



Marietta City Schools
School Year 2023-24 District Unit Planner

Language and Literature Honors 8

Unit title	<i>Identities and Relationships</i>	MYP year	<i>3</i>	Unit duration (hrs)	<i>30 hours</i>
-------------------	-------------------------------------	-----------------	----------	----------------------------	-----------------

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

GA DoE Standards

Reading Literary:

I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (ELAGSE8RL1)
I can identify a main idea or theme, examine how the author develops it throughout, focus on the connection between the main idea and the characters, setting, and plot, then summarize the text with objectivity.(ELAGSE8RL2)
I can examine specific events or lines of dialogue to determine how they advance the plot, uncover character details, or force characters to act (make decisions).(ELAGSE8RL3)
I can figure out what words and phrases mean in context, considering both their figurative and connotative meanings and how the author's use of specific words, analogies, or textual allusions affects the meaning or tone of the text. (ELAGSE8RL4)

Reading Informational:

Determine a text's central idea and analyze its development throughout the text, including its relationship to supporting ideas; provide an objective summary of the text. (ELAGSE8RI2)

Writing:

I can convey real or imagined experiences and events through narratives that employ appropriate methods, sensory details, and story structures, which all draw the reader in and clarify what is happening. (ELAGSE8W3)

Speaking and Listening

I can prepare for and participate effectively in conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Published: August, 2023

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

Language:

I know the conventions of standard English grammar and usage, applying them whenever speaking or writing and doing the following with verbs in their various forms when reading, writing, or speaking. (ELAGSE8L1)

William and Mary Language Arts Goals:

Goal 1: To develop analytical and interpretive skills in literature and informational text. (RL1, RI1, RL2, RI2, RI3, RI3, RL5, RI5)

Goal 2: To develop persuasive writing skills. (W1, W4, W5, W10)

Goal 3: To develop linguistic competency. (RL4, RI4, L1, L2, L3, L4)

Goal 4: To develop listening/oral communication skills. (SL1, SL4)

Goal 5: To develop reasoning skills in the language arts. (RL6, RI6, RL7, RI7, RI8, W1, SL5, SL6)

Goal 6: To understand the concept of change in the language arts. (RL3, RI3)

MCS Gifted Standards:

Gifted Strand 1: Students will develop and utilize advanced research skills among various topics.

Gifted Strand 2: Students will develop and utilize creative thinking through a variety of products and problem solving.

Gifted Strand 3: Students will develop and utilize critical thinking, higher order, thinking, logical thinking, and problem solving skills in various situations.

Gifted Strand 4: Students will develop advanced communication and collaboration skills in working toward common goals with shared accountability for the final outcome.

Gifted Strand 5: Students will develop understanding of self and how one's own unique abilities influence interactions with others.

Gifted Strand 6: Students will become self- directed, independent learners.

Key concept	Related concept(s)	Global context
Change	Audience Imperatives & Self-expression	Identities and Relationships
Statement of inquiry		
Change is influenced by cultural context and individual will.		
Inquiry questions		
Factual—		

How does an author use character change to develop a theme?

How do you determine character motivations?

Conceptual—

Why does an author make certain choices?

How do these choices affect meaning?

How are we affected by text in various ways?

Debatable-

How is meaning constructed, negotiated, expressed, and interpreted?

How do texts offer insights and challenges about identities and relationships?

