



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>Applying Techniques to Enhance Complex Characters</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 STANDARDS
LANGUAGE	<p>Grammar conventions - 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 - 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 influence of contextual factors.</p>	<p>STANDARD 9-12.T.C.1 Purposes & Audiences Analyze the impact of purpose and audience on a wide variety of texts.</p> <p>STANDARD 9-12.T.C.2 Authors & Speakers Evaluate how authors' and/or</p>

	<p>Structure & Style - Students analyze and use organizational structures and style to shape ideas and information.</p> <p>Techniques - Students evaluate and apply various techniques to comprehend and shape meaning.</p> <p>Periods & Movements - Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p> <p>Research & Analysis - 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>speakers’ perspectives influence texts and how circumstances shape their creation.</p> <p>STANDARD 9-12.T.SS.1 Organization Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.</p> <p>STANDARD 9-12.T.SS.2 Craft Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.</p> <p>STANDARD 9-12.T.T.1 Narrative Techniques Evaluate and apply narrative techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p>STANDARD 9-12.T.T.2 Expository Techniques Evaluate and apply expository techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p>STANDARD 9-12.T.T.3 Argumentative Techniques Evaluate and apply argumentative techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p>STANDARD 9-12.T.T.4 Poetic Techniques Evaluate and apply poetic techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p>STANDARD 9-12.T.PM.1 Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p> <p>STANDARD 9-12.T.RA.1 Research & Inquiry Conduct research, generating questions to guide investigations of complex topics of interest and using credible sources to support analyses.</p> <p>STANDARD 9-12.T.RA.2: Curating Sources & Evidence Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.</p>
<p>PRACTICES</p>	<p>Situating Texts (ST) 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>Author’s Craft (AC)</p>	<p>STANDARD 9-12.P.ST.1 Context 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>STANDARD K-12.P.ST.2: Author, Audience, & Purpose Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text’s purpose.</p>

	Students apply knowledge of the author's craft to enhance the interpretation and construction of texts.	STANDARD K-12.P.AC.1: Reading like a Writer 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 align="center">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"> ● 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.S1B. Devise and manage a research plan.</p> <p>MCS.Gifted.S1C. Gather, organize, analyze, evaluate, and synthesize data from multiple sources for research applications.</p> <p>MCS.Gifted.S3A. Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.</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>MCS.Gifted.S4D. Respectfully collaborate and effectively communicate exchanges of constructive/critical feedback.</p> <p>MCS.Gifted.S6B. Establish and work toward short and long term goals.</p>		
<p>Unit Vocabulary</p>		
<p><u>Academic</u></p>	<p><u>Specialized</u> <i>(Discipline-specific terms to ELA Content within the standards)</i></p>	<p><u>General</u> <i>(critical terms taught from unit text (s) and concepts to aid in comprehension)</i></p>

<p><i>(frequently encountered terms in academic contexts derived from ELA standards)</i></p> <p>Analyze Figurative Language Connotative language Rhetorical Language Tone Mood Multimodal Construct Evaluate Self-Evaluate Commercial influence Context Synthesize Audience Purpose Text Structure Perspective Word Choice Conflict Social Relevance Theme Cohesive Text Transitions MLA Critique Credible Textual Evidence Fallacies Thesis Sources Adaptation</p>	<p>Characterization Irony Poetic Elements Infographic Archetypes/archetypal Complex Characters Narrative techniques Event Patterns Story Structure Expository techniques Argument Techniques Poetic Techniques Periods and Movement (Literary)</p>	<p>Tragedy Tragic Hero Tragic Flaw Hubris Fate Oracle Prophecy Catharsis Chargos/Choral Ode Pardos Exodos Prologue Episode Strophe/Antistrophe Dramatic Irony Skene</p>
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IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS

Key concept	Related concept(s)	Global context
Connections	Point of View	Personal and Cultural Expression

Statement of inquiry

Connections among archetypes, narrative techniques, and point of view shape personal and cultural expression, revealing how shifting perspectives influence the themes and human experiences authors communicate.

Inquiry questions

Factual—What are archetypes in literature? What are the narrative techniques, plot structures, and poetic techniques authors use to develop these characters and themes?

Conceptual— How does the use of plot structure, narrative and poetic techniques, dramatic irony, and conflict impact the development of archetypal, complex characters? How does the writer intentionally craft details to communicate abstract ideas? How can themes be relevant over space and time or in alternate points of view?

Debatable- Are literary archetypes most like people in everyday life? Is change universal and inevitable (and consider how authors communicate this abstract idea)? Does changing perspective always cause people to see themselves differently?

