

Communication Instruction 1.1/4.1

Critical Content Grades 9-12

Communication Instruction will expand the study skills developed in **Study Instruction**. Additionally this course will focus on increasing a student's communication skills: oral expression, listening comprehension, reading and writing.

This course may be taken all four years.

Proficiency/Ability	Focus	Recommended Assessment/Resources
Learn to manage study time, habits, and study location in order to complete assignments, prioritize goals, prepare adequately for tests and improve grades	Organizing, managing time, developing study habits, preparing a study location, and prioritizing	<ul style="list-style-type: none"> • Greene, L. (2005). <i>Study Max: Improving Study Skills in Grades 9-12</i>. Thousand Oaks, Corwin Press. • Mangrum, C. & Strichart, S. (2002). <i>Teaching Learning Strategies and Skills to Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs</i>, Boston, Allyn & Bacon. • Nuzum, M. (2001) <i>Study Skills That Stick</i>, Danbury, Scholastic.
<ul style="list-style-type: none"> • Learn to make effective use of their time to complete school assignments and prepare for tests • Students learn scheduling and how to prepare a study space 	Calendar, weekly planner, daily planner, organization, planning; and scheduling	Greene (2005). Pp. 41-100. Mangrum & Strichart (2002). pp. 81-124. Nuzum (2001). pp. 7-15 & 62-67.
Learn tools to help them remember and recall information	Memorizing, organizing and retaining information	<ul style="list-style-type: none"> • Greene, L. (2005). <i>Study Max: Improving Study Skills in Grades 9-12</i>. Thousand Oaks, Corwin Press. • Mangrum, C. & Strichart, S. (2002). <i>Teaching Learning Strategies and Skills to Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs</i>, Boston, Allyn & Bacon. • Silver, H., Strong, R., Perini, M. (2001). <i>Tools for Promoting Active, In-Depth Learning</i>. Ho-Ho-Kus, Thoughtful Education Press.
<ul style="list-style-type: none"> • Learn several techniques to help students organize and retain information 	Repetition, graphic organizers, grouping, rhyme, acronyms	Greene (2005) pp. 175-198 Mangrum & Strichart (2002) pp. 1-17. Silver, Strong, Perini (2001) pp. 88-104 & 106-109.

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

Communication Instruction 1.1/4.1

Critical Content Grades 9-12

Communication Instruction will expand the study skills developed in **Study Instruction**. Additionally this course will focus on increasing a student's communication skills: oral expression, listening comprehension, reading and writing.

This course may be taken all four years.

Proficiency/Ability	Focus	Recommended Assessment/Resources
Read and take notes from textbooks and graphic aids	Obtaining information from textbooks. Interpreting maps, graphs, diagrams, textbooks, tables and charts	<ul style="list-style-type: none"> Greene, L. (2005). <i>Study Max: Improving Study Skills in Grades 9-12</i>. Thousand Oaks, Corwin Press. Mangrum, C. & Strichart, S. (2002). <i>Teaching Learning Strategies and Skills to Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs</i>, Boston, Allyn & Bacon. Nuzum, M. (2001) <i>Study Skills That Stick</i>, Danbury, Scholastic. Silver, H., Strong, R., Perini, M. (2001). <i>Tools for Promoting Active, In-Depth Learning</i>. Ho-Ho-Kus, Thoughtful Education Press.
<ul style="list-style-type: none"> Use reading strategies as they apply to specific content and textbooks 	Textbooks	Greene, L. (2005) pp. 103-124 Mangrum & Strichart (2002) pp. 18-34. Nuzum (2001) pp. 19-37. Silver, Strong and Perini (2001) pp. 23-33.
<ul style="list-style-type: none"> Determine meaning from graphs. Detail relationships between sets of facts depicted in graphs Use the different parts of graphs to help read the graph 	Pictographs; pie graphs; bar graphs; line graphs	Mangrum & Strichart (2002) pp. 41-45.
<ul style="list-style-type: none"> Explain the parts of a diagram and how they go together as a whole Use diagrams to find answers and to determine meaning Use tables, timelines and charts to locate information and explain relationships or processes 	Diagrams; tables; timelines; organizational charts; flow charts	Mangrum & Strichart (2002) pp. 46-50.

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

Communication Instruction 1.1/4.1

Critical Content Grades 9-12

Communication Instruction will expand the study skills developed in **Study Instruction**. Additionally this course will focus on increasing a student's communication skills: oral expression, listening comprehension, reading and writing.

This course may be taken all four years.

