



Marietta City Schools
2023–2024 District Unit Planner

Advanced Composition

Unit title	<i>What Will You Do? Memoir and Research</i>	Unit duration (hours)	<i>12 weeks</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Priority Standards

- ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ELAGSE11-12W7 (sustained 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.
- ELAGSE11-12W8 (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.

Support Standards

- ELAGSE11-12RL1 (citing evidence) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELAGSE11-12RI1 (citing evidence/inferencing) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELAGSE11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- ELAGSE11-12W4 (writing for task/audience) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ELAGSE11-12W5 (editing process) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
- ELAGSE11-12W9 (pull variety of sources to support research and analysis) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELAGSE11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
- ELAGSE11-12L1 (conventions) Students will demonstrate command of conventions of standard English grammar when writing or speaking as appropriate to tasks, especially noting that usage is a matter of convention and can change over time

- ELAGSE11-12L2 (grammar) Students will demonstrate command of conventions of standard English capitalization, punctuation, and spelling

Essential Questions

What is a memoir?

What is the purpose of research, and how is the process relevant to life beyond secondary school?

How can we use factual information to make decisions when faced with ethical dilemmas?

How can we use the research process to form valid arguments on issues that could be considered ethical dilemmas?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

Common Formative Assessment #1:

MLA formatted annotated bibliography

GSE Standards Addressed: W7, W8, RI7

Common Formative Assessment #2:

ECCO Map, thesis, and outline

GSE Standards Addressed: W4, W5

Common Formative Assessment #3:

Reading Assessments of Anchor Text

GSE Standards Addressed: RI1, RI3

Summative Assessment #1:

MLA formatted annotated bibliography

GSE Standards Addressed: W7, W8, RI7

Summative Assessment #2:

Argumentative research paper
GSE Standards Addressed: W1, W7

Presentation Opportunity 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.

<p style="text-align: center;"><u>Learning Experiences</u></p> <p style="text-align: center;">Add additional rows below as needed.</p>		
Objective or Content	Learning Experiences	<p>Personalized Learning and Differentiation</p> <p>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>
<p>LE 1: Ethics and Ethical Dilemma DOK 1</p>	<ol style="list-style-type: none"> Teachers will define and explain key ethical concepts, such as moral responsibility, moral reasoning, and moral dilemmas. Teachers will facilitate Student discussion around analysis and evaluation of ethical dilemmas from various perspectives, considering the potential consequences and ethical theories involved. Students will apply ethical reasoning skills to propose ethically sound solutions to real-world problems and dilemmas. Students will justify and defend personal ethical positions using evidence from appropriate sources. Students will demonstrate an understanding of ethical principles and their application in real-world scenarios. Students will identify ethical dilemmas in anchor text (memoir) to research. Students will discuss contributing factors to ethical dilemmas as a basis for an argumentative research paper. 	<ul style="list-style-type: none"> Teacher conferencing and direct instruction.

<p>LE 2: Research Process DOK 3</p>	<ol style="list-style-type: none"> 1. Teachers will explain the purpose and process of research to answer a question. 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. 3. Students will begin gathering data and information from databases and websites to conduct research. 4. Students will participate in a teacher-led, group activity in order to help students choose their research focus. 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 to prepare for the summative assessment. 	<ul style="list-style-type: none"> • Teacher conferencing and direct instruction.
<p>LE 3: Argumentative Research Paper DOK 3</p>	<ol style="list-style-type: none"> 1. Argumentative research paper inquiry prompt: select an ethical issue presented in the anchor text and examine it from at least two sides through extensive research. This will help you practice the conventions of academic writing in your discipline and meet the expectations of scholarly discourse. The project will include a written abstract, an elevator pitch that will be presented before the class, an annotated bibliography, in addition to the finished essay. Scaffolding and Extension Options <ol style="list-style-type: none"> a. Extension: Select an ethical issue from the text and connect it to your future field of study. Within your argument, propose a solution that you would consider as an expert in your field b. Scaffold/Support: Consider an ethical issue in your desired future job or field of study. Research both sides, and argue what the evidence you've found supports as the appropriate method of resolution. (not required to connect to anchor text) <ol style="list-style-type: none"> i. Note: YouScience can be utilized to find potential fields of study for undecided students. 2. Students will use an ECCO Map to construct a thesis statement and an outline. 3. Teachers conduct mini-lessons on organization, in-text citations, and synthesis. 4. Students will participate in writing workshops on topic sentences and connection to their thesis statement. 5. Students will complete the Research Process from LE 2 to generate appropriate evidence for their research paper. 6. Students will craft an elevator pitch for their proposed research topic and solutions that will be presented to class of peers for discussion and feedback. 7. Students will write a rough draft and conduct a peer review using the rubric. 8. Students will write and submit a final draft for a research argumentative essay. 	<ul style="list-style-type: none"> • Peer Review with rubric • Teacher conferencing

Content Resources		
On Level Resources Common Anchor Text (s) Memoir- A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah		