

Course Title:	American Literature 12A		
Unit 1 Big Idea:	Leadership at Home		
Essential Questions:	<ul style="list-style-type: none"> • What leadership skills have I developed? • What leadership qualities will I take with me from high school? • How do I know if I am developing the academic skills that I will need in my future? 		
CCSS Standards:	Assignment	Description	
Reading Standards for Literature 11-12			
RL.11-12.1 and 3	1.1.2-1.1.3; 1.3.3	Students gather evidence of parental leadership in “The Veldt” and chart it in a graphic organizer before analyzing the parents behavior in the story in a well-developed paragraph; student determine what they believe to be good leadership traits and evaluate the characters in <i>A Raisin in the Sun</i> based on these traits	
RL.11-12.1 and 3-4	1.1.4	Analysis of author’s use of indirect characterization in “Girl”	
	1.2.3	Read and respond to a “Upon the Burning of Our House” with focus on the use of metaphor and simile	
RL.11-12.5	1.3.11	Analyze the author’s choice of setting and use of dialect	
	1.3.5	Locate and explain instances of symbolism in <i>Their Eyes Were Watching God</i> and analyze its effectiveness	
Reading Standards for Informational Texts 11-12			
RL.11-12.1	1.2.12	Student read about Erikson’s Stages of Development, take notes, and draw conclusions about what they read	
RL.11-12.2	1.3.1	Students observe examples of Erikson’s Stages of Development in <i>Their Eyes Were Watching God’s</i> Janie	
RL.11-12.3	1.3.3-1.3.4	Erikson’s Stage of Development in <i>Their Eyes Were Watching God</i> graphic organizer and paragraph	
Writing Standards 11-12			
W.11-12.2. a-f	1.1.3	Analysis of parenting in “The Veldt”	

		paragraph; analysis of Erikson’s Stage of Development in <i>Their Eyes Were Watching God</i> paragraph
	1.4.0-1.4.7	Informative Essay
W.11-12.4	All writing assignments	
W.11-12.5	1.3.7	Outlining Analytical Paragraph—Leaders in <i>A Raisin in the Sun</i>
W.11-12.6	Informative essay	Use discussion boards as a way to conduct writer’s workshop and move through the writing process
W.11-12.7	1.3.8-1.3.9	Students conduct a mock interview with author Zora Neale Hurston based on information gathered through research
Language Standards 11-12		
L.9-10.2.b	1.2.0	Grammar Challenge: Colons
L.11-12.1.a	1.3.15	Grammar Challenge: Commas
L.11-12.4.a-d	1.1.0	Create 4-Square Vocabulary Cards
L.11-12.5.b	1.2.3	Simile and metaphor in Bradstreet poetry
L.11-12.6	1.1.0	Vocabulary Building Activities
Unit 2 Big Idea:	Leadership in Society	
Essential Questions:	<ul style="list-style-type: none"> • What qualities define a good world leader? • What can I do to avoid making mistakes made in history? • Who is in a position to help me affect change? 	
CCSS Standards:	Assignment/Location	Description
Reading Standards for Literature 11-12		
RL.11-12.1 and 3	Discussion board assignments for <i>The Crucible</i>	Students engage in several discussion board assignments where they must support their claims with evidence from the play or other course texts
RL.11-12.2	2.3.1, 2.3.5-2.3.7, 2.4.4-2.4.5	Students explore Miller’s purpose for writing <i>The Crucible</i> as well as how the themes of leadership and manipulation intersect in the story
RL.11-12.6	2.4.2	Irony in <i>The Crucible</i>
Reading Standards for Informational Texts 11-12		

RI.11-12.1	2.2.3	Students read Lincoln's Second Inaugural Address and locate examples of various rhetorical strategies used in the speech
RI.11-12.2	2.2.4	Students compare and contrast Murrow and McCarthy on the concepts of deception, honesty
RI.11-12.5-6	2.2.2 and 2.2.3	Students analyze the effectiveness of persuasive rhetoric in two separate assignments/readings: Rhetorical Strategies in "Ain't I A Woman?" and Persuasive Rhetoric in Lincoln's Second Inaugural Address
RI.11-12.9	2.2.3	Students analyze the effectiveness of persuasive rhetoric in Lincoln's Second Inaugural Address
Writing Standards 11-12		
W.11-12.3.a-e	2.4.0-2.4.5	Narrative essay about effective or ineffective leadership traits
W.11-12.4	All writing assignments	
W.11-12.6	Research essay	Use discussion boards as a way to conduct writer's workshop and move through the writing process
W.11-12.7-9	2.1.1-2.1.8; 2.2.5;2.5.1-2.5.6	Research essay; students learn to develop research questions, create bibliography and note cards, construct an annotate bibliography, develop an outline for a research essay, evaluate sources, and write a research essay and cite their sources correctly
Speaking and Listening Standards 11-12		
SL.11-12.4-6	2.3.9	Student record an introduction based on the events that lead up to Act II of <i>The Crucible</i>
Language Standards 11-12		
L.11-12.4.a	2.1.0	Using context clues to determine the meaning of unfamiliar word activity
L.9-10.1a	2.4.9	Grammar Challenges: Parallel Structure
L.11-12.3.a	2.4.9	Grammar Challenges: Parallel Structure

L.11-12.6	2.3.0	Using word parts to determine the meaning of an unfamiliar word
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