



Marietta City Schools

District Unit Planner

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

Literature and Composition II

See extensions in the Unit Planner for Honors

Unit title	<i>Developing and Analyzing Rhetoric</i>	MYP year	5	Unit duration (hrs)	<i>30 hrs (8 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 skill sets (morphology), and determine or clarify the meanings of words and phrases</p>	<p>STANDARD 9-12.L.GC.1: Grammar, Usage, & Mechanics Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating, and constructing texts.</p> <p>STANDARD 9-12.L.GC.2: Syntax Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects</p> <p>STANDARD 9-12.L.V.1 General, Academic & Specialized Vocabulary: 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>STANDARD 9-12.L.V.2 Word Analysis: 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>STANDARD 9-12.L.V.3 Meaning & Purpose: Analyze and craft nuanced words and phrases in a variety of texts and for a variety of purposes.</p>
TEXTS	<p>Context © - Students investigate the relationships between authors, purposes, and audiences of texts as they analyze the</p>	<p>STANDARD 9-12.T.C.1 Purposes and Audiences: Analyze the impact of purpose and audience on a wide variety of texts</p>

Published: 10/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)

	<p>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>Periods & Movements (PM)</u> - Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</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>STANDARD 9-12.T.C.2 Authors and 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.PM.1: Periods and Movements</u> Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p> <p><u>STANDARD 9-12.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>Situating Texts (ST)</u> Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.</p>	<p><u>STANDARD K-12.P.ST. 1: Context</u> Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.</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>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.AC.3: Text Design</u> Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.</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>MYP Criteria <i>(for applicable MYP Courses Grades 6-10)</i></p>	<p>A- Analyzing</p> <ul style="list-style-type: none"> ● provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts, ● perceptively analyses the effects of the creator’s choices on an audience, ● gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology, ● perceptively compares and contrasts by making extensive connections in features across and within genres and texts. <p>B- Organizing</p> <ul style="list-style-type: none"> ● makes sophisticated use of organizational structures that serve the context and intention effectively, ● effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way ● makes excellent use of referencing and formatting tools to create an effective presentation style. <p>C- Producing Text</p> <ul style="list-style-type: none"> ● demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas, ● makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, ● selects extensive relevant details and examples to develop ideas with precision. <p>D- Using Language</p> <ul style="list-style-type: none"> ● Effectively uses a range of appropriate vocabulary, sentence structures and forms of expression, ● Writes in a consistently appropriate style that serves the context and intention. ● Uses grammar, syntax, and punctuation with a high degree of accuracy; makes errors that are minor, and communication is effective ● Spells/writes or pronounces with a high degree of accuracy; makes errors that are minor, and communication is effective 	
<p><u>MCS Gifted Standards</u> <i>(applicable to advanced content course level only)</i></p>		
<p>MCS.Gifted.S3B. Develop critical thinking, inductive and deductive reasoning to analyze and evaluate logical reasoning within a variety of problems and dilemmas.</p> <p>MCS.Gifted.S4A. Develop skills and techniques associated with effective verbal and non-verbal communication, adjusting for a given audience or task.</p>		
<p>Unit Vocabulary</p>		

<p>Academic <i>(frequently encountered terms in academic contexts derived from ELA standards)</i></p> <p>Analyze Evaluate Purpose Audience Perspective Justify Convey Emphasize Context Clarify Contrast Influence</p>	<p>Specialized <i>(Discipline-specific terms to ELA Content within the standards)</i></p> <p>Rhetoric Rhetorical Appeals Ethos Pathos Logos Rhetorical Triangle Tone Diction Repetition Parallelism Allusion Point of View Central Idea Author's Purpose Argument Logical Fallacy (Honors extension) Seminal Text Thesis Statement Claim Counterclaim</p>	<p>General <i>(critical terms taught from unit text (s) and concepts to aid in comprehension)</i></p> <p>Pacification Tyranny Propaganda Disarmament Appeasement Treachery Revolution Asunder Invective Belaboring Invoke Beachhead Current Trill Flurry</p>
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IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS

Key concept	Related concept(s)	Global context
Communication	Audience Imperatives	Fairness and Development

Statement of inquiry

Critical readers explore perspective between audience and speaker in relation to rights and responsibility by analyzing the author's purpose in various writing genres.

Inquiry questions

- Factual—**
- How is freedom defined?
 - What are rhetorical appeals?
 - What are rhetorical devices?