MYP Objectives	Assessment Tasks	
<i>What specific MYP objectives will be addressed during this unit?</i>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
<p><u>MYP Criterion A: Analyzing</u></p> <p>1. Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts.</p> <p>2. Analyze the effects of the creator’s choices on an audience.</p> <p><u>MYP Criterion B: Organizing</u></p> <p>1. Students will use organizational structures that serve the context and intention.</p>	<p>Narrative essay being evaluated using MYP Criterion:</p> <p>Communication is influenced by cultural context and individual purposes. Students will explore this concept as a guided study with the teacher and write to show their understanding of the global context through narrative writing.</p>	<p><u>Formative Assessment(s):</u></p> <p>1. William and Mary Literature Pre-Assessment</p> <p>2. William and Mary Argument Writing Pre-Assessment</p> <p>3. Narrative Practice</p> <p><u>Summative Assessment(s):</u></p> <p>Standards-Based Assessment (Mid Unit)</p> <p>Narrative Writing Part A: Students choose 7-10 text examples of allusions to Shakespeare found in The</p>

<p>2. Students will organize opinions and ideas in a coherent and logical manner.</p> <p>3. Use referencing and formatting tools to create a presentation style suitable to the context and intention</p> <p><u>MYP Criterion C: Producing Text</u></p> <p>1. Students will produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</p> <p>2. Make stylistic choices regarding linguistic, literary, and visual devices, demonstrating awareness of the impact on an audience</p> <p>3. Select relevant details and examples to develop ideas.</p> <p><u>MYP Criterion D: Using Language</u></p> <p>1. Students will use appropriate and varied vocabulary, sentence structure, and forms of expression.</p> <p>3. Students will use correct grammar, syntax, and punctuation.</p>		<p>Wednesday Wars. Part B: Create a nonfiction narrative that contains at least two examples of allusion to Shakespeare in their story. Narratives should reflect an experience of change.</p> <p>Standards- Based Assessment (Post Unit)</p> <p>Body of Work: Romantic Author</p> <p>Select 1 of the pieces of art from your body of work. How does the author create meaning and examine the global issue through images, color, word choice, and tone?</p> <ul style="list-style-type: none"> Students will receive graphic organizers to organize retained information and related new learning Students will read the full text for understanding but will be given choice excerpts for in-depth analysis Mini-lessons on close reading and annotation will be delivered as needed PLC constructed analysis mini-lesson will aid in norming expectations for student output (co-constructed success criteria) Gradual release for syntax and analysis
<p>Approaches to learning (ATL)</p>		
<p>List Category: Communication</p> <p>Cluster: Communication Skills</p> <p>Skill Indicator: Give and receive meaningful feedback</p> <p>Use appropriate forms of writing for different purposes and audiences</p>		

Published: August, 2023

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

Make inferences and draw conclusions

<u>Learning Experiences</u> Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Introduction to the Concept of Change	<p>Students should use the Taba Model of Concept Development to explore the concept of change. Allow the students to make generalizations about the concept of change. Finally, students will write a paragraph supporting one of the generalizations about change. Teachers may utilize the Warm-Ups throughout the unit to support content knowledge and mastery of the overarching concepts.</p>	<p>Exemplars and models</p> <p>Collaborative Conversations</p>
William and Mary 5 Models	<p>We Didn't Start The Fire (Building Background Knowledge)</p> <ul style="list-style-type: none"> Introducing the song and its events. Use the discussion rubric to introduce and understand the topic. Research events/people/developments of the years since the song was released (1989) Write an updated version of the song using The Writing Process Model Grade with Journal Response Rubric <p>Poems on Change and Transformation (Building Background Knowledge)</p> <ul style="list-style-type: none"> Have students jigsaw the poems and use the William and Mary Reasoning Model <p>The Giving Tree (Hook Picture Book)</p> <ul style="list-style-type: none"> Slx Thinking Hats Activity <p>Teacher's may choose any text aligned with the global context of identities and relationships to model and introduce the five teaching models. Students can complete and apply the five models to future texts.</p>	<p>Prefill certain elements of the model</p> <p>Model with the completion of the web and release students with a cold text.</p>

