**Unit Name**: Nothing Gold Can Stay (The Outsiders)  
**Subject**: Language and Literature Level 3 / Grade 8  
**Teachers**: Matthew West, Tera Denning, Michael Letter

<table>
<thead>
<tr>
<th>Unit Length Weeks</th>
<th>Who Matters?</th>
<th>This I Believe</th>
<th>“You are what you eat?”</th>
<th>Road to the Grammy's</th>
<th>Where have you been and where are you going?</th>
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<tbody>
<tr>
<td>6 weeks</td>
<td>(Biographical study of influential people)</td>
<td>(reflection essay)</td>
<td>(Non-fiction research / The Omnivore’s Dilemma)</td>
<td>(Poetry Unit)</td>
<td>(Presentations of Learning to family members)</td>
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<td>5 weeks</td>
<td>4 weeks</td>
<td>5 weeks</td>
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<td>4 weeks</td>
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<td>3 weeks</td>
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**Standard**  
Reading literature: 2, 7  
Writing: 2, 4, 3  
Language: 1, 2  
Reading informational text: 9, 1  
Writing: 2, 5, 7, 8, 9  
Speaking and Listening: 1, 2  
Language: 4  
Reading informational text: 2, 3  
Writing: 2, 4  
Language: 1  
Speaking and Listening: 1, 2  
Reading informational text: 1, 3, 7  
Writing: 4, 5  
Language: 3  
Reading informational text: 1, 2  
Writing: 2, 3  
Language: 2  
Speaking and Listening: 4, 5  
Writing: 2, 3, 4  
Language: 2

**Key Concepts**  
**Perspective** is the position from which we observe situations, objects, facts, ideas and opinions. Different perspectives often lead to multiple representations and interpretations.  
**Connections** are the links, bonds and relationships among people, objects, organisms or ideas.  
**Communication** is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning.  
**Context** is the position from which the events of a story seem to be observed and presented to us. When exploring this concept, students will, for example, consider positioning, voice and tone.  
**Character** is the representation of persons in narrative and dramatic works. This may include direct methods like the attribution of qualities in description or commentary, and indirect or ‘dramatic’ methods inviting readers to infer qualities from characters’ actions, speech or appearance.  
**Purpose** is the intended goal of the creator’s intentions in producing the text. This concept could also engage students in exploration of meaning, thesis/argument, gender, age, bias, persuasive techniques, function, critical stance, message and culture.  
**Theme** is the central idea or ideas the creator explores through a text.  
**Audience Imperatives** An umbrella concept to refer to whomever (the reader, the listener, the viewer) a text or performance is aimed at, and the characteristics, impact or desired responses created. This concept could include humour, sensibility, critical stance, appreciation, empathy, antipathy and sympathy, aesthetics, mood, atmosphere and gender perspectives.

**Related Concepts**  
**Point of view** is the particular perspective brought by a composer, responder or character within a text to the text or to matters within the text. It also entails the position or “viewpoint” from which the events of a story seem to be observed and presented to us. When exploring this concept, students will, for example, consider positioning, voice and tone.  
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**Global Context**  
**Identities and relationship** are the links, bonds and relationships among people, objects, organisms or ideas.  
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friends, communities and cultures; what it means to be human.

Possible explorations to develop:
• Competition and cooperation; teams, affiliation and leadership
• Identity formation; self-esteem; status; roles and role models
• Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life
• Physical, psychological and social development; transitions; health and well-being; lifestyle choices
• Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Possible explorations to develop:
• Democracy, politics, government and civil society
• Inequality, difference and inclusion
• Human capability and development; social entrepreneurs
• Rights, law, civic responsibility and the public sphere
• Justice, peace and conflict management
• Power and privilege
• Authority, security and freedom
• Imagining a hopeful future

Possible explorations to develop:
• Artistry, craft, creation, beauty
• Products, systems and institutions
• Social constructions of reality; philosophies and ways of life; belief systems; ritual and play
• Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument
• Metacognition and abstract thinking
• Entrepreneurship, practice and competency

Possible explorations to develop:
• Markets, commodities and commercialization
• Human impact on the environment
• Commonality, diversity and interconnection
• Consumption, conservation, natural resources and public goods
• Population and demography
• Urban planning, strategy and infrastructure
• Democracy, politics, government and civil society
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global processes; how local experiences mediate the global, the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.

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<th>ATL Skill</th>
<th>Communication: Students demonstrate communication through language by structuring information in summaries, essays and reports.</th>
<th>Research: Students demonstrate information literacy by accessing information to be informed and to inform others.</th>
<th>Thinking: Students create original works and idea. Communication: Students read critically and for comprehension. Social: Students collaborate by listening actively to other perspectives and ideas.</th>
<th>Thinking: Students think critically by gathering and organizing relevant information to formulate an argument. Communication: Students communicate through appropriate forms of writing for different purposes and audiences.</th>
<th>Self Management: Students are reflective by considering ethical, cultural, and environmental implications (social issue poetry). Thinking: Students create original works and ideas by proposing metaphors and analogies. Communication: Students demonstrate communication through using and interpreting a range of discipline specific terms and symbols.</th>
<th>Communication: Students communicate using a variety of media to interact with a range of audiences. Self Management: Students reflect by identifying strengths and weaknesses of personal learning strategies.</th>
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<td>LDC Unit? Yes or No</td>
<td>Yes: multi-paragraph essay</td>
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<td>Yes: formal business letter</td>
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<td>Statement of Inquiry</td>
<td>The student will understand that relationships and identities are based on a character’s point of view / perspective. The purpose and context of a person constructs influence through their connections among ideas and people, which in turn may create a significant influence on society. Communicating a personal credo and the exposure to the philosophies of remarkable men and women may unite cultural expression. After analyzing purpose and structure students will understand that communicating an argument can influence the globalization and sustainability of a society. Students explore the ways in which the artistry of poetry develop personal expression and style. The formation of perspective is enhanced by creating and reflecting upon a thematic portfolio of classwork (to an audience that is comprised of family, peers, and faculty) that establishes identity and relationship.</td>
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