• How can I create a world that I want to live in? • What responsibility do I have to society? • What responsibility do I have to society? • How do I resolve my responsibilities to myself with those to my family members, school, community, and world?  CCSS Standards: Reading Standards or Literature 11-12 RL.11-12.1 and 3  1.1.3-1.1.5  Students gather evidence of character in "Everyday Use" on graphic organizers and draw conclusions based on the evidence gathered. Then they explain how they came to their conclusion in a well-developed paragraph  Analysis of word choice and connotation in "Danse Russe"  1.3.9A  Poetry analysis: "Psalm of Life"  1.3.9B  Poetry analysis: "Waiting on the World to Change"  1.3.6-1.3.8  Analyze "Self-Reliance" and an except from Walden and compare the themes and then apply to Into the Wild's main character  Reading Standards or Informational lexts 11-12  RL.11-12.1  1.2.1-1.2.2  Student read about temperament type, take notes, and draw conclusions about what they read  Students observe examples of temperament type preferences in Into the Wild's Christopher McCandless  RL.11-12.3  1.3.3-1.3.4  Significant Events in Into the Wild graphic organizer and paragraph  Nriting Standards  1.1-12  N.11-12.1. a-e  1.4.0-1.4.5 and Into the Wild and Temperament Type Argument Essay	Course Title:	American Literature 12B		
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What responsibility do I have to society?  How do I resolve my responsibilities to myself with those to my family members, school, community, and world?  Assignment  Description  Reading Standards or Literature 11-12  RL.11-12.1 and 3  1.1.3-1.1.5  Students gather evidence of character in "Everyday Use" on graphic organizers and draw conclusions based on the evidence gathered. Then they explain how they came to their conclusion in a well-developed paragraph  Analysis of word choice and connotation in "Danse Russe"  1.3.9A  Poetry analysis: "Psalm of Life"  1.3.9B  Poetry analysis: "Waiting on the World to Change"  RL.11-12.9  1.3.6-1.3.8  Analyze "Self-Reliance" and an except from Walden and compare the themes and then apply to Into the Wild's main character  Reading Standards or Informational Texts 11-12  RL.11-12.1  1.2.1-1.2.2  Student read about temperament type, take notes, and draw conclusions about what they read  RL.11-12.3  1.3.3-1.3.4  Significant Events in Into the Wild graphic organizer and paragraph  Writing Standards  Into the Wild and Temperament Type Argument Essay	Unit 1 Big Idea:			
Reading Standards or Literature 11-12 RL.11-12.1 and 3  1.1.3-1.1.5  Students gather evidence of character in "Everyday Use" on graphic organizers and draw conclusions based on the evidence gathered. Then they explain how they came to their conclusion in a well-developed paragraph  RL.11-12.4  1.2.6B  Analysis of word choice and connotation in "Danse Russe"  1.3.9A  Poetry analysis: "Psalm of Life"  1.3.9B  Poetry analysis: "Waiting on the World to Change"  Analyze "Self-Reliance" and an except from Walden and compare the themes and then apply to Into the Wild's main character  Reading Standards or Informational Fexts 11-12 RL.11-12.1  1.2.1-1.2.2  Student read about temperament type, take notes, and draw conclusions about what they read  RL.11-12.2  1.3.1  Students observe examples of temperament type preferences in Into the Wild's Christopher McCandless  RL.11-12.3  1.3.3-1.3.4  Significant Events in Into the Wild graphic organizer and paragraph  Mriting Standards  1.1-12  N.11-12.1. a-e  1.4.0-1.4.5 and  Into the Wild and Temperament Type  Argument Essay	Essential Questions:	<ul> <li>What responsibility do I have to society?</li> <li>How do I resolve my responsibilities to myself with those to my family</li> </ul>		