Proficiency/Ability	Focus	Recommended Assessment/Resources
<ul style="list-style-type: none"> • Read map legend, compass and scale to locate information and demonstrate how to use a map • Distinguish between different types of maps and determine purpose of each 	Map legend; map compass; map scale; physical and political maps; road maps; weather maps	Mangrum & Strichart (2002) pp. 51-57.
Learn strategies for taking notes in class from lecture and text	Taking accurate notes by determining the important information presented in lecture, on the overhead and/or board and in the text	<ul style="list-style-type: none"> • Greene, L. (2005). <i>Study Max: Improving Study Skills in Grades 9-12</i>. Thousand Oaks, Corwin Press. • Mangrum, C. & Strichart, S. (2002). <i>Teaching Learning Strategies and Skills to Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs</i>, Boston, Allyn & Bacon. • Silver, H., Strong, R., Perini, M. (2001). <i>Tools for Promoting Active, In-Depth Learning</i>. Ho-Ho-Kus, Thoughtful Education Press.
<ul style="list-style-type: none"> • Use signal words and signal statements to help determine when an order is important. • Learn to abbreviate; omit words to capture important points of a lesson • Determine what symbols they could use in different classes to improve note taking speed and accuracy • Learn and be able to distinguish lecture styles to foster more efficient listening and note taking • Rerewrite notes and use this strategy to foster deeper learning • Use note-taking and study techniques 	Lecture; signal words; signal statements; abbreviate; symbols; lecture style; rewrite; mapping, New American Notebook; Power Notes etc.	Greene (2005). pp. 147-174. Mangrum & Strichart (2002) pp. 18-34. Silver, Strong and Perini (2001) pp. 55-70.

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

Communication Instruction 1.1/4.1

Critical Content Grades 9-12

Communication Instruction will expand the study skills developed in **Study Instruction**. Additionally this course will focus on increasing a student’s communication skills: oral expression, listening comprehension, reading and writing.

This course may be taken all four years.

Proficiency/Ability	Focus	Recommended Assessment/Resources
Learn how to prepare for tests and strategies to use during tests	Preparing for various types of tests: multiple choice, true/false, matching, short answer and essay	<ul style="list-style-type: none"> • Greene, L. (2005). <i>Study Max: Improving Study Skills in Grades 9-12</i>. Thousand Oaks, Corwin Press. • Mangrum, C. & Strichart, S. (2002). <i>Teaching Learning Strategies and Skills to Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs</i>, Boston, Allyn & Bacon. • http://www.doe.nv.gov/statetesting.html • http://www.doe.nv.gov/statetesting/critrefests.html
<ul style="list-style-type: none"> • Review note taking and recall strategies to determine which are needed for any given test. 	Note taking and recall strategies	Greene (2005). Pp. 175-211 Mangrum & Strichart (2002) pp. 97-114
<ul style="list-style-type: none"> • Determine difference between two types of multiple choice test items • Learn between questions that have answers right in the text and those that ask for inference • Improve ability to take, read and analyze various types of test questions 	Multiple choice test items; true/false and matching test items	State department of education website shows three types of questions (A1, A2, A3) http://www.doe.nv.gov/statetesting/hsprofexam.attachment/304659/GHRD_Release.pdf (for ELA). http://www.doe.nv.gov/statetesting/critrefests.html (for math) Keep checking state website for science.
<ul style="list-style-type: none"> • Organize most important ideas • Determine key words and/or quotes to use within written answers • Evaluate content and mechanics of answers 	Essay and short answer questions	Mangrum & Strichart (2002) pp. 115-121.

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

Communication Instruction 1.1/4.1

Critical Content Grades 9-12

Communication Instruction will expand the study skills developed in **Study Instruction**. Additionally this course will focus on increasing a student's communication skills: oral expression, listening comprehension, reading and writing.

This course may be taken all four years.