Change Slogan	<p>Creating A Slogan</p> <p>Students will create a slogan or motto that will be their anchor for change this year and develop a change seal. Students will review the images developed and choose the best from each team member's collage. Students will explain the meaning and significance of their chosen motto and seal.</p> <p>Here are the state mottos for ideas</p> <p>US State Seals</p> <p>Students will complete this activity as a brainstorming protocol as they prepare to write their nonfiction narrative.</p>	<p>Write aloud/Think aloud.</p> <p>Small writing groups with progress monitoring.</p> <p>Guided reading and guided writing</p> <p>Exemplars and models</p> <p>Collaborative Conversations</p> <p>Encourage creativity and reward risk-taking</p>
Jacob's Ladders of Comprehension	<p>Read "Tell- Tale Heart", and "James Baldwin". Students will articulate their understanding of a reading passage using textual support, engage in proper dialogue about the meaning of a selection, and discuss various ideas about the intention of a passage both orally and in writing.</p>	<p>Write aloud/Think aloud.</p> <p>Small writing groups with progress monitoring.</p> <p>Guided reading and guided writing</p>
Romanticism	<p>Provide students with a brief introduction to Ralph Waldo Emerson. Read, write, and discuss biographical sketches of Ralph Waldo Emerson and Henry David Thoreau. Begin the Literature Box assignment. Write a paragraph explaining how a poem reflects themes of the Romantic period.</p> <ul style="list-style-type: none"> ● Discuss Themes of Romantic Period ● Learn about Emerson and Thoreau ● Begin Literature Box Assignment ● Teach Terms Related to Romanticism 	<p>Write aloud/Think aloud</p> <p>Small writing groups with progress monitoring.</p> <p>Guided reading and guided writing</p>
Two Essays on Nonconformity	<p>Read and discuss excerpts from "Self-Reliance" by Ralph Waldo Emerson and "Civil Disobedience" by Henry David Thoreau. Complete the literature and vocabulary web and then write a new title for "Self-Reliance " or "Civil Disobedience."</p>	<p>Write aloud/Think aloud</p> <p>Small writing groups with progress monitoring.</p>

		Guided reading and guided writing
Small Group Texts	<p>Focus Task (RL.3) <i>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</i> Challenge students to choose a character from the text and present an oral narrative based on a diary entry that the character could have written about an event in the story.</p> <p>Review learning strategies with students and explain that as they work through small-group learning they will develop strategies to work in small group environments. (prepare, participate fully, support others, clarify) Students should be encouraged to give positive feedback when others share their ideas and take turns so that all group members get a chance to be heard. Remind students that groups should communicate politely. Post these accountable talk suggestions. Students should: Remember to..ask clarifying questions. Which sounds like... I think you said _____. Did I hear you correctly? I'm not sure I understand what you're saying about _____. Can you elaborate? Remember to..explain your thinking.Which Sounds like..My reason for thinking _____ is _____. I came to my conclusion after _____.</p> <p>Meaningful Talk</p> <p>Literary Analysis of <i>texts</i> - Students will analyze and interpret the novels using the literature webs. Students will review the concept of change and the related generalizations, discuss the novel's character, complete a literature web, and discuss questions about the novel. Compare the student's small group novel and <i>core text</i>.</p>	<p>Literature Roles</p> <p>Sentence/Question Stems</p>
<p><i>The Wednesday Wars</i></p> <p>Core Text Analysis</p>	<p>Standards based instruction focus: (RL3) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>Complex Characters: in texts, the main characters are interesting and complex, or well-rounded. You can identify complex characters in the following way:</p> <ul style="list-style-type: none"> • They show multiple or even contradictory traits, or qualities. • They struggle with conflicting motivations, or reasons for acting as they do. • They change or learn something important by the end of the story. <p>Allusion to Shakespeare: students should read several abridge plays written by Shakespeare and track the character analysis.</p>	<p>Guided reading and guided writing</p> <p>Exemplars and models</p> <p>Collaborative Conversations</p> <p>Provide opportunities for divergent and convergent thinking</p>