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Change"  Analyze "Self-Reliance" and an except from Walden and compare the themes and then apply to Into the Wild's main character  Reading Standards or Informational Texts 11-12  RL.11-12.1		1.3.9A	Poetry analysis: "Psal	m of Life"
from Walden and compare the themes and then apply to Into the Wild's main character  Reading Standards or Informational Texts 11-12  RL.11-12.1		1.3.9B	•	ting on the World to
Texts 11-12  RL.11-12.1  1.2.1-1.2.2  Student read about temperament type, take notes, and draw conclusions about what they read  RL.11-12.2  1.3.1  Students observe examples of temperament type preferences in Into the Wild's Christopher McCandless  RL.11-12.3  1.3.3-1.3.4  Significant Events in Into the Wild graphic organizer and paragraph  Nriting Standards  L1-12  N.11-12.1. a-e  1.4.0-1.4.5 and Into the Wild and Temperament Type Argument Essay	RL.11-12.9	1.3.6-1.3.8	from Walden and compare the themes and then apply to Into the Wild's main	
take notes, and draw conclusions about what they read  Students observe examples of temperament type preferences in Into the Wild's Christopher McCandless  Significant Events in Into the Wild graphic organizer and paragraph  Writing Standards  1.4.0-1.4.5 and Into the Wild and Temperament Type  1.4.6B  Argument Essay	Reading Standards for Informational Texts 11-12			
temperament type preferences in Into the Wild's Christopher McCandless  1.3.3-1.3.4 Significant Events in Into the Wild graphic organizer and paragraph  Viting Standards 112  V.11-12.1. a-e  1.4.0-1.4.5 and 1.4.6B Into the Wild and Temperament Type Argument Essay	RL.11-12.1	1.2.1-1.2.2	take notes, and draw	
Organizer and paragraph  Writing Standards 11-12  W.11-12.1. a-e  1.4.0-1.4.5 and Argument Essay	RL.11-12.2	1.3.1	temperament type p	references in <i>Into the</i>
N.11-12.1. a-e 1.4.0-1.4.5 and Into the Wild and Temperament Type 1.4.6B Argument Essay	RL.11-12.3	1.3.3-1.3.4		
1.4.6B Argument Essay	Writing Standards 11-12			
	W.11-12.1. a-e			nperament Type
	W.11-12.2.b, e, and f			ragraph
W.11-12.2.c 1.4.5 Revising with transitions	W.11-12.2.c	1.4.5	Revising with transiti	ons

W.11-12.4	All writing		
VV.11 12.4	assignments		
W.11-12.6	ussigninents	Use discussion boards as a way to	
VV.11-12.0	1.4.0-1.4.5	conduct writer's workshop and move	
	1.4.0-1.4.5	through the writing process	
Language		tillough the writing process	
Language Standards 11-12			
L.11-12.3.a	1.2.0	Grammar Challenge: Verb Tense	
L.11-12.3.a	1.2.0	Consistency	
L.11-12.4.a	1.3.0	Using context clues to determine the	
L.11-12.4.a	1.5.0	meaning of unfamiliar word activity	
L.11-12.4.d	1.1.0	Create 4-Square Vocabulary Cards	
L.11-12.5.b	1.2.6B	Analysis of word choice in "Danse Russe"	
L.11-12.6	1.1.0 and 1.2.0	•	
		Vocabulary Building Activities	
Unit 2 Big Idea:	Leading Others		
E	How can I effectively articulate my opinions and perspectives?		
Essential	=	es do I use for how I treat others?	
Questions:	How can I use my talents to create new opportunities for myself and		
	others?		
CCSS Standards:	Assignment/Location	Description	
Reading Standards			
for Literature 11-12			
RL.11-12.1 and 3	2.1.2 and 2.1.4	Students conduct a comparison and	
		contrast of two characters in "A Good	
		Man is Hard to Find" (attitudes, beliefs,	
		Man is Hard to Find" (attitudes, beliefs,	
		Man is Hard to Find" (attitudes, beliefs, behaviors) and construct an paragraph	
RL.11-12.3	2.1.3	Man is Hard to Find" (attitudes, beliefs, behaviors) and construct an paragraph that illustrates the characters similarities/differences.	
