

ESU #13 SECONDARY READING CURRICULUM

These standards are not limited to courses listed

STANDARD

12.1.1 By the end of twelfth grade, students will identify the main idea and supporting details in what they have read.

Courses: All Courses	RESOURCES/LOCAL UNITS by course
Objectives:	
a. Read and interpret information from the following: Graphs Charts and diagrams Maps, Blueprints or schematics	
b. Ask/Answer questions: Literal Inferential/interpretive Critical	
c. Make inferences	
d. Skim and scan	
e. Take notes	
f. Identify and clarify new vocabulary in selections	

STANDARD:

12.1.2 By the end of twelfth grade, students will locate, evaluate, and use primary and secondary resources for research.

Courses: Speech, History, Geography, English/Literature, Science, Music, Art	RESOURCES/LOCAL UNITS by course
Objectives:	
a. Utilize relevant and reliable information.	
b. Understand differences between and utilize primary and secondary sources	
c. Define and use resources for given terminology	
d. Use print reference materials, i.e. the following: Specialized indices Handbooks Manuals Government documents Books of quotations College and career resources Citation manuals	
e. Use electronic resources for grade-level appropriate multimedia presentation tools	
f. Use library resources including bibliographies and other information text	
g. Identify and gather resources that provide relevant and reliable information	

STANDARD:

12.1.3 By the end of twelfth grade, students will identify and use characteristics to classify different types of text.

Course: Journalism	Course: Literature	Course: All other high school courses
Objectives:	Objectives:	Objectives:
a. Identify the following: Editorials Features News stories Columns	b. Identify the following: Essays Historical fiction Short stories Myths Novels Fantasies Legends Poetry Nebraska authors	c. Identify text using these expository frameworks: Cause/Effect Main idea-detail Compare/Contrast Problem/Solution Sequence Proposition/Support Informational Persuasive Fact/Opinion
RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE

STANDARD:

12.1.4 By the end of twelfth grade, students will analyze literature to identify the stated or implied theme.

Course: Literature and Foreign Language	RESOURCES/LOCAL UNITS by COURSE
Objectives:	
a. Identify ideas used to create themes	
b. Identify and compare universal themes	

STANDARD:

12.1.5 By the end of twelfth grade, students will demonstrate the ability to analyze fiction through identifying and applying knowledge of elements and literary techniques.

Course: Literature	RESOURCES/LOCAL UNITS by COURSE																								
Objectives:																									
a. Identify and analyze the elements of fiction, e.g. the following: <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Plot</td> <td style="width: 33%;">Mood</td> <td style="width: 33%;">Complication</td> <td style="width: 15%;">Tone</td> </tr> <tr> <td>Conflict</td> <td>Characterization</td> <td>Rising action</td> <td></td> </tr> <tr> <td>Denouement/resolution</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Theme</td> <td>Protagonist</td> <td>Climax</td> <td></td> </tr> <tr> <td>Exposition</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Point of view</td> <td>Antagonist</td> <td>Falling action</td> <td>Setting</td> </tr> </table>	Plot	Mood	Complication	Tone	Conflict	Characterization	Rising action		Denouement/resolution				Theme	Protagonist	Climax		Exposition				Point of view	Antagonist	Falling action	Setting	
Plot	Mood	Complication	Tone																						
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Denouement/resolution																									
Theme	Protagonist	Climax																							
Exposition																									
Point of view	Antagonist	Falling action	Setting																						

<p>b. Identify and analyze the literary techniques, e.g.:</p> <p>Irony Foreshadowing Symbolism</p> <p>Assonance Apostrophe</p> <p>Flashback Epiphany Oxymoron</p> <p>Consonance</p> <p>Dialect Colloquialism Alliteration</p> <p>Stereotype</p>	
<p>c. Identify and analyze characteristics of literature, e.g.:</p> <p>Satire Allegory Comedy</p> <p>Tragedy</p>	

STANDARD:

12.1.6 By the end of twelfth grade, students will demonstrate the ability to analyze nonfiction text through identifying and applying knowledge to text structure and organizational elements.

Courses: Literature & Journalism	Courses: History, Science & Health	Courses: Industrial Arts & Business	Courses: Human Relations & Psychology	Course: Math
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
a. Identify and utilize the structure of expository text applied to content reading: Cause/effect Sequencing Compare/contrast Fact/opinion Problem/Solution Proposition/Support	c. Identify and utilize the structure of expository text applied to content reading: Cause/effect Sequencing Compare/contrast Fact/opinion Problem/Solution Proposition/Support	f. Identify and utilize the structure of expository text applied to content reading: Cause/effect Sequencing Compare/contrast Fact/opinion Problem/Solution Proposition/Support	j. Identify and utilize the structure of expository text applied to content reading: Cause/effect Sequencing Compare/contrast Fact/opinion Problem/Solution Proposition/Support	m. Identify and utilize the structure of expository text applied to content reading: Cause/effect Sequencing Compare/contrast Fact/opinion Problem/Solution Proposition/Support
RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE
b. Identify and utilize the following: <i>who, what, when, where, how, why,</i> and <i>what if</i> questions to interpret nonfiction text	d. Identify and utilize the following: <i>who, what, when, where, how, why,</i> and <i>what if</i> questions to interpret nonfiction text	g. Identify and utilize the following: <i>who, what, when, where, how, why,</i> and <i>what if</i> questions to interpret nonfiction text	k. Identify and utilize the following: <i>who, what, when, where, how, why,</i> and <i>what if</i> questions to interpret nonfiction text	n. Identify and utilize the following: <i>who, what, when, where, how, why,</i> and <i>what if</i> questions to interpret nonfiction text
RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE
	e. Identify and utilize information from charts, maps, and graphs	h. Identify and utilize information from charts, maps, and graphs	l. Identify and utilize information from charts, maps, and graphs	o. Identify and utilize information from charts, maps, and graphs
RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE
		i. Use technical data procedures found in service & operator’s manuals		
RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE

STANDARD:

12.1.8 By the end of twelfth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, and media.

Courses: Literature/English, Foreign Language and History	Courses: Speech and Science	Courses: Family Consumer Science & Journalism	Courses: Psychology & Human Relations
Objectives:	Objectives:	Objectives:	Objectives:
a. Analyze philosophical arguments	d. Analyze philosophical arguments	f. Analyze philosophical arguments	h. Analyze philosophical arguments
RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE
b. Analyze the author's political ideology			
RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE
c. Analyze the impact of the students' experiences on their interpretations	e. Analyze the impact of the students' experiences on their interpretations	g. Analyze the impact of the students' experiences on their interpretations	i. Analyze the impact of the students' experiences on their interpretations
RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE	RESOURCES/LOCAL UNITS by COURSE

STANDARD:

12.2.1 By the end of twelfth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.

Courses: All Courses	RESOURCES/LOCAL UNITS by COURSE
Objectives:	
a. Use correct capitalization, spelling, and paragraph indentation	
b. Use correct punctuation	
c. Use all parts of speech correctly	
d. Use a variety of sentence structures	

STANDARD:

12.2.2 By the end of twelfth grade, students will write compositions with focus, related ideas, and supporting details.

Courses: All Courses	RESOURCES/LOCAL UNITS by COURSE
Objectives:	
a. Select a topic of appropriate breadth for the particular situation	
b. Use a variety of strategies to generate and organize ideas	
c. Write compositions with an introduction, body and conclusion	
d. Write compositions: Narrative Descriptive Expository Persuasive	
e. Cite resources	
f. Define plagiarism and fair-use standards	

STANDARD:

12.2.3 By the end of twelfth grade, students will revise and edit persuasive compositions.

Courses: English and all other courses	RESOURCES/LOCAL UNITS by COURSE
Objectives:	
a. Use the 6 Traits to revise and edit to improve the following: Content Organization Word choice Voice Sentence fluency Conventions	
b. Use legible writing and/or a word processor when producing written work	
c. Use criteria (teacher and/or student generated) for assessing their own compositions	

STANDARD:

12.2.4 By the end of twelfth grade, students will use multiple forms to write for different audiences and purposes.

Courses: English and all other courses	RESOURCES/LOCAL UNITS by COURSE
Objectives:	
a. Develop writing for a designated audience: Teachers Peers Parents Community Experts	
b. Write for the following purposes: Describe Explain Inform Entertain Persuade Inspire	
c. To select appropriate writing genre or type to match task e.g. business letter, essay, report, technical directions	

STANDARD:

12.2.5 By the end of twelfth grade, students will demonstrate the ability to use self-generated questions, note-taking, summarizing, and outlining while learning.

Courses: All Courses	RESOURCES/LOCAL UNITS by COURSE
Objectives:	
a. Independently generate relevant questions which link to other relevant information	
b. Independently generates open-ended and bias-free questions	
c. Recognizes patterns of information and organizes information using self-selected graphic organizers	
d. Independently identifies important information/key topics	
e. Independently restates information in a synthesized form	

STANDARD:

12.3.1 By the end of twelfth grade, students will participate in student directed discussions by eliciting questions and responses.

Courses: All Courses	RESOURCES/LOCAL UNITS by COURSE
Objectives:	
a. Participate in and/or lead group discussions using these skills: <ul style="list-style-type: none">assist the group to function:<ul style="list-style-type: none">give directionsrestate purpose/goaloffer procedures to be effectiveseek ideasassist the group to formulate solutions:<ul style="list-style-type: none">summarizecorrectfind a memory aidassist the group to deal with academic controversies<ul style="list-style-type: none">criticize ideas, not peopledifferentiate when there is a disagreementintegrate ideasasking for or giving justification for answersgenerating more possibilitiesasking probing questionstesting ideas with reality	

STANDARD:

12.3.2 By the end of twelfth grade, students will make oral presentations that demonstrate consideration of audience, purpose, and information.

Course: Speech and other courses	RESOURCES/LOCAL UNITS by COURSE
Objectives:	
a. Deliver formal oral presentations appropriate for a particular audience using the following: Verbal delivery: Volume Enunciation Pacing and fluency Language Non-Verbal Delivery Movement Facial expression Appearance Content Organization Ideas Format/Purpose Presentation Aids Use Enhancement Design	
b. Use multimedia to deliver formal presentations	
c. Prepare and deliver oral presentations based on inquiry or research	
d. Cite resources	
e. Follow required time limits and deadlines for preparation and delivery	