Conceptual—

- How are arguments constructed?
- What relation does the author's purpose for writing have to the message and audience?
- How do rhetorical devices help writers and speakers to communicate their ideas more effectively?
- How does the structure of an informative text influence its effectiveness in conveying complex ideas?

Debatable -

- What is the relationship between power and freedom?
- When, if ever, are limits on freedom necessary?

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

<p>Assessment Title, Description, and Type (formative, summative, MYP, Performance Task) <i>(H) - indicates Honors level assessment</i></p> <p>Summative Assessments Only: Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry:</p>	<p>Standard + Grade Level Expectation (s) Assessed and/or</p> <p>MYP Criterion Assessed <i>(applicable only to MYP Task)</i></p>
<p>Title: How Fiction Builds Arguments</p> <p>Description: Construct a text in which you explain and take a position on how a fiction author develops a central idea (such as morality, societal norms, freedom, guilt, or isolation) through rhetorical and literary techniques. Your task is to clearly establish your viewpoint and support it using relevant evidence and explanation from at least one fiction text and, optionally, from other texts studied in the unit.</p> <p>You must include analysis of how:</p> <ul style="list-style-type: none"> • The author uses character, setting, or conflict to present an idea or perspective. • Rhetorical devices (e.g., tone, symbolism, irony) enhance or shape the reader’s understanding. 	<p>MYP Criterion: ABD:</p> <ul style="list-style-type: none"> - A.ii, iii, iv Analysing <ul style="list-style-type: none"> - analyses the effects of the creator’s choices on an audience - gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology - evaluates similarities and differences by connecting features across and within genres and texts. - B. i, ii Organizing <ul style="list-style-type: none"> - employs organizational structures that serve the context and intention - organize opinions and ideas in a sustained, coherent and logical manner - D.i, ii, v - Using Language <ul style="list-style-type: none"> - uses appropriate and varied vocabulary, sentence structures and forms of expression - writes in a consistently appropriate style that serves the context and intention. - uses appropriate non-verbal communication techniques <p>Georgia’s K-12 Standards for ELA</p>

<ul style="list-style-type: none"> Context (social, historical, cultural) influences both the author’s message and how the audience interprets it. <p>Type:</p> <p><input type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p>	<p>10.T.C.1.b Evaluate the impact of context and language on a text’s reception by the audience.</p> <p>10.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>10.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences.</p> <p>10.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>10.T.SS.2.c Use formal style when speaking or writing to establish credibility and tone.</p> <p>10.L.V.2.d Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts.</p> <p>K-12.P.EICC.2.d Interpret and construct texts to aid the analysis and evaluation of texts and ideas.</p> <p>K-12.P.AC.1.a Identify, apply, and analyze the literary, expository, and rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text’s purpose.</p>
<p>Title: How Fiction Builds Arguments (Honors Extension)</p> <p>Description:</p> <p>Both fiction and nonfiction can offer critiques of society, but they do so using different rhetorical and structural strategies. Choose one fiction text and one nonfiction text from this unit. Compare how each author presents a similar critique or theme (such as freedom, morality, or identity). How do genre, structure, rhetorical choices, and context shape the author’s message and influence the audience?</p> <p>You must include analysis of how:</p> <ul style="list-style-type: none"> The author uses character, setting, or conflict to present an idea or perspective and compare it to how a nonfiction author constructs argument through structure, appeals, and factual evidence. Rhetorical devices (e.g., tone, symbolism, irony) enhance or shape the reader’s understanding, and compare or contrast to rhetorical devices in nonfiction aim to mobilize or convince. Evaluate how each author’s historical moment or cultural identity shapes their rhetorical strategy and purpose, and how the genre offers different 	<p>MYP Criterion ABD:</p> <ul style="list-style-type: none"> A.ii, iii, iv Analyzing <ul style="list-style-type: none"> analyses the effects of the creator’s choices on an audience gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology evaluates similarities and differences by connecting features across and within genres and texts. B. i, ii Organizing <ul style="list-style-type: none"> employs organizational structures that serve the context and intention organize opinions and ideas in a sustained, coherent and logical manner D.i, ii, v - Using Language <ul style="list-style-type: none"> uses appropriate and varied vocabulary, sentence structures and forms of expression writes in a consistently appropriate style that serves the context and intention. uses appropriate non-verbal communication techniques <p>Georgia’s K-12 Standards for ELA</p> <p>10.T.C.1.b Evaluate the impact of context and language on a text’s reception by the audience.</p> <p>10.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>10.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences.</p>

