

STRAND	STANDARD	OBJECTIVES (What it looks like in the classroom) The learner will ...	DATES TAUGHT	DATE ASSESSED	COMMON CORE STANDARDS	ASSESSMENT TYPE (classroom, STAR, objective, subjective, project, etc.)	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES
<b>Reading</b>	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>Writers, INC</i> (College Level) <i>Evergreen</i> <i>Grapes of Wrath</i> excerpt “Senior Year: A Teenage Wasteland” <i>Scope</i> Magazine articles	Search for rhetorical devices Analyze writing styles Personal agree/disagree responses Respond to study guide questions
		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		Shakespearean excerpts Nursery rhymes	Write parodies and read aloud
<b>Reading</b>	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		Grammar Bluebook.com Google Interactive Vocab Exercises Townsend Press Vocabulary Root Focus units	Series of exercises and quizzes based on thematic or grammatic conventions Breaking down words roots, prefixes, and suffixes

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		12.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations			L.4		<i>Writers, INC</i> (College Level)  Student prepared summaries of the 5 writing paragraph styles	1 Word/5-Paragraph assignment Handout/Presentations
		12.1.5.c Independently apply appropriate strategy to determine meaning of unknown words in text			L.4		Townsend Press Vocab  <i>Reader's Digest</i> articles  Context Clues in research articles	Look for and apply context clues
		12.1.5.d Use semantic relationships to evaluate, defend, and make judgments			SL.3		Brain teasers <i>The Daily Spark: Critical Thinking</i> (SparkNotes).	Van Gogh Metric System Word Chain
		12.1.5.e Determine meaning using print and digital reference materials			L.4		Grammar Bluebook.com Google Interactive Vocab Exercises Townsend Press Vocabulary	Series of exercises and quizzes based on thematic or grammatic conventions
<b>Reading</b>	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		Dan Buettner's <i>Blue Zones</i>  "Right to Hate"  Various articles on Cover Letters, Resumés, Scholarship Essays, Letters of Recommendation  Teacher generated list of readings	Group paper and presentations  Class discussion over right to hate/not to hate  Model Cover Letters, Resumés, Essays, Letters of Recommendation based on samples provided  Journal responses

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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)						
		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 <b>RL.6</b>			Argumentative research paper using rhetorical terms Develop a research question; use multiple sources and multiple aspects of rhetoric Pictorial essay: write an analytical paper using rhetorical angles
		12.1.6.d Summarize, analyze, synthesize, and evaluate informational text			RIT.1 RIT.2 RIT.3 RIT.10		Executive Travel Agency  Dan Buettner’s <i>Blue Zones</i>  “Wear Sunscreen” Lee Perry Bill O’Reilly’s “Philosophy of Life”  Digital and print resources  Research articles	Compile travel packages  Collaborative paper/presentations  Orally present valedictory statements  Semester Test: Mock Debate

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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.5 RIT.10		Writers, INC. Peer critique  Research articles	5-Paragraph Assignme  Three Viewpoint Paper
		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		Executive Travel Agency Travelocity.com Expedia.com Hotwire.com Kayak.com  Black and White/Color Photos  Research	Travel Packages    Character studies Creative writing exercises Captions
		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		"The Deserted Island"  Digital/Print media	New society activity  Famous philosopher Powerpoint presentation

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		12.1.6.h Critique the effects of historical, cultural, political, and biographical influences in a variety of genres			RL.9		Print/digital sources  Print/digital sources	Semester Test: Mock Debate  Famous Philosopher powerpoint presentation
		12.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective			RL.10		Dan Buettner <i>The Blue Zones</i>	Collaborative paper and presentation
		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 <b>RL.1</b>		“The Deserted Island”  “The Captain’s Log” Communication 2000  Various articles on Cover Letters, Resumés, Scholarship Essays, Letters of Recommendation	New society activity  Decision making
		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		Various articles on Cover Letters, Resumés, Scholarship Essays, Letters of Recommendation  <i>The Daily Spark: Critical Thinking</i> (SparkNotes)  Research materials	Model Cover Letters, Resumés, Essays, Letters of Recommendation based on samples provided  Brain teasers

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		12.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading			SL.1		<i>Scope</i> magazine	Vocabulary preview of <i>Scope</i> article
		12.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct					Student papers  Previous student models  Evernote	Peer critiquing  Research note-taking
		12.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text			RL.1 RIT.1		“Charles”  “The Picnic”	G.I.S.T.  G.I.S.T.
		12.1.6.o Respond to text verbally, in writing, or artistically			SL.1 SL.4 W.10		Print articles  “The College User’s Guide to Test Taking”	Venn Diagrams Non-linguistic representations  College essays Chapter group presentations

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<b>Writing</b>	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		Flow charts/markers  Student papers  Teacher rubrics  Project checklist  Pre-writing activities for Local Scholarship essays	Brainstorm sessions  Peer critique  Preliminary drafts  Radio Program  Graphic organizers  Outlining  Project proposals

