

12th Grade ELA: Leadership

12.3

Duration of Unit: 7 Weeks (Approximately)

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"> Balance of Power: Leadership for the American Dream American Dream success stories continue to shape and inspire Redefining the American Dream in a world context <p>Enduring Understandings:</p> <ul style="list-style-type: none"> The American Dream Social mobility Influence of class <p>Essential Questions:</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 will transform the present situation into something better? 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? (Continued) What responsibility do I have to society? 	<p><i>CE1.1.1-1.1.8,</i> <i>1.2.1, 1.2.2, 1.2.3</i> <i>1.3.1-1.3.9</i> <i>1.4.1-1.4.7</i> <i>1.5.1-1.5.5</i> <i>2.1.1-2.1.12</i> <i>2.2.1-2.2.3</i> <i>2.3.1-2.3.6, 2.3.8,</i> <i>3.1.1- 3.1.10</i> <i>3.2.1-3.2.5</i> <i>3.3.1-3.3.3, 3.3.6</i> <i>3.4.1-3.4.4</i> <i>4.1.1- 4.1.5</i> <i>4.2.1-4.2.4</i></p>	<p>Summative Assessment: How will this issue—the education/mobility link—affect your future? What are your plans in regard to this issue? Consider the unit theme, <i>American Dream success stories continue to shape and inspire</i>.</p> <p>Using the reading selections from this unit write an essay reacting to this issue; specify how this education/mobility link might affect your future and then outline and detail your plans relating to this issue. State a clear thesis and give specific reasons and examples to support your thesis. Consult the rubric as you plan, write, and revise your essay.</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> Responding to reading Multiple-choice items Responding to Literature Close and Critical Reading ACT Prompt Listening/Multiple-choice questions/ Written Paragraph My American Dream Podcast Poetry Analysis Essay Synthesis Essay Listening Essay 	<p>Reading:</p> <ul style="list-style-type: none"> Identify purpose Preview text Understand, and then analyze Make annotations Identify thesis, evidence, structure, style, and organization Summarize/paraphrase Ask questions, visualize, make connections, determine importance, infer, synthesize, and monitor comprehension Determine definition from context Acquire a sense of language patterns Build academic vocabulary <p>Writing:</p> <ul style="list-style-type: none"> Use the writing process Identify purpose and audience Revise with a checklist Critique/evaluate own writing Make language choices appropriate to purpose and audience Choose words to match style/tone Apply parts of speech correctly <p>(Continued)</p> <ul style="list-style-type: none"> Understand and use sentence 	<ul style="list-style-type: none"> Character List Bookmarks Think-Write-Pair-Share Focus Questions Rubrics Quick Writes Character Charts Character Maps Peer Editing Comparison Chart Mapping Graphic Organizers Vocabulary in Context Strategy Readers' Theater Cornell Notes and/or Double Entry Journals 	<p>Anchor Text(s):</p> <ul style="list-style-type: none"> <u>Great Gatsby</u> F. Fitzgerald <p>Poetry:</p> <ul style="list-style-type: none"> "I Hear America Singing" W. Whitman "American Hero" E. Hemphill www.nexuslearning.net <p>Short Stories:</p> <p>Drama:</p> <p>Nonfiction:</p> <ul style="list-style-type: none"> <u>A Hope Unseen</u> Suskind (excerpt) "The Face Behind Facebook" CBS.com "American Dream" Willy Loman (audio) "Fanfare for the Common Man" Copeland (audio) Conglomerate definition from geology.about.com "The American Dream Vs The European Dream" Rifkin

<ul style="list-style-type: none"> • What qualities define a good world citizen? • How can I use my talents to create new opportunities for myself and for others? • How can I effectively articulate my opinions and perspectives? • How do I know I am developing the academic skills that I will need in my future life? 			<p>structure and elements providing variety, fluency, and flow</p> <ul style="list-style-type: none"> • Use editing conventions: correct subject-verb agreement, pronoun agreement, idiom, possessive, and apostrophe usage • Use the research process <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 • 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 		<p>(Continued)</p> <ul style="list-style-type: none"> • “America’s Best Leaders” US News & World Report, Oct. 30,2006 • “Class Matters:Social Class in the United States” www.nytimes.com • “The Haves and Have-Nots” www.npr.org • <u>Nickled and Dimed</u> (excerpts) by B. Ehrenreich – www.nickelanddimed.net
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