

Language Arts: Grade Twelve

Adams County/Ohio Valley
Course of Study

Content Standard: Reading Applications: Informational, Technical and Persuasive Text				
Grade 11-12 Benchmarks: B. Identify and analyze examples of rhetorical devices and valid and invalid inferences.				
Content Organizer:				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Analyze the rhetorical devices used in public documents, including state or school policy statements, newspapers editorials and speeches.				

The Reading Process Standards includes concepts of print, comprehension strategies and self-monitoring strategies. Reading processes are used in all reading content areas and should be incorporated within instruction and assessment of the content-specific standards and benchmarks

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Content Standard: Reading Applications: Informational, Technical and Persuasive Text				
Grade 11-12 Benchmarks: C. Critique the effectiveness and validity of arguments in text and whether they achieve the author's purpose.				
Content Organizer:				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.				

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Content Standard: Reading Applications: Informational, Technical and Persuasive Text				
Grade 11-12 Benchmarks: D. Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.				
Content Organizer:				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>3. Analyze and compile information from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.</p> <p>Critical Skill needs emphasis and practice.</p>	(None)			

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Content Organizer:				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.	#2 Subscale: Extends Meaning Examine uses and purposes of propaganda messages in nonfiction passages <ul style="list-style-type: none"> • One or more clearly identifiable propaganda messages in nonfiction passages • Identification of statement containing propaganda not asked to identify specific technique use • Demonstrate ability to detect when and why propaganda is used • Cite information from text to support conclusion 			

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Content Standard: Reading Applications: Informational, Technical and Persuasive Text				
Grade 11-12 Benchmarks: E. Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.				
Content Organizer:				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>5. Examine an author’s implicit and explicit philosophical assumptions and beliefs about a subject.</p> <p>Correlates with Writing Applications #1 “Writing reflective compositions...”</p>	<p>#3 Subscale: Extends Meaning Recognize an author’s purpose and attitude (bias/slant)</p> <ul style="list-style-type: none"> • May be fiction or non-fiction • Passage exemplifies an identifiable purpose, bias, or slant not directly stated • Infer = implicit • Requires students to cite information from text to support their conclusions 	<p>I. Primary Resource “Why I Write” George Orwell Appendix (pp. 9-12)</p> <p>II. Secondary Resource <i>Writers Inc.</i> “Reflective Writing” (pp. 337-353)</p> <p>Tools “Thinkmarks” or “VIP” Post-its (See Reading Process Standard #4 and 5)</p>	<p>I. Freshmen studied Orwell’s <i>Animal Farm</i>. Assume students also have an understanding of the characteristics of reflective writing (<i>Writers Inc.</i>) and have written several reflective pieces. The objective of this lesson is to understand both the philosophy of the author and his organizational style. Pose the following pre-reading questions: What purpose does the introduction serve? What is the connection between the writer and his personal experience? What common characteristics are found in all writing, according to Orwell? Give students either “Thinkmarks” or “VIP” post-its to use during the reading process.</p> <p>After reading the essay, ask for comments. What is Orwell’s goal in writing? What does Orwell say about the writing of <i>Animal Farm</i>? Looking back on your reading of the novel, do you think he accomplished his purpose?</p> <p>Students should see the following organizational pattern: Personal reasons for writing Experiences that shaped his style Common characteristics of writers/Four motives for writing Return to personal reasons for writing</p> <p>Suggested vocabulary burlesque narcissistic meticulous tumultuous perverse egoism drudgery aesthetic posterity ornate imperialism</p>	<p>I. Students should be able to summarize the main points of the essay and be able to select several quotes from the essay to support their summary. Students should also be able to transfer Orwell’s philosophy of why he writes to their personal life and why they have certain interests or do meaningful (to them) activities. Example: A student might serve the community because he grew up in a family that valued helping less fortunate people. Students should be able to explain how their philosophy is similar to and/or different from the writer. Use the extended response rubric for the OGT as a grading standard.</p>

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Grade 11-12 Benchmarks: C. Critique the effectiveness and validity of arguments in text and whether they achieve the author's purpose.				
Content Organizer:				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.				

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Grade 11-12 Benchmarks:				
Content Organizer:				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
7. Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.				

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Grade 11-12 Benchmarks:				
Content Organizer:				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules, business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.				

