



Marietta City Schools

District Unit Planner

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

Advanced Composition

Unit title	<i>Unit 5: "Technically Speaking" - Technical Writing and Communication</i>	Grade	12th	Unit duration (hrs)	9 weeks
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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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</p> <p>Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.</p>	<p><u>STANDARD K-12.L.GC.1: Grammar, Usage, & Mechanics</u> Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating, and constructing texts.</p> <p><u>STANDARD 9-12.L.GC.2: Syntax</u> Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects.</p> <p><u>STANDARD 9-12.L.V.1: General, Academic, & Specialized Vocabulary</u> Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts.</p> <p><u>STANDARD 9-12.L.V.2: Word Analysis</u> Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and phrases and to communicate effectively for a variety of purposes.</p> <p><u>STANDARD 9-12.L.V.3: Meaning & Purpose</u> Analyze and craft nuanced words and phrases in a variety of texts and for a variety of purposes.</p>

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

	share knowledge as they engage with others in a range of settings and for a variety of purposes.	
Essential Questions		
<ul style="list-style-type: none"> • How does purpose and audience shape technical and professional writing? • What text techniques make technical writing clear, effective, and usable? • How does technical writing differ from academic and creative writing? • How can writing and speaking influence real-world decisions? • Why does clarity matter when information has real consequences? 		
Unit Vocabulary		
<p><u>Academic</u> <i>(frequently encountered terms in academic contexts derived from ELA standards)</i></p> <p>audience purpose coherence tone revision synthesis clarity precision</p>	<p><u>Specialized</u> <i>(Discipline-specific terms to ELA Content within the standards)</i></p> <p>technical writing process analysis usability documentation constraints technical register proposal specifications</p>	<p><u>General</u> <i>(critical terms taught from unit text (s) and concepts to aid in comprehension)</i></p> <p>manual instructions guidelines training professional tone proposal communication</p>
Assessment Tasks		
<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"> • 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) . 		

Assessment Title, Description, and Type (formative, summative, MYP, Performance Task) <i>(H) - indicates Honors level assessment</i>	Standard + Grade Level Expectation (s) Assessed and/or MYP Criterion Assessed <i>(applicable only to MYP Task)</i>
<p>Title: Technical Text Analysis Description: Students analyze real-world technical texts to identify purpose, audience, organization, and clarity. Type:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task 	<p>12.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. 12.L.V.1.b Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings. 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.V.3.c Analyze the nuances in connotative meaning of words that share a similar denotation. 12.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension. 12.T.C.1.b Evaluate the impact of voice and tone on a text’s reception by the audience. 12.T.C.2.c Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors’ stylistic and thematic choices in text. 12.T.SS.1.a 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>Title: Process Analysis Writing Description: Students write a step-by-step explanation of a real-world process for a defined audience. Type:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task 	<p>12.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. 12.L.V.1.b Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings. 12.T.T.2.d Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes. K-12.P.EICC.4.d Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.</p>
<p>Title: Work Place Writing Situations Description: Students write professional emails, instructions, or internal documents using appropriate tone and precision Type:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative 	<p>12.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension. 12.T.C.1.b Evaluate the impact of voice and tone on a text’s reception by the audience. 12.T.SS.2.c Build credibility through a consistent formal, authoritative tone indicative of a confident and knowledgeable expert. 12.T.T.2.d Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and</p>

<input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task	<p>purposes.</p> <p>12.T.T.2.d Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes.</p> <p>K-12.P.EICC.4.e Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.</p> <p>K-12.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text’s effectiveness.</p> <p>K-12.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.</p>
<p>Title: New Read Technical Text Assessment Grammar & Syntax Application Check (Selected Response)</p> <p>Description: Students read an unfamiliar technical text and answer selected-response questions assessing comprehension, vocabulary, syntax, and organization.</p> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task	<p>12.L.GC.2.a Apply understandings of syntax to comprehend, analyze, and evaluate a wide variety of texts, including evaluating instances of parallel structure</p> <p>12.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>12.L.V.1.b Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings.</p> <p>12.T.SS.1.a 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>Title: Entry-Level Grant Proposal</p> <p>Description: Students compose a short grant proposal addressing a school or community need.</p> <p>Type:</p> <input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task	<p>12.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.</p> <p>12.T.C.1.b Evaluate the impact of voice and tone on a text’s reception by the audience.</p> <p>12.T.SS.1.d Apply knowledge of text structure and organization to create influential texts with an introduction that guides the focus and promotes a viewpoint; strategically positioned facts, reasons, explanations, details, descriptions, and/or events to shape audience reception; and a compelling conclusion.</p> <p>12.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences.</p> <p>12.T.T.3.d Integrate multiple rhetorical devices or appeals strategically.</p> <p>12.T.RA.1.b Synthesize information from a variety of credible sources to support a central thesis, citing appropriately.</p>

