

12th Grade ELA: Leadership

Unit 12.1

Duration of Unit: 7-9 Weeks

Theme, Enduring Understandings, & Essential Questions for This Unit	HSCE'S	How Students will Demonstrate Their Understanding	Standards-based Essential Skills & Concepts to be Targeted Throughout the Unit	Strategies / Best Practices Used to Explicitly Teach the Skills & Concepts	Resources for this Multi-Genre Unit
<p>Theme:</p> <ul style="list-style-type: none"> The Power of Story: Inspiring Passion, Purpose, and Leadership Potential Leaders use story to transcend current reality, making their messages memorable. <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Power of story Dignity, Integrity, Self-respect, Determination Power through conviction Responsibility Innovation <p>Essential Questions:</p> <p>How might I use the story as a tool for evaluating a current situation? How might the pattern of this story be repeated in another or in real life? Is it an effective pattern? How might I use story to reframe my story?</p> <ul style="list-style-type: none"> What lessons can we (as a people) derive from stories? How can I/we apply them in ways that 	<p><i>CE1.1.1-1.1.8</i></p> <p><i>1.2.1-1.2.3</i></p> <p><i>1.3.1-1.3.6, 1.3.9</i></p> <p><i>1.4.1-1.4.7</i></p> <p><i>1.5.1-1.5.5</i></p> <p><i>2.1.1- 2.1.12</i></p> <p><i>2.2.1- 2.2.3</i></p> <p><i>2.3.1-2.3.6, 2.3.8</i></p> <p><i>3.1.1- 3.1.10</i></p> <p><i>3.2.1, 3.2.2</i></p> <p><i>3.3.1- 3.3.3</i></p> <p><i>3.4.1</i></p> <p><i>4.1.1, 4.1.2, 4.1.5</i></p> <p><i>4.1.3, 4.1.4, 4.2.4</i></p>	<p>Summative Assessment (at the end of the unit):</p> <ul style="list-style-type: none"> Identify characters from <u>Their Eyes Were Watching God</u>, and <u>Things Fall Apart</u> who exhibit leadership characteristics. In an essay discuss these characteristics and whether the leadership was negative or positive. <p>Formative Assessments (throughout the unit):</p> <ul style="list-style-type: none"> Responding to Reading: Objective and Close Reading Questions Synthesis Essay ACT Persuasive Essay ACT Writing Prompt Annotated Bibliography of Leaders and Story Objective Listening Test/Reflective Paragraph College Entrance Essay 	<p>Reading:</p> <ul style="list-style-type: none"> Making connections Inferring Synthesizing Monitoring Comprehension Analyzing Ideas/Perspectives Summarizing Identifying the importance of literary devices <p>Writing:</p> <ul style="list-style-type: none"> Using appropriate grammar/sentence structure Connecting/Creating Ideas Researching Summarizing Evaluating Following the writing process Writing a response by taking a stance Developing essays using knowledge of purpose, forms, features <p>Speaking & Listening:</p> <ul style="list-style-type: none"> Choose words to match style/tone Apply parts of speech correctly Understand and use sentence structure and elements providing variety, fluency, and flow 	<ul style="list-style-type: none"> Character Rating Scale Bookmarks Focus Questions (gradual release method) Vocabulary strategies Data Walls Rubrics Peer Editing Quick Writes Think Aloud Plot Development Organizer Says-Means-Suggest Chart 	<p>Anchor Text(s):</p> <ul style="list-style-type: none"> <u>Their Eyes Were Watching God</u>-Hurston, Zora Neale <u>Things Fall Apart</u>-Achebe, Chinua <p>Poetry:</p> <ul style="list-style-type: none"> “The Second Coming”-Yeats, William Butler “The White Man’s Burden”-Kipling, Rudyard “The Negro Speaks of Rivers”-Hughes, Langston <p>Short Stories:</p> <ul style="list-style-type: none"> “Spunk”- Hurston, Zora Neale <p>Drama:</p> <p>Nonfiction:</p> <ul style="list-style-type: none"> “True Tales and Tall Tales: The Power of Organizational Storytelling”-Kaye, Beverly and Jacobson, Betsy http://find.galegroup.com/itx/start.do?prodId=GRGM Bill Moyer with Maxine Kingston on May 25, 2007: Excerpt of an Interview http://www.pbs.org/moyers/journal/05252007/transcript1.html

<p>will transform the present situation into something better?</p> <ul style="list-style-type: none"> • What lessons can we learn from the stories of history to help us succeed in the present? How can I help to bring about the changes? • How do I know if I am developing the academic skills that I will need in my future life? • What qualities do effective leaders share? • What rules or principles do I use for how I treat others? • How can I effectively articulate my opinions and perspectives? • What can I do to avoid repeating mistakes made in history? • What leadership qualities will I need to take with me from high school? • How can I create the world I want to live in? 			<ul style="list-style-type: none"> • Speak appropriately: correct subject-verb agreement, pronoun agreement, professional/academic language, avoid slang • Respond orally in discussion groups and literature circles • Speak fluently and coherently 		<ul style="list-style-type: none"> • “The Power of Story-The Story Paradigm” http://www.co-intelligence.org/I-powerofstory.html • “Magical Realism” http://www.thehipp.org/perspectives/2005_2006/wings/magical.php • “The Invisible Web” http://websearch.about.com/od/invisibleweb/a/invisible_web.htm • “Some Top Students Look For Hidden Gem Colleges” (Audio) http://www.npr.org/templates/story/story.php?storyId=7384194 • “For America’s Sake”-Moyer, Bill http://www.thenation.com/docprint.mhtml?i=20070122&s=moyers • “You Don’t Need a Title to be a Leader” (excerpt) http://www.leadershipnow.com/leadership/0385517475excerpt.html
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