



**Marietta City Schools**

**District Unit Planner**

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

*Advanced Composition*

<b>Unit title</b>	<i>Unit 4: Critical and Literary Analysis</i>	<b>Grade</b>	<i>12th</i>	<b>Unit duration (hrs)</b>	<i>9 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**

<b>DOMAIN</b>	<b>UNIT BIG IDEA (S)</b>	<b>UNIT FOCUS STANDARDS</b>
<b>LANGUAGE</b>	<p><b>Grammar Conventions (GC)</b> Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</p> <p><b>Vocabulary (V)</b> 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><b><u>STANDARD K-12.L.GC.1: Grammar, Usage, &amp; Mechanics</u></b> Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating, and constructing texts.</p> <p><b><u>STANDARD 9-12.L.GC.2: Syntax</u></b> Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects.</p> <p><b><u>STANDARD 9-12.L.V.1: General, Academic, &amp; Specialized Vocabulary</u></b> 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><b><u>STANDARD 9-12.L.V.2: Word Analysis</u></b> 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><b><u>STANDARD 9-12.L.V.3: Meaning &amp; Purpose</u></b> Analyze and craft nuanced words and phrases in a variety of texts and for a variety of purposes.</p>

<p style="text-align: center;"><b>TEXTS</b></p>	<p><b><u>Context (C)</u></b> Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors.</p> <p><b><u>Structure &amp; Style (SS)</u></b> Students analyze and use organizational structures and style to shape ideas and information.</p> <p><b><u>Techniques (T)</u></b> Students evaluate and apply various techniques to comprehend and shape meaning.</p> <p><b><u>Research &amp; Analysis (RA)</u></b> 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><b><u>Periods &amp; Movements (PM)</u></b> Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p>	<p><b><u>STANDARD 9-12.T.C.1: Purposes &amp; Audiences</u></b> Analyze the impact of purpose and audience on a wide variety of texts.</p> <p><b><u>STANDARD 9-12.T.C.2: Authors &amp; Speakers</u></b> Evaluate how authors’ and/or speakers’ perspectives influence texts and how circumstances shape their creation.</p> <p><b><u>STANDARD 9-12.T.SS.1: Organization</u></b> Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.</p> <p><b><u>STANDARD 9-12.T.SS.2: Craft</u></b> Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.</p> <p><b><u>STANDARD 9-12.T.T.1: Narrative Techniques</u></b> Evaluate and apply narrative techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p><b><u>STANDARD 9-12.T.T.2: Expository Techniques</u></b> Evaluate and apply expository techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p><b><u>STANDARD 9-12.T.T.3: Argumentative Techniques</u></b> Evaluate and apply argumentative techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p><b><u>STANDARD 9-12.T.T.4: Poetic Techniques</u></b> Evaluate and apply poetic techniques to enhance</p> <p><b><u>STANDARD 9-12.T.PM.1 Periods and Movements</u></b> Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p>
<p style="text-align: center;"><b>PRACTICES</b></p>	<p><b><u>Engagement &amp; Intention for Comprehension &amp; Composition (EICC)</u></b> 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><b><u>Collaboration &amp; Presentation (CP)</u></b> Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.</p>	<p><b><u>STANDARD K-12.P.EICC.4: Writing Processes</u></b> 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><b><u>STANDARD K-12.P.CP.1: Collaboration</u></b> Collaborate with others to accomplish shared goals and projects.</p>

