

12th Grade ELA: Leadership

12.4

Duration of Unit: 9-11 Weeks (including Culminating Project)

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"> Maintaining Balance and Integrity: The Responsibility of the Individual Individual leadership initiatives insure balance, integrity, and equity in a democratic society. <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Responsibility Balance Integrity Equality Non-violent Action <p>Essential Questions:</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? What leadership skills have I developed? What leadership qualities will I need to take with me from high school? How can I develop or improve the leadership skills I do not yet have? 	<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- 2.3.8</i> <i>3.1.1- 3.1.10</i> <i>3.2.1, 3.2.4, 3.2.5</i> <i>3.3.1-3.3.4, 3.3.6</i> <i>3.4.1-3.4.4</i> <i>4.1.1- 4.1.5</i> <i>4.2.1, 4.2.2, 4.2.4, 4.2.5</i></p>	<p>Summative Assessment: Reread the text selections from this unit and connect them to this portion of the Declaration of Independence:</p> <p>“That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.”</p> <p>Write a persuasive, descriptive or expository essay in which you:</p> <ul style="list-style-type: none"> discuss how this responsibility should be described to which existing official document this responsibility should be added/or what kind of new document should be created how this responsibility statement should be disseminated. <p>* Culminating Project (MDE) *</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> Responding to reading Multiple-choice items Responding to Literature Close and Critical Reading Reaction Essay Analysis 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 Understand and use sentence structure and elements providing variety, fluency, and flow 	<ul style="list-style-type: none"> Think-Write-Pair-Share Focus Questions Rubrics Quick Writes Peer Editing Comparison Chart Vocabulary in Context Strategy Propaganda Chart Primary Sources Project Plan 	<p>Anchor Text(s): <u>Antigone</u> - Sophocles</p> <p>Poetry:</p> <ul style="list-style-type: none"> “Native Wisdom” J. Bruchac “Old Song” (traditional African oral poetry) <p>Short Stories:</p> <ul style="list-style-type: none"> “On the Rainy River” T. O’Brien “The Pedestrian” R. Bradbury <p>Drama:</p> <ul style="list-style-type: none"> “The Night Thoreau Spent in Jail” J. Lawrence & R. Lee www.holtzbrinkpublishers.com <p>Nonfiction:</p> <ul style="list-style-type: none"> “You’re 16, You’re Beautiful and You’re a Voter” Kamenetz NY Times “The Age of Ambition” Kristof NY Times “Letter from a Birmingham Jail” King

<p>(Continued)</p> <ul style="list-style-type: none"> • How can I effectively articulate my opinions and perspectives? • How can I use my talents to create new opportunities for myself and for others? • What rules or principles do I use for how I treat others? • How can I lead through relationships with people as opposed to leading through control over people? • How do I live a life that will inspire others? • How do I know if I have developed the academic skills that I will need in my future life? 		<p>(Continued)</p> <ul style="list-style-type: none"> • ACT Prompt • Listening/Multiple-choice questions/ Written Paragraph • Proposal Project 	<p>(Continued)</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 <p>Respond orally in discussion groups and literature circles</p> <ul style="list-style-type: none"> • Speak fluently and coherently 		<p>(Continued)</p> <ul style="list-style-type: none"> • JFK Campaign Speech – October 14, 1960 U of M • JFK Inaugural Speech – January 20, 1961 • “On Civil Disobedience” (excerpt) Ghandi, 1916 • “An Inconvenient Truth” Al Gore www.climatecrisis.net (media)
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