



Marietta City Schools

District Unit Planner

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

American Literature

See extensions in the Unit Planner for Honors

Unit title	Unit 5: <i>Contemporary American Voices and Multimodality</i>	MYP year	N/A	Unit duration (hrs)	<i>3 weeks</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Georgia English Language Arts Standards

DOMAIN	UNIT BIG IDEA (S)	UNIT FOCUS STANDARDS
LANGUAGE	<p><u>Grammar Conventions (GC)</u> Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</p> <p><u>Vocabulary (V)</u> 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><u>STANDARD 9-12.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>
TEXTS	<p><u>Context (C)</u> Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors.</p>	<p><u>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</p>

	<p><u>Structures & Style (SS)</u> Students analyze and use organizational structures and styles to shape ideas and information.</p> <p><u>Techniques (T)</u> Students evaluate and apply various techniques to comprehend and shape meaning.</p> <p><u>Periods & Movements (PM)</u> Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period</p>	<p>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.</p> <p><u>STANDARD 9-12.T.T.4: Poetic Techniques</u> Evaluate and apply poetic techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p><u>STANDARD 9-12.T.PM.1: Periods & Movements</u> Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p>
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<p>PRACTICES</p>	<p><u>Situating Texts (ST)</u> Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.</p> <p><u>Author’s Craft (AC)</u> Students apply knowledge of author’s craft to enhance the interpretation and construction of texts.</p>	<p><u>STANDARD K-12.P.ST. 1: Context</u> Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.</p> <p><u>STANDARD K-12.P.AC.3: Text Design</u> Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.</p>
<p><u>MCS Gifted Standards</u> <i>(applicable to advanced content course level only)</i></p>		
<p>MCS.Gifted.S2B — Develop and apply the cognitive components of creative thinking: fluency, flexibility, originality, and elaboration. MCS.Gifted.S2C — Develop and apply the affective components of creative thinking: risk-taking, curiosity, complexity, and imagination. MCS.Gifted.S2D — Apply components of creative thinking in finding, solving, and evaluating solutions to authentic real-world problems and dilemmas. MCS.Gifted.S3A — Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference. MCS.Gifted.S4A — Develop skills and techniques associated with effective verbal and non-verbal communication, adjusting for a given audience or task. MCS.Gifted.S4E — Use a variety of multi-media and innovative technologies as tools to effectively communicate individual or collaborative group work. MCS.Gifted.S5A — Explore personal beliefs, feelings, and understanding of self, regarding one’s own unique giftedness.</p>		
<p>Unit Vocabulary</p>		
<p><u>Academic</u> <i>(frequently encountered terms in academic contexts derived from ELA standards)</i></p> <ul style="list-style-type: none"> ● author’s purpose ● perspective ● mode / multimodal ● synthesis ● analysis ● context ● evidence ● genre ● argument ● narrative 	<p><u>Specialized</u> <i>(Discipline-specific terms to ELA Content within the standards)</i></p> <ul style="list-style-type: none"> ● multimodality ● authorial choice ● visual rhetoric ● performance art ● photo essay ● artist’s statement ● cultural artifact ● digital storytelling ● text design 	<p><u>General</u> <i>(critical terms taught from unit text (s) and concepts to aid in comprehension)</i></p> <ul style="list-style-type: none"> ● sacrifice ● immigrant / immigration ● identity ● contemporary ● heritage ● community ● expression ● representation ● voice ● tribute