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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.1 W.4 W.5 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  Persuasive Paper	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.  Writing Persuasive paper
		12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)			W.5 W.6		Six-Traits Instructional Materials <i>Writers INC</i> Media Resources Student Papers Google Docs NE Dept of Ed Rubric	Drill and Practice Paragraph and essay development Five-paragraph essay Essay responses Research Projects Peer Review Using a rubric



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		12.2.1.d Provide oral, written and/or electronic feedback to other writers; utilize others' feedback to improve own writing			W.6		Student Papers  Rubrics  Graphic Organizers  Google Docs	Peer editing and group revision strategies  Google Doc sharing to reviewing
		12.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, punctuation)			W.5 L.1 L.2		<i>Writers INC</i> Dictionary Rubric Six-Trait Instructional Materials Grammatical notes	Peer editing and group revision strategies  Various writing activities and projects  Comma notes via powerpoint
		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.6		<i>MLA Handbook, 7<sup>th</sup> Ed.</i> <i>Writers Inc</i> Sample Papers YHS Media Personnel <i>Prizm</i>	Research project, ie. Paper or PowerPoint Projects Portfolio Presentations

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<b>Writing</b>	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.1 W.2 W.3 W.6		Various Samples Student Samples Published works Personal Writing Unit Academic Writing Career Writing	Various Projects One-word Five Paragraph Writing (Narrative, Descriptive, Persuasive, Informative, Compare/Contrast)  Prom Project  Musical Composition  What Confuses Me Model essay Essay of Experience Persuasive Essay Scholarship essays
		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	Senior resumé Cover letter Scholarship essays  Portfolio

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		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  One-word Five Paragraph Writing (Narrative, Descriptive, Persuasive, Informative, Compare/Contrast)  Informational/Expository paper using choice organization, such as cause/effect, comparison/contrast, definition, problem/solution, etc.  Venn Diagram
		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 RL.7		<i>Writers Inc</i> <i>MLA Handbook</i>  Sample students and previous student's papers  Student Writing Reference Manuals <i>A Book of Models for Writing</i> (HBJ) <i>Model Student Essays</i> (Prentice Hall)	Group Discussion  Small group mark ups  Peer review

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<b>Speaking &amp; Listening</b>	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.4		Guideline of Expectations  Rubric for presenting	Informal individual and group presentations Formal presentations Thumbs Up/Thumbs Down One-on-One Portfolio Presentation (w/community representative) Show and Tell Review Session
		12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations			SL.6		Guideline of Expectations	Informal individual and group presentations One-on-One Portfolio Presentation (w/community representative) Group discussions Listening Challenge Group activities Group paper activity
		12.3.1.c Utilize available media to enhance communication			SL.5		PowerPoint Glogster.com Overhead projector YouTube videos Google Docs	Various project presentations
<b>Speaking &amp; Listening</b>	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.2		Listening checklist  YouTube videos  Oral Directions	Group discussions Informal individual and group presentations Group evaluations Radio Program Critique

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		12.3.2.b Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations			SL.2 SL.3		Presentations	Large group and small group discussions  Informal individual and group presentations
		12.3.2.c Listen to and evaluate the clarity, quality and effectiveness or important points, arguments, and evidence being communicated			SL.2 SL.3		Presentations	Rate Peer presentation and substantiate evaluation
<b>Speaking &amp; Listening</b>	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		Power Points Sample Posters/Collages	Group Projects Group discussions Defending arguments 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 RIT.3 RIT.5 RIT.6 RIT.7		Media Center Databases, Reference Books, Print Media, etc.	Group Projects Group discussions Defending arguments in small/large group settings Radio Program Critique One-on-One Portfolio Presentation (w/community representative)

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<b>Media Literacies</b>	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		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/Project Persuasive research paper
		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		Media center <i>Writers INC</i> <i>MLA Handbook 7<sup>th</sup> edition</i> Sample papers Plagiarism samples YHS Media web site	Research Paper Persuasive research paper Student practice activities Rewrite plagiarized excerpts 7 <sup>th</sup> edition MLA sample
		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)			W.6		<i>Writers INC</i> Media Center Google Docs (sharing a Doc)	Class/small group discussion Point out and identify bias in language, such as derogatory words and offensive language Practice expressing a differing opinion using appropriate language Formal vs. Informal language Peer reviewing via editing, revising

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		12.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)			W.6			
		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)			W.7 W.8		<i>Scholastic Scope</i> Current media sources Research articles	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)			W.8 SL.1		Guest speaker Podcast Research articles	Class project Group discussion Classmate interview Group Projects Defending arguments in small/large group settings One-on-One Portfolio Presentation (w/community representative)
		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)			W.8		Glogster.com Podcasts Evernote Google Docs	Class projects Class discussion Research note taking w/ Evernote Group projects

