



Marietta City Schools
2024–2025 District Unit Planner

Advanced Composition

Unit title	Analytical Reading/Writing & Research Skills (Where Are You Going? - Be Somebody)	Unit duration (hours)	35 hours (9 Weeks)
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Priority Standards

ELAGSE11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

ELAGSE11-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Support Standards

ELAGSE11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

ELAGSE11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

ELAGSE11-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain

ELAGSE11-12RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

ELAGSE11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text
ELAGSE11-12SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Essential Questions

How do I evaluate a variety of sources for validity or bias?
How do I determine valid resources?
How can I use research to inform my decisions?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

Common Formative Assessment #1:

Evaluate sources from research databases/websites, anchor text, and Scoir/YouScience/Big Futures in order to determine validity of the sources toward a research question.

GSE Standard Addressed: W8

Common Formative Assessment #2:

Determine a speaker’s point of view by analyzing reasoning and use of evidence and rhetoric, assessing his/her stance, premises, links among ideas, word choice, points of emphasis, and tone used in order to conduct an evaluation of various speakers’ purpose and/or bias.

GSE Standards Addressed: SL3

Common Formative Assessment #3:

Develop a “working” resume in order to effectively communicate a clear and distinct purpose in post-secondary pursuits.

GSE Standards Addressed: W4

Summative Assessment(s):

* Comparative Analysis

GSE Standards Addressed: W2, RI7

Presentation for Advanced Composition

Learning Experiences

Add additional rows as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.
LE 1: Evaluating Speaker’s Purpose and Identifying Bias DOK 3	<ol style="list-style-type: none">1. Teachers will conduct mini-lessons on rhetoric, validity, and bias2. Teachers will facilitate investigation of rhetoric through validity and bias.3. Students will analyze the message and claim independently using a school evaluated TedEd Talk, “How Statistics can be Misleading” by Mark Liddell.4. Students will write reflective responses to make informed decisions and solve problems, evaluating the credibility and accuracy of each source.5. Students will present, developing public speaking skills and enhancing their ability to communicate ideas clearly to an audience.	<ul style="list-style-type: none">● Direct instruction (mini-lessons)● Gradual release for analyzing argument and rhetoric
LE 2: Resume writing DOK 2	<ol style="list-style-type: none">1. Teachers will introduce resume writing through the relevancy activity of a vision board for the future.2. Teachers will lead discussion on the purpose of a resume in relation to personal marketing and career/college aspirations.3. Teachers will guide students through resume set-up, specifically highlighting formatting and expectations of the resume.4. Resume will be added to the student portfolio.	<ul style="list-style-type: none">● Peer Review with rubric● Teacher conferencing

	*Students will produce and edit resumes over the course of the year. This task will be finalized in unit four at the end of the school year.	
LE 3: Annotated Bibliography DOK 3	<ol style="list-style-type: none"> 1. Teachers will explain the purpose and process of research to answer a question. 2. Teachers will conduct mini-lessons on inquiry and the parts of an annotated bibliography, and how each part contributes to the purpose of an annotated bibliography. 3. Students will begin gathering data and information from databases and websites to support previous information from speakers and a common text. 4. Students will utilize the common text in a teacher-led, group activity in order to help students justify their choices for post-secondary plans. 5. Students will evaluate their own three chosen sources for claim, validity, and bias. 6. Students will properly cite the sources using MLA style. 7. Teachers will conference with students to refine and edit their annotated bibliographies as the summative assessment. 	<ul style="list-style-type: none"> ● Teacher conferencing and direct instruction.

Content Resources

On Level Resources:

Common Anchor Text (s)

Undecided, 2nd Edition: Navigating Life and Learning after High School by Genevieve Morgan

Common Supplemental/Ancillary Text (s)

The Research Virtuoso: How to Find Anything You Need to Know by Toronto Public Library, Victor Gad

Common Media Text (s)

“How Statistics can be Misleading” by Mark Liddell (TEDEd)

College or career resources:

YouScience and Scoir

BigFuture (supported by College Board)

Military resource:

“Today’s Military” produced by Department of defense

Additional career resources:

“Occupational Outlook Handbook” produced by U.S. Bureau of Labor and Statistics

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