RL.11-12.3	2.1.3	Man is Hard to Find" (attitudes, beliefs, behaviors) and construct an paragraph that illustrates the characters	
RL.11-12.3 RL.11-12.6	2.1.3 2.2.8	Man is Hard to Find" (attitudes, beliefs, behaviors) and construct an paragraph that illustrates the characters similarities/differences.  Author's use of dialogue in "A Good Man	
		Man is Hard to Find" (attitudes, beliefs, behaviors) and construct an paragraph that illustrates the characters similarities/differences.  Author's use of dialogue in "A Good Man is Hard to Find"	
	2.2.8	Man is Hard to Find" (attitudes, beliefs, behaviors) and construct an paragraph that illustrates the characters similarities/differences.  Author's use of dialogue in "A Good Man is Hard to Find"  Allusions in <i>The Great Gatsby</i>	
	2.2.8	Man is Hard to Find" (attitudes, beliefs, behaviors) and construct an paragraph that illustrates the characters similarities/differences.  Author's use of dialogue in "A Good Man is Hard to Find"  Allusions in <i>The Great Gatsby</i> Students explore stream of consciousness	
	2.2.8	Man is Hard to Find" (attitudes, beliefs, behaviors) and construct an paragraph that illustrates the characters similarities/differences.  Author's use of dialogue in "A Good Man is Hard to Find"  Allusions in <i>The Great Gatsby</i> Students explore stream of consciousness and allusion in "The Love Song of J. Alfred	
RL.11-12.6	2.2.8	Man is Hard to Find" (attitudes, beliefs, behaviors) and construct an paragraph that illustrates the characters similarities/differences.  Author's use of dialogue in "A Good Man is Hard to Find"  Allusions in <i>The Great Gatsby</i> Students explore stream of consciousness and allusion in "The Love Song of J. Alfred	
RL.11-12.6  Reading Standards	2.2.8	Man is Hard to Find" (attitudes, beliefs, behaviors) and construct an paragraph that illustrates the characters similarities/differences.  Author's use of dialogue in "A Good Man is Hard to Find"  Allusions in <i>The Great Gatsby</i> Students explore stream of consciousness and allusion in "The Love Song of J. Alfred	
RL.11-12.6  Reading Standards for Informational	2.2.8	Man is Hard to Find" (attitudes, beliefs, behaviors) and construct an paragraph that illustrates the characters similarities/differences.  Author's use of dialogue in "A Good Man is Hard to Find"  Allusions in <i>The Great Gatsby</i> Students explore stream of consciousness and allusion in "The Love Song of J. Alfred	
RL.11-12.6  Reading Standards for Informational Texts 11-12	2.2.8 2.3.1	Man is Hard to Find" (attitudes, beliefs, behaviors) and construct an paragraph that illustrates the characters similarities/differences.  Author's use of dialogue in "A Good Man is Hard to Find"  Allusions in <i>The Great Gatsby</i> Students explore stream of consciousness and allusion in "The Love Song of J. Alfred Prufrock"	
RL.11-12.6  Reading Standards for Informational Texts 11-12	2.2.8 2.3.1	Man is Hard to Find" (attitudes, beliefs, behaviors) and construct an paragraph that illustrates the characters similarities/differences.  Author's use of dialogue in "A Good Man is Hard to Find"  Allusions in <i>The Great Gatsby</i> Students explore stream of consciousness and allusion in "The Love Song of J. Alfred Prufrock"  Students read two stories about the same event in O'Brien's <i>The Things They</i>	
RL.11-12.6  Reading Standards for Informational Texts 11-12	2.2.8 2.3.1	Man is Hard to Find" (attitudes, beliefs, behaviors) and construct an paragraph that illustrates the characters similarities/differences.  Author's use of dialogue in "A Good Man is Hard to Find"  Allusions in <i>The Great Gatsby</i> Students explore stream of consciousness and allusion in "The Love Song of J. Alfred Prufrock"  Students read two stories about the same event in O'Brien's <i>The Things They Carried</i> , noting/evaluating why he might	
RL.11-12.6  Reading Standards for Informational Texts 11-12	2.2.8 2.3.1	Man is Hard to Find" (attitudes, beliefs, behaviors) and construct an paragraph that illustrates the characters similarities/differences.  Author's use of dialogue in "A Good Man is Hard to Find"  Allusions in <i>The Great Gatsby</i> Students explore stream of consciousness and allusion in "The Love Song of J. Alfred Prufrock"  Students read two stories about the same event in O'Brien's <i>The Things They</i>	

		Then explain their reasoning from the perspective of the narrator to his daughter.
RI.11-12.7	2.2.3 and 2.2.5	Students use Maslow's Hierarchy of Needs pyramid to examine the characters in <i>The Great Gatsby</i> .
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	2.4.0-2.4.5	Use discussion boards as a way to conduct writer's workshop and move through the writing process
W.11-12.7 and W.11-12.9.a	2.2.6 and 2.2.7	Students research color symbolism and apply it to <i>The Great Gatsby</i> and develop a paragraph that synthesizes multiple sources.
Speaking and Listening Standards 11-12		
SL.11-12.3	2.3.3	Frontline: "Is Walmart Good for America?" Email. Students watch a video about Walmart and defend, challenge, or qualify the point of view and reasoning for its business practices
SL.11-12.4-6	2.3.2B	Oral Response to <i>The Things They Carried</i>
SL.11-12.5	2.2.5A	Gatsby and Maslow Multimedia Project
Language Standards 11-12		
L.11-12.1a and b	2.1.0 and 2.3.0	Grammar Challenges: Dangling and Misplace Modifiers
L.11-12.3.a	2.1.0 and 2.3.0	Grammar Challenges: Dangling and Misplace Modifiers
L.11-12.6	2.2.0	Using word parts to determine the meaning of an unfamiliar word