		<p><b>STANDARD K-12.P.CP.2: Presentation</b>  Presentation Use presentation skills to tailor communication to target audiences for specific purposes.</p>
<b>Essential Questions</b>		
<ul style="list-style-type: none"> <li>• How does an author’s worldview and historical context shape the themes, characters, and conflicts in a text?</li> <li>• In what ways do structure, style, and technique reveal an author’s perspective on the issues of their time?</li> <li>• How does understanding the time period and social issues surrounding a work deepen our interpretation of its message?</li> <li>• How can we use research and evidence to support a claim about which historical issue most influenced an author’s work?</li> <li>• Why is it important to study literature from diverse voices and movements when examining culture and history?</li> </ul>		
<b>Unit Vocabulary</b>		
<p><b><u>Academic</u></b>  <i>(frequently encountered terms in academic contexts derived from ELA standards)</i></p> <p>Analyze  Evaluate  Interpret  Synthesize  Context  Worldview  Perspective  Theme  Structure  Tone  Diction  Syntax+  Evidence  Claim / Counterclaim  Presentation</p>	<p><b><u>Specialized</u></b>  <i>(Discipline-specific terms to ELA Content within the standards)</i></p> <p>Literary Movement  Narrator / Point of View  Symbolism  Allegory  Satire  Motif  Imagery  Irony  Allusion  Figurative Language  Poetic Devices  Speaker  Audience  Exposition</p>	<p><b><u>General</u></b>  <i>(critical terms taught from unit text (s) and concepts to aid in comprehension)</i></p> <p>Colonial  Post Colonial  Assimilation  Paucity  Pleasentries  Defiant  Hegemony  Hybridity  Autonomy  Reform  Tide  Paradox</p>
<b>Assessment Tasks</b>		
<p>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.</p> <ul style="list-style-type: none"> <li>• 3- 6 constructed texts (at least 1 of which is an extended constructed text)</li> </ul>		

- 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**

<b>Assessment Title, Description, and Type (formative, summative, MYP, Performance Task)</b> <i>(H) - indicates Honors level assessment</i>	<b>Standard + Grade Level Expectation (s) Assessed and/or MYP Criterion Assessed</b> <i>(applicable only to MYP Task)</i>
<p><b>Title:</b> Contextual Close-Reading Constructed Text# 1</p> <p><b>Description:</b>            After reading a text, students write a literary analysis constructed response explaining how the author’s worldview and historical context influence the text’s theme and techniques. Students must analyze at least two techniques (e.g., imagery, symbolism, irony, structure) and connect them to a specific issue from the author’s time.</p> <p><b>Type:</b></p> <p><input checked="" type="checkbox"/> <b>Formative</b></p> <p><input type="checkbox"/> <b>Summative</b></p> <p><input type="checkbox"/> <b>MYP Task</b></p> <p><input type="checkbox"/> <b>Performance Task</b></p>	<p><b>12.T.C.1.a</b> Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.</p> <p><b>12.T.C.1.b</b> Evaluate the impact of voice and tone on a text’s reception by the audience.</p> <p><b>12.T.C.2.c</b> Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text.</p> <p><b>12.T.C.2.d</b> Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.</p> <p><b>12.T.SS.1.a</b> Analyze and evaluate the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.</p> <p><b>12.T.SS.2.a</b> Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose.</p> <p><b>12.T.T.1.a</b> Evaluate how different authors develop and use narrative techniques (including considering archetypes, multiple perspectives, plot structure, and symbolism) across texts, using textual evidence.</p> <p><b>12.T.T.1.b</b> Compare and evaluate how multiple authors use plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose.</p> <p><b>12.T.T.1.c</b> Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence.</p> <p><b>12.T.T.4.a</b> Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.</p> <p><b>12.T.PM.1.a</b> Compare and contrast the works of writers and artists who are part of a specific movement during a particular time period.</p> <p><b>12.L.V.1.a</b> Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content.</p> <p><b>12.L.V.1.b</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><b>12.L.GC.2.a</b> Apply understanding of syntax to comprehend, analyze, and evaluate a wide variety of texts, including evaluating instances of parallel structure.</p> <p><b>12.L.GC.2.c</b> Compose texts with varied syntax, reshaping sentences for style and effect while maintaining consistency of verb tenses, aspects, and moods.</p> <p><b>12.L.GC.2.d</b> Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes and</p>

