

STRAND	STANDARD	OBJECTIVES (What it looks like in the classroom) The learner will ...	DATES TAUGHT	DATE ASSESSED	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				<i>O Pioneers!</i> <i>The Jungle</i> <i>The Learning Tree</i> <i>A Time to Kill</i> <i>Alive</i> <i>Tuesdays With Morrie</i> <i>The Stranger</i> <i>The Education of Little Tree</i> <i>A Lesson Before Dying</i>	Daily reading quizzes Group discussions
		12.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style				See Earlier Reading Selections listed in 12.1.4.a	Daily reading assignments and quizzes Group readings Group discussions Group presentations
		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)					Daily reading Assignments Group discussion

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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				Grammar Bluebook.com Interactive grammar exercises and quizzes (Google)	Independent grammar, conventional, vocabulary exercises and quizzes
		12.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations					
		12.1.5.c Independently apply appropriate strategy to determine meaning of unknown words in text				See Earlier Reading Selections listed in 12.1.4.a	Discussion/Instruction in use of context clues
		12.1.5.d Use semantic relationships to evaluate, defend, and make judgments				See Earlier Reading Selections listed in 12.1.4.a	Daily reading quizzes Group discussion Discussion questions Study guide questions
		12.1.5.e Determine meaning using print and digital reference materials				Thesaurus.com Dictionary.com Teacher resources for selected readings	Study guide vocabulary exercises

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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				See earlier reading selections listed in 12.1.4.a "Honors Only" article Worksheet "The American Dream" article	Study guide questions <i>O Pioneers!</i> Essay A-B-C-D-F discussion Social Ladder of Exploitation (<i>The Jungle</i>) The American Dream activity
		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				See earlier reading selections listed in 12.1.4.a	Character analysis exercise Thematic exercise from <i>O Pioneers!</i> Student essays Law case presentation Survivor interview/paper

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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)				See earlier reading selections listed in 12.1.4.a Teacher resource list of stylistic and literary devices	Group discussions/activities
		12.1.6.d Summarize, analyze, synthesize, and evaluate informational text				Mentor project instruction/requirements <i>Writers INC.</i>	Independent mentor 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)					

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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)				See earlier reading selections listed in 12.1.4.a	Millet's "Man With a Hoe" Muckraker photographs from Upton Sinclair's <i>The Jungle</i>
		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				See earlier reading selections listed in 12.1.4.a	Daily reading quizzes Group discussions Essay tests Study guide responses Law Case presentation The American Dream discussion <i>A Lesson Before Dying</i> Study guide and discussion of death penalty
		12.1.6.h Critique the effects of historical, cultural, political, and biographical influences in a variety of genres				See earlier reading selections listed in 12.1.4.a	Group discussion Muckrakers worksheet from <i>The Jungle</i> Biographical information over various authors

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		12.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective				See earlier reading selections listed in 12.1.4.a	Lecture Classroom discussion Study guides
		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				See earlier reading selections listed in 12.1.4.a “Honors Only” article Mentor resources	Essay quizzes and tests Group discussion A-B-C-D-F discussion Independent student research conducted for mentor project Character Analysis exercise
		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)				See earlier reading selections listed in 12.1.4.a	Read a genre written by one of the selected authors
		12.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading				See earlier reading selections listed in 12.1.4.a	Essay tests Classroom discussion Student presentations Group presentations Mentor project

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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				See earlier reading selections listed in 12.1.4.a	Study guide questions
		12.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text				See earlier reading selections listed in 12.1.4.a Introduction of author's themes and viewpoints	Daily reading assignments and quizzes Pre-reading activities Group discussions Study guide questions

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		12.1.6.o Respond to text verbally, in writing, or artistically				See earlier reading selections listed in 12.1.4.a	<i>O Pioneers!</i> oral quiz Essay tests Journal entries for <i>Alive</i> Study guide responses Daily reading quizzes Class discussion Mentor project presentation Great American Dream debate Life is Like a Box of Chocolates paper Modern Muckrakers assignment

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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					
		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					

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		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					
		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					

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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)					
		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					

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		12.3.1.c Utilize available media to enhance communication					
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					

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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					
		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)					

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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)					
		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)					