



Marietta City Schools

District Unit Planner

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

Advanced Composition

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| Unit title | <i>Unit 3: Research and Argumentation through Multimodal Texts</i> | Grade | <i>12th</i> | Unit duration (hrs) | <i>12 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 |
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| 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> |

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| <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>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>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> |

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| | <p><u>Collaboration & Presentation (CP)</u> Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.</p> | <p><u>STANDARD K-12.P.CP.1: Collaboration</u> Collaborate with others to accomplish shared goals and projects.</p> <p><u>STANDARD K-12.P.CP.2: Presentation</u> Presentation Use presentation skills to tailor communication to target audiences for specific purposes.</p> |
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Essential Questions

1. How do purpose and audience influence the way information is communicated in different modes and contexts?
2. What makes a text, infographic, or presentation credible and effective for its intended audience?
3. Why do communities matter in shaping individual identity?
4. How can we tell if a source is credible and reliable?
5. Why does author bias matter when we are conducting research?
6. What role does evidence play in building trust between a writer and an audience?
7. In what ways does organization of research contribute to clarity and credibility?
8. What makes an argument effective and convincing?
9. How do counterclaims strengthen, rather than weaken, an argument?
10. Why is refining and revising an argument as important as drafting it?

Unit Vocabulary

| <u>Academic</u> | <u>Specialized</u> | <u>General</u> |
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| <p>Analyze Evaluate Synthesize Construct Present Bias Research Valid Evidence Context Relevance</p> | <p>Purpose Audience Voice Tone Claim / Counterclaim Credibility Rhetorical Appeals (ethos, pathos, logos) MLA Citation Plagiarism Primary Source Secondary Source Bibliography Works Cited</p> | <p>Enrollment Employment Enlistment Infographic Data Set Search Filters Truncation Community Identity</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> |
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| <p>Title: EEE Match & Fit Description: Students will explore three major pathways after high school—enrollment in college, enlistment in the military, or immediate employment. They will research the requirements, benefits, and challenges of each path, then evaluate which option aligns best with their personal goals, strengths, and values. Their findings will be presented in an infographic that clearly communicates research-based insights and personal reflections on “match and fit.” Connected to Learning Experience 1 Type: <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task</p> | <p>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>12.T.C.2.d Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.</p> <p>12.T.SS.1.d Apply knowledge of text structure and organization to create influential texts with an introduction that guides the focus and promotes a viewpoint; strategically positioned facts, reasons, explanations, details, descriptions, and/or events to shape audience reception; and a compelling conclusion.</p> <p>K-12.P.CP.2.a Communicate clearly to present ideas, information, and texts.</p> |
| <p>Title: Citing and Evaluating Sources & Abstract Description: Students will learn how to identify credible sources, evaluate them for reliability and relevance, and properly cite them using an</p> | <p>12.T.RA.1.b Synthesize information from a variety of credible sources to support a central thesis, citing appropriately.</p> <p>12.T.RA.2.b Analyze information from a variety of sources by identifying misconceptions, conflicting information or perspectives, and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered.</p> |

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| <p>academic style guide. Building on this research, students will write a one-paragraph abstract responding to the essential question: <i>What is community, and why is it important?</i> This activity develops both source literacy and concise academic writing skills.</p> <p>Connected to Learning Experiences 3 & 5</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>K-12.P.CP.2.a Communicate clearly to present ideas, information, and texts.</p> <p>K-12.P.CP.2.d Engage in dialogue with audiences by asking and answering questions.</p> |
| <p>Title: Socratic Seminar</p> <p>Description: Through guided discussion, students will analyze selected texts and media that explore how community shapes human connection and the effects of isolation on individuals. Students will prepare with annotations, guiding questions, and textual evidence, then engage in a Socratic seminar where they practice active listening, critical questioning, and evidence-based dialogue.</p> <p>Connected to Learning Experience 2</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>12.T.T.3.a Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.</p> <p>K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.</p> <p>K-12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.</p> |
| <p>Title: Collection of Essays-Multiple Choice Test</p> <p>Description: After reading a collection of essays, students will complete an assessment designed to measure their ability to analyze texts for distinct purposes (disciplinary, personal, or</p> | <p>12.T.C.1.a Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension.</p> <p>12.T.C.1.b Evaluate the impact of voice and tone on a text's reception by the audience.</p> <p>12.T.T.3.a Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design</p> |

