

**Groveport Madison Local School District**  
**Twelfth Grade Language Arts Content Standards**  
**Planning Sheets**

**Standard: Acquisition of Vocabulary**

**1st**  
**9 wks**

**2nd**  
**9 wks**

**3rd**  
**9wks**

**4th**  
**9 wks**

	1st 9 wks	2nd 9 wks	3rd 9wks	4th 9 wks
<b>A. Verify meanings of words by the author's use of definition, restatement, example, comparison, contrast and cause and effect.</b>				
1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.	✓			
<b>B. Distinguish the relationship of word meanings between pairs of words encountered in analogical statements.</b>				
2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.	✓			
<b>C. Explain the influence of the English language on world literature, communications and popular culture.</b>				
3. Examine and explain the influence of the English language on world literature, communications and popular culture.		✓		
<b>D. Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.</b>				
4. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).			✓	
<b>E. Use multiple resources to enhance comprehension of vocabulary.</b>				
5. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	✓			

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**Standard: Reading Applications: Informational, Technical, and Persuasive Text**

**1st**  
**9 wks**

**2nd**  
**9 wks**

**3rd**  
**9wks**

**4th**  
**9 wks**

<b>Standard: Reading Applications: Informational, Technical, and Persuasive Text</b>	<b>1st</b> <b>9 wks</b>	<b>2nd</b> <b>9 wks</b>	<b>3rd</b> <b>9wks</b>	<b>4th</b> <b>9 wks</b>
<b>A. Analyze the features and structures of documents and critique them for their effectiveness.</b>				
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.	✓			
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.	✓			
<b>B. Identify and analyze examples of rhetorical devices and valid and invalid inferences.</b>				
1. Analyze the rhetorical devices used in public documents, including newspaper editorials and speeches.		✓		
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.			✓	
<b>C. Critique the effectiveness and validity of arguments in text and whether they achieve the author's purpose.</b>				
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.				✓
6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.				✓
<b>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.</b>				
3. Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics.			✓	
<b>E. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.</b>				
5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.	✓			

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**Standard: Reading Applications: Literary Text**

	1st 9 wks	2nd 9 wks	3rd 9wks	4th 9 wks
<b>A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text.</b>				
2. Analyze the historical, social and cultural context of setting.				✓
3. Explain how voice and narrator affect the characterization, plot and credibility.				✓
4. Evaluate the author's use of point of view in a literary text.	✓			
5. Analyze variations of universal themes in literary texts.	✓			
<b>B. Explain ways characters confront similar situations and conflict.</b>				
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 example of characters' thoughts, words and actions.		✓		
<b>C. Recognize and analyze characteristics of subgenres and literary periods.</b>				
6. Recognize and differentiate characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic.		✓		
7. Compare and contrast varying characteristics of American, British, world and multi-cultural literature.			✓	
<b>D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning.</b>				
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.	✓			
<b>E. Critique an author's style.</b>				
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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**Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies**

**1st**                      **2nd**                      **3rd**                      **4th**  
**9 wks**                      **9 wks**                      **9wks**                      **9 wks**

<b>A. Apply reading comprehension strategies to understand grade-appropriate text.</b>				
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.				✓
<b>B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).</b>				
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.		✓		
<b>C. Use appropriate self-monitoring strategies for comprehension.</b>				
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	✓			
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).	✓			
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	✓			