

STRAND	STANDARD	OBJECTIVES (What it looks like in the classroom) The learner will ...	DATES TAUGHT	DATE ASSESSED	COMMON CORE STANDARDS	STANDARDS 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		<i>Opposing Viewpoints Tackling the Issues</i>	Research Papers Friday Papers Proverb activity
		12.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style						
		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		Newspapers articles Published essays <i>Writers Inc</i> <i>Evergreen</i>	Discussion Activities Small Group

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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		<i>Vocabulary Workshop</i> (level F) Various printed resources	Unit exercises Determine meaning through context clues Word families Analogies
		12.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations			L.4		<i>Vocabulary Workshop</i> - Level F	Identify/Discuss Level D/E words-studied in 9 th /10 th English and incorporated/reintroduced in Level F in supporting roles Unit packets Flashcards Writing activities with vocab. terms
		12.1.5.c Independently apply appropriate strategy to determine meaning of unknown words in text			L.4		Hardbound Reference Books Electronic sources, such as Dictionary.com Thesaurus.com <i>Reader's Digest Townsend Series</i> "Unknown Words" <i>Scope Magazine</i>	Individual papers Short grammar exercises Listening and decoding activities

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		12.1.5.d Use semantic relationships to evaluate, defend, and make judgments			SL.3		Various reading selections Student samples	Class debates Persuasive paper
		12.1.5.e Determine meaning using print and digital reference materials			L.4		Hardbound Reference Books Electronic sources, such as Dictionary.com Thesaurus.com	Student generated thematic word lists
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		Various materials and writing samples <i>Writers INC</i> <i>Forever Red</i> Media resources for research	Read and analyze (class discussion) Writing activities Essays and research paper
		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		Student stories Narrative samples	Peer evaluation Halloween stories

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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		Student stories Narrative samples	Read and analyze (class discussion) Peer critiques
		12.1.6.d Summarize, analyze, synthesize, and evaluate informational text			RIT.1 RIT.2 RIT.3 RIT.10		Various materials and writing samples <i>Writers INC</i> Media resources for research Note Cards	Research paper Writing activities Essays and research paper
		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		Various materials and writing samples <i>Writers INC</i> Venn diagram Mapping Graphic Organizers	Read and analyze (class discussion) Thesis statements Writing activities Transition words Essays and research paper

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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.10		<i>Writers INC</i> Transparencies of paintings, photographs, objects, etc.	Research Paper Writing based on inferencing
		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		Student samples Teacher generated samples <i>Of Mice and Men</i>	Create “worst draft” to “best draft” activity Improving informational characteristics (transition, key words, paragraphing, etc.) Text message narrative
		12.1.6.h Critique the effects of historical, cultural, political, and biographical influences in a variety of genres					<i>Opposing Viewpoints Issues and Controversies Facts on File</i>	Chart of Viewpoints Venn Diagram
		12.1.6.i Use narrative and informational texts to develop a national and global multi-cultural perspective			RL.10		<i>Opposing Viewpoints Issues and Controversies Facts on File Upfront/Scope</i>	Class discussion of various reading selections

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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		Various materials and writing samples <i>Writers INC</i> <i>Forever Red</i> Media resources for research Anchor papers State Writing Assessment Rubrics	Read and analyze (class discussion) Writing activities Friday papers Essays and research paper
		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		Research materials for paper of argumentation Short Story “Homecoming” Children’s story books	Research paper Discuss common family dynamics & predict outcomes Create original storybook using models
		12.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading			SL.1		Research materials for paper of argumentation <i>Opposing Viewpoints</i>	Research paper Review/Revisit articles from sophomore year— then read current article on same topic

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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					Samples from Student Papers Teacher created samples with deliberate errors <i>Writers Inc</i> <i>Tackling the Issues</i> <i>Critical Thinking</i> <i>Time</i> (National Textbook Co)	Practice peer critiquing Observation Reading excerpts and completing activities
		12.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text			SL.1 SL.4		Research materials for paper of argumentation	Research paper
		12.1.6.o Respond to text verbally, in writing, or artistically			SL.1 SL.4 W.10		Various articles and media sources Student papers	Markup & respond Venn Diagram Graphic organizers Story Map Essay test Group discussion