<p>ways to approach this.</p> <p>Type:</p> <p><input type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p>	<p>10.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>10.T.SS.2.c Use formal style when speaking or writing to establish credibility and tone.</p> <p>10.L.V.2.d Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts.</p> <p>K-12.P.EICC.2.d Interpret and construct texts to aid the analysis and evaluation of texts and ideas.</p> <p>K-12.P.AC.1.a Identify, apply, and analyze the literary, expository, and rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text’s purpose.</p>
<p>Title: Rhetorical Roundtable: Appeals in Public Texts (Student Discourse Task)</p> <p>Description: In a small-group roundtable, students will discuss an essay or speech with the following prompt: <i>Which rhetorical appeal is most effective in this speech and why? How does the author adapt to their audience.</i> The focus of the discourse should be identification of rhetorical devices, explanation of their function, and collaboration and discourse structure (building on others’ ideas) Each group will have an assigned roles:</p> <ul style="list-style-type: none"> ● Ethos Analyst ● Pathos Tracker ● Audience Interpreter <p>Type:</p> <p><input checked="" 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>10.P.ST.1.b Consider how context impacts the purposes of the author and the audience. (I/C)</p> <p>10.P.ST.1.c Explore how context shapes the author’s decisions and the audience’s responses during the interpretation and construction of texts. (I/C)</p> <p>10.P.ST.2.a Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. (I/C)</p> <p>10.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. (I)</p>
<p>Title: Constructed Response - Analyzing and Evaluating Rhetorical Devices</p> <p>Description: Students will interpret and analyze texts to explain the use and impact of rhetorical strategies and writing styles</p>	<p>10.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences.</p> <p>10.L.V.3.e Make strategic language decisions when writing or speaking by determining, clarifying, or verifying the nuanced meanings of closely related words or phrases using available print and/or digital resources.</p>

<p>appropriate for a selected audience. Prompt: <i>Identify one rhetorical appeal in a speech you've read. How does the author use this appeal to influence the audience? Include a specific quote and explain its effect?</i></p> <p>Type:</p> <p><input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task</p>	<p>10.L.V.2.b Determine the meanings of words and phrases in context by analyzing the function of parts of speech.</p>	
<p>Title: (Honors) Cross-Genre Comparison Dialogue - Academic Discourse Task</p> <p>Description: Students will work in pairs or triads to compare rhetoric in fiction and nonfiction texts. Using a comparison chart, students will discuss the following prompt: <i>"How does the function text present a similar argument to the nonfiction one? Which techniques were more effective, and why?"</i></p> <p>Discourse focuses are the following:</p> <ul style="list-style-type: none"> • Use of specific textual evidence across genres • Application of rhetorical vocabulary (e.g. tone, appeal, structure) • Ability to synthesize and evaluate techniques <p>Type:</p> <p><input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task</p>	<p>10.P.ST.1.b Consider how context impacts the purposes of the author and the audience. (I/C)</p> <p>10.P.ST.1.c Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. (I/C)</p> <p>10.P.ST.2.a Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. (I/C)</p> <p>10.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. (I)</p>	
<p>Approaches to learning (ATL) Skills</p>		
<p>Category (s):</p>	<p>Cluster (s):</p>	<p>Skill Indicator (s):</p>