<ul style="list-style-type: none"> • expository • stance 	<ul style="list-style-type: none"> • media literacy 	
Essential Questions		
<ul style="list-style-type: none"> • What makes a voice distinctly “American,” and who gets to define it? • How do authors use different modes and forms to communicate their most essential stories? • What does it mean to tell your own story, and why does the — way — you tell it matter? • How can studying the choices other authors make help us become more intentional authors ourselves? • What responsibilities do authors have to their communities and audiences when sharing their stories? 		
Assessment Tasks		
<p><i>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.</i></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) . 		
<p>Assessment Title, Description, and Type (formative, summative, MYP, Performance Task)</p> <p><i>(H) - indicates Honors level assessment</i></p> <p>Summative Assessments Only:</p> <p><i>Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry:</i></p>	<p>Standard + Grade Level Expectation (s) Assessed and/or</p>	
<p>Title: Author's Purpose Text Analysis Guide</p> <p>Description: Structured guiding analysis questions used during and after viewing/reading anchor texts (Pixar’s Wind, Humans of New York). Students evaluate the author’s purpose, choices, and message and compare audience reactions to the author’s stated intent. Completed individually and discussed with partners.</p> <p>Type:</p> <p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p>	<p><u>11.T.C.1 (a, b): Purposes & Audiences</u></p> <p>11.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.</p> <p>11.T.C.1.b Assess the impact of voice and tone on a text’s reception by the audience.</p> <p><u>11.T.C.2 (a, b, c, d): Authors & Speakers</u></p> <p>11.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>11.T.C.2.b Determine influencers of text, including “invisible” commercial influences.</p> <p>11.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><u>K-12.P.ST.1: Context</u></p> <p>K-12.P.ST.1.b Consider how context impacts the purposes of the author and the audience.</p> <p>K-12.P.ST.1.c Explore how context shapes the author’s decisions and the audience’s responses during the interpretation and construction of texts.</p>	

<input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task	<p><u>K-12.P.AC.3: Text Design</u> K-12.P.AC.3.b Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.</p>
<p>Title: Identity Map Description: Students will identify various aspects of their culture and make individual connections that help shape their identity. Type: <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input checked="" type="checkbox"/> Performance Task</p>	<p><u>11.T.C.1: Purpose & Audience</u> 11.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension 11.T.C.1.b Assess the impact of voice and tone on a text’s reception by the audience. <u>11.T.C.2: Authors & Speakers</u> 11.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. 11.T.C.2.c Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text. <u>11.T.SS.1: Organization</u> 11.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. <u>9-12.L.V.1 (a, b): Academic Vocabulary</u> 11.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. 11.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: My American Voice — Multimodal Summative Description: Students select one of five modes to create a personal contemporary text representing their own American voice or experience (or that of a family member): (1) Photo Essay, (2) Cultural Artifact + Explanation, (3) Performance Video, (4) “Where I’m From” Style Poem + Artist’s Statement, or (5) Digital Story / Podcast. Students submit their creative element (50 pts) and a 400–500 word written explanation connecting authorial choices to unit themes (50 pts). Scored using the Unit 5 “My American Voice” rubric (100 pts: authorial choice 35 writing connection 35 grammar conventions 30). Type: <input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input type="checkbox"/> MYP Task</p>	<p><u>11.T.C.1: Purposes & Audiences</u> 11.T.C.1.c Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. <u>11.T.C.2: Authors & Speakers</u> 11.T.C.2.d Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest. <u>11.T.SS.1. Structure and Style (Organization)</u> 11.T.SS.1.b Blend multiple organizational structures to support and enhance a text’s central message. 11.T.SS.1.c Guide the audience through texts using varied transitions that are appropriate to the mode of communication, including between paragraphs and text sections, enhancing cohesion. <u>11.T.SS.2. Structure and Style (Craft)</u> 11.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. <u>Integration of Text Techniques:</u> <u>11.T.T.1: Narrative Techniques</u></p>