	<p>12.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.</p> <p>12.L.V.1.b Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings.</p>
<p>Title: Technical Manual/ Professional Guide Description: Students create an extended technical manual or professional guide addressing a real-world problem (school, workplace, life skills, or community context). Writing must demonstrate organization, clarity, audience awareness, and appropriate technical techniques. Type:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input checked="" type="checkbox"/> Performance Task 	<p>12.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension. 12.T.C.1.b Evaluate the impact of voice and tone on a text’s reception by the audience.</p> <p>12.T.SS.1.b Blend multiple organizational structures to support and enhance a text’s central message. 12.T.SS.1.c Guide the audience through texts using varied transitions in cohesive multimodal texts, as appropriate for purpose, audience, and design. 12.T.SS.1.d Apply knowledge of text structure and organization to create influential texts with an introduction that guides the focus and promotes a viewpoint; strategically positioned facts, reasons, explanations, details, descriptions, and/or events to shape audience reception; and a compelling conclusion.</p> <p>12.T.SS.2.b Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. 12.T.SS.2.c Build credibility through a consistent formal, authoritative tone indicative of a confident and knowledgeable expert.</p> <p>12.T.T.2.d Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes.</p> <p>K-12.P.ST.2 <i>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.</i></p>

<p>Title: Senior Voice Speech</p> <p>Description: Students plan, write, rehearse, and deliver a formal speech on a topic of personal, academic, or civic significance. This speech is designed to help students articulate ideas, values, and perspectives clearly and confidently.</p> <p>Type:</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>12.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.</p> <p>12.T.C.1.b Evaluate the impact of voice and tone on a text’s reception by the audience.</p> <p>12.T.C.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>12.T.C.2.c Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors’ stylistic and thematic choices in text.</p> <p>12.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences.</p> <p>12.T.T.3.d Integrate multiple rhetorical devices or appeals strategically.</p> <p>12.L.V.1.b <i>Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings.</i></p> <p>K-12.P.CP.2 Use presentation skills to tailor communication to target audiences for specific purposes</p>
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<p align="center">Learning Experiences</p> <p align="center">Add additional rows below as needed.</p> <p align="center">Learning Experiences include how students will learn what they need to know and be able to do for interpreting texts and constructing texts expectations.</p>			
<p align="center">Learning Experience and Description</p>	<p align="center">Grade Level Expectation (s) (from Unit Focus Standards)</p>	<p align="center">Personalized Learning and Differentiation</p>	<p align="center">Learning Experience Resources</p>
<p>Learning Experience 1- Analyzing Technical Texts- Student Discourse</p> <p>Description: Students evaluate real-world</p>	<p>12.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.</p> <p>12.T.C.1.b Evaluate the impact of voice and tone</p>	<p>Text choice based on student interests (college, workplace, community); guided annotation tools; discussion stems; tiered questioning</p>	<p>College orientation guides; workplace onboarding manuals; sample technical policies</p>

<p>technical and professional documents (manuals, onboarding materials, policies, instructions) to determine how purpose, audience, and context shape clarity and effectiveness. Students annotate texts, identify strengths and weaknesses, and participate in structured academic discussions using discipline-specific vocabulary.</p>	<p>on a text’s reception by the audience. 12.T.C.2.c <i>Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors’ stylistic and thematic choices in text.</i> 12.T.SS.1.a 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. 12.T.SS.2.a 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. 12.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. 12.L.V.1.b Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings.</p>		
<p>Learning Experience 2- Process Analysis Writing Description: Students write clear, step-by-step explanations explaining how to complete a task or process. Instruction emphasizes sequencing, precision, syntax, and clarity. Students draft, revise, and test their instructions by having peers follow them to identify breakdowns in communication.</p>	<p>.12.L.GC.2.b Compose texts with varied syntax, reshaping sentences for style and effect while maintaining consistency of verb tenses, aspects, and moods. 12.L.GC.2.d Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes and facilitate engagement. 12.T.SS.1.b Blend multiple organizational structures to support and enhance a text’s central message. 12.T.SS.1.d Apply knowledge of text structure and organization to create influential texts with an introduction that guides the focus and promotes a viewpoint; strategically positioned facts, reasons,</p>	<p>Process templates; sentence frames; modeling of effective instructions; peer testing protocols</p>	<p>Instructional manuals; process-analysis exemplars</p>

