



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Advanced Composition

Unit title	<i>Unit 2: "Who Are You and Where are You Going?" Nonfiction Narrative and Informational Text</i>	Grade	<i>12th</i>	Unit duration (hrs)	<i>4 Weeks</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Georgia English Language Arts Standards

DOMAIN	UNIT BIG IDEA (S)	UNIT FOCUS STANDARDS
LANGUAGE	<p>Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</p> <p>Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.</p>	<p><u>STANDARD K-12.L.GC.1: Grammar, Usage, & Mechanics</u> Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating, and constructing texts.</p> <p><u>STANDARD 9-12.L.GC.2: Syntax</u> Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects.</p> <p><u>STANDARD 9-12.L.V.1: General, Academic, & Specialized Vocabulary</u> Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts.</p> <p><u>STANDARD 9-12.L.V.2: Word Analysis</u> Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and phrases and to communicate effectively for a variety of purposes.</p> <p><u>STANDARD 9-12.L.V.3: Meaning & Purpose</u> Analyze and craft nuanced words and phrases in a variety of texts and for a variety of purposes.</p>

Published: 8/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)

<p>TEXTS</p>	<p><u>Context (C)</u> Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors.</p> <p><u>Structure & Style (SS)</u> Students analyze and use organizational structures and style to shape ideas and information.</p> <p><u>Techniques (T)</u> Students evaluate and apply various techniques to comprehend and shape meaning.</p> <p><u>Research & Analysis (RA)</u> Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</p> <p><u>Periods & Movements (PM)</u> Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p>	<p><u>STANDARD 9-12.T.C.1: Purposes & Audiences</u> Analyze the impact of purpose and audience on a wide variety of texts.</p> <p><u>STANDARD 9-12.T.C.2: Authors & Speakers</u> Evaluate how authors’ and/or speakers’ perspectives influence texts and how circumstances shape their creation.</p> <p><u>STANDARD 9-12.T.SS.1: Organization</u> Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.</p> <p><u>STANDARD 9-12.T.SS.2: Craft</u> Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.</p> <p><u>STANDARD 9-12.T.T.1: Narrative Techniques</u> Evaluate and apply narrative techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p><u>STANDARD 9-12.T.T.2: Expository Techniques</u> Evaluate and apply expository techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p><u>STANDARD 9-12.T.T.3: Argumentative Techniques</u> Evaluate and apply argumentative techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p><u>STANDARD 9-12.T.T.4: Poetic Techniques</u> Evaluate and apply poetic techniques to enhance</p> <p><u>STANDARD 9-12.T.RA.1: Research & Inquiry</u> Conduct research, generating questions to guide investigations of complex topics of interest and using credible sources to support analyses.</p> <p><u>STANDARD 9-12.T.PM.1: Periods & Movements</u> Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p>
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<p>PRACTICES</p>	<p><u>Engagement & Intention for Comprehension & Composition (EICC)</u> Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition</p> <p><u>Author’s Craft (AC)</u> Students apply knowledge of author’s craft to enhance the interpretation and construction of texts.</p>	<p><u>STANDARD K-12.P.EICC.2: Engagement & Intention</u> Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.</p> <p><u>STANDARD K-12.P.EICC.4: Writing Processes</u> Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.</p> <p><u>STANDARD K-12.P.AC.1: Reading like a Writer</u> Interpret texts through the author’s lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.</p>
<p>Essential Questions</p>		
<ol style="list-style-type: none"> 1. How do writers and speakers use different techniques to communicate identity, values, and voice? 2. Why is it important to communicate who we are and what we value across different contexts (college, career, military, community)? 3. How do different modes of communication (written, spoken, visual) affect the way audiences understand our stories? 		
<p>Unit Vocabulary</p>		
<p><u>Academic</u> <i>(frequently encountered terms in academic contexts derived from ELA standards)</i></p> <p>Evaluate Apply Critique</p>	<p><u>Specialized</u> <i>(Discipline-specific terms to ELA Content within the standards)</i></p> <p>Tone Voice Author Audience Theme Craft techniques (Language and Style) Narrative (nonfiction narrative) Expository Register (podcast)</p>	<p><u>General</u> <i>(critical terms taught from unit text (s) and concepts to aid in comprehension)</i></p> <p>Nominalized forms Belies Empirical evidence Fractured / Broken English (as linguistic terms) Quandary</p>

Assessment Tasks

Each unit includes the following assessment types. Texts are interpreted through reading, viewing, and listening and constructed through writing, speaking, or creating. Text Techniques (narrative, expository, argument, and poetic) will be applied to the various texts students will write, speak, or create.