<input checked="" type="checkbox"/> Performance Task	<p>11.T.T.1.e Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors and symbolism, achieve specific purposes, engage audiences, and enhance writing.</p> <p><u>11.T.T.2): Expository Techniques</u></p> <p>11.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><u>11.T.T.3: Argumentative Techniques</u></p> <p>11.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences. 11.T.T.3.d Integrate multiple rhetorical devices or appeals strategically.</p> <p><u>11.T.T.4: Poetic Techniques</u></p> <p>11.T.T.4.b Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose.</p> <p><u>11.T.RA.1: Research & Inquiry</u></p> <p>11.T.RA.1.c Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing the sources of ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format.</p> <p><u>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>
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<p style="text-align: center;">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.</p>			
Learning Experience and Description	Grade Level Expectation (s) (from Unit Focus Standards)	Personalized Learning and Differentiation	Learning Experience Resources
<p>LE 1 — American Voices: Author's Craft</p> <p>Students are introduced to the unit theme of "American Voices" through anchor texts in multiple modes. Using Pixar's Wind and the Humans of New York photo essay, students examine how authors make deliberate choices to communicate personal stories and messages. The summative assignment is introduced and students begin brainstorming their own contemporary text.</p> <p>Honors Extension: During the same anchor text viewing and discussion, honors students push beyond identifying authorial choices to evaluating why those choices are more effective than</p>	<p><u>11.T.C.1 (a, b): Purposes & Audiences</u></p> <p>11.T.C.1.a Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension.</p> <p>11.T.C.1.b Assess the impact of voice and tone on a text's reception by the audience.</p> <p>11.T.C.1.c Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.</p> <p><u>K-12.P.AC.3: Text Design</u></p>	<ul style="list-style-type: none"> ● Collaborative partner turn-and-discuss ● Process scaffolding through mini-lesson ● Activating prior knowledge of figurative language and authorial choice ● Scaffolded guiding questions 	<ul style="list-style-type: none"> ● Pixar's Wind Behind the Scenes: A Tribute to Immigrant Sacrifices (video) ● Humans of New York — selected stories and images (photo essay) ● Unit 5 summative assignment sheet

<p>alternatives the author could have made. Discussion questions are elevated to analysis and judgment rather than identification.</p>	<p>K-12.P.AC.3.b Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.</p>		
<p>LE 2 — American Voices in Performance: Multimodal Texts</p> <p>Students explore performance art as a mode of storytelling and examine the connection between art form and theme. Through whole-group viewing and a station activity, students analyze how artists across music, dance, and spoken word express American identity. Teachers conference individually with students on summative progress.</p> <p>Honors Extension: During the same station activity, honors students move beyond analyzing what choices artists make to examining how those choices reflect or challenge dominant ideas about American identity. Guided questions are elevated to require inference and critical evaluation rather than observation.</p>	<p><u>11.T.C.1: Purpose & Audience</u> 11.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension 11.T.C.1.b Assess the impact of voice and tone on a text’s reception by the audience.</p> <p><u>11.T.C.2: Authors & Speakers</u> 11.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. 11.T.C.2.b Determine influencers of text, including “invisible” commercial influences. 11.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><u>11.T.SS.1: Organization</u> 11.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><u>11.T.C.2. Structure and Style (Craft)</u> 11.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.</p>	<ul style="list-style-type: none"> ● Collaborative partners ● Whole group instruction ● Scaffolded guided viewing questions ● Individual conferencing ● Feedback on summative progress 	<ul style="list-style-type: none"> ● TedTalk: Poetry, Music, and Identity — Jorge Drexler ● TedTalk: Syrian Refugee — Asmaa A ● TedTalk: My Immigration Story — Tan Le ● I See America Dancing / Wade in the Water — Alvin Ailey ● Home — The Pop-Up Project ● American Voices in the White House
<p>LE 3 — New American Voices: Speech</p> <p>Students examine speech as a mode of sharing an American voice. Through guided and independent analysis of speeches, students identify the elements of effective delivery — authorial choice, stance, organization, and projection — and apply criteria for a successful presentation of ideas. Students continue work on their summative creative element.</p>	<p><u>11.T.C.1: Purpose & Audience</u> 11.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension 11.T.C.1.b Assess the impact of voice and tone on a text’s reception by the audience.</p> <p><u>11.T.C.2: Authors & Speakers</u> 11.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>	<ul style="list-style-type: none"> ● Gradual release model ● Modeled examples of strong speech delivery ● Scaffolded speech outline ● Independent practice with new text 	<ul style="list-style-type: none"> ● Supporting speech text (teacher-selected) ● Speech outline graphic organizer ● Student summative planning sheet