	facilitate engagement.
<p><b>Title:</b> Student Discourse # -1Text &amp; Context</p> <p><b>Description:</b> Students participate in discourse exploring the question: “How does understanding context change the way we interpret this text?” Using annotations, guiding questions, and textual evidence, students discuss how authors respond to the events and issues of their time.</p> <p><b>Type:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Formative</b></li> <li><input type="checkbox"/> <b>Summative</b></li> <li><input type="checkbox"/> <b>MYP Task</b></li> <li><input type="checkbox"/> <b>Performance Task</b></li> </ul>	<p><b>12.T.C.2.c</b> Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text.</p> <p><b>12.T.C.2.d</b> Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.</p> <p><b>12.T.SS.2.b</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><b>12.T.SS.2.c</b> Build credibility through a consistent formal, authoritative tone indicative of a confident and knowledgeable expert.</p> <p><b>12.T.T.2.d</b> Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes.</p> <p><b>12.T.T.3.c</b> Apply argumentative techniques strategically to enhance writing and engage audiences.</p> <p><b>12.T.PM.1.a</b> Compare and contrast the works of writers and artists who are part of a specific movement during a particular time period.</p> <p><b>12.L.V.3.e</b> 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><b>K-12.P.CP.1.a</b> Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.</p> <p><b>K-12.P.CP.1.c</b> Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.</p> <p><b>K-12.P.CP.2.a</b> Communicate clearly to present ideas, information, and texts.</p> <p><b>K-12.P.CP.2.d</b> Engage in dialogue with audiences by asking and answering questions.</p>
<p><b>Title:</b> New-Read Selected Response #1 – Author, Context, &amp; Technique</p> <p><b>Description:</b> Students read a new text not previously studied in class and complete a selected-response assessment focused on identifying how techniques, structure, and word choice reveal the author’s perspective and historical context.</p> <p><b>Type:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Formative</b></li> <li><input type="checkbox"/> <b>Summative</b></li> <li><input type="checkbox"/> <b>MYP Task</b></li> <li><input type="checkbox"/> <b>Performance Task</b></li> </ul>	<p><b>12.T.C.1.a</b> Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension. <b>12.T.C.1.b</b> Evaluate the impact of voice and tone on a text’s reception by the audience.</p> <p><b>12.T.C.1.b</b> Evaluate the impact of voice and tone on a text’s reception by the audience.</p> <p><b>12.T.T.1.b</b> Compare and evaluate how multiple authors use plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose.</p> <p><b>12.T.T.1.c</b> Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence.</p> <p><b>12.T.T.4.a</b> Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.</p> <p><b>12.T.PM.1.a</b> Compare and contrast the works of writers and artists who are part of a specific movement during a particular time period.</p> <p><b>12.L.V.1.a</b> Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content.</p> <p><b>12.L.V.1.b</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><b>Title:</b> Image Analysis Constructed Text #2</p> <p><b>Description:</b> Students closely analyze and identify key visual elements that reveal the political atmosphere of the period and explain how the image reflects postcolonial tension, rising autonomy movements, and shifting power structures. Students will connect the photograph to one author from the unit by using a textual quote and one piece of historical context to support their interpretation. Write a short constructed response explaining how the historical context shown in the image influenced the author’s worldview and message.</p>	<p><b>12.T.C.1.a</b> Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.</p> <p><b>12.T.C.1.b</b> Evaluate the impact of voice and tone on a text’s reception by the audience.</p> <p><b>12.T.SS.2.a</b> Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose.</p> <p><b>12.T.SS.2.b</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><b>12.T.SS.2.c</b> Build credibility through a consistent formal, authoritative tone indicative of a confident and knowledgeable expert.</p> <p><b>12.T.T.1.b</b> Compare and evaluate how multiple authors use plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose.</p> <p><b>12.T.T.1.c</b> Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence.</p> <p><b>12.T.PM.1.a</b> Compare and contrast the works of writers and artists who are part of a specific movement during a particular time period.</p> <p><b>12.L.V.1.b</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><b>12.L.GC.2.a</b> Apply understanding of syntax to comprehend, analyze, and evaluate a wide variety of texts, including evaluating instances of parallel structure.</p> <p><b>12.L.GC.2.c</b> Compose texts with varied syntax, reshaping sentences for style and effect while maintaining consistency of verb tenses, aspects, and moods.</p> <p><b>12.L.GC.2.d</b> Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes and facilitate engagement.</p>
<p><b>Title:</b> Song Analysis Constructed Text #3 – Music &amp; Author Worldview</p> <p><b>Description:</b> Students listen to a culturally and historically resonant anthem reflecting the struggle for freedom during the era of postcolonial transition. Students then write a constructed analysis that:</p> <ul style="list-style-type: none"> <li>● Identifies the central message and liberation themes in the song</li> <li>● Connects lyrics to the historical issues explored in the unit</li> <li>● Explains how the song’s themes parallel the worldview of an author studied</li> <li>● Integrates one lyric and one literary quote</li> <li>● Demonstrates how the song deepens their</li> </ul>	<p><b>12.T.C.1.a</b> Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.</p> <p><b>12.T.C.1.b</b> Evaluate the impact of voice and tone on a text’s reception by the audience.</p> <p><b>12.T.C.2.c</b> Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors’ stylistic and thematic choices in text.</p> <p><b>12.T.C.2.d</b> Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.</p> <p><b>12.T.SS.2.a</b> Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose.</p> <p><b>12.T.SS.2.b</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><b>12.T.SS.2.c</b> Build credibility through a consistent formal, authoritative tone indicative of a confident and knowledgeable expert.</p> <p><b>12.T.T.4.a</b> Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.</p> <p><b>12.T.PM.1.a</b> Compare and contrast the works of writers and artists who are part of a specific movement during a particular time period.</p> <p><b>12.L.V.1.b</b> Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and</p>