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| <p>technical), evaluate how voice and tone shape audience reception, and critique the argumentative techniques authors use to develop meaning. The assessment will include multiple-choice questions that require students to demonstrate comprehension, interpretive analysis, and evaluative thinking aligned to the standards.</p> <p>Connected to Learning Experience 2</p> <p>Type:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task | <p>content and their associated implications on meaning or central idea.</p> |
| <p>Title: Annotated Bibliography</p> <p>Description: Students will compile an annotated bibliography of at least 5-7 credible sources connected to their research topic on community. Each entry will include a full citation and a brief annotation summarizing the source, evaluating its credibility, and noting how it contributes to their research focus. This assignment emphasizes source management, synthesis, and preparation for extended writing.</p> <p>Connected to Learning Experience 4</p> <p>Type:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task | <p>12.T.RA.1.c Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing the sources of ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format.</p> <p>12.T.RA.2.c Follow Modern Language Association (MLA) or American Psychological Association (APA) format guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page.</p> |
| <p>Title: Research Essay</p> <p>Description: As the culminating task, students will write a polished research essay that</p> | <p>12.T.SS.1.d Apply knowledge of text structure and organization to create influential texts with an introduction that guides the focus and promotes a viewpoint; strategically positioned facts, reasons, explanations, details, descriptions, and/or events to shape audience reception; and a compelling conclusion.</p> |

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| <p>synthesizes multiple sources to answer a prompt of his or choice from the essential question: <i>What role does community play in shaping an individual?</i> Students will develop a clear thesis, integrate evidence from texts and research, and apply proper conventions of academic writing. This essay serves as the capstone demonstration of students’ reading, research, and writing skills for the unit.</p> <p>Connected to Learning Experience 5</p> <p>Type:</p> <p><input type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input checked="" type="checkbox"/> Performance Task</p> | <p>12.T.SS.2.c Build credibility through a consistent formal, authoritative tone indicative of a confident and knowledgeable expert.</p> <p>12.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences.</p> <p>12.T.T.3.d Integrate multiple rhetorical devices or appeals strategically.</p> <p>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.</p> <p>K-12.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text’s effectiveness.</p> <p>K-12.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.</p> |
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| <p style="text-align: center;">Learning Experiences</p> <p style="text-align: center;">Add additional rows below as needed.</p> <p style="text-align: center;">Learning Experiences include how students will learn what they need to know and be able to do for interpreting texts and constructing texts expectations.</p> | | | |
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| Learning Experience and Description | Grade Level Expectation (s) (from Unit Focus Standards) | Personalized Learning and Differentiation | Learning Experience Resources |
| <p>Learning Experience 1 - Planning Post-Secondary Pathways</p> <p>In this learning experience, students explore their post-secondary options through the lens of enrollment, employment, or enlistment. Teachers facilitate reflection and research by guiding students through a self-assessment of strengths and goals, a mini-lesson on financial literacy and student debt, a gallery walk of different pathway profiles, and structured career research. Students synthesize their findings into a digital infographic that</p> | <p>12.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.</p> <p>12.T.C.1.b Evaluate the impact of voice and tone on a text’s reception by the audience.</p> <p>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>Support: Provide guided organizers for career research, offer templates for infographic design, and model sections of a sample presentation. Teachers can also pair students for peer support during research and design.</p> <p>Extension: Encourage exploration of multiple pathway options for comparison, integration of statistical data or primary source interviews, or development of a professional digital portfolio beyond the infographic.</p> | <ul style="list-style-type: none"> ● Survey tools ● Informational Texts ● Financial Literacy Resources ● Digital Tools ● Models/exemplars |

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| <p>communicates the “match and fit” of their chosen pathway, including academics, lifestyle, and financial considerations. The experience culminates in an oral presentation, where students practice formal speaking skills while presenting their infographic to peers.</p> <p>Intended Outcome Students will:</p> <ul style="list-style-type: none"> ● develop an understanding of how authors and speakers adapt content, structure, and techniques to communicate purposefully to an audience. ● practice narrative and expository techniques to communicate their own post-secondary pathway clearly and effectively. ● strengthens their ability to evaluate information, make informed decisions, and convey complex ideas through both digital visuals and oral presentation. <p>This LE is a focus for SPED Small Group and Sheltered ESOL.</p> | <p>12.T.C.2.d Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.</p> <p>12.T.SS.1.d Apply knowledge of text structure and organization to create influential texts with an introduction that guides the focus and promotes a viewpoint; strategically positioned facts, reasons, explanations, details, descriptions, and/or events to shape audience reception; and a compelling conclusion.</p> <p>12.T.SS.2.b Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience.</p> <p>12.T.SS.2.c Build credibility through a consistent formal, authoritative tone indicative of a confident and knowledgeable expert.</p> <p>K-12.P.CP.2.a Communicate clearly to present ideas, information, and texts.</p> | | |
| <p>Learning Experience 2: Building Background and Claims</p> <p>Students examine multiple texts and perspectives about the meaning and importance of community. Teachers guide students in identifying different claims authors make, analyzing the role of purpose, audience, and voice. Students then draft their own clear claim about the role of community, supported</p> | <p>12.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.</p> <p>12.T.C.1.b Evaluate the impact of voice and tone on a text’s reception by the audience.</p> <p>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</p> | <p>Support: Provide sentence starters for claim writing (e.g., “<i>Community is important because...</i>”).</p> <p>Extension: Encourage students to evaluate multiple perspectives across texts before selecting a stance.</p> | <ul style="list-style-type: none"> ● Discussion Supports ● Assessment Prep |

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| <p>by preliminary reasoning.</p> <p>Intended Outcome Students will:</p> <ul style="list-style-type: none"> develop an understanding of how authors use purpose, audience, and context to shape perspectives on community begin crafting their own claim that can be supported through research. <p>This LE is a focus for SPED Small Group and Sheltered ESOL.</p> | <p>multiple, clearly identifiable features of incorporated modes.</p> <p>12.T.T.3.a Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.</p> <p>9–12.L.V.1.b Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings.</p> <p>K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.</p> <p>K-12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback</p> | | |
| <p>Learning Experience 3: Researching and Evaluating Sources</p> <p>Students learn and apply research skills to expand their understanding of community. Teachers model how to evaluate multimodal and data-based sources for credibility (CRAPP Test), reliability, and audience impact. Students practice synthesizing perspectives, building annotated bibliographies, and organizing evidence into categories aligned to their claim.</p> <p>Intended Outcome Students will:</p> <ul style="list-style-type: none"> evaluate and synthesize information | <p>12.T.C.2.d Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.</p> <p>12.T.RA.1.a Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation.</p> <p>12.T.RA.1.b Synthesize information from a variety of credible sources to support a central thesis, citing appropriately.</p> <p>12.T.RA.2.a Navigate and use a variety of credible</p> | <p>Support: Provide annotated bibliography templates and guided notes for source evaluation. Pre-select 2-3 “starter” sources for students who struggle with locating appropriate texts.</p> <p>Extension: Encourage independent exploration of multiple pathways (e.g., historical, sociological, technological perspectives on community).</p> | <ul style="list-style-type: none"> Annotated Bibliography Templates Data Set Evaluation Practice Media Center Support for using Academic Databases and extended searching Graphic Organizers Abstract Examples |