<p>Honors Extension: During the same speech analysis activity, honors students examine not just what makes delivery effective, but how the speaker's organizational and stylistic choices shape the audience's perception of the speaker's credibility and message. Guided questions require evaluation rather than identification.</p>	<p>11.T.C.2.b Determine influencers of text, including “invisible” commercial influences.</p> <p>11.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><u>11.T.SS.1: Organization</u></p> <p>11.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><u>11.T.C.2. Structure and Style (Craft)</u></p> <p>11.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.</p> <p><u>Text Design:</u></p> <p>K-12.P.AC.3.b Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.</p> <p>K-12.P.AC.3.c K-12.P.AC.3.d Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.</p>		
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Unit Texts
All texts meet grade level complexity guidelines regardless of course level. Support with reading comprehension, fluency, and vocabulary are provided to meet student needs.

Unit Core Texts	On-Level <i>*grade level appropriate texts that meet grade level complexity guidelines*</i>	Honors <i>*extensions/additional texts noted here for advanced study as applicable*</i>	Support <i>*grade level complex text (s) accessibility support provided for access to grade level content/texts*</i>
Unit Novel (s), Plays, Extended Work (s) (Reading)	N/A — this unit is project-based and does not include an extended novel or play	N/A	N/A
Other Prose Texts and Poetry (Reading)	<ul style="list-style-type: none"> ● "Where I'm From" — George Ella Lyon (poem) ● "These Latinx Songs Will Teach You More About History Than Any Book" — Isabel Carasco (article) 	<ul style="list-style-type: none"> ● Additional contemporary poems representing diverse American voices (teacher-selected) ● Extended reading on the history of spoken word / performance poetry in America 	<ul style="list-style-type: none"> ● Annotated / formatted versions of poems with vocabulary support ● Graphic organizers for text structure and author's purpose

Visual Texts (Viewing)	<ul style="list-style-type: none"> ● Pixar’s Wind Behind the Scenes: A Tribute to Immigrant Sacrifices (video) ● Humans of New York — selected photographs and stories (photo essay) ● I See America Dancing — AmerDance Fest / Revelations: Alvin Ailey Dance Company (video) ● Wade in the Water (9:34) — Alvin Ailey Dancers (video) ● Home — The Pop-Up Project (video) 	<ul style="list-style-type: none"> ● Additional documentary or short film representing an underrepresented American community (teacher-selected) 	<ul style="list-style-type: none"> ● Viewing guides with scaffolded guiding questions ● Graphic organizer: author's purpose + choices ● Closed captions enabled for all videos
Auditory Texts (Listening)	<ul style="list-style-type: none"> ● TedTalk: Syrian Refugee — Asmaa A ● TedTalk: Poetry, Music, and Identity — Jorge Drexler ● TedTalk: My Immigration Story — Tan Le 	<ul style="list-style-type: none"> ● Additional TedTalk or podcast episode exploring American identity and voice (teacher-selected) 	<ul style="list-style-type: none"> ● TedTalk transcripts available for read-along support ● Listening guide with focus questions
Multimodal Texts <i>(A single text that includes Integrated Modes)</i>	<ul style="list-style-type: none"> ● Humans of New York website (integrated text, photography, and community storytelling) ● Student summative products — peers view and respond to each other’s multimodal texts during gallery share 	<ul style="list-style-type: none"> ● Additional multimodal journalism piece or interactive digital story (teacher-selected) 	<ul style="list-style-type: none"> ● Pre-taught navigation support for website-based texts ● Sentence frames for peer response

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..