<p>understanding of postcolonial identity, resistance, and cultural reclamation.</p>	<p>precisely, adjusting style as appropriate in a variety of settings.  <b>12.L.GC.2.a</b> Apply understanding of syntax to comprehend, analyze, and evaluate a wide variety of texts, including evaluating instances of parallel structure.  <b>12.L.GC.2.c</b> Compose texts with varied syntax, reshaping sentences for style and effect while maintaining consistency of verb tenses, aspects, and moods.  <b>12.L.GC.2.d</b> Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes and facilitate engagement.</p>
<p><b>Title:</b> Author Worldview Argument Brief  <b>Description:</b>  Students will write a constructed text-based argument analyzing which historical or cultural issue most influenced an author’s worldview and message. A written Argument Brief must be submitted, outlining claims, evidence, counterarguments, and reasoning..</p> <p> <input type="checkbox"/> <b>Formative</b>  <input checked="" type="checkbox"/> <b>Summative</b>  <input type="checkbox"/> <b>MYP Task</b>  <input type="checkbox"/> <b>Performance Task</b> </p>	<p><b>12.T.C.1.a</b> Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.  <b>12.T.C.1.b</b> Evaluate the impact of voice and tone on a text’s reception by the audience.  <b>12.T.C.2.c</b> Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text.  <b>12.T.C.2.d</b> Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.  <b>12.T.SS.1.a</b> Analyze and evaluate the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.  <b>12.T.SS.1.d</b> 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.  <b>12.T.SS.2.a</b> Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose.  <b>12.T.SS.2.b</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.  <b>12.T.SS.2.c</b> Build credibility through a consistent formal, authoritative tone indicative of a confident and knowledgeable expert  <b>12.T.T.1.c</b> Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence.  <b>12.T.T.2.a</b> Evaluate and critique expository techniques and organizational patterns and their effect; evaluate and critique clarity of information and its impact.  <b>12.T.T.2.d</b> Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes.  <b>12.T.T.3.c</b> Apply argumentative techniques strategically to enhance writing and engage audiences.  <b>12.T.PM.1.a</b> Compare and contrast the works of writers and artists who are part of a specific movement during a particular time period.  <b>12.L.V.1.b</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.  <b>12.L.GC.2.a</b> Apply understanding of syntax to comprehend, analyze, and evaluate a wide variety of texts, including evaluating instances of parallel structure.</p>

	<p><b>12.L.GC.2.c</b> Compose texts with varied syntax, reshaping sentences for style and effect while maintaining consistency of verb tenses, aspects, and moods.</p> <p><b>12.L.GC.2.d</b> Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes and facilitate engagement.</p>
<p><b>Title:</b> Student Discourse # 2“Which Historical Issue Most Influenced the Author?”</p> <p><b>Description:</b> Students participate in a structured debate analyzing which historical or cultural issue most influenced the worldview and message of an author from the unit text set. Students select one author and text and research contextual issues such as colonialism, independence movements, cultural conflict, racism, political revolution, or identity crisis.</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Formative</b></li> <li><input type="checkbox"/> <b>Summative</b></li> <li><input type="checkbox"/> <b>MYP Task</b></li> <li><input type="checkbox"/> <b>Performance Task</b></li> </ul>	<p><b>12.T.C.2.c</b> Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text.</p> <p><b>12.T.C.2.d</b> Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.</p> <p><b>12.T.SS.2.b</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><b>12.T.SS.2.c</b> Build credibility through a consistent formal, authoritative tone indicative of a confident and knowledgeable expert.</p> <p><b>12.T.T.2.d</b> Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes.</p> <p><b>12.T.T.3.c</b> Apply argumentative techniques strategically to enhance writing and engage audiences.</p> <p><b>12.T.PM.1.a</b> Compare and contrast the works of writers and artists who are part of a specific movement during a particular time period.</p> <p><b>12.L.V.3.e</b> 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><b>K-12.P.CP.1.a</b> Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.</p> <p><b>K-12.P.CP.1.c</b> Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.</p> <p><b>K-12.P.CP.2.a</b> Communicate clearly to present ideas, information, and texts.</p> <p><b>K-12.P.CP.2.d</b> Engage in dialogue with audiences by asking and answering questions.</p>