Thinking	Critical Thinking Skills	<ul style="list-style-type: none"> - Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) - Consider ideas from multiple perspectives - Develop contrary or opposing argument
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Learning Experiences			
Add additional rows below as needed.			
Learning Experiences include <i>how</i> students will learn what they need to know and be able to do for <i>interpreting texts</i> and <i>constructing texts</i> expectations.			
Learning Experience and Description	Grade Level Expectation (s) (from Unit Focus Standards)	Personalized Learning and Differentiation	Learning Experience Resources
<p>Learning Experience 1 -Teaching Rhetorical Devices and Appeals</p> <p>Essential Question: How do authors and artists use rhetorical strategies to shape an audience’s understanding and perception of a text?</p> <p>In this learning experience, students will explore how writers and speakers build arguments and influence audiences through the use of rhetorical appeals and techniques using historically significant public texts. These texts often appear as speeches or formal addresses and are crafted to respond to important moments in time. Rather than focusing on emotional appeals alone, students will learn how authors of seminal texts use ethos (credibility), logos (logic), and pathos (emotion) to shape meaning, influence public opinion, and address historical context. They will also examine how figurative language, repetition, and structure contribute to an author’s purpose and message.</p> <p>Students will learn to evaluate argumentation by identifying an author’s claim, tracing their reasoning, and analyzing how evidence and language are used to clarify and strengthen the message. They will also reflect on how historical context and intended audience shape the choices writers make.</p>	<p>10.T.C.1.b Evaluate the impact of context and language on a text’s reception by the audience.</p> <p>10.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.</p> <p>10.T.C.2.b Identify overtly commercial influences on texts in audiovisual and digital modes and platforms.</p> <p>10.L.V.1.a Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content.</p>	<p>Essential Question Access Points for Scaffolding:</p> <ul style="list-style-type: none"> • What is the author trying to make us believe? • What emotions is the speaker accessing to persuade or convince us? <p>Framer Models for Tier 1 words essential to understanding (tyranny, liberty, appeal, audience)</p> <p>Text Chunking with Guiding questions that focus on claim appeal, tone, or evidence in each chunk</p> <p>Visual Symbols to foster pattern recognition and help abstract appeals become more concrete</p> <p>Post Reading Reflection frames:</p> <ul style="list-style-type: none"> • “The speaker uses [appeal] when they say _____. This is effective because...” • “This connects to the historical context because...” <p>Transcript and Audio for students to reread or clarify concepts.</p> <p>Highlight or Pre-Identify Appeals: Highlight</p>	

<ul style="list-style-type: none"> • Outcomes: Students will understand that ethos builds trust between the author and audience, logos uses logic and evidence to appeal to the audience's reason, and pathos evokes emotion to make the argument more impactful or memorable. • Students will be able to explain that repetition emphasizes key ideas, parallelism creates rhythm and clarity, and figurative language helps translate abstract or complex ideas into memorable images that support the argument's message. • Students will assess how the urgency of historical events (such as war, crisis, or social change) and the expectations or beliefs of a specific audience influence the tone, structure, and language choices in an argumentative text. 		<p>ethos/pathos/logos in color beforehand for students to analyze why they are used (rather than finding them first).</p>	
<p>Learning Experience 2 - Modeling analysis of Rhetorical Appeals and Techniques</p> <p>Essential Question: How are arguments developed? How does an author effectively use rhetoric to shape the understanding and perception of a text in order to persuade an intended audience?</p> <p>Students will build on their understanding of argumentative techniques by learning how to analyze the strategic choices authors make to shape audience understanding and perception. Through teacher modeling and guided practice, students will examine how writers use rhetorical appeals (ethos, logos, pathos) and rhetorical techniques (such as repetition, figurative language, and sentence structure) to develop clear and impactful arguments.</p> <p>Rather than simply identifying rhetorical elements, students will learn how to evaluate their function—how they influence an audience, reinforce</p>	<p>10.T.C.1.b Evaluate the impact of context and language on a text's reception by the audience.</p> <p>10.T.C.2.b Identify overtly commercial influences on texts in audiovisual and digital modes and platforms.</p> <p>10.T.SS.2.a Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts.</p> <p>10.L.V.2.d Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts.</p> <p>K-12.P.EICC.2.d Interpret and construct texts to aid the analysis and evaluation of texts and ideas.</p> <p>10.T.PM.1.b Identify and discuss major authors and works of two periods of English and American literary history, including key themes and stylistic features.</p>	<p>Teachers may provide annotated samples, sentence stems, or guided templates to scaffold student writing.</p> <p>ESOL students and students needing additional support may be provided with simplified texts, vocabulary banks, or audio recordings.</p> <p>ESOL Language Objectives (provides access to the content):</p> <ol style="list-style-type: none"> 1. Students will orally explain the difference between the three rhetorical appeals using language frame with specific content language ("This is an ethos/logos/pathos appeal because the text relies on the author's background/gives a fact or 	

a purpose, and respond to the demands of a particular context or historical moment.

This experience also emphasizes the use of **multiple text modes** (written, auditory, and visual), helping students develop the ability to transfer argumentative analysis skills across genres.