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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.2 W.4 W.5 W.7 W.8 L.2		<i>Writers INC</i> Google: Wonder Wheel Six-Traits Instructional Materials Sample Outlines <i>Writers INC</i> Media Resources Graphic Organizers Rubrics	Class activities Drill and Practice Writing Thesis Statements Sample papers Paragraph and Essay Development Five-paragraph essay Essay responses Research Projects Generate research questions

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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 W.5 W.7 W.8 W.9 L.3		Various writing samples <i>Evergreen</i> Six-Traits Instructional Materials <i>Writers INC</i> Media Resources <i>Writing the Essay</i> Video Graphic Organizers Sample outlines Daily Workouts	Read and analyze (class discussion) Writing activities Essays and research paper Identify in sample papers: hook, thesis, transitions, evidence, documentation, paragraphing, organizational pattern, closure, restatement of thesis, errors in convention, purpose, etc.
		12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)			W.4 W.5 W.6		Six-Traits Instructional Materials <i>Writers INC</i> Media Resources Student Papers	Drill and Practice Paragraph and Essay Development Five-paragraph essay Essay responses Research Projects Peer Review

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		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		Various Samples Student Samples Published works	Projects (Proverb story, Dear Abby, Audience Adjective Activity, Child of the 90's, Scholarship Interview Essay, etc.)
		12.2.2.c Select and apply an organizational structure appropriate to the task			W.4		<i>Writers Inc</i> <i>MLA Handbook</i> Six-traits Rubric State of Nebraska Writing Rubrics Organizational appropriate graphic organizers	Outlines Research Paper using topical organization Persuasive Paper using least to most organizational pattern Narrative paper using chronological order Descriptive paper using spatial organization Informational/Expository paper using choice organization, such as cause/effect, comparison/contrast, definition, problem/solution, etc. Venn Diagram

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		12.2.2.d Analyze models and examples (own and others') of various genres in order to create a similar piece			RL.4 RL.5 RL.6		<i>Writers Inc</i> <i>MLA Handbook</i> Sample essays and research papers <i>A Book of Models for Writing</i> (HBJ) <i>Model Student Essays</i> (Prentice Hall)	Group Discussion Small Group Mark Ups Peer Review
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		Guideline of Expectations	Informal individual and group presentations Formal presentations
		12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations			SL.1 SL.2 SL.4 SL.6		Guideline of Expectations	Informal individual and group presentations Formal presentations
		12.3.1.c Utilize available media to enhance communication			SL.5		PowerPoint Glogster Overhead projector	Various project presentations

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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		Listening checklist Listening Identification	Group discussions Informal individual and group presentations
		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		Presentations	Large Group and small group discussions Informal individual and group presentations Various activities (candy bar activity, agree/disagree activity, etc.)
		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		Presentations	Rate Peer Presentations Rate Peer presentations and substantiate evaluation

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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		Power Points Sample Posters/Collages	Group Projects Group discussions Defending argument in small/large group settings
		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		<i>Fascinating News Stories</i> <i>Time: Reaching for Tomorrow</i> <i>Opposing Viewpoints</i> Media Center Databases, Reference Books, Print Media, etc.	Read selection, summarize main points, present findings and opinions, ask questions of community
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		Media Center Databases, Reference Books, Print Media, etc.	Media Specialist Presentation including procedures, publication dates, weak/strong sources, and other aspects of sound research practices Research Paper

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		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)					Media center <i>Writers INC</i> <i>MLA Handbook 7th</i> edition Sample papers Plagiarism samples YHS Media web site	Research Paper Student practice activities Rewrite plagiarized excerpts 7 th edition MLA samples
		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.6		<i>Writers INC</i> Class/Small Group Discussion Media Center	Point out and identify bias in language, such as derogatory words and offensive language Practice expressing a differing opinion using appropriate language
		12.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)					Podcast	Listening to a podcast Engage in a podcast

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		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		<i>Upfront</i> Current media sources	Identify bias in articles Group discussion
		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		Guest speaker Podcast	Class project Group discussion Classmate interview
		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		Glogster Podcasts	Class projects Class discussion