<p><b>Title:</b> New-Read Selected Response #2 – Author, Context, &amp; Technique</p> <p><b>Description:</b> Students read a new text not previously studied in class and complete a selected-response assessment focused on identifying how techniques, structure, and word choice reveal the author’s perspective and historical context.</p> <p><b>Type:</b></p> <p><input type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p>	<p><b>12.T.C.1.a</b> Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.</p> <p><b>12.T.C.1.b</b> Evaluate the impact of voice and tone on a text’s reception by the audience.</p> <p><b>12.T.T.1.b</b> Compare and evaluate how multiple authors use plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose.</p> <p><b>12.T.T.1.c</b> Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence.</p> <p><b>12.T.T.4.a</b> Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.</p> <p><b>12.T.PM.1.a</b> Compare and contrast the works of writers and artists who are part of a specific movement during a particular time period.</p> <p><b>12.L.V.1.b</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><b>Title:</b> Unit 4 Summative Assessment- Multiple Choice Test (Context, Craft, &amp; Author Worldview)</p> <p><b>Description:</b> For the culminating assessment, students complete a multiple-choice unit test requiring them to apply skills in:</p> <ul style="list-style-type: none"> <li>● close reading</li> <li>● identifying narrative, expository, argument, and poetic techniques</li> <li>● evaluating how historical context influences authors’ choices</li> <li>● analyzing structure, style, and diction</li> <li>● determining author perspective and worldview</li> <li>● comparing texts across movements and time periods</li> </ul> <p><b>Type:</b></p> <p><input type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input checked="" type="checkbox"/> Performance Task</p>	<p><b>12.T.C.1.a</b> Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.</p> <p><b>12.T.C.1.b</b> Evaluate the impact of voice and tone on a text’s reception by the audience</p> <p><b>12.T.C.2.c</b> Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text.</p> <p><b>12.T.C.2.d</b> Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.</p> <p><b>12.T.SS.1.a</b> Analyze and evaluate the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.</p> <p><b>12.T.SS.2.a</b> Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose.</p> <p><b>12.T.SS.2.b</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><b>12.T.T.1.a</b> Evaluate how different authors develop and use narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) across texts, using textual evidence.</p> <p><b>12.T.T.1.b</b> Compare and evaluate how multiple authors use plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose.</p> <p><b>12.T.T.1.b</b> Compare and evaluate how multiple authors use plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose.</p> <p><b>12.T.T.1.d</b> Analyze how literary works draw on themes, event patterns, or character types from different time periods.</p> <p><b>12.T.T.3.c</b> Apply argumentative techniques strategically to enhance writing and engage audiences.</p> <p><b>12.T.T.4.a</b> Read, discuss, evaluate, and critique a variety of poetic texts, considering poetic techniques used to present and</p>

design content and their associated implications on meaning and/or theme.  
**12.T.PM.1.a** Compare and contrast the works of writers and artists who are part of a specific movement during a particular time period.  
**12.L.V.3.b** Analyze relationships between words to determine connotative and denotative meanings for words and/or phrases across a variety of contexts.  
**12.L.GC.2.c** Maintain consistent use of active or passive voice throughout a text, as determined by the purpose, audience, and discipline.  
**12.L.GC.2.e** Use and revise parallel structure across paragraphs or sections to create symmetry and convey a congruence of ideas.

**Learning Experiences**

Add additional rows below as needed.

