



Marietta City Schools
2024-2025 District Unit Planner

Advanced Composition

Unit title	<i>What Will You Do? Memoir and Research</i>	Unit duration (hours)	<i>12 weeks</i>
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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

- ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ELAGSE11-12W7 (sustained research tasks) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ELAGSE11-12W8 (research process) 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.

Support Standards

- ELAGSE11-12RL1 (citing evidence) 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.
- ELAGSE11-12RI1 (citing evidence/inferencing) 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.
- ELAGSE11-12RI3: 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.
- ELAGSE11-12W4 (writing for task/audience) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ELAGSE11-12W5 (editing process) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)
- ELAGSE11-12W9 (pull variety of sources to support research and analysis) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELAGSE11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
- ELAGSE11-12L1 (conventions) Students will demonstrate command of conventions of standard English grammar when writing or speaking as appropriate to tasks, especially noting that usage is a matter of convention and can change over time

- ELAGSE11-12L2 (grammar) Students will demonstrate command of conventions of standard English capitalization, punctuation, and spelling

Essential Questions

What is a memoir?

How can someone leave a legacy?

What is the purpose of research, and how is the process relevant to life beyond secondary school?

How can we use the research process to form valid arguments?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

Common Formative Assessment #1:

MLA formatted annotated bibliography

GSE Standards Addressed: W7, W8, RI7

Common Formative Assessment #2:

Rough Draft of Argumentative Research Paper

GSE Standards Addressed: W4, W5

Common Formative Assessment #3:

Reading Assessments of Anchor Text

GSE Standards Addressed: RI1, RI3

Summative Assessment #1:

MLA formatted annotated bibliography

GSE Standards Addressed: W7, W8, RI7

Summative Assessment #2:

Argumentative research paper
GSE Standards Addressed: W1, W7

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>LE 1: Exploring Identity Through Memoirs: Understanding Tone, Purpose, and Themes DOK 1</p>	<ol style="list-style-type: none"> 1. Teachers will guide students in exploring the memoir genre. 2. Teachers will emphasize the purpose, structure, and defining elements of memoirs. 3. Teachers will lead engaging discussions on tone, purpose, and central themes in <i>Shoe Doe Dog</i>. 4. Students will complete reading assessments to demonstrate their understanding of the text. 5. Students will closely analyze excerpts from <i>Shoe Dog</i> and other representative memoirs. 6. Students will identify and articulate the defining characteristics of the memoir genre. 7. Students will engage with essential questions through reflective journal writing. 8. Students will draw connections between their personal experiences and the themes presented in the text. 9. Students will actively participate in thoughtful discussions about tone, purpose, and thematic elements. 10. Students will support their analysis with well-cited textual evidence. 	<p>For Teachers:</p> <ul style="list-style-type: none"> ● Teacher conferencing and direction instruction ● Use multimedia resources to introduce the memoir genre, catering to diverse learning styles. ● Scaffold the exploration of memoir structure using graphic organizers ● Use small group discussions <p>For Students:</p> <ul style="list-style-type: none"> ● Provide differentiated text excerpts. ● Provide sentence stems or discussion starters for ELLs and students needing additional support, fostering equitable participation.

<p>LE 2: Research Process DOK 3</p>	<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 conduct research. 4. Students will participate in a teacher-led, group activity in order to help students choose their research focus. 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 to prepare for the summative assessment. 	<p>For Teachers:</p> <ul style="list-style-type: none"> ● Provide examples of focused research questions. ● Offer personalized guidance during brainstorming sessions. ● Provide evaluation checklists and sentence starters. <p>For Students:</p> <ul style="list-style-type: none"> ● Share and refine their research topics with peers. ● Complete evaluation charts or rubrics.
<p>LE 3: Argumentative Research Paper DOK 3</p>	<ol style="list-style-type: none"> 1. Argumentative research paper inquiry prompt: Research a current company or person who has a legacy similar to the one Phil Knight shares in <i>Shoe Dog</i>. Write an essay researching their strategies, challenges, and successes. Argue how your chosen entity has a legacy that should be admired or not be admired. Must have at least five credible sources and an annotated bibliography, in addition to the finished essay. Scaffolding and Extension Options <ol style="list-style-type: none"> a. Extension: Students may articulate 10 principles on how to create a legacy. b. Scaffold/Support: Students will choose from a provided list of legacy creators. 2. Students will use a graphic organizer to construct a thesis statement and an outline. 3. Teachers conduct mini-lessons on organization, in-text citations, and synthesis. 4. Students will participate in writing workshops on topic sentences and connection to their thesis statement. 5. Students will complete the Research Process from LE 2 to generate appropriate evidence for their research paper. 6. Students will write a rough draft and conduct a peer review using the rubric. 7. Students will write and submit a final draft for a research argumentative essay. 	<p>Teacher Action:</p> <ul style="list-style-type: none"> ● Create a choice board with tasks at various difficulty levels aligned with learning objectives ● Offer scaffolds like sentence starters or graphic organizers for students needing extra support. <p>Student Action:</p> <ul style="list-style-type: none"> ● Work independently or in small groups, using available resources to complete tasks ● Peer Review with rubric
<p>Content Resources</p>		
<p>On Level Resources</p> <p>Common Anchor Text (s)</p>		

Memoir- *Shoe Dog* by Phil Knight