

ENGLISH/LANGUAGE ARTS: GRADE 12**Grade:** 12**Academic Standard:** 12.1**Academic Standard Indicator:** --**Core Standard:** No

Standard Description (Academic or Indicator): Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

Suggestion for Integrating International

Content: Have students look for unfamiliar vocabulary that may originate in another language and may be interpretable only through context. *Example:* Words like *marquis*, *turnkey*, *guillotine*, *tumbrel*, *conciergerie*, *equipages* in Charles Dickens' *A Tale of Two Cities* (1859).

Grade: 12**Academic Standard:** 12.1**Academic Standard Indicator:** 12.1.1**Core Standard:** Yes

Standard Description (Academic or Indicator): Vocabulary and Concept Development: Understand unfamiliar words that refer to characters or themes in literature or history.

Suggestion for Integrating International

Content: Do a lesson about Scots English when teaching Scottish poetry. Discuss the controversy in Great Britain concerning whether Scots is a distinct language, a regional dialect, or just British English full of a special kind of slang.

Example: Have students listen to and read a popular poem, "Kidspoem/Bairnsang" by Liz Lochhead in *The Colour of Black and White: Poems 1984-2003* (Polygon, 2003). *Suggested resources:*

<http://www.youtube.com/watch?v=L2PfrDrAIR0> for a discussion and reading of the poem by the author;

<http://www.antimoon.com/forum/t5221.htm> for the complete text. *Extension:* Have students examine a short clip with a lot of dialogue in it from the movie, *Braveheart* (1995).

Grade: 12**Academic Standard:** 12.2**Academic Standard Indicator:** 12.2.1**Core Standard:** Yes

Standard Description (Academic or Indicator): Structural Features of Informational and Technical Materials: Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.

Suggestion for Integrating International

Content: Have students analyze the speeches of heads of states made at the same formal event. *Example:* The presidential statement of China's President Hu Jintao on his state visit to the U.S. in January 2011 and that of President Barack Obama. Have students compare the official transcripts of these two speeches and evaluate how well each president used various persuasive techniques to further his national stance on the issues discussed at that event.

Grade: 12**Academic Standard:** 12.2**Academic Standard Indicator:** 12.2.2**Core Standard:** Yes

Standard Description (Academic or Indicator): Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.

Suggestion for Integrating International

Content: Have students examine a selection of texts from different countries for their use of organizational patterns, idea repetition, language organization, and/or choice of words. Have them compare the different texts for how well the clarity of meaning is achieved through these techniques.

Grade: 12

Academic Standard: 12.2

Academic Standard Indicator: 12.2.5

Core Standard: Yes

Standard Description (Academic or Indicator): Analyze an author's implicit and explicit assumptions and beliefs about a subject.

Suggestion for Integrating International

Content: Have students examine a common topic in articles from different countries with varying viewpoints on that topic. Examine the cultural assumptions, implicit or explicit, that underlie the major national premises and how they are expressed in the articles.

and the extent to which the arguments anticipate and address reader concerns and counterclaims.

Suggestion for Integrating International

Content: Have students read a blog post with a global theme and consider how it would be received by a wide range of audiences.

Suggested resource:

<http://www.somatosphere.net/2009/11/berlin-wall-as-metaphor-and-diagnosis.html>.

Grade: 12

Academic Standard: 12.2

Academic Standard Indicator: 12.2.5

Core Standard: Yes

Standard Description (Academic or Indicator): Analyze an author's implicit and explicit assumptions and beliefs about a subject.

Suggestion for Integrating International

Content: Have students consider a topic of current international interest from the perspective of official governmental press releases.

Example: Have students look at the press releases from the U.S. Department of State - and its equivalent ministry in Russia - regarding the recent signing of the START Treaty in December 2010. Identify how different national interests are expressed, based on the statements each government makes, and how each nation's implicit and explicit assumptions are represented. **Extension:** Have students look at newspaper coverage of these same events to explore public opinion as well.

Grade: 12

Academic Standard: 12.3

Academic Standard Indicator: 12.3.1

Core Standard: Yes

Standard Description (Academic or

Indicator): Structural Features of Literature: Evaluate characteristics of subgenres, types of writing such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. (1) Satire: using humor to point out weaknesses of people and society. (2) Parody: using humor to imitate or mock a person or situation. (3) Allegory: using symbolic figures and actions to express general truths about human experiences. (4) Pastoral: showing life in the country in an idealistic - and not necessarily realistic - way.

Suggestion for Integrating International

Content: Have students watch a film from the Godzilla series and explore the allegory that it represents of life in post-World War II Japan.

Grade: 12

Academic Standard: 12.2

Academic Standard Indicator: 12.2.6

Core Standard: Yes

Standard Description (Academic or Indicator): Expository (Informational) Critique: Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences;

Grade: 12

Academic Standard: 12.3

Academic Standard Indicator: 12.3.2

Core Standard: Yes

Standard Description (Academic or

Indicator): Analysis of Grade-Level-Appropriate Literary Text: Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

Suggestion for Integrating International

Content: Have students read excerpts from the novel *Jasmine* by Bharati Mukherjee (Grove Press, 1999) to explore the differing roles of women in India as compared to the U.S.

Grade: 12

Academic Standard: 12.3

Academic Standard Indicator: 12.3.4

Core Standard: Yes

Standard Description (Academic or Indicator): Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

Suggestion for Integrating International

Content: Have students use online resources to evaluate and analyze how Muslim poets use these poetic devices. **Suggested resource:** <http://www.islamicedfoundation.com/material.htm>.

Grade: 12

Academic Standard: 12.3

Academic Standard Indicator: 12.3.7

Core Standard: Yes

Standard Description (Academic or Indicator): Analyze recognized works of world literature from a variety of authors that: (1) contrast the major literary forms, techniques, and characteristics from different major literary periods, such as Homeric Greece, Medieval, Romantic, Neoclassic, or the Modern Period; (2) relate literary works and authors to the major themes and issues of their literary period; (3) evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting.

Suggestion for Integrating International

Content: Have students read works translated from another language and have them grapple with issues of translation. **Suggested resource:** The translator's introduction to *Inferno* by Dante Alighieri, translated by John Ciardi (Signet Classics, 2009), in which he discusses such issues.

Grade: 12

Academic Standard: 12.3

Academic Standard Indicator: 12.3.7

Core Standard: Yes

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literature from a variety of authors that: (1) contrast the major literary forms, techniques, and characteristics from different major literary periods, such as Homeric Greece, Medieval, Romantic, Neoclassic, or the Modern Period; (2) relate literary works and authors to the major themes and issues of their literary period; (3) evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting.

Suggestion for Integrating International

Content: Have students analyze *Buddenbrooks: The Decline of a Family* by Thomas Mann (Vintage, 1994), a novel that depicts the changes in German society from the 19th to 20th centuries, as a representation of how literature reflects the life of the period.

Grade: 12

Academic Standard: 12.3

Academic Standard Indicator: 12.3.10

Core Standard: Yes

Standard Description (Academic or Indicator): Demonstrate knowledge of important writers (American, English, world) of the eighteenth and nineteenth centuries, such as Jane Austen, Emily Bronte, Albert Camus, Miguel Cervantes, James Fenimore Cooper, Joseph Conrad, Stephen Crane, Charles Dickens, Fyodor Dostoyevsky, George Eliot, Thomas Hardy, Nathaniel Hawthorne, Victor Hugo, Herman Melville, Edgar Allan Poe, Mary Shelley, Mark Twain, Leo Tolstoy, and others.

Suggestion for Integrating International

Content: Have students read three texts written by authors from three different countries, to explore and gain knowledge of the social issues in those countries during the 18th or 19th centuries.

Grade: 12

Academic Standard: 12.4

Academic Standard Indicator: 12.4.4

Core Standard: Yes

Standard Description (Academic or Indicator): Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

Suggestion for Integrating International

Content: Have students examine different approaches to writing in different countries. While the five-paragraph structure prevails in the U.S., different organizational approaches exist in other countries. **Suggested resource:** *Contrastive Rhetoric: Cross-Cultural Aspects of Second Language Writing* by Ulla Connor (Cambridge University Press, 1996).

Grade: 12

Academic Standard: 12.7

Academic Standard Indicator: 12.7.7

Core Standard: Yes

Standard Description (Academic or Indicator): Use research and analysis to justify strategies for gesture, movement, and vocalization, including pronunciation, enunciation, and the use of dialect.

Suggestion for Integrating International

Content: Have students use Google and YouTube to locate translations and videos of famous European leaders. **Example:** Have students watch Adolf Hitler delivering a well-known speech, such as the one at Nuremberg. Identify and evaluate how his gestures, movements, and vocalization match the text. **Extension:** Have students focus on persuasive techniques and determine whether Hitler's speech uses logical or emotional appeals and evaluate their effectiveness.

Grade: 12

Academic Standard: 12.7

Academic Standard Indicator: 12.7.9

Core Standard: Yes

Standard Description (Academic or Indicator): Analysis and Evaluation of Oral and Media Communications: Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).

Suggestion for Integrating International

Content: Have students analyze strategies used by media sources from around the world. **Examples:** BBC (Great Britain); Al Jazeera English (Middle East); Reuters (Europe); *The*

Kabul Weekly (Afghanistan), now online at <http://www.kw.af/>. **Suggested resource:** For media listings by world region and/or country, go to [http://dir.yahoo.com/News and Media/By Region/Regions/?skw=dir+yahoo%21+regions+region+media](http://dir.yahoo.com/News_and_Media/By_Region/Regions/?skw=dir+yahoo%21+regions+region+media).

Grade: 12

Academic Standard: 12.7

Academic Standard Indicator: 12.7.9

Core Standard: Yes

Standard Description (Academic or Indicator): Analysis and Evaluation of Oral and Media Communications: Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).

Suggestion for Integrating International

Content: Have each student choose a different country and complete a unit on that country's online media. Have them focus on the communicative strategies used to inform, persuade, and entertain their readers and listeners. **Extension:** Have the class choose a common topic with which to compare how each of their countries covers this topic differently. **Suggested resource:** For media listings by world region and/or country, go to [http://dir.yahoo.com/News and Media/By Region/Regions/?skw=dir+yahoo%21+regions+region+media](http://dir.yahoo.com/News_and_Media/By_Region/Regions/?skw=dir+yahoo%21+regions+region+media).

Grade: 12

Academic Standard: 12.7

Academic Standard Indicator: 12.7.9

Core Standard: Yes

Standard Description (Academic or Indicator): Analysis and Evaluation of Oral and Media Communications: Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).

Suggestion for Integrating International

Content: Have students search the Internet for examples of how stereotypes may be expressed differently in non-U.S. countries. **Example:**

Have students discuss how families are represented on television in the U.S. in contrast to families depicted in a European, Middle Eastern, African, Asian, or Latin American country.

Differentiated Instruction- Highly Able

Accommodations: Provide students with a list of the standard techniques that advertising agencies utilize when marketing to different countries. Have students make a chart, by country, of the techniques that are used. Ask students to infer why a particular technique might not be as effective in some countries or cultures as in others.

Grade: 12

Academic Standard: 12.7

Academic Standard Indicator: 12.7.11

Core Standard: Yes

Standard Description (Academic or Indicator): Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).

Suggestion for Integrating International

Content: Have students watch the 2007 film of Khaled Hosseini's novel, *The Kite Runner* (2004) and explore how everyday life in Afghanistan contrasts with Americans' image of the region and its peoples.

Grade: 12

Academic Standard: 12.7

Academic Standard Indicator: 12.7.18

Core Standard: Yes

Standard Description (Academic or Indicator): Deliver oral responses to literature that: (1) demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable; (2) present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies; (3) support

important ideas and viewpoints through specific references to the text and to other works; (4) demonstrate an awareness of the author's style and an appreciation of the effects created; (5) identify and assess the impact of ambiguities, nuances, and complexities within the text.

Suggestion for Integrating International

Content: Have students read *The Boy in the Striped Pajamas* by John Boyne (David Fickling Books, 2008), a novel about one young boy's experiences during the Holocaust. Then have them create an illustration for a presentation in which they explain what their picture illustrates and what theme within the text is represented.

Grade: 12

Academic Standard: 12.7

Academic Standard Indicator: 12.7.19

Core Standard: Yes

Standard Description (Academic or Indicator): Deliver multimedia presentations that: (1) combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images; (2) select an appropriate medium for each element of the presentation; (3) use the selected media skillfully, editing appropriately, and monitoring for quality; (4) test the audience's response and revise the presentation accordingly.

Suggestion for Integrating International

Content: After researching another country that has major ties to the U.S., have students use various forms of media technology to produce a presentation which answers the question, "What is the main connection between this country and the U.S. and why is it important?"

Grade: 12

Academic Standard: 12.7

Academic Standard Indicator: 12.7.20

Core Standard: No

Standard Description (Academic or Indicator): Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example,

stage a presentation of Hamlet’s soliloquy “To Be or Not to Be” or Portia’s soliloquy “The Quality of Mercy Is Not Strained” from *The Merchant of Venice*).

Suggestion for Integrating International

Content: Divide the class into six groups. Assign each group a different continent (Asia, Africa, North America, Latin America, Europe, Australia). For recitation purposes, have students choose poems, selections from speeches, or dramatic soliloquies by people from different countries within their assigned continent.