Proficiency/Ability	Focus	Recommended Assessment/Resources
<p>Writing for specific purposes. Using reference sources. Writing letters, narratives, summaries, reports etc.</p>	<p>Become aware of electronic and print forms reference sources. Obtain, document and organize print and electronic information and present it in a clear written form</p>	<ul style="list-style-type: none"> • Mangrum, C. & Strichart, S. (2002). <i>Teaching Learning Strategies and Skills to Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs</i>, Boston, Allyn & Bacon. • Silver, H., Strong, R., Perini, M. (2001). <i>Tools for Promoting Active, In-Depth Learning</i>. Ho-Ho-Kus, Thoughtful Education Press.
<ul style="list-style-type: none"> • Use search engines and key words to search. Determine if resource is valid • Effectively use index, glossary etc. to locate information in reference materials • Locate and use words in a dictionary or thesaurus • Locate information using both biographical and autobiographical sources • Determine the differences • Narrow topic, locate and organize important information about this topic • Prepare note cards • Write an outline, draft, edit • Prepare bibliography and title page 	<p>Electronic references; abridged and unabridged dictionaries; thesaurus encyclopedias, almanac, atlas Reference material; editing, summarizing, rewriting, etc.</p>	<p>Mangrum & Strichart (2002) pp. 151-170. Nuzum (2001). pp. 39-54. Silver, Strong and Perini (2001) pp. 71-84.</p>

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

Communication Instruction 1.1/4.1

Critical Content Grades 9-12

Communication Instruction will expand the study skills developed in **Study Instruction**. Additionally this course will focus on increasing a student's communication skills: oral expression, listening comprehension, reading and writing.

This course may be taken all four years.

Proficiency/Ability	Focus	Recommended Assessment/Resources
<p>Understanding and pronouncing words: prefixes, suffixes, stems, syllables, word patterns. Learning word meaning. Learning spelling strategies</p>	<p>Develop strategies for understanding and pronouncing words; understanding and using new vocabulary; spelling words</p>	<ul style="list-style-type: none"> • Mangrum, C. & Strichart, S. (2002). <i>Teaching Learning Strategies and Skills to Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs</i>, Boston, Allyn & Bacon. • Marzano, R. & Pickering, J. (2005). <i>Building Academic Vocabulary Teacher's Manual</i>. Alexandria, ASCD.
<ul style="list-style-type: none"> • Use prefixes, suffixes, stems and your own background knowledge to help determine word meaning and pronunciation • Divide words into separate syllables to improve pronunciation • Sort words by patterns, meaning, prefix etc. to develop word attach strategies • Make word associations to evaluate meaning define words using associations and references • Use various vocabulary strategies to define words • Use various strategies to improve word spelling 	<p>Prefix, suffix, stems, background knowledge, word meaning ; pronunciation; syllables, word sorts, patterns; word association; dictionary, context clue; word study; word pattern</p>	<p>Mangrum & Strichart (2002) pp. 204-234. Marzano, Pickering (2005). all</p>

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

Communication Instruction 1.1/4.1

Critical Content Grades 9-12

Communication Instruction will expand the study skills developed in **Study Instruction**. Additionally this course will focus on increasing a student's communication skills: oral expression, listening comprehension, reading and writing.

This course may be taken all four years.

Proficiency/Ability	Focus	Recommended Assessment/Resources			
Locating and recreating main idea	Determine the main idea in reading paragraphs and selections of text.	<ul style="list-style-type: none"> • Mangrum, C. & Strichart, S. (2002). <i>Teaching Learning Strategies and Skills to Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs</i>, Boston, Allyn & Bacon. • Pauk, W. (2005). <i>Reading in the Content Areas: (Science, Mathematics, Social Studies)</i>, New York, Glencoe. 			
<ul style="list-style-type: none"> • Use bold words, headings, pictures, titles, cover pages etc. to activate prior knowledge • Use strategies such as SQ3R (Scan passage, come up with a question, recite and recall main information and review at the end of passage) to locate main ideas • Use strategies such as SQ3R (Scan passage, come up with a question, recite and recall main information and review at the end of passage) to locate main ideas 	Prior knowledge ; reading strategies; topic sentence; main idea	Mangrum & Strichart (2002) pp. 190-203. Pauk, W. (2005).			
Resources			Purchased	# Per Class	ISBN
Greene, L. (2005). <i>Study Max: Improving Study Skills in Grades 9-12</i> . Thousand Oaks, Corwin Press.			No	1	1412904684
Mangrum, C. & Strichart, S. (2002). <i>Teaching Learning Strategies and Skills to Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs</i> , Boston, Allyn & Bacon.			Yes	1	0205335136
Marzano, R. & Pickering, J. (2005). <i>Building Academic Vocabulary Teacher's Manual</i> . Alexandria, ASCD.			No	1	1416602348
Pauk, W. (2005). <i>Reading in the Content Areas: (Science, Mathematics, Social Studies)</i> , New York, Glencoe.			No	20 20	0078617065 0078617081
Silver, H., Strong, R., Perini, M. (2001). <i>Tools for Promoting Active, In-Depth Learning</i> . Ho-Ho-Kus, Thoughtful Education Press.			No	1	1582840040

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.