- 3- 6 constructed texts (at least 1 of which is an extended constructed text)
- 2 student discourse assessments (interacting, speaking and listening, using academic language to discuss and analyze)
- 2 selected response and new read assessments for skills application to new text (s)
- 1 MYP Task or Performance Task (project, presentation, etc. with integrated writing/creating and speaking component assessing the 4 MYP Criteria) .

Add additional rows as necessary

Assessment Title, Description, and Type (formative, summative, MYP, Performance Task) <i>(H) - indicates Honors level assessment</i>	Standard + Grade Level Expectation (s) Assessed and/or MYP Criterion Assessed <i>(applicable only to MYP Task)</i>
<p>Title: Student Discourse Assessment</p> <p>Description: Students will read and analyze 2 short stories for the structure of nonfiction narrative text, tone, audience, theme, and connection to their own personal stories to discuss in a Socratic Seminar or Small Group Discussion with guiding prompts. They will discuss the craft narrative and expository techniques found in each text to compare and prepare for constructing their own.</p> <p>Type:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task 	<p><u>STANDARD 9-12.T.T.1: Narrative Techniques</u> Evaluate and apply narrative techniques to enhance text’s appeal to audiences or achieve specific purposes. 12.T.T.1.a Evaluate how different authors develop and use narrative techniques (including considering archetypes, multiple perspectives, story structure, and symbolism) across texts, using textual evidence. 12.T.T.1.b Compare and evaluate multiple authors’ use of plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose. 12.T.T.1.c Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence.</p> <p><u>STANDARD 9-12.T.T.2: Expository Techniques</u> Evaluate and apply expository techniques to enhance text’s appeal to audiences or achieve specific purposes. 12.T.T.2.a Evaluate and critique expository techniques and organizational patterns and their effect; evaluate and critique clarity of information and its impact. (I)</p> <p><u>STANDARD 9-12.T.C.1: Purposes & Audiences</u> Analyze the impact of purpose and audience on a wide variety of texts. 12.T.C.1.b Evaluate the impact of voice and tone on a text’s reception by the audience. (I)</p> <p><u>STANDARD 9-12.T.C.2: Authors & Speakers</u> Evaluate how a</p> <p>12.T.C.2.a Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs.* (I) 12.T.C.1.b Evaluate the impact of voice and tone on a text’s reception by the audience. (I)</p>

<p>Title: Student Discourse Assessment 2</p> <p>Description: Listening to Podcast interview clips for how the narrative and expository techniques are integrated in a different mode.</p> <p>Type:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task 	<p><u>STANDARD 9-12.T.T.1: Narrative Techniques</u></p> <p>Evaluate and apply narrative techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p>12.T.T.1.a Evaluate how different authors develop and use narrative techniques (including considering archetypes, multiple perspectives, story structure, and symbolism) across texts, using textual evidence.</p> <p>12.T.T.1.b Compare and evaluate multiple authors’ use of plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose.</p> <p>12.T.T.1.c Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence.</p> <p><u>STANDARD 9-12.T.T.2: Expository Techniques</u></p> <p>Evaluate and apply expository techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p>12.T.T.2.a Evaluate and critique expository techniques and organizational patterns and their effect; evaluate and critique clarity of information and its impact. (I)</p> <p><u>STANDARD 9-12.T.C.1: Purposes & Audiences</u></p> <p>Analyze the impact of purpose and audience on a wide variety of texts.</p> <p>12.T.C.1.b Evaluate the impact of voice and tone on a text’s reception by the audience. (I)</p> <p><u>STANDARD 9-12.T.C.2: Authors & Speakers</u></p> <p>Evaluate how authors’ and/or speakers’ perspectives influence texts and how circumstances shape their creation.</p> <p>12.T.C.2.a Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs.* (I)</p> <p>12.T.C.1.b Evaluate the impact of voice and tone on a text’s reception by the audience. (I)</p>
<p>Title: New Text Selected Response and Short Constructed Response</p> <p>Description: Students will be presented with a new text and will answer questions identifying narrative and expository craft techniques, tone, audience, text structure and author’s message. They will write a short constructed response to a prompt.</p> <p>Type:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative 	<p><u>STANDARD 9-12.T.T.1: Narrative Techniques</u></p> <p>Evaluate and apply narrative techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p>12.T.T.1.a Evaluate how different authors develop and use narrative techniques (including considering archetypes, multiple perspectives, story structure, and symbolism) across texts, using textual evidence.</p> <p>12.T.T.1.b Compare and evaluate multiple authors’ use of plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose.</p> <p>12.T.T.1.c Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence.</p> <p><u>STANDARD 9-12.T.T.2: Expository Techniques</u></p> <p>Evaluate and apply expository techniques to enhance text’s appeal to audiences or achieve specific purposes.</p>

<input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task	<p>12.T.T.2.a Evaluate and critique expository techniques and organizational patterns and their effect; evaluate and critique clarity of information and its impact. (I)</p> <p><u>STANDARD 9-12.T.C.1: Purposes & Audiences</u> Analyze the impact of purpose and audience on a wide variety of texts. 12.T.C.1.b Evaluate the impact of voice and tone on a text’s reception by the audience. (I)</p> <p><u>STANDARD 9-12.T.C.2: Authors & Speakers</u> Evaluate how authors’ and/or speakers’ perspectives influence texts and how circumstances shape their creation. 12.T.C.2.a Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs.* (I) 12.T.C.1.b Evaluate the impact of voice and tone on a text’s reception by the audience. (I)</p>
<p>Title: Constructed Response Description: Students will draft a personal statement applying craft techniques (narrative and expository) modeled in the various short texts studied. Type:</p> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task	<p><u>STANDARD 9-12.T.T.1: Narrative Techniques</u> Evaluate and apply narrative techniques to enhance text’s appeal to audiences or achieve specific purposes. 12.T.T.1.eEffectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors and symbolism, achieve specific purposes, engage audiences, and enhance writing.</p> <p><u>STANDARD 9-12.T.T.2: Expository Techniques</u> Evaluate and apply expository techniques to enhance text’s appeal to audiences or achieve specific purposes. 12.T.T.2.cApply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes</p>
<p>Title: Extended Constructed Response (Application Essay) Description: Students will examine models of Common App/Coalition/Scholarship Essay Prompts and draft a full essay. Type:</p> <input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task	<p><u>STANDARD 9-12.T.T.1: Narrative Techniques</u> Evaluate and apply narrative techniques to enhance text’s appeal to audiences or achieve specific purposes. 12.T.T.1.eEffectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors and symbolism, achieve specific purposes, engage audiences, and enhance writing.</p> <p><u>STANDARD 9-12.T.T.2: Expository Techniques</u> Evaluate and apply expository techniques to enhance text’s appeal to audiences or achieve specific purposes. 12.T.T.2.cApply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes</p>

Learning Experiences

Add additional rows below as needed.

Learning Experiences include **how** students will learn what they need to know and be able to do for **interpreting texts** and **constructing texts** expectations.

Learning Experience and Description	Grade Level Expectation (s) (from Unit Focus Standards)	Personalized Learning and Differentiation	Learning Experience Resources
<p>Learning Experience 1: Students analyze mentor texts across written, aural, and visual forms to evaluate how authors and speakers use narrative, expository, argumentative, and poetic techniques to communicate identity, values, and purpose. Students examine how different modes of communication shift the audience’s understanding and response.</p> <p>Intended Outcome: Students will develop an understanding of how communicators intentionally blend techniques across modes to shape audience perception and leave a lasting impression. This foundation will prepare them to apply similar strategies in their own compositions.</p>	<p>Context <u>Purpose & Audience</u> 12.T.C.1.b Evaluate the impact of voice and tone on a text’s reception by the audience. (I)</p> <p><u>Authors and Speakers</u> 12.T.C.2.a Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs.* (I)</p> <p>Techniques <u>Narrative Techniques</u> 12.T.T.1.a Evaluate how different authors develop and use narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) across texts, using textual evidence. (I) 12.T.T.1.b Compare and evaluate how multiple authors use plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose. (I) 12.T.T.1.c Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence. (I)</p> <p><u>Expository Techniques</u> 12.T.T.2.a Evaluate and critique expository techniques and organizational patterns and their effect; evaluate and critique clarity of information and its impact. (I) 12.T.T.2.d Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text</p>	<p>Teachers may select texts that align with student interests and needs, with flexibility across modes.</p> <p>Scaffolded graphic organizers to support identification of techniques, particularly for English learners and students needing structured note-taking.</p> <p>Model analyzing text connections ('This reminds me of...'); have students annotate their own connections.</p> <p>Encourage students to share personal experiences in discussion (text to self) or writing (assessment)</p> <p>Use discussion protocols (e.g., Socratic Seminar) to encourage intentional engagement.</p> <p>Guide students in analyzing authorial choices in dialogue, syntax, and tone.</p>	<p>Mentor texts</p>