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| <p>from a variety of credible sources, including multimodal and quantitative data</p> <ul style="list-style-type: none"> ● select evidence that supports their argument about the role of community <p>This LE is a focus for Sheltered ESOL.</p> | <p>print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question.</p> <p>12.T.RA.2.b Analyze information from a variety of sources by identifying misconceptions, conflicting information or perspectives, and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered.</p> <p>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.</p> <p>K-12.P.CP.1.d Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.</p> | | |
| <p>Learning Experience 4: Annotated Bibliography</p> <p>Students learn the purpose and structure of an annotated bibliography as a tool for organizing and evaluating research sources. Teachers provide direct instruction on how annotated bibliographies differ from works cited pages, model how to craft an annotation (summary + evaluation + relevance), and explicitly teach MLA formatting for citations. Students then construct an annotated bibliography of sources related to their research question on community, which will serve as the foundation for their argument essay.</p> <p>Intended Outcome Students will:</p> <ul style="list-style-type: none"> ● develop an understanding of how annotated bibliographies demonstrate | <p>12.T.RA.1.b Synthesize information from a variety of credible sources to support a central thesis, citing appropriately.</p> <p>12.T.RA.1.c Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing the sources of ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format.</p> <p>12.T.RA.2.c Follow Modern Language Association (MLA) or American Psychological Association (APA) format guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page.</p> | <p>Support: Provide sample annotated bibliographies with color-coded annotations (summary, evaluation, relevance). Use citation generators with step-by-step teacher checks. Offer guided templates (three-part annotation frame: <i>What it says, How credible it is, Why I'll use it</i>).</p> <p>Extension: Require advanced students to integrate at least one scholarly/academic source and to compare perspectives across multiple sources within their annotations.</p> | <ul style="list-style-type: none"> ● Citation Guides ● Digital Citation Tools ● Rubrics |

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| <p>credibility, show coverage of perspectives, and serve as an organizational tool in research.</p> <ul style="list-style-type: none"> ● apply MLA formatting rules to cite sources and write annotations that summarize, evaluate, and connect each source to their research focus. <p>This LE is a focus for SPED Small Group and Sheltered ESOL.</p> | <p>9–12.L.V.2.a Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts.</p> <p>K-12.P.EICC.4.e Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.</p> <p>K-12.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.</p> | | |
| <p>Learning Experience 5: Constructing and Refining an Argument</p> <p>Students apply organizational, stylistic, and argumentative techniques to refine a research-based argument about the role of community. Teachers facilitate workshops on developing a thesis, integrating evidence, and crafting counterclaims. Students draft a concise abstract summarizing their topic, claim, and supporting evidence. In small-group discourse sessions, students orally present their abstract, then respond to peer questions and challenges. This collaborative dialogue helps students refine reasoning, clarify their claim, and strengthen counterclaims before drafting the final written essay.</p> <p>Intended Outcome Students will:</p> <ul style="list-style-type: none"> ● refine their arguments through the | <p>12.T.SS.1.d Apply knowledge of text structure and organization to create influential texts with an introduction that guides the focus and promotes a viewpoint; strategically positioned facts, reasons, explanations, details, descriptions, and/or events to shape audience reception; and a compelling conclusion.</p> <p>12.T.SS.2.c Build credibility through a consistent formal, authoritative tone indicative of a confident and knowledgeable expert.</p> <p>12.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences.</p> <p>12.T.T.3.d Integrate multiple rhetorical devices or appeals strategically.</p> <p>12.T.RA.1.b Synthesize information from a variety of credible sources to support a central thesis,</p> | <p>Support: Provide models of abstracts with highlighted claim, evidence, and counterclaim. Offer sentence starters for abstracts (“<i>My claim is...</i>” “<i>The most important evidence shows...</i>”). Provide peer discussion stems for questioners. Use teacher-led model discourse before group work to show productive questioning and refinement. Allow struggling students to present in pairs.</p> <p>Extension: Encourage students to integrate multiple counterclaims or apply rhetorical devices in their abstract and discourse.</p> | <ul style="list-style-type: none"> ● Abstract Models ● Sentence Frames ● Peer Feedback protocols ● Essay Planning Tools (Graphic Organizers) ● Revision Resources (checklists for organization, clarity, tone, citations) ● Exemplar Essay Excerpts |

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| <p>process of drafting and orally presenting abstracts</p> <ul style="list-style-type: none"> engage in collaborative peer discourse while responding to challenges strengthen their ability to anticipate counterclaims, enhance clarity and credibility, and move toward composing a sustained argumentative essay | <p>citing appropriately.</p> <p>12.T.RA.2.b Analyze information from a variety of sources by identifying misconceptions, conflicting information or perspectives, and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered.</p> <p>K-12.P.EICC.4.a Establish a purpose and goals for writing and identify a target audience.</p> <p>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.</p> <p>K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.</p> <p>K-12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.</p> <p>K-12.P.CP.2.a Communicate clearly to present ideas, information, and texts.</p> <p>K-12.P.CP.2.d Engage in dialogue with audiences by asking and answering questions.</p> | | |
| <p>Unit Texts</p> <p><i>All texts meet grade level complexity guidelines regardless of course level. Support with reading comprehension, fluency, and vocabulary are provided to meet student needs.</i></p> | | | |
| <p>Unit Core Texts</p> | <p>On-Level</p> <p><i>*grade level appropriate texts that meet grade level complexity guidelines*</i></p> | <p>Honors</p> <p><i>*extensions/additional texts noted here for advanced study as applicable*</i></p> | <p>Support</p> <p><i>*grade level complex text (s) accessibility support provided for access to grade level content/texts*</i></p> |

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| Unit Novel (s), Plays, Extended Work (s) (Reading) | N/A | N/A | Support PLCs, Highlight texts on which you will focus. Remove this box upon completion. |
| Other Prose Texts and Poetry (Reading) | "What Is Community, and Why Is It Important?" by the Ikeda Center for Peace, Learning, and Dialogue (Essays) "The Social Brain and Its Superpowers" by Matthew Lieberman, Ph.D (Lecture, transcript) "The End of Solitude" by William Deresiewicz (Essay) | N/A | "What Is Community, and Why Is It Important?" by the Ikeda Center for Peace, Learning, and Dialogue (Essays) "The Social Brain and Its Superpowers" by Matthew Lieberman, Ph.D (Lecture, transcript) |
| Visual Texts (Viewing) | N/A | N/A | N/A |
| Auditory Texts (Listening) | N/A | N/A | N/A |
| Multimodal Texts <i>(A single text that includes Integrated Modes)</i> | "The Social Brain and Its Superpowers" by Matthew Lieberman, Ph.D (Lecture) "Surgeon General Discusses Health Risks of Loneliness and Steps to Help Connect with Others", PBS (Video) The Economist Survey on Loneliness and Social Isolation in the United States, the United Kingdom, and Japan: Figures 3, 6, 8, Kaiser Family Foundation (2018) "Teens and social media: Key findings from Pew Research Center surveys" (graphs only) from Pew Research Center by Emily A. Vogels AND Risa Gelles-Watnick. | N/A | "The Social Brain and Its Superpowers" by Matthew Lieberman, Ph.D (Lecture) "Surgeon General Discusses Health Risks of Loneliness and Steps to Help Connect with Others", PBS (Video) The Economist Survey on Loneliness and Social Isolation in the United States, the United Kingdom, and Japan: Figures 3, 6, 8, Kaiser Family Foundation (2018) "Teens and social media: Key findings from Pew Research Center surveys" (graphs only) from Pew Research Center by Emily A. Vogels AND Risa Gelles-Watnick. |

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.

Published: 9/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)

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

Published: 9/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)