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

Learning Experience and Description	Grade Level Expectation (s) (from Unit Focus Standards)	Personalized Learning and Differentiation	Learning Experience Resources
<p><b>Learning Experience 1-</b> Background Knowledge, Contextual Close Readings &amp; Constructed Text</p> <p><b>Description:</b> Through a multimodal exploration, students will activate prior knowledge and develop a richer understanding of colonialism and liberation. Students engage in a modeled and guided literary analysis of poems, speeches, or short text. Instruction focuses on how worldview, historical context, and author purpose shape theme and technique. Students annotate for symbolism, diction, tone, structure, and contextual cues. Afterwards, students compose a short constructed analysis.</p>	<p><b>12.T.C.1.a</b> Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.  <b>12.T.C.1.b</b> Evaluate the impact of voice and tone on a text’s reception by the audience.  <b>12.T.C.2.c</b> Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text.  <b>12.T.C.2.d</b> Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.  <b>12.T.SS.1.a</b> Analyze and evaluate the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.  <b>12.T.SS.2.a</b> Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of</p>	<p>Scaffolded annotations and technique checklists for EL students            Extension activity comparing two texts            Sentence stems for theme + context analysis            Graphic organizer for technique-to-meaning connections            Conferencing during drafting for individualized support</p>	<p>Selected unit poem or story            Historical context mini-lesson slides            Constructed response frame            Vocabulary list            Anchor chart: “How Context Shapes Meaning”</p>

	<p>meaning, tone, or mood in line with the intended purpose.</p> <p><b>12.TT.1.a</b> Evaluate how different authors develop and use narrative techniques (including considering archetypes, multiple perspectives, plot structure, and symbolism) across texts, using textual evidence.</p> <p><b>12.TT.1.b</b> Compare and evaluate how multiple authors use plot structures, conflict, narrative devices, word choice, and other craft techniques to impact audiences and create purpose.</p> <p><b>12.TT.1.c</b> Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence.</p> <p><b>12.TT.4.a</b> Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.</p> <p><b>12.T.PM.1.a</b> Compare and contrast the works of writers and artists who are part of a specific movement during a particular time period.</p> <p><b>12.L.V.1.a</b> Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content.</p> <p><b>12.L.V.1.b</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><b>12.L.GC.2.a</b> Apply understanding of syntax to comprehend, analyze, and evaluate a wide variety of texts, including evaluating instances of parallel structure.</p>		
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	<p><b>12.L.GC.2.c</b> Compose texts with varied syntax, reshaping sentences for style and effect while maintaining consistency of verb tenses, aspects, and moods.</p> <p><b>12.L.GC.2.d</b> Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes and facilitate engagement.</p>		
<p><b>Learning Experience 2 – Text &amp; Context Discourse</b></p> <p><b>Description:</b> Students engage in structured academic discourse exploring the guiding question: “How does understanding context change the way we interpret this text?”</p> <p>Using close reading strategies, annotations, guiding questions, and textual evidence, students discuss how authors respond to the historical, cultural, political, and personal issues of their time. Students draw connections between author worldview, stylistic choices, and thematic development by integrating contextual research and literary analysis.</p>	<p><b>12.T.C.2.c</b> Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text.</p> <p><b>12.T.C.2.d</b> Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.</p> <p><b>12.T.SS.2.b</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><b>12.T.SS.2.c</b> Build credibility through a consistent formal, authoritative tone indicative of a confident and knowledgeable expert.</p> <p><b>12.T.T.2.d</b> Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes.</p> <p><b>12.T.T.3.c</b> Apply argumentative techniques strategically to enhance writing and engage audiences.</p> <p><b>12.T.PM.1.a</b> Compare and contrast the works of writers and artists who are part of a specific movement during a particular time</p>	<p>Provide guiding discussion questions and sentence stems for entering conversation</p> <p>Discussion roles (summarizer, connector, questioner)</p> <p>Allow students to reference annotated notes during discourse</p> <p>Pre-teach key vocabulary and contextual concepts</p> <p>Mixed-readiness grouping</p>	<p>Annotated copies of text</p> <p>Context background briefs and timelines</p> <p>Guiding discussion questions</p> <p>Academic discourse sentence stems</p> <p>Vocabulary and literary device reference sheets</p> <p>Student annotation notes</p>