	<p>Stories About The Plays</p> <ul style="list-style-type: none"> ● Shakespeare's Romeo and Juliet by Michael Rosen ● Midsummer Night's Dream by Bruce Colville ● Macbeth by Bruce Colville ● Hamlet by Bruce Colville ● Much Ado About Nothing for kids by Lois Burdett ● The Tempest for kids by Lois Burdett ● Twelfth Night for kids by Lois Burdett <p>The Plays in Script Form</p> <ul style="list-style-type: none"> ● Shakespeare on the Double by Mary Ellen Snodgrass <p>Characters Advance the Plot: as characters interact with one another and struggle to overcome problems, their choices move the story along. A character's action- or decision not to take action- can lead to new plot developments and may intensify the conflict, heightening tension or suspense in the story.</p> <p>Characters Develop Theme: a character's struggles with a conflict can teach a general lesson. In this way, characters help develop a story's theme-the central insight that it conveys. As you read, pay attention to the ways characters change and to the lessons that they learn. These details will point you toward the story's theme.</p> <p>Complex Characters: discuss with students how main characters in fictional narratives often have conflicting traits and motivations which heighten the tension of a story. Have students discuss and document these examples as they read.</p> <p>Teachers will build necessary background knowledge.</p> <ol style="list-style-type: none"> 1. Teachers will continue to model the inquiry process. 2. Teachers will model evaluating and analyzing the anchor text. 3. Students will evaluate and analyze claims and arguments in the text. 4. Students will develop a line of inquiry based on the arguments developed in texts. <p>Setting: Suburban Long Island, 1967-68</p> <p>Context: The Vietnam War took place from 1955 to April 1975. The United States invaded Vietnam In order to prevent the spread of Communism, as espoused by the northern Communist Regime known as the Viet Cong.</p> <p>Narrator and Point of View</p>	
--	--	--

	<p>First person narrator in the form of Holling Hoodhood</p> <p>Tone and Mood Humor and candor, sarcastic themes</p> <p>Foreshadowing In the first chapter, Holling tells his mother about his fears concerning one of his teachers. The mother is quick to dismiss her son's fears and tries to change the subject. This instance is used to foreshadow the later scenes when Holling is ignored by his parents, who refuse to believe what he is telling them.</p> <p>Understatement Holling thinks with all his might that his teacher, Baker, is trying to kill him or otherwise harm him. This is presented as an extremely serious matter in the beginning, but it is later proven that it is just an understatement because the teacher is not trying to kill him.</p> <p>Allusions In the first chapter of the novel, Holling describes his house and focuses his attention on describing a grand piano that his parents bought and put in their living room but which no one is allowed to touch. In fact, as Holling points out, no one in the family even knows how to play the instrument. The piano is used here as an allusion Holling made towards the idea that for his parents, appearances are more important than reality and that they will do everything in their power to protect those appearances.</p> <p>Imagery One of the most important images in the novel is that of the Perfect House, or rather the house where Holling lives together with his parents. At the beginning of the novel, the house is portrayed as being in a perfect state and is often compared with the rest of the buildings and even with the sidewalk. As the novel progresses, this image changes as well until the house becomes a ruin. The house mirrors the state of the family, and because of this, it is an extremely important image in the novel.</p> <p>Parallelism The main character, Holling, draws a parallel between himself and the character of his favorite book, Treasure Island. Holling would like to be like the protagonist in the book, but he realizes he is nothing like that. Because of this, he is often criticizing himself and wishing he could be braver and more daring. This parallel has the purpose here of characterizing the main character and also showing his development.</p>	
--	---	--

