



Marietta City Schools
2023–2024 District Unit Planner

Unit title	What Will You Leave? (Do Something)	Unit duration (hours)	6 weeks
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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 Unit Learning Targets:

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.
- **ELAGSE11-12W10** (Writing routinely over time) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **ELAGSE11-12SL4** (Present findings) 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.
- **ELAGSE11-12SL5** (digital media usage) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **ELAGSE11-12SL6** (speech adaptation for context and tasks) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Support Standards

- **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** (grammar) 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 can a resume and cover letter effectively communicate your present success and future goals?

What speaking skills and soft skills can help best prepare you for an interview?

How can a presentation or portfolio best represent your present success and future goals?

Assessment Tasks

List of common formative and summative assessments.

Common Formative Assessment #1:

Develop a resume and cover letter in order to effectively communicate a clear and distinct purpose in post-secondary pursuits.

GSE Standards Addressed: W4

Common Formative Assessment #2:

Portfolio Preparation Choice of personal narrative writing and/or poem, graduation speech and/or self-recommendation letter

GSE Standards Addressed: W10

Common Formative Assessment #3:

Pre-interview preparation

GSE Standards Addressed: SL4

Common Summative Assessment #1:

Final Resume and Cover Letter Update

GSE Standards Addressed: W4

Common Summative Assessment #2:

Portfolio Submission

GSE Standards Addressed: SL5

Common Summative Assessment #3:

Mock Interview or presentation of portfolio

GSE Standards Addressed: SL4, SL6

Learning Experiences

Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation 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.
LE 1: Resume and cover letter writing DOK 2	<ol style="list-style-type: none"> Teachers will lead discussion on the purpose of a cover letter and resume in relation to personal marketing and career/college aspirations. Teachers will guide students through cover letter and resume set-up, specifically highlighting formatting and expectations of the resume and cover letter. Cover letter and resume will be added to the student portfolio. Students can explore different resume formats: google, word, canva, or spikeview 	<ul style="list-style-type: none"> Templates and examples for mini-lessons on formatting Peer Review with rubric Teacher conferencing
LE 2: Mock interview DOK	<ol style="list-style-type: none"> Teachers will guide students through soft-skill and interview question mini-lessons. Students will practice in small groups and paired activities. 	<ul style="list-style-type: none"> Mini-lessons Peer practice
LE 3: Portfolio DOK	<ol style="list-style-type: none"> Teachers will present options for items of inclusion in the student portfolio and choices for digital platforms. Students will complete a self-evaluation and recommendation letter or graduation speech. Students will organize and create a digital portfolio 	<ul style="list-style-type: none"> Small group instruction for digital platform options. Self-evaluation
Content Resources		
On Level Resources Common Anchor Text (s) Collection of Graduation speeches- Shonda Rhimes, Steve Jobs, Denzel Washington, Oprah, Conan O’Brien Common Media Text (s) Spikeview, Canva, LinkedIn		

How to interview videos