Outcomes:

- **Identify rhetorical appeals and techniques across multiple forms of text**, including speeches, essays, visuals, and audio recordings. Students will explain how each appeal is constructed through deliberate word choice, tone, and content.
- **Explain that appeals to credibility (ethos), logic (logos), and emotion (pathos) are used to influence the audience's beliefs or actions** by aligning with the audience's values, providing a structured argument that leads the audience to an intended outcome, and inspires the audience to feel specific emotions (such as empathy, pride, fear, or anger) to influence a belief or action.
- **Evaluate the effectiveness of rhetorical techniques**, such as repetition, parallelism, and figurative language, in helping the author achieve their intended purpose.
- **Explain how an author's rhetorical strategy** shapes how a message is received and interpreted by different audiences.
- **Explain how an author's purpose** is achieved through the combined use of structure, rhetorical appeals, and rhetorical devices, especially in moments intended to persuade, unify, or call to action.

statement/connects to emotion through ___ [evidence from text].")

2. Students will:
 - a. label main ideas in a series of related sentences that discuss point of view/purpose using an author's purpose word bank.
 - b. Sequence main ideas using linking verbs or phrases in writing (1-3)
 - c. Summarize, in writing and/or diagrams, main ideas of sentences to determine an author's purpose using anchor charts that give visual indicators of author's purpose. (4-5)

<p>Learning Experience 3 - Rhetorical Choices in Fiction—How Authors Shape Meaning and Perspective</p> <p>Now that students have studied how authors craft arguments through nonfiction texts, they will turn their attention to fiction. In this learning experience, students will analyze how authors of fiction also make rhetorical decisions through narrative structure, tone, character development, and symbolism to convey a purpose or worldview.</p> <p>Students will examine how fiction can act as a social or moral argument and how characters, conflicts, and themes reflect deeper ideas about society, freedom, and justice.</p> <p>By the end of this experience, students will be able to:</p> <ul style="list-style-type: none"> Analyze that authors use narrative elements such as setting, character, conflict, and plot structure to express an argument or commentary about social, moral, or cultural issues. Identify and analyze how rhetorical techniques such as irony, symbolism, tone, and allegory function in fiction to indirectly present an author’s viewpoint or critique. Evaluate how authorial purpose is shaped by historical and cultural context and that understanding this context helps clarify the text’s implicit argument, and should inform readers’ interpretations. Compare how both fiction and nonfiction texts reflect or challenge dominant perspectives on freedom, identity, or morality. Students will make connections across genres to understand that fiction can serve as argument or response to real-world issues, just as nonfiction does. Produce analytical writing that clearly 	<p>10.T.C.1.b Evaluate the impact of context and language on a text’s reception by the audience.</p> <p>10.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>10.T.PM.1.b Identify and discuss major authors and works of two periods of English and American literary history, including key themes and stylistic features.</p> <p>10.T.SS.2.a Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts.</p> <p>10.L.V.2.b Determine the meanings of words and phrases in context by analyzing the function of parts of speech.</p> <p>10.L.V.2.d Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts.</p> <p>K-12.P.EICC.2.d Interpret and construct texts to aid the analysis and evaluation of texts and ideas.</p> <p>K-12.P.AC.1.a: Identify, apply, and analyze the literary, expository, and rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text’s purpose.</p>	<p>Dual-Layered Text Annotations using First Read and Second Read Strategy:</p> <ul style="list-style-type: none"> First Read - Comprehension Second Read - Focus on Rhetorical Purpose (e.g. “What does this scene argue or suggest?”) <p>Sentence Frames for Interpretation</p> <ul style="list-style-type: none"> <i>“The author shows ___ through ___ to suggest that…”</i> <i>“This conflict represents a struggle against…”</i> <p>Language Frames for Argument in Fiction Provide leveled sentence frames to support interpretation, such as:</p> <ul style="list-style-type: none"> <i>“The character faces pressure to ___, which shows that the society believes ___.”</i> <i>“This setting makes the reader feel ___ because…”</i> 	<p>Narrative Elements Graphic Organizer to Help students trace how <i>setting, character, conflict, and resolution</i> reveal a theme or critique.</p> <p>Symbolism and Allegory Trackers (Connects to skills from previous unit)</p>
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<p>articulates how the author’s literary and rhetorical decisions lead the reader to interpret the text in a particular way.</p> <p>Honors Extension: Students will demonstrate understanding that authors across genres use different but purposeful rhetorical techniques to convey critiques of society. They will explain how fiction uses indirect strategies—such as character, symbolism, and tone—while nonfiction relies on direct appeals to logic, ethics, and emotion. They will articulate how context and audience expectations shape each approach.</p>			
<p>Learning Experience 4 - Exploring Authorial Purpose and Argument in Fiction</p> <p>EQ: How can fiction build an argument?</p> <p>Students will compose a constructed text that draws from fiction studied in the unit to explore how authors use narrative and rhetorical techniques to express a larger social, moral or cultural idea. The final product must incorporate informational/expository techniques (to explain and contextualize ideas), argumentative techniques (to make and support a clear position or claim), and relevant textual evidence. While the final form may vary (e.g. article, commentary, op-ed, critical response), it must be structured with purpose, audience, and message in mind.</p> <p>Outcome: Students will demonstrate that fiction, like nonfiction, can present a reasoned argument or critique through narrative choices and rhetorical strategies.</p> <p>Honors Extension: Honors students will extend their rhetorical analysis by comparing how fiction and nonfiction texts</p>	<p>10.T.C.1.b Evaluate the impact of context and language on a text’s reception by the audience.</p> <p>10.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>10.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences.</p> <p>10.T.T.3.d Integrate multiple rhetorical devices or appeals strategically. (C)</p> <p>10.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>10.T.SS.2.c Use formal style when speaking or writing to establish credibility and tone.</p> <p>10.L.V.2.d Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts.</p> <p>K-12.P.EICC.2.d Interpret and construct texts to aid the</p>	<p>Model Response & Deconstruction Provide a mentor text written in the target form (e.g., op-ed or commentary). Guide students to annotate and analyze:</p> <ul style="list-style-type: none"> • Where the claim is made • How evidence is integrated • How rhetorical strategies are explained <p>Exemplar by Text Type Short lessons for specific formats (e.g., how to write an op-ed vs. a literary commentary), each with anchor charts of structure, sample sentence stems, examples of transitions and tone.</p> <p>Student Choice for Construction Options</p> <p>Scaffolds:</p> <p>Guided Paragraph Frames: Use fill-in-the-blank structures or outline templates to support students in building body paragraphs (e.g., Topic Sentence → Context → Evidence → Explanation).</p> <p>Color-Coded Drafting</p>	<p>Constructed Text Planning Organizer</p>