Evidence Based Constructed Response- Writing Revolution on Complex Characters in Anchor Text	<p>Students will receive direct instruction in the single paragraph outline. Practice the development of topic and concluding sentences that do the following:</p> <ul style="list-style-type: none"> • Provides structures (beginning, middle, and end) • Enable students to make generalizations and improves adherence to topic • Promotes analytical and abstract thinking • Provides focus <p>Single Paragraph Outline</p> <p>Topic Sentence</p> <ol style="list-style-type: none"> 1. (What? When?) add appositive 2. (Why?) 3. (Why?) use subordinating conjunction 4. Vary vocabulary <p>Concluding Sentence</p>	<p>Collaborative partners turn and discuss ideas</p> <p>Collaborative conversations</p> <p>Process scaffolding through mini-lesson on inquiry</p> <p>Gradual release for student model of understanding key elements of inquiry</p> <p>Scaffolds appropriate to gifted learners to support successful completion of learning experiences through content, product, process, and learning environment</p>
Body Of Work	<p>Students should connect a part (an extract) to the area of exploration (intertextuality: connecting text). The body of work will continue throughout the year and result in a cumulative writing experience. Encourage students to consider questions that revolve around how a text relates to the archetype(the original model from which something is developed or made? of the text type it belongs to, how texts refer to one another, and how comparing and contrasting two texts affect meaning.</p>	<p>Exemplars and models</p> <p>Collaborative Conversations</p> <p>Provide opportunities for divergent and convergent thinking</p>
Content Resources		
<p>Anchor Text:</p> <ol style="list-style-type: none"> 1. <i>The Wednesday Wars (990L)</i> <p>Independent Study Text:</p> <ol style="list-style-type: none"> 2. <i>My Side of the Mountain (810L)</i> 3. <i>The Thing About Jellyfish (840L)</i> 		

Published: August, 2023

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

Supplementary Texts:

1. "Civil Disobedience"
2. "Self- Reliance"
3. "Tell- Tale Heart"

Curriculum Unit Approval Statement

Every team member is expected to read and review the unit planner and contents contained in the unit planner.

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit's components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students' grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

Criteria I: Standards Alignment: <i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i>	Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues: <i>Materials, resources, and texts are grade level and content appropriate.</i>	Criteria III: Assessment Alignment: <i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i>
--	---	---

Common Formative and Summative Assessments

Assessment Title	<p>Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to:</p> <ol style="list-style-type: none"> 1. State Standards 2. MYP/DP (if applicable) components 3. Aligned to learning experiences <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<p>Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).</p>
Formative Assessment(s):	<ul style="list-style-type: none"> • Mini common standards-based checkpoint assessments (AMP) • William and Mary Pre-test • Reader's Response writing pieces for core text and Lit circles 	
Summative(s) Assessment:	<ul style="list-style-type: none"> • Performance Task • Extended Standards Based selected response • Narrative Writing Task • Mid/End of Unit Assessments based on <i>The Wednesday Wars</i> 	
Plan to address issues or concerns noted:	<p>What would assessments look like? Who is creating assessments? What does independent study look like? How is it assessed? Task?</p>	

Learning Experiences

Add additional rows below as needed.

Learning Experience Title	Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to: <ol style="list-style-type: none"> State Standards MYP/DP (if applicable) components Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding <ol style="list-style-type: none"> Complexity of resources including text and vocabulary Controversial topics and issues in learning experiences, materials or resources Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).	Criteria III: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding <ol style="list-style-type: none"> Common Assessment alignment to instruction and/or standards Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.
LE 1:			
LE 2:			
LE 3:			
Plan to address issues or concerns noted:			

Resources listed on unit planner

Add additional rows below as needed.

