

Language Arts: Grade Twelve

Adams County/Ohio Valley
Course of Study

Content Standard: Writing Applications Grade 11-12 Benchmarks: A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. Content Organizer:				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
I. Write reflective compositions that: <ul style="list-style-type: none"> a. use personal experiences as a basis for reflections on some aspect of life. b. draw abstract comparisons between specific incidents and abstract concepts; c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and d. move from specific examples to generalization about life. 	(none)	I. Primary Resources “Why I Write” George Orwell Appendix (pp. 9-12) <i>Writers Inc.</i> (pp. 337-353)	I. After reading, discussing and responding to the Orwell essay, “Why I Write,” assign a short reflective essay following the author’s format. Students should determine their personal passions and reflect upon why they have chosen them. Examples: Why I Sing Why I Pray Why I Read Why I Paint, Sculpt, Draw, etc. Why I Farm Why I Play Golf, Tennis, Basketball, etc. Remind students to reflect before writing. Select something meaningful to discuss. Review pages 337-353 in <i>Writers Inc.</i> before writing. This should be review material. Students can either scan the section or the teacher may want to summarize necessary parts.	I. This is primarily a philosophical writing, so depth of reflection is a major criteria. Select a rubric tailored to reflective writing or use the OGT rubric.

The Writing Process Standard includes the phases of prewriting, drafting, revising and editing and publishing. Writing processes are used in all writing content areas and should be incorporated within instruction and assessment of the content-specific standards and benchmarks.

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Grade 11-12 Benchmarks: B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author’s use of stylistic devices and effects created.				
Content Organizer:				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>2. Write responses to literature that:</p> <ul style="list-style-type: none"> a. advance a judgment that is interpretative, analytical, evaluative or reflective; b. support key ideas and viewpoints with accurate and detailed reference to the text or to other works and authors; c. analyze the author’s use of stylistic devices and express an appreciation of the effects the devices create; d. identify and assess the impact of possible ambiguities, nuances and complexities within text; e. anticipate and answer a reader’s questions, counterclaims or divergent interpretations; and f. provide a sense of closure to the writing. 	<p># 1 – Subscale: Content Develop a clear, focused main idea or ideas related to the prompt.</p> <ul style="list-style-type: none"> • Clear, identifiable main ideas(s), each part explaining or supporting main idea • Specific response to essential direction or question that unifies paper, providing a consistent focus. <p>#2 – Subscale: Content Demonstrate completeness.</p> <ul style="list-style-type: none"> • Develops a writing piece with enough elaboration to give impression of completeness. • Information gives a sense that topic has been fully explored and developed. • Essential aspects of subject included. <p>#3 – Subscale: Content Include supporting details appropriate to the audience, purpose and topic (narrative, persuasive, or expository).</p> <ul style="list-style-type: none"> • Ample evidence in support of main idea • Relevant, precise and significant supporting details (example, reasons, facts, definitions, events, descriptions, actions, and dialogue). 			

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Content Standard: Writing Applications				
Grade 11-12 Benchmarks: C. Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.				
Content Organizer:				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals) that:</p> <ul style="list-style-type: none"> a. report, organize and convey information accurately; b. use formatting techniques that make a document user-friendly; and c. anticipate readers' problems, mistakes and misunderstandings. 	<p>#2 – Subscale: Content Demonstrate completeness.</p> <ul style="list-style-type: none"> • Develops a writing piece with enough elaboration to give impression of completeness. • Information gives a sense that topic has been fully explored and developed. • Essential aspects of subject included. <p>#4 – Subscale: Organization Follow purposeful organization.</p> <ul style="list-style-type: none"> • Organizes and structures a writing piece. • Maintains natural flow of ideas. • Demonstrates control over presentation and development of topics. • Writing starts and ends in clear, satisfying way. 			

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Grade 11-12 Benchmarks: D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure.				
Content Organizer:				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Write informational essays or reports, including research, that: <ul style="list-style-type: none"> a. develop a controlling idea that conveys a perspective on the subject; b. create an organizing structure appropriate to purpose, audience and context; c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources; d. make distinctions about the relative value and significance of specific data, facts, and ideas; e. anticipate and address a reader’s potential biases, misunderstanding and expectations; and f. provide a sense of closure to the writing. 				

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Grade 11-12 Benchmarks: E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning.				
Content Organizer:				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>5. Write persuasive compositions that:</p> <ul style="list-style-type: none"> a. articulate a clear position; b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and c. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning). <p>(Correlates to Acquisition of Vocabulary standard # 1 and Reading Process # 1-2)</p>	<p>#1 – Subscale: Content Develop a clear, focused main idea or ideas related to the prompt.</p> <ul style="list-style-type: none"> • Clear, identifiable main ideas(s), each part explaining or supporting main idea • Specific response to essential direction or question that unifies paper, providing a consistent focus. <p>#2 – Subscale: Content Demonstrate completeness.</p> <ul style="list-style-type: none"> • Develops a writing piece with enough elaboration to give impression of completeness. • Information gives a sense that topic has been fully explored and developed. • Essential aspects of subject included. <p>#3 – Subscale: Content Include supporting details appropriate to the audience, purpose and topic (narrative, persuasive, or expository).</p> <ul style="list-style-type: none"> • Ample evidence in support of main idea • Relevant, precise and significant supporting details (examples, reasons, facts, definitions, events, descriptions, actions, and dialogue). 	<p>“Searching for the Cure to Senioritis” Wayne D’Orio <i>District Administration</i> Appendix (pp. 15-17)</p> <p>“Developing a Thesis” (p. 45) <i>High School Writing Projects</i>, Collins and Chadwell</p>	<p>Class discussion of senior academic experiences (personal anecdotes) using the Socratic Seminar approach. (10 minutes) Students read article to determine audience, purpose, point of view and method of organization. Examine OGT rubric, or similar assessment rubric, to determine requirements. Break into groups of 4 to discuss development of arguments (points) and approach. Return to whole group for reporting out the peer groups’ understanding of the article. Refer students to the writing process, especially to the worksheet on developing a thesis statement. See underlined words for suggested vocabulary development.</p>	<p>Students should write a short persuasive essay (five paragraphs) that <u>offers a solution</u> to “senioritis.” This assignment may be a stepping stone to a longer, more detailed persuasive composition. Use either the OGT writing rubric, or a similar one that includes the major points of a persuasive composition, as listed in the Writing Applications content standard and Benchmark E.</p>

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6. Produce informal writings (e.g., journals, notes and poems) for various purposes.				

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