<p>approach similar critiques of society, freedom, or morality. They will explore how fictional authors use literary techniques (such as symbolism, tone, character, and plot) to convey argument or social commentary, while nonfiction authors use rhetorical appeals and direct argumentation. Students will evaluate the influence of context, genre, and audience on how each message is shaped and delivered.</p>	<p>analysis and evaluation of texts and ideas.</p> <p>K-12.P.AC.1.a: Identify, apply, and analyze the literary, expository, and rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text’s purpose.</p>	<p>Teach students to color-code their drafts:</p> <ul style="list-style-type: none"> ● Green = Claim ● Yellow = Evidence ● Blue = Commentary ● Purple = Contextual background <p>Oral Composition Support (ESOL) Allow students to verbally explain their argument prior to drafting and use voice recordings or speech to text tools to support initial drafting.</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/texts*</i>
Unit Novel (s), Plays, Extended Work (s) (Reading)	“The Fall of the House of Usher” Edgar Allan Poe	<i>The Scarlet Letter</i> , Nathaniel Hawthorne	Differentiated Supports will be determined by language and scaffolding needs. PLCs will make final determinations for support texts and resources prior to approval.
Other Prose Texts and Poetry (Reading)	“Speech at the United Nations” Malala Yousafzai John F. Kennedy’s Inaugural Address	John F. Kennedy’s Inaugural Address The “Four Freedoms” speech, Franklin D. Roosevelt “Speech at the United Nations” Malala Yousafzai “Puritan Laws and Character”, Henry William Elson	The “Four Freedoms” speech Franklin D. Roosevelt “Speech at the United Nations” Malala Yousafzai
Visual Texts (Viewing)	“Four Freedoms” Norman Rockwell (1942)	“The Course of Empire” series Thomas Cole (1833-36) “Four Freedoms” Norman Rockwell (1942)	“Four Freedoms” Norman Rockwell (1942)
Auditory Texts (Listening)	The “Four Freedoms” speech Franklin D. Roosevelt	The “Four Freedoms” speech Franklin D. Roosevelt	The “Four Freedoms” speech Franklin D. Roosevelt
Multimodal Texts (A single text that includes	John F. Kennedy’s Inaugural Address “Speech at the United Nations” Malala Yousafzai	John F. Kennedy’s Inaugural Address Malala Yousafzai’s Interview with Diane Sawyer	“Speech at the United Nations” Malala Yousafzai

<i>Integrated Modes)</i>	"Amanda Gorman: Brave Enough With Robin Roberts – A Special Edition of 20/20"		
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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..