Resources	Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources to:</u> 1. State Standards 2. MYP/DP (if applicable) components Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).	Criteria III: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Common Assessment alignment to instruction and/or standards Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.
Resource:	Mary Ellen Mayer <u>The Wednesday Wars</u> by Gary D. Schmidt Lexile Level: 990 8th Graders must have a lexile level of 1010 to pass to 9th grade. Does not meet The Georgia Standards of Excellence ELAGSERL10 or ELAGSERI10 (By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently). Below required lexile level required to pass 8th grade (Lexile 1010) Does not meet the Georgia Standards of Excellence ELA GSE8L6 (Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gater vocabulary knowledge when considering a word or phrase	Mary Ellen Mayer <u>The Wednesday Wars</u> by Gary D. Schmidt Lexile Level: 990 8th Graders must have a lexile level of 1010 to pass to 9th grade. Does not meet the Georgia Standards of Excellence ELA GSE8L6 (Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression). There are no complex or higher level vocabulary for students to acquire. The word "Fairy" - pages 68, 75, and 77 The main character Hollings Hoodhood plays a "fairy" in a Shakespeare play. Throughout the extent of discussion regarding him playing a "fairy" it is	Mary Ellen Mayer <u>The Wednesday Wars</u> by Gary D. Schmidt Lexile Level: 990 8th Graders must have a lexile level of 1010 to pass to 9th grade. Common Assessment for his Unit has not been created and therefore I cannot comment if the common assessment is aligned to instruction or standards. Alyssa Coles <u>The Wednesday Wars</u> by Gary D. Schmidt Lexile Level: 990 Common Assessment for his Unit has not been created and therefore I cannot comment if the common assessment is aligned to instruction or

	<p>important to comprehension or expression). There are no complex or higher level vocabulary for students to acquire.</p> <p>Alyssa Coles <u>The Wednesday Wars</u> by Gary D. Schmidt Lexile Level: 990</p> <p>The Lexile level is a little low for an advanced studies course. The vocabulary is also not quite complex enough.</p> <p>Sabrina Tichenor <u>The Wednesday Wars</u> by Gary D. Schmidt Lexile Level : 990</p> <p>The Lexile level is low and the vocabulary is not as rigorous as it should be. I believe students will have a hard time making a connection to MYP concepts because of the lack of cultural relevance.</p> <p>Mary Ellen Mayer <u>The Thing About Jellyfish</u> by Ali Benjamin Lexile Level: 740 8th Graders must have a lexile level of 1010 to pass to 9th grade.</p> <p>Does not meet The Georgia Standards of Excellence ELAGSERL10 or ELAGSERI10 (By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently). Below required</p>	<p>given a negative connotation and makes unsaid remarks referring to "fairy" as somehow gay.</p> <p>"Martin Luther King" - pages 165 and 166 Portrays Martin Luther King in a negative connotation and the father of Hollings refers to him as a "communist".</p> <p>Death of Martin Luther King - page 190 Mention of riots as a result of MLK death</p> <p>Atomic Bombs - pages 208 and 216 Practice drills and fear of bombings</p> <p>Alyssa Coles <u>The Wednesday Wars</u> by Gary D. Schmidt Lexile Level: 990</p> <p>The story takes place in 1967 and various historical events are referenced (the atrocities of the Vietnam War; The assassination of Dr. Martin Luther King, Jr. and Bobby Kennedy; protests and riots, the hippie counterculture, etc.)</p> <p>The narrator Holling deals with dysfunctional, absentee parents throughout the novel (lack of interest in his academic and extra-curricular achievements, not attending his events, not following through on promises) which could be upsetting/triggering to some students.</p> <p>Holling and his friends experience bullying throughout the novel (unflattering pictures being posted around the school, name-calling, threats like "you're dead", tripping, peeing on gym clothes, etc.)</p>	<p>standards.</p> <p>Mary Ellen Mayer <u>The Thing About Jellyfish</u> by Ali Benjamin Lexile Level: 740 8th Graders must have a lexile level of 1010 to pass to 9th grade.</p> <p>Common Assessment for his Unit has not been created and therefore I cannot comment if the common assessment is aligned to instruction or standards.</p>
--	--	---	--