	<p>period.</p> <p><b>12.L.V.3.e</b> 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><b>K-12.P.CP.1.a</b> Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.</p> <p><b>K-12.P.CP.1.c</b> Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.</p> <p><b>K-12.P.CP.2.a</b> Communicate clearly to present ideas, information, and texts.</p> <p><b>K-12.P.CP.2.d</b> Engage in dialogue with audiences by asking and answering questions.</p>		
<p><b>Learning Experience 3 – Multimodal Analysis</b></p> <p><b>Description:</b> Students analyze historically significant media sources reflecting postcolonial struggle and liberation. Students complete a chart linking specific elements from photographs and songs to themes, conflicts, or worldviews in the literary texts.</p>	<p><b>12.T.C.1.a</b> Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.</p> <p><b>12.T.C.1.b</b> Evaluate the impact of voice and tone on a text’s reception by the audience.</p> <p><b>12.T.C.2.c</b> Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text.</p> <p><b>12.T.C.2.d</b> Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.</p> <p><b>12.T.SS.2.a</b> Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose.</p> <p><b>12.T.SS.2.b</b> Use literary devices, figurative language, rhetorical language, and/or</p>	<p>Provide separate annotation guides for visual and auditory texts (symbols, lyrics, mood, context). Allow students to focus on one modality first (visual or song) depending on learning strengths. Extension-compare two images or two songs across different national movements. Targeted mini-lessons on poetic devices or visual symbolism as needed. Conference with students requiring support in synthesizing two modalities into one response. Provide sentence frames:</p>	<p>Multimodal annotation organizers Poetic and visual technique anchor charts Context notes on liberation movements Constructed response template integrating two sources</p>

	<p>rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience.</p> <p><b>12.T.SS.2.c</b> Build credibility through a consistent formal, authoritative tone indicative of a confident and knowledgeable expert.</p> <p><b>12.T.T.4.a</b> Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.</p> <p><b>12.T.PM.1.a</b> Compare and contrast the works of writers and artists who are part of a specific movement during a particular time period.</p> <p><b>12.L.V.1.b</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><b>12.L.GC.2.a</b> Apply understanding of syntax to comprehend, analyze, and evaluate a wide variety of texts, including evaluating instances of parallel structure.</p> <p><b>12.L.GC.2.c</b> Compose texts with varied syntax, reshaping sentences for style and effect while maintaining consistency of verb tenses, aspects, and moods.</p> <p><b>12.L.GC.2.d</b> Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes and facilitate engagement.</p>		
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<p><b>Learning Experience 4–</b> Researching Historical Issues Argument Brief</p> <p><b>Description:</b> Students research and gather evidence to construct an argument about which historical or cultural issue most influenced an author’s worldview. After examining models for claim writing, counterclaims, and text-based reasoning, students draft an Argument Brief including claims, evidence, reasoning, and counterarguments. Students gather information from two credible sources, annotate key details, and complete a “context-to-text research organizer”.</p>	<p><b>12.T.C.1.a</b> Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.</p> <p><b>12.T.C.1.b</b> Evaluate the impact of voice and tone on a text’s reception by the audience.</p> <p><b>12.T.C.2.c</b> Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text.</p> <p><b>12.T.C.2.d</b> Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.</p> <p><b>12.T.SS.1.a</b> Analyze and evaluate the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.</p> <p><b>12.T.SS.1.d</b> 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><b>12.T.SS.2.a</b> Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose.</p> <p><b>12.T.SS.2.b</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><b>12.T.SS.2.c</b> Build credibility through a consistent formal, authoritative tone</p>	<p>Choice of author for argument brief</p> <p>Graphic organizer for claim/evidence/reasoning</p> <p>Modeling of counterclaim structure</p> <p>Conferencing to revise argument clarity</p> <p>Extension: Comparative argument across two authors</p>	<p>Research notes template</p> <p>Argument Brief outline</p> <p>Sample mentor text</p> <p>Context article sets</p> <p>Academic vocabulary list</p>
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	<p>indicative of a confident and knowledgeable expert</p> <p><b>12.T.T.1.c</b> Compare how different authors develop a similar theme, comparing passages within and across texts, providing both reasoning and supportive textual evidence.</p> <p><b>12.T.T.2.a</b> Evaluate and critique expository techniques and organizational patterns and their effect; evaluate and critique clarity of information and its impact.</p> <p><b>12.T.T.2.d</b> Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes.</p> <p><b>12.T.T.3.c</b> Apply argumentative techniques strategically to enhance writing and engage audiences.</p> <p><b>12.T.PM.1.a</b> Compare and contrast the works of writers and artists who are part of a specific movement during a particular time period.</p> <p><b>12.L.V.1.b</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><b>12.L.GC.2.a</b> Apply understanding of syntax to comprehend, analyze, and evaluate a wide variety of texts, including evaluating instances of parallel structure.</p> <p><b>12.L.GC.2.c</b> Compose texts with varied syntax, reshaping sentences for style and effect while maintaining consistency of verb tenses, aspects, and moods.</p> <p><b>12.L.GC.2.d</b> Expand and enrich ideas and</p>		
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	information, incorporating details and descriptions to achieve specific purposes and facilitate engagement.		
<p><b>Learning Experience 5–</b> Researching Historical Issues Discourse</p> <p><b>Description:</b> Students participate in a structured debate. They research a chosen author and argue which historical issue most influenced that author’s worldview. Students prepare evidence, practice oral argumentation, and respond to opposing claims using discussion norms.</p>	<p><b>12.T.C.2.c</b> Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text.</p> <p><b>12.T.C.2.d</b> Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.</p> <p><b>12.T.SS.2.b</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><b>12.T.SS.2.c</b> Build credibility through a consistent formal, authoritative tone indicative of a confident and knowledgeable expert.</p> <p><b>12.T.T.2.d</b> Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes.</p> <p><b>12.T.T.3.c</b> Apply argumentative techniques strategically to enhance writing and engage audiences.</p> <p><b>12.T.PM.1.a</b> Compare and contrast the works of writers and artists who are part of a specific movement during a particular time period.</p> <p><b>12.L.V.3.e</b> Make strategic language decisions when writing or speaking by determining, clarifying, or verifying the nuanced meanings</p>	<p>Debate roles (primary speaker, researcher, rebuttal specialist)</p> <p>Scaffolded evidence charts</p> <p>Practice round for students needing rehearsal</p> <p>Extension- Compare two issues instead of one</p> <p>Sentence stems for rebuttals</p>	<p>Debate template</p> <p>Author context handout</p> <p>Rebuttal sentence stems</p> <p>Speaking/listening rubric</p> <p>Evidence organizer</p>