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Content Standard: Reading Applications: Literary Text				
Grade 11-12 Benchmarks: B. Explain ways characters confront similar situations and conflict.				
Content Organizer:				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>1. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.</p>		<p>I. Primary Resource <i>Lord of the Flies</i> by William Golding</p> <p>II. Secondary Resources "Abandoned" Appendix (p. 19)</p> <p>"Viewpoints on Civilization" Appendix (p. 20)</p> <p>"Socratic Seminar Data" Rubric Appendix (pp.21-25)</p> <p>"A Moral Philosophy" React Worksheet Appendix (p. 26)</p> <p><i>CliffsNotes – The Lord of the Flies</i> Maureen Kelly p. 13 - Appendix (p. 27)</p>	<p>II. "Abandoned" is a pre-reading activity. Begin with a Socratic Seminar in which the teacher asks questions and provides absolutely no answers or comments. Each time the student offers an answer, the teacher may ask the question, "Why?" Repeat the "why" until it is clear the student has no more to add. Encourage students to question each other. They should follow the same format of questioning with no comment or reaction. At first, students will be uncomfortable with this process. It takes time for the students to become proficient, but practice will result in better thinking processes and problem-solving skills.</p> <p>"Viewpoints on Civilization" requires the students to analyze the nature of man/woman. Ask students to slowly read aloud each quote twice. Questions to students: What does each quote mean? Which quote reflects your philosophy, if any? Which quote do you disagree with most?</p> <p>Before beginning the reading of the novel, direct the student to the quote on the back cover of the book, "It is not only a first-rate adventure story but a parable of our times." Remind students of their reading of <i>Animal Farm</i> and direct them to note similarities in the themes of both novels.</p> <p>IEP Modifications – Audio tape of <i>Lord of the Flies</i> - Students should listen to the tape in brief segments, pausing to answer teacher's questions. If completed before general class discussion, IEP students can better participate in the discussion.</p>	<p>II. Students are evaluated on the depth of comments and the frequency of participation. Be certain students are aware that they will be graded during discussion. Begin by calling on each student to respond at least once each session. Encourage students to check the data sheet occasionally to determine their level of participation.. After reading chapters 3-5, students should complete the worksheet "A Moral Philosophy." This exercise will deepen their understanding of why characters react to conflict in different ways.</p>

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Content Standard: Reading Applications: Literary Text				
Grade 11-12 Benchmarks: A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text.				
Content Organizer:				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Analyze the historical, social and cultural context of setting.	<p># 11 Subscale: Extends meaning Analyze the effect of literary elements (i.e., setting, character, plot, and theme)</p> <ul style="list-style-type: none"> • Passages (fiction or nonfiction) contains one or more of following literary elements: Plot, (e.g., problem, resolution, conflict, foreshadowing, flashback), Characterization, setting, or theme • Students may be asked to identify or analyze one or more elements • Relate elements to each other (e.g., plot and characterization, setting and theme) • Use information from text to support conclusions 			

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Content Organizer:				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Explain how voice and narrator affect the characterization, plot and credibility.	<p># 11 Subscale: Extends meaning</p> <p>Analyze the effect of literary elements (i.e., setting, character, plot, and theme)</p> <ul style="list-style-type: none"> • Passages (fiction or nonfiction) contains one or more of following literary elements: Plot, (e.g., problem, resolution, conflict, foreshadowing, flashback), Characterization, setting, or theme • Students may be asked to identify or analyze one or more elements • Relate elements to each other (e.g., plot and characterization, setting and theme) • Use information from text to support conclusions 	<p><i>Lord of the Flies</i>, William Golding</p> <p>Audio introduction to the novel by the author.</p> <p>Essay question – Center for Learning</p>	<p>Ask students to recall childhood or pre-adolescent memories. Then have them jot down incidents, language or slang, feelings and frustrations they remember.</p> <p>To begin the study of the novel, either read or play the tape of the introduction by William Golding. He explains why there are no girls on the island and how he chose the ages of the boys. Students will enjoy this introduction and begin their individual reading with specific background information. Students should be able to answer the essay question after reading the first chapter.</p> <p>Students should be encouraged to keep a two-column reading journal. The first column includes page numbers read and the essence of the reading. The second column includes the reader’s response or reaction. It may also include questions to be asked in class discussions. Periodically ask them to reflect on this indicator. Specifically ask if the credibility of the novel ever breaks down.</p>	<p>In paragraph form, respond to this question: Does Golding’s style capture <u>realistically</u> the language and behavior patterns of children of this age? Consider dialogue and interaction among the boys in revealing personality traits.</p> <p>Assessment – Students should be able to cite several examples from the text.</p> <p>Example: Ralph, pleased that there are no adults on the island, immediately removes his clothes. He stands on his head, smiles and says, “No grownups!” Children like to be without the constraints of adult supervision.</p>

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Content Standard: Reading Applications: Literary Text				
Grade 11-12 Benchmarks: A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text.				
Content Organizer:				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Evaluate an author's use of point of view in a literary text.				

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Content Organizer:				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Analyze variations of universal themes in literary texts.	<p># 11 Subscale: Extends meaning Analyze the effect of literary elements (i.e., setting, character, plot, and theme)</p> <ul style="list-style-type: none"> • Passages (fiction or nonfiction) contains one or more of following literary elements: Plot, (e.g., problem, resolution, conflict, foreshadowing, flashback), Characterization, setting, or theme • Students may be asked to identify or analyze one or more elements • Relate elements to each other (e.g., plot and characterization, setting and theme) • Use information from text to support conclusions 			

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Content Standard: Reading Applications: Literary Text				
Grade 11-12 Benchmarks: C. Recognize and analyze characteristics of subgenres and literary periods.				
Content Organizer:				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
6. Recognize and differentiate characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of theme or topic.				

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Content Organizer:				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
7. Compare and contrast varying characteristics of American, British, world and multi-cultural literature.				

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Content Standard: Reading Applications: Literary Text				
Grade 11-12 Benchmarks: D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. . Critique an author's style				
Content Organizer:				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
8. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.				

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