	<p>lexile level required to pass 9th grade (Lexile 1010)</p> <p>Does not meet the Georgia Standards of Excellence ELA GSE8L6 (Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression). There are no complex or higher level vocabulary for students to acquire.</p> <p>Alyssa Coles <u>The Thing About Jellyfish</u> by Ali Benjamin Lexile Level: 740</p> <p>The Lexile level is a little low for an advanced studies course. The vocabulary is also not quite complex enough.</p> <p>Sabrena Tichenor <u>The Thing About Jellyfish</u> by Ali Benjamin Lexile Level: 740 The Lexile Level is low for an Advanced Studies course.</p> <p>Mary Ellen Mayer <u>My Side of the Mountain</u> by Jean Craighead George Lexile Level: 810 8th Graders must have a lexile level of 1010 to pass to 9th grade.</p> <p>Does not meet The Georgia Standards of Excellence</p>	<p>Pg. 56—reference to 8th graders smoking in the bathroom at school</p> <p>Pg. 67—Mrs. Baker refers to the pet rats as “thrice double-ass”, a Shakespeare reference</p> <p>Pg. 68; 92; 104—Holling is picked on for playing a “fairy” and wearing tights; implications that makes him “gay”</p> <p>Pg. 72; 95; 181—Mai Thi, a Vietnamese refugee student, is the victim of many racially insensitive and xenophobic remarks from teachers and peers (“Go Home, Viet Cong” written on her family’s front door; the lunch lady telling her that she shouldn’t be here; students teasing her by saying she probably eats “ratburgers”, etc.)</p> <p>Pg. 165-166—Mr. Hoodhood and his daughter get into a heated political debate in which he refers to Dr. Martin Luther King, Jr. as a “communist”</p> <p>Pg. 207—Holling alludes to a kiss between him and Meryl Lee: “But I sure could feel it when she leaned close to my face and...Well, I don’t have to tell you everything.”</p> <p>Pg. 213; 227-233; Holling’s sister runs away from home with her boyfriend to California. She ends up alone in Minneapolis at a train station with no money. Her parents refuse to help her so Holling sends her money and picks her up in NYC.</p> <p>Sabrena Tichenor</p>	
--	--	---	--

	<p>ELAGSERL10 or ELAGSERI10 (By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently). Below required lexile level required to pass 8th grade (Lexile 1010)</p> <p>Does not meet the Georgia Standards of Excellence ELA GSE8L6 (Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression). There are no complex or higher level vocabulary for students to acquire.</p> <p>Sabrena Tichenor <u>My Side of the Mountain</u> by Jean Craighead George Lexile Level: 810</p> <p>The Lexile Level is low for an Advanced Studies Course.</p>	<p><u>The Wednesday Wars</u> by Gary Schmidt Lexile Level: 990</p> <p>The narrator deals with instances of bullying by Doug Swieteck's brother in multiple instances throughout the book.</p> <p>Pg. 252— "We all had mud up to our knees, and most of us had draped our sleeping bags on pine branches above us; water dripped from their corners. "You look like refugees," she said"</p> <p>This quote is culturally insensitive to the Vietnamese student that attended the camping trip as hse is a refugee from Vietnam.</p> <p>Mary Ellen Mayer <u>The Thing About Jellyfish</u> by Ali Benjamin Lexile Level: 740 8th Graders must have a lexile level of 1010 to pass to 9th grade.</p> <p>Does not meet the Georgia Standards of Excellence ELA GSE8L6 (Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression). There are no complex or higher level vocabulary for students to acquire.</p> <p>Suzy Swanson (main character) struggles to come to terms with the death of a former friend. This text</p>	
--	---	--	--