	<p>of closely related words or phrases using available print and/or digital resources.</p> <p><b>K-12.P.CP.1.a</b> Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.</p> <p><b>K-12.P.CP.1.c</b> Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.</p> <p><b>K-12.P.CP.2.a</b> Communicate clearly to present ideas, information, and texts.</p> <p><b>K-12.P.CP.2.d</b> Engage in dialogue with audiences by asking and answering questions.</p>		
<p><b>Unit Texts</b></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>			
<b>Unit Core Texts</b>	<p><b>On-Level</b></p> <p><i>*grade level appropriate texts that meet grade level complexity guidelines*</i></p>	<p><b>Honors</b></p> <p><i>*extensions/additional texts noted here for advanced study as applicable*</i></p>	<p><b>Support</b></p> <p><i>*grade level complex text (s) accessibility support provided for access to grade level content/texts*</i></p>
<b>Unit Novel (s), Plays, Extended Work (s) (Reading)</b>			
<b>Other Prose Texts and Poetry (Reading)</b>	<p>“Telephone Conversation” – Wole Soyinka, poem</p> <p>“A Far Cry from Africa” – Derek Walcott, poem</p> <p>“Dead Men’s Path” – Chinua Achebe, short story</p> <p>“The Possibility of Evil” – Shirley Jackson, short story</p> <p>“Girl”- Jamaica Kincaid, short story</p>		

	<p>“Miss Mckonkey of Bridgewater Close” -Pettina Gappah, short story</p> <p>“The Wind of Change” – Harold Macmillan, speech</p> <p>“The Duty of Youth” – Ken Saro-Wiwa (1968), speech-</p> <p>“South African Apartheid” -Mike Kubic, informational article</p>		
<b>Visual Texts (Viewing)</b>	<p>“Wind of Change” photographs</p> <p>“Mua Mua Uprising” photographs</p>		
<b>Auditory Texts (Listening)</b>	<p>“Redemption Song” Bob Marley, song</p> <p>“Zombie” Fela Kuti, song</p>		
<b>Multimodal Texts</b> <i>(A single text that includes Integrated Modes)</i>	<p>How Did South African Apartheid Happen, and How Did It Finally End? - Thula Simpson</p>		

**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..