	Marietta City Schools
	2024-2025 District Unit Planner

Unit title	What Will You Leave? (Do Something)	**Unit duration (hours)**	*6 weeks*

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

GA DoE Standards

Priority Standards Unit Learning Targets:

Priority Standards
- **ELAGSE11-12W4** (task-based writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **ELAGSE11-12W10** (Writing routinely over time) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **ELAGSE11-12SL4** (Present findings) 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.
- **ELAGSE11-12SL6** (speech adaptation for context and tasks) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Support Standards
- **ELAGSE11-12L1** (conventions) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.
- **ELAGSE11-12L2** (grammar) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly. c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Essential Questions

- How do a well-crafted resume and cover letter help market your skills and experiences for college or career opportunities?

- What strategies and soft skills can help you confidently respond to interview questions and make a positive impression on potential employers or college admissions?

- How do rhetorical devices, tone, and delivery impact the effectiveness and memorability of a speech?

Assessment Tasks
List of common formative and summative assessments.

Common Formative Assessment #1:
Revise and update resume and create a cover letter in order to effectively communicate a clear and distinct purpose in post-secondary pursuits.
GSE Standards Addressed: W4, W10

Common Formative Assessment #2:
Graduation speech and/or self-recommendation letter
GSE Standards Addressed: W4

Common Formative Assessment #3:
Interview preparation
GSE Standards Addressed: SL4, W10

Common Summative Assessment #1:
Final Resume and Cover Letter
GSE Standards Addressed: W4

Common Summative Assessment #2:
Presentation - Graduation speech and/or self-recommendation letter
GSE Standards Addressed: SL4, SL6

Common Summative Assessment #3
Interview Evaluation
GSE Standards Addressed: SL4, W10

Learning Experiences		
Add additional rows below 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: Resume and cover letter writing **DOK 2**	1. Teachers will lead discussion on the purpose of a cover letter and resume in relation to personal marketing and career/college aspirations. 2. Students can explore different resume formats. 3. Students will analyze examples of effective and ineffective resumes and cover letters to determine key elements of success. 4. Students will revise their resumes based on peer and teacher feedback. 5. Teachers will guide students through cover letter and resume set-up, specifically highlighting formatting and expectations of the resume and cover letter. 6. Students will structure a cover letter with an engaging introduction, body paragraphs showcasing qualifications, and a strong closing statement. 7. Students will tailor their cover letter to a specific job or opportunity, demonstrating an understanding of audience and purpose. 8. Teachers will incorporate interactive activities such as peer modeling, group critiques, and real-world scenario writing.	**For teachers:** ● Design assignments with multiple levels of language support while maintaining academic rigor. ● Provide learning opportunities through multiple modalities (visual, audio, etc.) ● Provide annotated examples with color-coded elements. ● Teachers will use scaffolded instruction techniques, such as sentence starters, word banks, and graphic organizers, to support diverse learners. **For students:** ● Peer Review with rubric ● Teacher conferencing

LE 2: Peer-led interview DOK 3	1. Teachers will introduce different types of interviews (panel, virtual). 2. Teacher will provide examples of strong vs. weak interview responses. 3. Students will discuss their prior experiences or perceptions of interviews. 4. Students will analyze common interview questions and brainstorm effective responses. 5. Students will explore the differences between scripted and unscripted responses in interviews by analyzing real-world examples and practicing both structured and spontaneous answers. 6. Students will receive individualized feedback on strengths and areas for improvement.onses. 7. Teachers will guide students through soft-skill and interview question mini-lessons. 8. Students will practice in small groups and paired activities. 9. Students will complete a self-assessment on their strengths and weaknesses. 10. Students will set personal goals for future real-world interviews.	**For teachers:** ● Teachers will use visuals and sentence starters to support constructing strong interview responses. **For students:** ● Students will practice interview responses using sentence starters and pre-written responses for structured practice ● Students can write out responses before practicing them orally
LE 3: Speech: Writing and Presentation DOK 3	1. Teachers will show clips from memorable graduation speeches and provide transcripts.. 2. Students will analyze rhetorical devices (ethos, pathos, logos). 3. Students will discuss what makes a speech impactful. 4. Students will present their graduation speeches and complete a self-reflection on their growth. 5. Teacher will guide students through a brainstorming activity and provide a speech outline template. 6. Students will create an outline for their speech. 7. Teacher will give feedback on student drafts. 8. Students will participate in peer review and revisions. 9. Teacher will lead a mini-lesson on tone, pacing, and body language. 10. Students will give and receive peer feedback on presentation skills. 11. Students will present their graduation speeches. 12. Students will complete a self-reflection on their growth.	**For teachers:** ● Play video clips of memorable graduation speeches with captions. ● Provide written transcripts for annotation. ● Offer a basic outline for struggling students and an advanced version that includes space for rhetorical strategies. **For students:** ● Self-evaluation ● Small-Group Speaking Practice with Gradual Release

Content Resources

On Level Resources

Common Anchor Text (s)
Collection of Graduation speeches:
Denzel Washington "Fall Forward" 2011 Commencement
Steve Jobs 2005 Commencement Speech 'You've got to find what you love',
Chadwick Boseman'sHoward University 2020 commencement speech

Common Media Text (s)
Top Interview Tips: Common Questions, Nonverbal Communication & More | Indeed
10 Best Skills To Put On Your Resume (With Examples and FAQ) Written by Indeed Team
The Bad Interview (2013) - Cape Fear Community College
6 Ways to Use ChatGPT to Review Your Resume (with Prompts) by Andrei Kurtuy