		<p>deals with death, friends growing apart, grief, and bullying.</p> <p>Death of Franny Jackson, drowning - page 14</p> <p>Suzy Swanson's brother has a boyfriend named Rocco. Page 29</p> <p>Suzy's brother, Aaron, and his boyfriend Rocco, kiss. Page 36</p> <p>Justin take an ADHD pill (pale orange tablet) in class and says, "if I don't take it, my brain goes all wacko." page 80</p> <p>Justin Maloney makes a "farting noise" page 153</p> <p>While the class is dissecting frogs Dylan takes a frog and throws it against a tree just to see it die. Page 158</p> <p>Suzy sitting on the toilet peeing into shallow take out containers to freeze and place in Franny's locker (prior to her death). Page 183</p> <p>Suzy starts her menstrual cycle, "spot of blood in my underpants". Page 198</p> <p>Suzy steals from her mom's purse. Page 235</p> <p>Alyssa Coles <u>The Thing About Jellyfish</u> by Ali Benjamin Lexile Level: 740</p> <p>The main character Suzy deals with bullying and teasing from her classmates throughout the novel.</p>	
--	--	---	--

		<p>There are instances of name-calling and at one point she is spit on.</p> <p>Suzy is grieving the loss of her best friend Franny and this is one of the major themes throughout the novel.</p> <p>Suzy's older brother is gay and has a boyfriend. Pg. 36—Suzy watches her brother and his boyfriend share a brief kiss in the car before heading out to the movies.</p> <p>Pg. 59—Suzy's parents are divorced and share custody. Though the divorce seems amicable, this could be triggering for some students.</p> <p>Pg. 65—Suzy's dad drinks a beer at their weekly dinners together.</p> <p>Pg. 80—Suzy's lab partner, Justin, has ADHD and takes his medicine when they are in class together. He talks about his brain "going wacko" if he doesn't consistently take his medicine.</p> <p>Pg. 156-159—A student picks up a frog and smashes it against a tree, causing it to die.</p> <p>Pg. 198—Suzy starts her period and references "a spot of blood" in her underwear.</p> <p>Suzy steals her dad's credit card information and money from her mom and brother in an attempt to travel to Australia without telling anyone.</p> <p>Sabrena Tichenor</p>	
--	--	--	--

		<p><u>The Thing About Jellyfish</u> by Ali Benjamin Lexile Level: 740</p> <p>Pg. 9- negative connotation around mental health services “the kind of doctor you talk to”</p> <p>Pg. 14- Franny drowned</p> <p>Pg. 28- Suzy’s brother is in a same sex relationship</p> <p>Pg. 36- Suzy’s brother kisses his boyfriend, Rocco</p> <p>Pg. 183- Suzy urinates in small containers and freezes them to put in Franny’s locker</p> <p>Pg.198- Suzy refers to getting her menstrual cycle and pms symptoms</p> <p>Mary Ellen Mayer <u>My Side of the Mountain</u> by Jean Craighead George Lexile Level: 810 8th Graders must have a lexile level of 1010 to pass to 9th grade.</p> <p>Does not meet the Georgia Standards of Excellence ELA GSE8L6 (Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression). There are no complex or higher level vocabulary for students to acquire.</p> <p>Sam Gibley is the main character of this text. He is</p>	
--	--	---	--

		<p>unhappy living in New York City and runs away to live in the Catskill Mountains.</p> <p>"I ran along the log back to shore, took off my clothes, and plunged into the icy water" p. 26</p> <p>"We were a gay gathering" pg. 69 Some students may misinterpret the context of the word "gay"</p> <p>"The Warblers in the trees above me seemed gay and glad about their trip south" page 89. Some students may misinterpret the context of the word "gay".</p> <p>"I should marry me a wife with slender feet and begin to immediately breed a race with hooves. Pg. 146</p> <p>Alyssa Coles <u>My Side of the Mountain</u> by Jean Craighead George Lexile Level: 810</p> <p>N/A</p> <p>Sabrena Tichenor <u>My Side of the Mountain</u> by Jean Craighead George Lexile Level: 810</p> <p>N/A</p>	
Plan to address issues or concerns noted:			

By typing my name below I am acknowledging that I have fully read, reviewed, listed concerns with resolutions, and approved of all contents included in the unit planner including learning experiences, materials, resources, texts, and assessments referenced on it. All other content and materials not included on the unit planner are the local school's responsibility (BOE IKB).

Curriculum Team Signatures: