

STRAND	STANDARD	OBJECTIVES (What it looks like in the classroom) The learner will ...	# OF DAYS NEEDED FOR MASTERY	DATES TAUGHT	DATE ASSESSED	COMMON CORE STANDARDS	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		1984 <i>Brave New World</i> <i>And Then There Were None</i> Various short stories by both male and female authors <i>The Crucible</i> <i>Raisin in the Sun</i> <i>Macbeth</i> <i>A Midsummer Night's Dream</i> Various poetry selections	Daily reading assignments
		12.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style				SL.6		1984 <i>Brave New World</i> <i>And Then There Were None</i> Various short stories by both male and female authors <i>The Crucible</i> <i>Raisin in the Sun</i> <i>Macbeth</i> <i>A Midsummer Night's Dream</i> Various poetry selections	Daily reading assignments Reading aloud on selections
		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		Works by male and female authors Multi-cultural texts <i>Macbeth</i> <i>A Midsummer Night's Dream</i>	Daily reading assignments

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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		Short story vocabulary <i>1984</i> vocabulary	Shakespeare language translation activity Study of the evolution and influences on the development of the English language 1984 vocabulary lessons
		12.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.				L.4		Short story vocabulary <i>1984</i> vocabulary	1984 vocabulary lessons
		12.1.5.c Independently apply appropriate strategy to determine meaning of unknown words in text				L.4		Reading selections <i>A Midsummer Night's Dream</i>	Independent Readings
		12.1.5.d Use semantic relationships to evaluate, defend, and make judgments				SL.3		<i>1984</i> <i>Brave New World</i> <i>And Then There Were None</i> Various short stories by both male and female authors <i>The Crucible</i> <i>Raisin in the Sun</i> <i>Macbeth</i> <i>A Midsummer Night's Dream</i> Various poetry selections	Various language studies while reading texts

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		12.1.5.e Determine meaning using print and digital reference materials				L.4 L.6		<i>Merriam Webster's Dictionary</i> Dictionary.com Thesaurus.com	Use the dictionary to determine meaning.
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		<i>1984</i> - study guide <i>Macbeth</i> - Holt, Rinehart, and Winston resources <i>A Midsummer Night's Dream</i> Study guide Critical analysis of journal articles	Group discussion and analysis of information
		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		<i>1984</i> <i>Brave New World</i> <i>Macbeth</i> <i>A Midsummer Night's Dream</i> <i>And Then There Were None</i> Various short stories by both male and female authors <i>The Crucible</i> <i>Raisin in the Sun</i> Various poetry selections	Journal entries as characters Characterization posters Character analysis Essay exams Comprehension quizzes

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		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 RL.6		<i>Great Gatsby</i> <i>Brave New World</i> <i>And Then There Were None</i> Various short stories by both male and female authors <i>The Crucible</i> <i>Raisin in the Sun</i> Shakespearean plays (<i>Macbeth</i> , <i>Tempest</i> , <i>Hamlet</i> & <i>A Midsummer Night's Dream</i>) Various poetry selections "A Modest Proposal"	Class discussions Essay exams
		12.1.6.d Summarize, analyze, synthesize, and evaluate informational text				RIT.1 RIT.2 RIT.3 RIT.10		Databases—Author Biographies Media Resources Journal articles of literary critique	Group discussion and analysis Creative writing responses Written responses
		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.5 RIT.10			

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		12.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)				RIT.7 RIT.10			
		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		<i>Great Gatsby</i> <i>Brave New World</i> <i>And Then There Were None</i> Various short stories by both male and female authors <i>The Crucible</i> <i>Raisin in the Sun</i> Shakespearean plays (<i>Macbeth</i> , <i>Tempest</i> , <i>Hamlet</i> & <i>A Midsummer Night's Dream</i>) Various poetry selections	Journal entries as characters Essay exams Creative writing responses
		12.1.6.h Critique the effects of historical, cultural, political, and biographical influences in a variety of genres				RL.9		Anthologies (the author summaries and literary critiques included) Media Center Databases- literary critiques from journals	Lecture Classroom discussion Research, read, and present information
		12.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective				RL.10		Anthologies (the author summaries) Media Center Databases	Lecture Classroom discussion Harlem Renaissance, Native American, and American folk hero projects

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		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 RL.1		1984 <i>Brave New World</i> <i>And Then There Were None</i> Various short stories by both male and female authors <i>The Crucible</i> <i>Raisin in the Sun</i> Shakespearean plays (<i>Macbeth</i> , <i>Tempest</i> , <i>A Midsummer Night's Dream & Hamlet</i>) Various poetry selections	Essay tests Lecture Classroom discussion
		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		Media Center Anthologies	Choose a selection from a particular author as a model for student's writing Semester Project—read and analyze new story
		12.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading				SL.1		1984 <i>Brave New World</i> <i>A Midsummer Night's Dream</i> <i>And Then There Were None</i> Various short stories by both male and female authors <i>The Crucible</i> <i>Raisin in the Sun</i> Shakespearean plays (<i>Macbeth</i> , <i>Tempest</i> , & <i>Hamlet</i>) Various poetry selections	Essay tests Lecture Classroom discussion

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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						Anthologies	Semester project- read and analyze new story
		12.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text				RL.1 RIT.1		1984 <i>Brave New World</i> <i>A Midsummer Night's Dream</i> <i>And Then There Were None</i> Various short stories by both male and female authors <i>The Crucible</i> <i>Raisin in the Sun</i> Shakespearean plays (<i>Macbeth</i> , <i>Tempest</i> , & <i>Hamlet</i>) Various poetry selections	Classroom discussion Classroom reading Pre-selected readings Study guide completion
		12.1.6.o Respond to text verbally, in writing, or artistically				SL.1 SL.4 W.10		1984 <i>Brave New World</i> <i>And Then There Were None</i> Various short stories by both male and female authors <i>The Crucible</i> <i>Raisin in the Sun</i> Shakespearean plays (<i>Macbeth</i> , <i>Tempest</i> , <i>A Midsummer Night's Dream</i> & <i>Hamlet</i>) Various poetry selections	Classroom discussion Essay Exams Character journals Written responses Creative Writing responses Character posters

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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.4		<i>1984</i> <i>Brave New World</i> <i>And Then There Were None</i> Various short stories by both male and female authors <i>The Crucible</i> <i>Raisin in the Sun</i> Shakespearean plays (<i>Macbeth</i> , <i>Tempest</i> , <i>A Midsummer Night's Dream</i> & <i>Hamlet</i>) Various poetry selections	<i>And Then There Were None</i> character analysis essay 1984 essays

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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							
		12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)							
		12.2.1.d Provide oral, written and/or electronic feedback to other writers; utilize others' feedback to improve own writing							

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		12.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, punctuation)							
		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)							
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							
		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)							

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		12.2.2.c Select and apply an organizational structure appropriate to the task							
		12.2.2.d Analyze models and examples (own and others') of various genres in order to create a similar piece							
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							
		12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations							
		12.3.1.c Utilize available media to enhance communication							

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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)							
		12.3.2.b Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations							
		12.3.2.c Listen to and evaluate the clarity, quality and effectiveness or important points, arguments, and evidence being communicated							
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							

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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)							
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)				W.8		Databases – journal articles	<i>And Then There Were None</i> character analysis essay 1984 essays
		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		Databases—journal articles	<i>And Then There Were None</i> character analysis essay 1984 essays

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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)							
		12.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)							
		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)							

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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)							
		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)							