

# 12th Grade ELA: Transformational Thinking (College Literature and Writing)

DURATION OF UNIT: 60 days

## Unit 1 Informed Decision Making

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><u>Theme:</u></p> <ul style="list-style-type: none"> <li>Bias skews all decisions, actions, and thoughts.</li> <li>Appearance vs. reality</li> <li>Loyalty vs. betrayal</li> <li>Decisions determine destiny.</li> <li>Flawed data (appearances, propaganda) leads to inappropriate decisions.</li> </ul> <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> <li>Decision/indecision</li> <li>Action/inaction</li> <li>Consequences/forward thinking</li> <li>Vision</li> <li>Decision-making process</li> <li>Decisions in the course of history</li> </ul> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>Which decisions I make today will affect me for my entire life?</li> <li>How do I develop a realistic plan for the future?</li> <li>How can I invent new</li> </ul>	<p><i>1.1.1-1.1.8</i></p> <p><i>1.2.1-1.2.4</i></p> <p><i>1.3.1-1.3.9</i></p> <p><i>1.4.1-1.4.7</i></p> <p><i>1.5.1-1.5.5</i></p> <p><i>2.1.1-2.1.8, 2.1.10-2.1.12</i></p> <p><i>2.2.1, 2.2.2, 2.2.3</i></p> <p><i>2.3.1-2.3.8</i></p> <p><i>3.1.1 - 3.1.10</i></p> <p><i>3.2.1, 3.2.3, 3.2.4,</i></p>	<p><u>Summative Assessment (at the end of the unit):</u></p> <ul style="list-style-type: none"> <li>Annotated bibliography on leaders</li> <li>Quizzes and test over both plays</li> <li><i>Macbeth</i> movie</li> </ul> <p><u>Formative Assessments (throughout the unit):</u></p> <ul style="list-style-type: none"> <li>Close &amp; Critical Reading</li> <li>Responding to Reading questions and writing</li> <li>ACT Grammar</li> <li>Persuasive Writing/ACT prompt</li> <li>Quick Writes</li> <li>Personal Response</li> <li>Group</li> </ul>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>Reading information text</li> <li>Reading dramatic literature</li> <li>Analyze text for:                             <ul style="list-style-type: none"> <li>Main ideas</li> <li>Supporting details</li> <li>Sequential, comparative, cause-effect relationships</li> <li>Generalizations and conclusions</li> </ul> </li> <li>Making connections</li> <li>Skim text for essential information</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>Use the writing process</li> <li>Self-reflecting on reading and writing</li> <li>Compose written essays that demonstrate logical thinking and development of ideas</li> <li>Revise grammar in context</li> <li>Write text that:                             <ul style="list-style-type: none"> <li>Expresses judgments</li> <li>Focuses on the</li> </ul> </li> </ul>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>Soliloquy Jumble</li> <li>Bookmarks</li> <li>Graphic Organizer</li> <li>Stack the Deck</li> <li>Think-Write-Pair-Share</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>Writing Checklist</li> <li>Quick writes</li> <li>Persuasive Writing</li> <li>Revision Rummy</li> </ul>	<p><u>Anchor Text(s):</u></p> <p><i>Othello and Macbeth</i> by William Shakespeare <i>Macbeth</i> connects to leadership unit also.</p> <p><u>Drama:</u> “A Man For All Seasons” by Robert Bolt</p> <p><u>Nonfiction:</u> “The Five Modes of Decision Making” by Richard Barrett</p> <p><u>Video:</u></p> <p><i>Othello and Macbeth</i></p> <p>Reduced Shakespeare Company-<i>The Complete Works of</i></p>

<p>opportunities?</p> <ul style="list-style-type: none"> <li>• How will knowing how decisions are made help me plan for my life?</li> <li>• When is loyalty to myself, and my own values, more important than loyalty to a friend?</li> <li>• Can one (apparently) have all the right information and make the wrong decisions?</li> </ul>	<p>3.2.5 3.3.1-3.3.3, 3.3.6 3.4.1, 3.4.2 4.1.1-4.1.5 4.2.2, 4.2.4</p>	<p>Discussion</p> <ul style="list-style-type: none"> <li>• Jumbled Soliloquy</li> <li>• Listening: Movie preparation</li> </ul>	<p>topic</p> <ul style="list-style-type: none"> <li>○ Develops a position</li> <li>○ Organizes ideas</li> <li>○ Uses language effectively</li> </ul> <ul style="list-style-type: none"> <li>• Cite sources using MLA conventions</li> <li>• Note-taking</li> </ul> <p><u>Speaking &amp; Listening:</u></p> <ul style="list-style-type: none"> <li>• Listen for information</li> <li>• Find intersections between visual images and verbal communication</li> <li>• Listen for information that could have resulted in better decisions</li> <li>• Speaking clearly and effectively</li> <li>• Recognizing language bias</li> </ul>	<p><u>Speaking &amp; Listening:</u></p> <ul style="list-style-type: none"> <li>• Peer editing</li> <li>• Whole Group Discussion</li> <li>• Small Group Discussion</li> <li>• Presentation</li> <li>• Movie</li> <li>• Tear &amp; Share</li> <li>• Q-Click</li> </ul>	<p><i>Shakespeare Abridged</i> (optional)</p>
--	---	---	--	--	---