	<p>structures, and adjusts tone for a variety of audiences and purposes*. (C)</p> <p><u>Poetic Techniques</u> 12.T.T.4.a Read, discuss, evaluate, and critique a variety of poetic texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I) 12.T.T.4.b Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C)</p> <p>Practices: EICC <u>Engagement & Intention</u> K-12.P.EICC.2.a Share real or imagined experiences by interpreting and constructing texts that tell or include stories. (I/C) K-12.P.EICC.2.d Interpret and construct texts to aid the analysis and evaluation of texts and ideas. (I/C)</p> <p>Practices: Author’s Craft <u>Reading Like a Writer</u> K-12.P.AC.1.b Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text’s purpose. (I/C)</p>		
<p>Learning Experience 2: Students compose a nonfiction narrative that communicates their identity, values, and purpose for an authentic audience. They engage in drafting, peer interviews, multimodal practice, revision, and reflection. Students integrate narrative and expository techniques purposefully, while drawing on argumentative and poetic strategies as appropriate. A multimodal component allows students to adapt their work into an oral or visual form to experience how shifting modes alter audience impact.</p>	<p>Context <u>Purpose & Audience</u> 12.T.C.1.b Evaluate the impact of voice and tone on a text’s reception by the audience. (I) 12.T.C.1.c Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. ©</p> <p>Techniques <u>Narrative Techniques</u> 12.T.T.1.e Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors and symbolism,</p>	<p>Drafting workshops and peer conferences provide individualized feedback.</p> <p>Sentence stems, conferencing, and guided peer reviews to support students who need scaffolding in revision and reflection.</p>	

<p>Intended Outcome: Students will apply narrative and expository techniques to create a polished nonfiction narrative that effectively communicates identity, values, and purpose. They will also demonstrate adaptability by expressing ideas across written and aural/visual forms, reflecting on how different modes shape meaning.</p>	<p>achieve specific purposes, engage audiences, and enhance writing. (c)</p> <p><u>Expository Techniques</u> 12.T.T.2.d Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes*. (C)</p> <p><u>Poetic Techniques</u> 12.T.T.4.b Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C)</p> <p><u>Practices: EICC</u> <u>Engagement & Intention</u> K-12.P.EICC.2.a Share real or imagined experiences by interpreting and constructing texts that tell or include stories. (I/C)</p> <p><u>Writing Processes</u> K-12.P.EICC.4.b Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C) K-12.P.EICC.4.f Evaluate the text’s effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. (C)</p>		
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Unit Texts
All texts meet grade level complexity guidelines regardless of course level. Support with reading comprehension, fluency, and vocabulary are provided to meet student needs.

Unit Core Texts	On-Level <i>*grade level appropriate texts that meet grade level complexity guidelines*</i>	Honors <i>*extensions/additional texts noted here for advanced study as applicable*</i>	Support <i>*grade level complex text (s) accessibility support provided for access to grade level content/textst*</i>
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Unit Novel (s), Plays, Extended Work (s) (Reading)	N/A	N/A	
Other Prose Texts and Poetry (Reading)	<p>“Mother Tongue” by Amy Tan</p> <p>“Talk to Me Pretty” Essay by David Sedaris</p> <p>“Crying in H Mart” by Amy Tan</p> <p>Various Student Model Essays (Common Lit)</p>	N/A	Smaller excerpts from texts can be used to achieve the learning intention.
Visual Texts (Viewing)	N/A	N/A	
Auditory Texts (Listening)	<p>Podcast Interview Clips</p> <p>Burnell Cotlon: Grocer</p> <p>Al Siedlecki: Science Teacher</p> <p>Noramay Cadena: Engineer and Entrepreneur</p> <p>Marat Kogut: NBA Referee p. 27</p> <p>Dekalb Walcott Jr. and Dekalb Walcott III: Firefighters p.55 (good example of parent interview)</p> <p>Barbara Moore: Bricklayer</p> <p>Narjis Karimipour: Deafblind Teen Shares Her Dreams With Her Parents</p>	N/A	
Multimodal Texts <i>(A single text that includes Integrated Modes)</i>	N/A	N/A	N/A

Unit Novel (s), Plays, Extended Work (s): Fiction and non-fiction novels, memoirs, plays, etc. that are central to the unit context, topic, and theme.

Other Prose Texts and Poetry: Short stories, articles, poetry, essays, written speeches, etc.

Visual Texts: Art, photographs, images, graphs/charts, video/film, etc.

Auditory Texts: Selected excerpts of audio texts, podcasts, oratory/speeches, Ted Talks, etc.

Multimodal Texts: Text that includes Integrated Modes such as an article with an embedded video or infographic, websites, etc..