	<p>explanations, details, descriptions, and/or events to shape audience reception; and a compelling conclusion.</p> <p>12.T.T.2.d Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes.</p>		
<p>Learning Experience 3- Audience, Purpose, and Real World Communication</p> <p>Description: Students analyze authentic college, workplace, and community texts to identify how audience, purpose, and context influence tone, structure, and clarity. Students annotate texts and discuss why certain communication choices succeed or fail. Students research a career field of interest and complete a technical writing task authentic to that profession (e.g., memo, training guide, safety protocol, FAQ, onboarding document). Students tailor tone, structure, and vocabulary to industry expectations</p>	<p>12.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.</p> <p>12.T.C.1.b Evaluate the impact of voice and tone on a text’s reception by the audience.</p> <p>12.T.SS.1.d Apply knowledge of text structure and organization to create influential texts with an introduction that guides the focus and promotes a viewpoint; strategically positioned facts, reasons, explanations, details, descriptions, and/or events to shape audience reception; and a compelling conclusion.</p> <p>12.T.RA.1.b Synthesize information from a variety of credible sources to support a central thesis, citing appropriately.</p> <p>12.T.RA.2.a Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question.</p> <p>12.T.RA.2.c Follow Modern Language Association (MLA) or American Psychological Association (APA) format guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page.</p>	<p>Choice of texts aligned to postsecondary goals; guided annotation tools; discussion stems.</p>	<p>College orientation guides; workplace onboarding manuals, handbooks.</p>

	<p>K-12.P.EICC.4 <i>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.</i></p>		
<p>Learning Experience 4-Grant Writing: Persuasive Communication for Funding</p> <p>Description: Students study real grant proposals to understand persuasive structure, audience expectations, and professional tone. Students draft, revise, and edit a grant proposal advocating for funding of a real or realistic initiative.</p>	<p>12.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.</p> <p>12.T.C.1.b Evaluate the impact of voice and tone on a text’s reception by the audience.</p> <p>12.T.SS.1.d Apply knowledge of text structure and organization to create influential texts with an introduction that guides the focus and promotes a viewpoint; strategically positioned facts, reasons, explanations, details, descriptions, and/or events to shape audience reception; and a compelling conclusion.</p> <p>12.T.RA.1.b Synthesize information from a variety of credible sources to support a central thesis, citing appropriately.</p> <p>12.T.RA.2.a Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question.</p> <p>12.T.T.3.a Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. 12.T.T.3.b Evaluate and critique the use of rhetorical language in a variety of texts.</p> <p>12.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences.</p> <p>12.T.T.3.d Integrate multiple rhetorical devices or appeals strategically.</p>	<p>Proposal templates; model exemplars; sentence starters for problem statements and justifications</p>	<p>Sample nonprofit grants; community foundation websites</p>

	12.L.V.1.b Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings.		
<p>Learning Experience 5- Technical Manual Development</p> <p>Description:Students plan, draft, revise, and edit their extended technical manuals using the full writing process, with emphasis on audience needs and usability.</p>	K-12.P.EICC.4: 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.	Teacher conferencing; revision timelines; exemplar analysis	Sample technical manuals; writing process checklists
<p>Learning Experience 6- Professional Speech – Inform, Advocate, or Propose</p> <p>Description: Students plan, draft, rehearse, and deliver a professional speech on a topic of choice. The speech must demonstrate clear organization, audience awareness, professional tone, and purposeful use of persuasive or expository techniques.</p> <p>Speech Topic Options (Students Choose One):</p> <ul style="list-style-type: none"> ● A life skill all graduating seniors should learn ● A graduation speech as the valedictorian ● A problem in school or community that needs attention ● An issue related to youth, education, mental health, or technology ● A proposal for improving a system students interact with daily ● A professional training-style speech 	<p>12.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.</p> <p>12.T.C.1.b Evaluate the impact of voice and tone on a text’s reception by the audience.</p> <p>12.T.SS.1.b Blend multiple organizational structures to support and enhance a text’s central message.</p> <p>12.T.SS.1.d Apply knowledge of text structure and organization to create influential texts with an introduction that guides the focus and promotes a viewpoint; strategically positioned facts, reasons, explanations, details, descriptions, and/or events to shape audience reception; and a compelling conclusion.</p> <p>12.T.T.2.d Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes.</p> <p>12.T.T.3.c Apply argumentative techniques</p>	Speech outlines; rehearsal protocols; peer feedback; optional visual supports	TED Talks on effective speaking and persuasion

teaching a practical skill	strategically to enhance writing and engage audiences. 12.T.T.3.d Integrate multiple rhetorical devices or appeals strategically K-12.P.CP.2 Use presentation skills to tailor communication to target audiences for specific purposes.		
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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)			
Other Prose Texts and Poetry (Reading)	“Here’s What You Need to Know About Student Loans” Cheryl Maguire (Common Lit)		
Visual Texts (Viewing)	Infographics on financial literacy and workplace communication Technical diagrams and process charts		
Auditory Texts (Listening)	TED Talk: Julian Treasure, How to Speak So That People Want to Listen TED Talk: David McCandless, The Beauty of Data Visualization		
Multimodal Texts <i>(A single text that includes Integrated Modes)</i>	Purdue OWL – Professional & Technical Writing Usability.gov Canva Design School Youtube Video- Bad Interview		

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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..