

STRAND	STANDARD	OBJECTIVES (What it looks like in the classroom) The learner will ...	DATES TAUGHT	DATE ASSESSED	Common Core	ASSESSMENT TYPE (classroom, STAR, objective, subjective, project, etc.)	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES
Reading	12.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	12.1.4.a Independently incorporate elements of prosodic reading to interpret text in a variety of situations			L.3 L.4 RL.7		Plays/scripts Stories	Casting plays Performances Read throughs
		12.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style			SL.6		Plays/scripts Stories	Casting plays Performances Read throughs
		12.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., change genre of text to perform orally)			SL.1 RL.7 L.5		Plays/scripts Stories	Casting plays Performances Read throughs
Reading	12.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	12.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo- Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies			L.4			

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		12.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations			L.4		Plays/scripts Stories	Casting plays Performances Read throughs Theater terms
		12.1.5.c Independently apply appropriate strategy to determine meaning of unknown words in text			L.4		Plays/scripts Stories	Casting plays Performances Read throughs
		12.1.5.d Use semantic relationships to evaluate, defend, and make judgments			SL.3			
		12.1.5.e Determine meaning using print and digital reference materials			L.4		Plays/scripts Stories	Casting plays Performances Read throughs
Reading	12.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	12.1.6.a Evaluate the meaning, reliability, and validity of the text considering author’s purpose, perspective, and information from additional sources			RIT.1 RIT.2 RIT.3 RIT.6			Casting plays Performances Read throughs

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		12.1.6.b Analyze and evaluate narrative text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood)			RL.2 RL.3		Plays/scripts Stories	Casting plays Performances Read throughs
		12.1.6.c Analyze the function and critique the effects of the author's use of stylistic and literary devices (e.g., allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitional devices)			L.5		Plays/scripts Stories	Casting plays Performances Read throughs
		12.1.6.d Summarize, analyze, synthesize, and evaluate informational text			RIT.1 RIT.2 RIT.3 RIT.10		internet	Real-word examples Articles Text book

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		12.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer)			RIT.3		Plays/scripts Stories	Casting plays Performances Read throughs
		12.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)			RIT.10		Plays/scripts Stories	Casting plays Performances Read throughs
		12.1.6.g Analyze, evaluate, and make inferences based on the characteristics of narrative and informational genres and provide evidence from the text to support understanding			RIT.3 RIT.10		Plays/scripts Stories	Casting plays Performances Read throughs
		12.1.6.h Critique the effects of historical, cultural, political, and biographical influences in a variety of genres			RL.9		Plays/scripts Stories	Casting plays Performances Read throughs

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		12.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective			RL.10		Plays/scripts Stories	Casting plays Performances Read throughs
		12.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing, synthesizing, and evaluating prior knowledge, information from the text and additional sources, to support answers			RIT.1 RIT.2 RIT.3		Plays/scripts Stories PPTs Youtube videos	History of Theatre quiz Parts of the Stage quiz Play discussions
		12.1.6.k Select a text for a particular purpose (e.g., understand a specific viewpoint, enjoy, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task)			RIT.6		Scripts Class handouts	Drama Portfolios Cast a scene
		12.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading			SL.1		Plays/scripts Stories	Casting plays Performances Read throughs

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		12.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct			RL.1 RIT.1			
		12.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text			SL.1 SL.4 W.10		Plays/scripts Stories	Casting plays Performances Read throughs
		12.1.6.o Respond to text verbally, in writing, or artistically			SL.1 SL.4 W.10		Plays/scripts Stories	Casting plays Performances Read throughs Self-evaluation sheets Class-evaluation sheets Verbal critiques
Writing	12.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	12.2.1.a Select and use appropriate prewriting tools to generate and organize information, guide writing, answer questions, and synthesize information			W.8 W.10		Examples – plays and scenes	Play writing: monologues, duets, multiple characters Script quiz

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		12.2.1.b Generate a draft by: *Constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject *Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience *Applying standard rules of sentence formation, including parallel structure and subordination			W.2 W.4 L.3		examples – plays and scenes	Play writing: monologues, duets, multiple characters Script quiz
		12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)			W.5		examples – plays and scenes	Play writing: monologues, duets, multiple characters
		12.2.1.d Provide oral, written and/or electronic feedback to other writers; utilize others' feedback to improve own writing			W.5		examples – plays and scenes	Play writing – peer evaluation

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		12.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, punctuation)			W.5 L.1 L.2		examples – plays and scenes	Play writing: monologues, duets, multiple characters Play writing – peer evaluation
		12.2.1.f Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, highlighting, images, style, conventions, manuscript requirements)			W.5 W.10			
Writing	12.2.2 Students will write for a variety of purposes and audiences in multiple genres.	12.2.2.a Write in a variety of genres, considering purpose, audience, medium, and available technology			W.10		examples – plays and scenes	Play writing: monologues, duets, multiple characters
		12.2.2.b Write considering typical characteristics of the selected genre (e.g., resume, brochure, web page/blog, news article, job application and accompanying cover letter, senior project, college application essay)			W.4		examples – plays and scenes	Play writing: monologues, duets, multiple characters

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		12.2.2.c Select and apply an organizational structure appropriate to the task			W.4		Examples – plays and scenes	Play writing: monologues, duets, multiple characters
		12.2.2.d Analyze models and examples (own and others’) of various genres in order to create a similar piece					Examples – plays and scenes movies	Play writing: monologues, duets, multiple characters Scripts quiz Movie analysis
Speaking & Listening	12.3.1 Speaking Skills: Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations	12.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting			SL.1 SL.4 SL.5 SL.6		Speech & drama recipe book Internet Drama books	Plays Various drama exercises Student collaboration
		12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations			SL.1 SL.2 SL.4 SL.6			Plays Various drama exercises
		12.3.1.c Utilize available media to enhance communication			SL.5		Computer lab Broadway.com	Play/musical digital presentations Oscars digital presentation Emotion Analysis presentation

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Speaking & Listening	12.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.	12.3.2.a Apply listening skills needed to summarize and evaluate information given in multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)			SL.3		Worksheet or teacher directed	Peer evaluations – written & verbal
		12.3.2.b Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations			SL.1 SL.3		Worksheet or teacher directed	Peer evaluations – written & verbal
		12.3.2.c Listen to and evaluate the clarity, quality and effectiveness or important points, arguments, and evidence being communicated			SL.1 SL.3		Worksheet or teacher directed	Peer evaluations – written & verbal
Speaking & Listening	12.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.	12.3.3a Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats			SL.1 SL.4 SL.4			All learning activities

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		12.3.3.b Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community (e.g., sensitivity to the use of words)			SL.1		Teacher modeled	All collaborative activities
Media Literacies	12.4.1 Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).	12.4.1.a Select and use multiple resources to answer questions and defend conclusions using valid information (e.g., print, subscription databases, web resources)			SL.2 RIT.1 RIT.7		internet	Digital presentations
		12.4.1.b Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)			W.8			

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		12.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share on-line, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)			SL.1 SL.6			All collaborative activities
		12.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)					Youtube video movies	Greek history Cat on a Hot Tin Roof – movie Hairspray - movie
		12.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agenda (e.g., product placement, television ad, radio ad, movie, body image, sexism)			RIT.6 RIT.8 SL.3		Youtube video movies	Greek history Cat on a Hot Tin Roof – movie Hairspray - movie

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		12.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)			SL.5		Worksheets or teacher led	Peer evaluations Small-group analysis Whole-class analysis Collaborative activities
		12.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools, web page/blog)			SL.5			