p><b>Learning Experience 3:</b> Guided Practice for Analyzing a Song</p> <p><b>Description:</b> Students will practice analyzing songs in collaborative groups. Students will then analyze an artistic interpretation video of one of the songs, and discuss how that artist used visuals to represent the theme of the original song. Students will create their own digital collage that represents the lyrics and theme of their assigned song. Honors students will focus on one particular poetic technique from their assigned song and discuss how the technique contributes to meaning. They will then create a visual that corresponds with that poetic technique.</p>	<p><b>8.T.T.1.c:</b> Analyze how elements of a story or drama interact</p> <p><b>8.T.SS.2.a:</b> Determine the figurative and connotative meaning of words and phrases as they are used in a text.</p> <p><b>8.T.SS.1.a:</b> Analyze how a text’s structure contributes to its meaning and style.</p> <p><b>8.L.V.1.a:</b> Acquire and use vocabulary through listening, viewing, and multimodal texts.</p> <p><b>8.T.C.1.a:</b> Determine meaning and purpose of a multimodal text.</p> <p><b>8.T.C.1.c:</b> Evaluate the effectiveness of multimodal elements in conveying a message or theme.</p>	<ul style="list-style-type: none"> <li>● Teacher modeling</li> <li>● Graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>● Copies of lyrics</li> <li>● Audio file of the song</li> </ul>
<p><b>Learning Experience 4:</b> Understanding Disabilities Through Perspective and Empathy</p> <p><b>Description:</b> Students will develop awareness and empathy about disabilities by exploring different perspectives and reflecting on how disabilities influence identity, challenges, and strengths, preparing them for a deeper understanding of <i>Freak the Mighty</i>. Honors students will create an extended analogy that helps explain a disability or obstacle to someone who may not understand.</p>	<p><b>8.T.C.1.a:</b> Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.</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.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.</p> <p><b>8.L.V.2.a:</b> Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine or clarify meaning in grade-level texts.</p>	<ul style="list-style-type: none"> <li>● Provide scaffolded journal or discussion questions</li> <li>● Choice of Simulation Station</li> </ul>	<ul style="list-style-type: none"> <li>● Empathy Reflection Journal</li> <li>● Venn Diagram: <i>Life before vs. during simulation</i></li> </ul> <p><i>“See-Think-Wonder” chart</i></p>
<p><b>Learning Experience 5:</b> Power of Friendship</p> <p><b>Description:</b> Students will analyze a variety of texts in different modes to examine the power of friendship and its effect on people and characters. In addition, students will discuss how the portrayal of this power impacts audiences. Honors students will discuss how the theme of friendship is discussed in both of the novels they are reading for this unit in a</p>	<p><b>8.T.C.1.a:</b> Determine meaning and purpose of a multimodal text.</p> <p><b>8.T.C.1.c:</b> Evaluate the effectiveness of multimodal elements in conveying a message or theme.</p> <p><b>8.T.T.1.c:</b> Analyze how authors convey and reveal themes through characters, events, and other story elements</p>	<ul style="list-style-type: none"> <li>● Teacher Modeling</li> <li>● Scaffolded Discussion Post</li> </ul>	<ul style="list-style-type: none"> <li>● Sentence Stems</li> <li>● Graphic Organizer</li> <li>● Exemplar</li> </ul>

discussion post prompt.			
<p><b>Learning Experience 6:</b> Weekly NoRedInk (ongoing)</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. Honors students will apply their knowledge of grammar usage and conventions in their writing in NRI prompts.</p>	<p><b>8.L.GC.2b:</b> Use a variety of simple, compound, complex, and compound-complex sentences, to condense and combine ideas, maintaining consistent verb tense throughout the text.</p> <p><b>8.L.GC.2c:</b> Distinguish between active and passive voice, revising texts to maintain consistency in active voice</p> <p><b>8.L.GC.2d:</b> Build and enrich ideas and information in texts, integrating modifying phrases and clauses and eliminating misplaced or dangling modifiers to convey meaning and facilitate engagement.</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>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>	<p><b>On-Level</b></p> <p><i>*grade-level appropriate texts that meet grade level complexity guidelines*</i></p>	<p><b>Honors</b></p> <p><i>*extensions/additional texts noted here for advanced study as applicable*</i></p>	<p><b>Support</b></p> <p><i>*grade level complex text (s) accessibility support provided for access to grade level content/texts*</i></p>
<b>Unit Novel (s), Plays, Extended Work (s) (Reading)</b>	<p><b>Freak the Mighty</b></p>	<p><b>Freak the Mighty</b></p> <p><b>The Thing About Jellyfish</b></p> <p><b>Wednesday Wars</b></p>	
<b>Other Prose Texts and Poetry (Reading)</b>	<p>Commonlit: “A Teen and a Trolley Reveal Society’s Dark Side” by Bethany Brooks (article)</p> <p>Arthurian Code of Chivalry</p> <p>“On a health kick? Developing some close friends can score big dividends” by The Washington Post, adapted by Newsela staff</p> <p>“The Science of Why Friendships Keep Us Healthy” by Zara Abrams</p>	<p>Commonlit: “The Friend Who Changed My Life”</p> <p>Commonlit: “Alter Egos”</p> <p>Commonlit: “The Nature vs Nurture Debate”</p>	

	"Stories Saved my Life, and That's Why I Write for Young People" by James Bird		
<b>Visual Texts (Viewing)</b>	TED talk "Would You Sacrifice One Person to Save Five?" "The Danger of a Single Story" by Chimamanda Adichie		
<b>Auditory Texts (Listening)</b>	"True Colors" by Cyndi Lauper "Umbrella" by Rihanna feat. Jay-Z "Lean on Me" Bill Withers "II MOST WANTED" by Beyonce feat. Miley Cyrus	"Oath" by Cher Lloyd "I Can Tell That We Are Gonna Be Friends" by The White Stripes	
<b>Multimodal Texts</b> <i>(A single text that includes Integrated Modes)</i>	"The Present" – Short Animated Film by Jacob Frey	"Dear Future Generations: Sorry" by Prince Ea (Spoken Word Video)	Short Film: "Validation" by Kurt Kuenne

**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..