



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>	Where Are You Going? (Be Somebody) - Research Skills & College, Career, Military Exposure	<b>Unit duration (hours)</b>	35 hours (9 Weeks)
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GSE Standards**

**Priority Standards**

**ELAGSE11-12W4** (task-based writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**ELAGSE11-12W7** (short research tasks): Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**ELAGSE11-12SL2** (determining source validity, credibility, bias): Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**Support Standards**

*Reading Informational*

**ELAGSE11-12RI7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

*Writing*

**ELAGSE11-12W8** (research process) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

*Speaking and Listening*

**ELAGSE11-12SL3** (evaluating speaker point of view, reasoning, evidence, rhetoric) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

*Language*

**ELAGSE11-12L1** (conventions) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American English) as needed.

**ELAGSE11-12L2** (punctuation) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly. c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

**Essential Questions**

How do I evaluate a variety of sources for validity or bias?

What is the purpose of an annotated bibliography, and how do the different parts achieve that purpose?

How can I use research to inform my decisions?

**Assessment Tasks**

*List of common formative and summative assessments.*

**Formative Assessment(s):**

**Common Formative Assessment #1:**

Evaluate sources from research databases/websites, anchor text, and Scoir/YouScience/Big Futures in order to determine validity of the sources toward a research question.

**GSE Standards Addressed:**

**W7, W8**

**Common Formative Assessment #2:**

Determine a speaker’s point of view by analyzing reasoning and use of evidence and rhetoric, assessing his/her stance, premises, links among ideas, word choice, points of emphasis, and tone used in order to conduct an evaluation of various speakers’ purpose and/or bias.

**GSE Standards Addressed: SL3, W4**

**Common Formative Assessment #3:**

Develop a “working” resume in order to effectively communicate a clear and distinct purpose in post-secondary pursuits..

**GSE Standards Addressed: W4**

**Summative Assessment(s):**

\* Written Reflection of Speakers

**GSE Standards Addressed: SL2**

\* MLA formatted Annotated Bib (with three total sources: one speaker source, two website/database sources)

**GSE Standards Addressed: W7, W8, RI7**

Presentation Opportunity #2 for Advanced Composition

**\*Note:** While presenting the reflection for Speakers or Annotated Bibliography is optional, participation in class or school speaking presentation is not. One public speaking task is required for all students enrolled in Advanced Comp for S1 or S2. If a student completes the public speaking task in S1, that assignment is exempted for S2. If a student does not complete the task in S1, it is exempted, but required in S2. Not completing in S2 will require a designation of 0 for that assignment. Students will receive 4 common public speaking opportunities across S1 and S2.

**Learning Experiences**

Add additional rows as needed.

<b>Objective or Content</b>	<b>Learning Experiences</b>	<b>Personalized Learning and Differentiation</b>
		All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.

<p><b>LE 2: Evaluating Speaker’s Purpose and Identifying Bias</b> <b>DOK 3</b></p>	<ol style="list-style-type: none"> <li>1. Teachers will conduct mini-lessons on rhetoric, validity, and bias</li> <li>2. Teachers will facilitate investigation of rhetoric through validity and bias.</li> <li>3. Students will work in pairs to analyze a message and claim using a school evaluated TedEd Talk, “This one weird trick will help you spot clickbait” by Jeff Leek and Lucy McGowan.</li> <li>4. Students will analyze the message and claim independently using a school evaluated TedEd Talk, “How Statistics can be Misleading” by Mark Liddell.</li> <li>5. In conjunction with the College and Career Department, students will participate in several guest speaker messages regarding college, career, and military options for post-secondary school</li> <li>6. Students will evaluate a speaker’s argument, rhetoric, delivery (non-verbal) in order to determine speaker’s purpose for speaking and gauge the effectiveness of his/her message</li> <li>7. Students will write reflective responses to make informed decisions and solve problems, evaluating the credibility and accuracy of each source.</li> </ol> <p>Presentation Opportunity #2 for Advanced Composition</p> <p><i>*Note: While presenting the reflection for Speakers or Annotated Bibliography is optional, participation in class or school speaking presentation is not. One public speaking task is required for all students enrolled in Advanced Comp for S1 or S2. If a student completes the public speaking task in S1, that assignment is exempted for S2. If a student does not co</i></p>	<ul style="list-style-type: none"> <li>● Direct instruction (mini-lessons)</li> <li>● Gradual release for analyzing argument and rhetoric</li> </ul>
<p><b>LE 3: Resume writing</b> <b>DOK 2</b></p>	<ol style="list-style-type: none"> <li>1. Teachers will introduce resume writing through the relevancy activity of a vision board for the future.</li> <li>2. Teachers will lead discussion on the purpose of a resume in relation to personal marketing and career/college aspirations.</li> <li>3. Teachers will guide students through resume set-up, specifically highlighting formatting and expectations of the resume.</li> <li>4. Resume will be added to the student portfolio.</li> </ol> <p>Students will produce and edit resumes over the course of the year. This task will be finalized in unit four at the end of the school year.</p>	<ul style="list-style-type: none"> <li>● Peer Review with rubric</li> <li>● Teacher conferencing</li> </ul>
<p><b>LE 1: Annotated Bibliography</b> <b>DOK 3</b></p>	<ol style="list-style-type: none"> <li>1. Teachers will explain the purpose and process of research to answer a question.</li> <li>2. Teachers will conduct mini-lessons on inquiry and the parts of an annotated bibliography, and how each part contributes to the purpose of an annotated bibliography.</li> </ol>	<ul style="list-style-type: none"> <li>● Teacher conferencing and direct instruction.</li> </ul>

3. Students will begin gathering data and information from databases and websites to support previous information from speakers and a common text.
4. Students will utilize the common text in a teacher-led, group activity in order to help students justify their choices for post-secondary plans.
5. Students will evaluate their own three chosen sources for claim, validity, and bias.
6. Students will properly cite the sources using MLA style.
7. Teachers will conference with students to refine and edit their annotated bibliographies as the summative assessment.

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### Content Resources

#### On Level Resources

##### Common Anchor Text (s)

Undecided, 2nd Edition: Navigating Life and Learning after High School by Genevieve Morgan

##### Common Supplemental/Ancillary Text (s)

The Research Virtuoso: How to Find Anything You Need to Know by Toronto Public Library, Victor Gad

##### Common Media Text (s)

“This one weird trick will help you spot clickbait”, Jeff Leek and Lucy McGowan (TEDEd)

“How Statistics can be Misleading” by Mark Liddell (TEDEd)

*College or career resources:*

YouScience and Scoir

##### **BigFuture (supported by College Board)**

*Military resource:*

“Today’s Military” produced by Department of defense

*Additional career resources:*

“Occupational Outlook Handbook” produced by U.S. Bureau of Labor and Statistics

