

Theme: Finding Passion**Common Core Standards:**

CC.1.2.11-12.A. Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

CC.1.2.11-12.B. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11-12B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.5.11-12.A. Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on other's ideas and expressing their own clearly and persuasively.

Objectives

The student will:

Analyze explicit and implicit meaning of text both in literature and nonfiction. **Critique** where the text leaves matters uncertain or ambiguous both in literature and nonfiction. **Analyze** text and create an expectation of theme or central ideas both in literature and nonfiction. **Synthesize** proposed themes into a complex account both in literature and nonfiction. **Create** digital media presentations. **Formulate** a definition of words and phrases based on context. **Compare** formulated definition with precise meaning. **Create** a working definition of words.

Tunkhannock Area School District

Grade 12 Language Arts Unit 2 (6 weeks)

Suggested Activities	Exemplar Texts	Additional Resources	Tier 3 Vocabulary	Assessments
<p>"Ode to my Suit" (a during activity): With a partner, investigate the literary characteristics of an ode (see resources for sites to use) and assess how the definition applies to "Ode to My Suit." Use text rendering on a clean copy of the poem to explain what makes this work an ode: highlight/underline evidence and provide marginal notes to support your conclusion. (RL.11-12.5, RI.11-12.4, W.11-12.7, W.11-12.9, SL.11-12.1, L.11-12.6)</p> <p>"Ode to My Suit" (an after activity): Based on your analysis of "Ode to My Suit," create an ode to an everyday possession to which you have a profound attachment. Be prepared to do a reading of your ode for the class and to accept feedback on what about it was successful and suggestions on what you might do to improve it. (W.11-12.4, SL.11-12.3, SL.11-12.6, L.11-12.3)</p> <p>"Mother Tongue" (an after activity): After considering the points Amy Tan makes in her essay "Mother Tongue," develop a logical argument for or against the adoption of an official language for the United States. Be sure to consider how this would be implemented and the possible ramifications surrounding such an action. Finally, find and include in your essay one piece of "suggested reading" for your reader. This suggested reading should be a credible piece of informational text that offers further insight into/support of the points you put forth in your "official language" argument. (RI.11-12.7, W.11-12.1, W.11-12.4, W.11-12.7, W.11-12.9)</p>	<p><i>Jane Eyre</i> by Charlotte Bronte (Story)</p> <p>"A Poem of Changgan" by Li Po (Poetry)</p> <p>"Ode to My Suit" by Pablo Neruda (Poetry)</p> <p>"Mother Tongue" by Amy Tan (Informational)</p> <p>Additional exemplars as indicated in The Common Core State Standards</p>	<p><u>Resources on Odes</u> http://academic.brooklyn.cuny.edu/english/melani/cs6/ode.html</p> <p>http://www.poets.org/viewmedia.php/prmMID/5784</p> <p><u>"Mother Tongue"</u> full text: http://www.scribd.com/doc/13297165/Mother-Tongue-By-Amy-Tan-I-Am-Not-A</p> <p><u>Jane Eyre</u> teaching aid: http://edsitement.neh.gov/lesson-plan/introducing-jane-eyre-unlikely-victorian-heroine</p> <p>full text: http://www.gutenberg.org/ebooks/1260</p> <p><u>Reason for Hope</u></p> <p>Additional pieces that exemplify the level of complexity and quality that The Common Core State Standards require all students in the 12th grade band to engage with.</p>	<p>Jane Eyre"</p> <p>lineaments antipathy pungent ignominy opprobrium execrations indefatigable ewers animadversions assiduity expostulations chemises mien effluvial gregarious saturnine halcyon girandoles sardonically remittent vochsafed coquettish lucre</p> <p>"Mother Tongue"</p> <p>quandary insular impeccable semantic</p>	<p>Formative</p> <p>Student observation Small and large group discussion Self and peer assessment Questioning Quiz On-line discussion boards/blogs</p> <p>Summative</p> <p>End-of-unit exam or essay End-of-semester or end of year exam or essay Keystone Exam Benchmark 4Sight Test Diagnostic PDE CDT</p>