



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

Unit title	<i>Synthesizing Complex Ideas: Advanced Interpretation and Application</i>	MYP year	3	Unit duration (hrs)	30 hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Georgia English Language Arts Standards

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

	<p>style to shape ideas and information.</p> <p><u>Techniques (T)</u> Students analyze and apply various techniques to comprehend and shape meaning.</p> <p><u>Periods & Movements (PM)</u> Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p> <p><u>Research & Analysis (RA)</u> Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics</p>	<p><u>STANDARD 6-8.T.SS.1: Organization</u> Analyze and use organizational structures to craft meaning.</p> <p><u>STANDARD 6-8.T.SS.2: Craft</u> Interpret and use language to craft engaging texts.</p> <p><u>STANDARD 6-8.T.T.1: Narrative Techniques</u> Analyze and apply narrative techniques.</p> <p><u>STANDARD 6-8.T.T.2: Expository Techniques</u> Analyze and apply expository techniques.</p> <p><u>STANDARD 6-8.T.T.3: Argumentative Techniques</u> Analyze and apply argumentative techniques.</p> <p><u>STANDARD 6-8.T.T.4: Poetic Techniques</u> Analyze and apply poetic techniques.</p> <p><u>STANDARD 6-8.T.PM.1: Periods & Movements</u> Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p> <p><u>STANDARD 6-8.T.RA.1: Research & Inquiry</u> Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.</p> <p><u>STANDARD 6-8.T.RA.2: Curating Sources & Evidence</u> Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.</p>
<p>PRACTICES</p>	<p><u>Situating Texts (ST)</u> Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel interpretation and construction of texts.</p> <p><u>Context (ST)</u> 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><u>Engagement & Intention for Comprehension & Composition (EICC)</u> Students develop personal and academic identities as</p>	<p><u>STANDARD K-12.P.ST.1a:</u> Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.</p> <p><u>STANDARD K-12.P.CP.1c:</u> Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.</p> <p><u>STANDARD K-12.P.EICC.4</u> Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.</p>

	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.	
MYP Criteria <i>(for applicable MYP Courses Grades 6-10)</i>	<p>A- Analyzing</p> <ul style="list-style-type: none"> provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts, perceptively analyses the effects of the creator’s choices on an audience <p>B- Organizing</p> <ul style="list-style-type: none"> effectively organizes ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way <p>C- Producing Text</p> <ul style="list-style-type: none"> demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, <p>D- Using Language</p> <ul style="list-style-type: none"> Writes in a consistently appropriate style that serves the context and intention. Spells/writes or pronounces with a high degree of accuracy; makes errors that are minor, and communication is effective 	
MCS Gifted Standards <i>(applicable to advanced content course level only)</i>		
Strand 2: Creative Thinking Skills		
<i>MCS.Gifted.S2A.</i> Recognize and evaluate how the process of creative thinking improves ideas, products, and solutions to problems.		
Strand 3: Higher Order Thinking and Problem Solving Skills		
<i>MCS.Gifted.S3C.</i> Use a variety of strategies for solving authentic, complex, real world problems through evaluative thinking and the engineering design processes.		
Strand 5: Emotional Development of Self		
<i>MCS.Gifted.S5D.</i> Develop a shift in actions, feelings and thoughts.		
Strand 6: Self-directed Learner		
<i>MCS.Gifted.S6C.</i> Persevere in the face of obstacles.		
Unit Vocabulary		
Academic	Specialized	General
<i>Analyze, Synthesize, Evaluate, Interpret, Justify, Trace, Construct, Explain, Critique, Infer, Compare, Contrast, Determine, Argue, Support (evidence-based), Perspective, Implication</i>	<i>Author’s purpose, Central idea, Claim, Counterclaim, Logical reasoning, Tone, Audience, Structure, Textual evidence, Diction, Bias, Point of view, Connotation vs. denotation, Context, Nonfiction narrative, Informational text features</i>	<i>Sustainability, Industrial agriculture, Organic, Local food, Food chain, Monoculture, Corn (as a symbol and crop), Processed food, Fossil fuels, Environmental impact, Ethics, Health, Industrialization, Genetically modified organisms (GMOs), Factory farming, Consumption, Ecosystem, Nutrients, Supply chain, Choice</i>