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>Summative Assessments Only:</p> <p>Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry:</p>	
<p>Title: U4A1 Greek Plays Research Description: Students will be given websites/resources to conduct their own research of the culture and context of Greek plays. They will then put together an infographic of their research findings.</p> <p>Honors Extension: Honors students will include an MLS formatted Annotated Bibliography as a part of their research.</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.P.ST.1.a Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. (I/C)</p> <p>10.T.RA.2.a Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question. (I)</p> <p>10.T.RA.2.c Follow Modern Language Association (MLA) 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. (C)</p>
<p>Title: U4A2 Oedipus Choice Board Essay Description: Students will have multiple options to choose from to show their mastery of how the author of the play uses plot structure, perspective, irony, and narrative techniques to develop archetypal characters.</p> <p>Honors Extension: Honors students will respond to extension</p>	<p>10.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension. (I)</p> <p>10.T.SS.1.b Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. (C)</p> <p>10.T.T.1.a Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I)</p>

<p>prompts that extend thinking and analysis beyond character and archetypal development.</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.TT.1.b Evaluate and critique how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an author’s purpose. (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>C- Producing Text</p> <ul style="list-style-type: none"> 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>Title: U4A3 TAPT Evidence for non-fiction</p> <p>Description: Students will use the articles to find relevant evidence to support a hypothetical prompt of: “Is the main message of <i>Just Six Dots</i> more about innovation or about overcoming obstacles?”, focusing on strength of evidence.</p> <p>Honors Extension: Students will have an extra article to pull evidence and compare</p> <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 type="checkbox"/> Performance Task</p>	<p>10.TT.2.a Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I)</p> <p>10.P.EICC.3.b Scan and skim the text, making note of structures and sections that might be most useful. (I)</p>
<p>Title: U4A4 EOC Practice for Poetry</p> <p>Description: EOC style of questions for one or more of the poems from our selection, focusing on poetic elements and purpose.</p> <p>Type:</p>	<p>10.TT.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)</p> <p>10.P.EICC.3.a Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. (I)</p>

<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task	
<p>Title: U4A5 Title: Student Discourse Fishbowl Style: 4 short articles for students to review whether it is their nature vs. their nurture on their performance as a student.</p> <p>Description: ITC style research question using 4 short articles for students to review whether it is their nature vs. their nurture on their performance as a student. Each student will read one of the articles and answer the research question arguing their claim and supporting with evidence and elaboration from their article.</p> <ul style="list-style-type: none"> • Inner Circle will argue their claim using evidence. • Outer Circle will take notes for rebuttal • Groups will switch so all students participate. <p>Type:</p> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task	<p>10.P.EICC.2.b Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. (I/C)</p> <p>10.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C)</p> <p>10.P.CP.2.d Engage in dialogue with audiences by asking and answering questions. (I/C)</p>
<p>Title: U4A6 Performance Task: EOC style 4 short articles for students to review whether it is their nature vs. their nurture on their performance as a student.</p> <p>Description: ITC style researched argumentative essay using 4 short articles for students to review whether it is their nature vs. their nurture on their performance as a student.</p> <p>Type:</p> <input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input checked="" type="checkbox"/> Performance Task	<p>10.TT.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>10.TT.3.c Apply argumentative techniques strategically to enhance writing and engage audiences.</p> <p>10.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. (I)</p> <p>10.P.AC.1.d Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text’s accessibility, and support the text’s purpose. (I/C)</p>

Approaches to learning (ATL) Skills		
Category (s):	Cluster (s):	Skill Indicator (s):
Research	Media Literacy Skills	-Demonstrate awareness of media interpretations of events and ideas (including digital social media) -Communicate information and ideas effectively to multiple audiences using a variety of media and formats
	Information Literacy Skills	Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
Thinking	Critical Thinking Skills	Gather and organize relevant information to formulate an argument

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 - Introduction to classical plays, character development and reading of Oedipus the King.</p> <p>Students will explore the various terms and structures of classical Greek plays.</p> <p>Before reading, they will conduct research to understand the structure and context of Greek plays.</p> <p>During reading, they will look closely at how Sophocles uses plot structure, irony and narrative techniques to develop an archetypal character.</p> <p>Honors Extension: Students will compile an annotated bibliography using the research they conducted.</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. (I)</p> <p>10.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. (I)</p> <p>10.L.V.3.c Analyze the nuances in connotative meaning of words that share a similar denotation. (I)</p> <p>10.P.ST.1.a Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. (I/C)</p>	<p>ELL and SPED: Vocabulary lists and note-taking summaries for the text.</p>	<p>U4A1 Greek Plays Research Formative</p> <p>U4A2-Oedipus Choice Board</p> <p>Oedipus the King text from Savaas book</p> <p>Websites used for greek plays research</p>

	<p>10.P.ST.1.a Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. (I/C)</p> <p>10.T.RA.2.a Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question. (I)</p> <p>10.T.RA.2.c Follow Modern Language Association (MLA) 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. (C)</p>		
<p>Learning Experience 2-Non-fiction “Just Six Dots”. Students will learn how to argue a claim by pulling relevant evidence from a non-fiction article, elaborating on their evidence in connection to their claim and preparing rebuttals. Students will use the TAPT method to take notes and unlock the research question and task.</p> <p>Honors Extension: Use a second article for comparative purposes</p>	<p>10.T.T.2.a Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I)</p> <p>10.P.EICC.3.b Scan and skim the text, making note of structures and sections that might be most useful. (I)</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>On-level will use “Just Six Dots” text</p> <p>Honors will use both “Just Six Dots” and News ELA article: “Opinion: Now that AI can write students’ essays, will everyone become a cheat?”</p>	<p>U4A3 TAPT Evidence for non-fiction</p> <p>Text is in Savvas book and PDF</p> <p>New ELA for honors article</p>
<p>Learning Experience 3-Poetry Students will analyze a variety of poems and the author’s use of poetic techniques to develop a theme, create meaning, and enhance poetic structure.</p> <p>Honors Extension: Students will connect their poetic analysis to Sophocles use of poetic devices to convey themes in Oedipus.</p>	<p>10.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)</p> <p>10.P.EICC.3.a Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. (I)</p>		<p>U4A4 EOC Practice for Poetry</p> <p>TPCAST sheets or other poetry analysis documents.</p>

<p>Learning Experience 4-Multimodal Source Evaluation: Using the Infographic: How Your Eyes Trick Your Mind, Melissa Hogenboom to teach analyzing of a multimodal text. Students will learn how to look at an infographic to identify its purpose and evidence that helps to convey that message. Teachers will use this infographic specifically to reinforce how non-literary texts can be used for evidence for their argumentative response in an EOC prompt.</p> <p>Honors Extension: Honors will use a second infographic for students to analyze individually and evaluate.</p>	<p>10.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension. (I)</p> <p>10.T.T.2.a Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I)</p> <p>10.L.V.3.b Analyze relationships between words to determine connotative and denotative meanings for words and/or phrases across a variety of contexts. (I)</p> <p>10.T.C.2.b Identify overtly commercial influences on texts in audiovisual and digital modes and platforms. (I)</p>		<p>Infographic: How Your Eyes Trick Your Mind, Melissa Hogenboom</p>
<p>Learning Experience 5: Students will learn the techniques of argument in order to prepare for discussion and the ICT performance task. Students will be divided into 4 groups and each given an article on student performance of nature vs. nurture. The groups will make notes and decide what evidence best supports their claim to argue with their classmates in a fishbowl style. The Performance Task will be given after the experience.</p>	<p>10.P.EICC.2.b Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. (I/C)</p> <p>10.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C)</p> <p>10.P.CP.2.d Engage in dialogue with audiences by asking and answering questions. (I/C)</p> <p>10.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences. (C)</p>		<p>U4A5 Title: Student Discourse Fishbowl Style</p> <p>U4A6 Performance Task</p> <p>Fishbowl instructions/rules</p>
Unit Texts			
<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>			
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>

Unit Novel (s), Plays, Extended Work (s) (Reading)	<i>Oedipus the King</i> by Sophocles	<i>Oedipus the King</i> by Sophocles	Small Group accessible text from Savvas
Other Prose Texts and Poetry (Reading)	Just Six Dots Blind, Fatima Naoot (Poem) The Blind Seer of Ambon, W.S. Merwin (poem) On His Blindness, Jorge Luis Borges (poem) Other short Prose texts (EOC Practice)	Just Six Dots News ELA article: "Opinion: Now that AI can write students' essays, will everyone become a cheat?" Blind, Fatima Naoot (Poem) The Blind Seer of Ambon, W.S. Merwin (poem) On His Blindness, Jorge Luis Borges (poem) Other short Prose texts (EOC Practice)	Teacher select from texts
Visual Texts (Viewing)	Collection of advertisements (EOC Practice)	Collection of advertisements (EOC Practice)	
Auditory Texts (Listening)	EOC Practice Auditory Texts	EOC Practice Auditory Texts	
Multimodal Texts <i>(A single text that includes Integrated Modes)</i>	How Your Eyes Trick Your Mind, Melissa Hogenboom (informational graphic: text, visual)	How Your Eyes Trick Your Mind, Melissa Hogenboom (informational graphic: text, visual)	

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..