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

Key concept	Related concept(s)	Global context
<p align="center">Global Interactions</p> <p>focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.</p>	<p align="center">Purpose</p> <p>In literary terms, the creator’s intentions in producing the text.</p>	<p align="center">Globalization and sustainability</p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>
Statement of inquiry		
Global interactions influence sustainability, as individuals’ choices and the purpose behind those choices impact the environment and global systems, shaping future outcomes.		
Inquiry questions		
<p>Factual— What is sustainability, and how is it measured in food systems?</p> <p>Conceptual— In what ways do our personal food choices connect to global systems and environmental sustainability?</p> <p>Debatable — Is sustainable eating a realistic or achievable goal for most people?</p>		
Assessment Tasks		
<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"> • 3- 6 constructed texts (at least 1 of which is an extended constructed text) • 2 student discourse assessments (interacting, speaking and listening, using academic language to discuss and analyze) • 2 selected response and new read assessments for skills application to new text (s) • 1 MYP Task or Performance Task (project, presentation, etc. with integrated writing/creating and speaking component assessing the 4 MYP Criteria) . 		
<p>Assessment Title, Description, and Type (formative, summative, MYP, Performance Task)</p> <p><i>(H) - indicates Honors level assessment</i></p> <p>Summative Assessments Only:</p> <p>Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry:</p>	<p align="center">Standard + Grade Level Expectation (s) Assessed and/or</p> <p align="center">MYP Criterion Assessed</p> <p align="center"><i>(applicable only to MYP Task)</i></p>	

<p>Title: Added in Value in Industrial Food</p> <p>Description: Students will view an advertisement for fast food or junk food and read the excerpt from chapter 4/5 (?) Students will answer selected response and technology enhanced questions for both texts.</p> <p>Type:</p> <p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p>	<p>8.T.T.3 (a)- 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> <p>8.T.T.2 (a)- 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>8. T.C.2 (b)- Identify an author’s bias and determine how that bias impacts text credibility.</p> <p>8. T.C.2 (c)- Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p>	
<p>Title: “The Myth of Hades and Persephone” Analysis</p> <p>Description: Students will analyze multiple complementary sources to evaluate how cultural stories and empirical data explain or complicate our understanding of food, seasons, and food systems.</p> <p>Type:</p> <p><input type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p>	<p>6-8.L.V.1b: Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.</p> <p>6-8.L.V.2b: Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts.</p> <p>6-8.L.V.3e: 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> <p>8.T.C.1b: Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</p> <p>8.T.C.2c: Analyze the impact of background information and context (e.g. geography, location, era, historical happenings) on text development.</p> <p>8.T.SS.1c: Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.</p> <p>8.T.T.2a: 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>8.T.RA.1c: Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.</p> <p>8.T.RA.2c: 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.</p>	
Approaches to learning (ATL) Skills		
<u>Category (s):</u>	<u>Cluster (s):</u>	<u>Skill Indicator (s):</u>
Research	Information Literacy Skills	<ol style="list-style-type: none"> 1. Access information to be informed and inform others 2. Make connections between various sources of information
Research	Media Literacy Skills	<ol style="list-style-type: none"> 1. Seek a range of perspectives from multiple and varied sources 2. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

Learning Experiences

Add additional rows below as needed.

Learning Experiences include *how* students will learn what they need to know and be able to do for *interpreting texts* and *constructing texts* expectations.

Learning Experience and Description	Grade Level Expectation (s) (from Unit Focus Standards)	Personalized Learning and Differentiation	Learning Experience Resources
<p>Learning Experience 1: Anticipation Guide</p> <p>Description: Students will be given 4 meal choices that represent each of the 4 food chains in <i>The Omnivore’s Dilemma</i>. Based on the description and images alone, students will choose which meal they would order at a restaurant. Students will explain their rationale in a discussion. Students will also watch a video in anticipation of the core text.</p>	<p>6-8.L.V.1b: Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.</p> <p>8.T.T.3c: Apply argumentative techniques (e.g. 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"> ● Sentence frames ● Pictures and descriptions ● Graphic Organizers 	<ul style="list-style-type: none"> ● Chromebooks ● Printed Graphic Organizer ● ViewSonic
<p>Learning Experience 2: Grocery Store Scavenger Hunt</p> <p>Description: Students will engage in real-world inquiry as they analyze digital informational texts such as nutrition labels and product descriptions to generate questions, curate evidence, and compare how structure, language, and presentation shape meaning and influence consumer choices. Through close reading and data-based reasoning, students develop and support claims about health and credibility, evaluate implicit marketing messages, and connect personal perspectives to textual evidence, strengthening both critical literacy and argumentative thinking.</p>	<p>8.T.RA.1c: Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.</p> <p>8.T.RA.2c: 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.</p> <p>8.T.T.3a: 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> <p>8.T.T.3c: Apply argumentative techniques (e.g. author’s claim, supporting relevant and logical evidence, and identified counterclaim, a rebuttal, and a conclusion) to enhance writing and engage audiences.</p>	<ul style="list-style-type: none"> ● Teacher modeling ● Suggested websites 	<ul style="list-style-type: none"> ● Chromebooks ● Copies of scavenger hunt
<p>Learning Experience 3: Menu Creation–Local Sustainable/Hunter-Gatherer Food Chain Meal</p>	<p>6-8.L.GC.1: Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing or constructing texts.</p>	<ul style="list-style-type: none"> ● Exemplars ● Sentence frames ● Chunked instructions 	<ul style="list-style-type: none"> ● Chromebooks

<p>Description: Students will select a local sustainable or hunter-gatherer food chain and design an original four-course meal menu (appetizer, main, side, and dessert) that reflects that food chain. For each course students will provide a dish name, a 1-3 sentence sensory description, a 2-3 sentence summary of seasonality and sourcing, and a 3-5 sentence reflection on how the menu models sustainability or honors traditional practices.</p>	<p>6-8.L.V.1b: Use grade-level general academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.</p> <p>8.T.C.1c: Construct multimodal texts and/or presentations that serve more than one purpose and target a specific audience, using multiple, clearly identifiable features of incorporated modes.</p> <p>8.T.SS.1c: Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.</p> <p>8.T.SS.2c: Use formal or informal style characteristics as indicated by a text’s purpose, audience, and disciplinary context.</p> <p>8.T.T.2c: Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.</p> <p>8.T.T.3c: Apply argumentative techniques (e.g. author’s claim, supporting relevant and logical evidence, and identified counterclaim, a rebuttal, and a conclusion) to enhance writing and engage audiences.</p> <p>8.T.RA.1c: Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.</p>	<ul style="list-style-type: none"> ● Graphic Organizers 	
<p>Learning Experience 4: Myth Analysis</p> <p>Description: In this lesson, students analyze a myth to examine how theme, characterization, symbolism, and cultural context shape meaning. Through guided close reading and discussion, students will trace how power, justice, and consequence are revealed.</p>	<p>6-8.L.V.1b: Use grade-level general academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.</p> <p>6-8.L.V.2b: Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts.</p> <p>6-8.L.V.3e: 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> <p>8.T.C.2c: Analyze the impact of background information and context (e.g. geography, location, era, historical happenings) on text development.</p> <p>8.T.T.3c: Apply argumentative techniques (e.g. author’s claim, supporting relevant and logical evidence, and identified counterclaim, a rebuttal, and a conclusion) to enhance writing and engage audiences.</p>	<ul style="list-style-type: none"> ● Teacher modeling ● Think-aloud ● Guided reading ● Graphic Organizers 	<ul style="list-style-type: none"> ● Copies of of myth ● Highlighters

	<p>8.T.RA.1c: Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.</p> <p>8.T.RA.2c: 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.</p>		
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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.

Unit Core Texts	On-Level <i>*grade level appropriate texts that meet grade level complexity guidelines*</i>	Honors <i>*extensions/additional texts noted here for advanced study as applicable*</i>	Support <i>*grade level complex text (s) accessibility support provided for access to grade level content/texts*</i>
Unit Novel (s), Plays, Extended Work (s) (Reading)	Omnivore’s Dilemma		
Other Prose Texts and Poetry (Reading)	“Ode to Cheese Fries” by Jose Olivarez	“The Story of Prometheus and Pandora’s Box” CommonLit	
Visual Texts (Viewing)	“American Gothic” by Grant Wood		
Auditory Texts (Listening)	“Cheeseburger in Paradise” by Jimmy Buffett		
Multimodal Texts <i>(A single text that includes Integrated Modes)</i>	“What’s Wrong with Our Food System?” (TEDx by Birke Baehr) “The Myth of Hades and Persephone” (TEDEd) CIAT Food Map		

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..