

## MSAD #54 ELA Curriculum

Content Area: English Language Arts  
Unit: Reading

Grade: Grade 12  
MLR Span: 9-12

**MLR Content Standard: A. READING**

Students read to comprehend, interpret, analyze, evaluate, and appreciate literary and expository texts by using a variety of strategies. They connect essential ideas, evaluate arguments, and analyze the various perspectives and ideas presented in a variety of literary and expository texts.

<b>Reading:</b>	<b>MLR Performance Indicators 9-12</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<p><b>A1</b> <b>Interconnected Elements: Comprehension, Vocabulary, Alphabetics, Fluency</b></p>	<p>1. Students read and evaluate texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, alphabetic, and fluency. (L)</p> <p>a. Use a flexible range of before, during, and after reading strategies to deepen their understanding of the author’s message. (L)</p> <p>b. Demonstrate ownership of appropriate vocabulary effectively using a word in different modes and for different</p>	<p style="text-align: center;"><b><u>Literacy Strategies</u></b></p> <p>a1. <u>Before reading/learning:</u> Problematic Situation, Anticipation/Reaction Guide, Partner/Small Group Vocabulary</p> <p>a2. <u>During reading/learning:</u> Coding/Comprehension Monitoring, Bloom, Thinking Prompts, Triple-Entry Vocabulary Journal</p> <p>a3. <u>After reading/learning:</u> Quick Write, Summarizing Strategies, Jigsaw Discussion</p> <p>Students will:</p> <p>b1. apply knowledge of roots and affixes.</p> <p>b2. identify denotative and connotative meanings of words.</p>	<p>a1-a3. Literacy Team Department Binder</p> <p>a1-a3. Use Literacy team members as support.</p> <p>a1-a3. Resources from the Literacy Specialist</p> <p>b1-b2. Literature vocabulary lists.</p>

	<p>purposes. (L)</p> <p>c.Determine the meaning of unknown words by analyzing the context in which they are used, using reference sources, and applying knowledge of word parts and their meanings.</p> <p>d.Pronounce and recognize foreign words, tier 3 words across all content areas, and specific literary terms to enhance comprehension of complex texts.</p> <p>e.Fluently and accurately read text appropriate pacing, phrasing, intonation, and expression.</p> <p>f.Demonstrate comprehension by evaluating texts using established criteria</p>	<p>Students will</p> <p>c1. determine the meaning of words by analyzing context.</p> <p>c2. use reference sources to check word meaning.</p> <p>Continue work from grade 11:</p> <p>d1. pronounce and recognize foreign words, tier 3 words across all content areas, and specific literary terms to enhance comprehension of complex texts.</p> <p>e1. fluently and accurately read text appropriate pacing, phrasing, intonation, and expression.</p> <p>f1. model essays</p>	<p>c1-c2. Text oriented activities: sentences from literature.</p> <p>Core Texts: <i>Frankenstein, Hamlet, Into the Wild, 1984, Lord of the Flies</i></p> <p>c1-c2. Use dictionaries and thesaurus for vocabulary.</p> <p>e1. Participate in <i>Poetry Out Loud activities</i> Favorite Poem project</p> <p>f1. Read and evaluate essays, books, poetry</p>
<p><b>A2 Literary Texts</b></p>	<p>2.Students read text, within a grade appropriate span of text complexity, and present analyses of fiction, nonfiction, drama, and poetry, using excerpts from the text to defend their assertions.</p>	<p><b><u>Literary Text</u></b> Students will</p>	

	<p>a. Analyze the characters' external and internal conflicts.</p> <p>b. Analyze the difference between first- and third-person narration and the effect of point of view on a reader's interpretation of a text.</p> <p>c. Determine the effects of common literary devices on the style and tone of a text.</p> <p>d. Evaluate the theme or themes, whether explicitly stated or implied, in a literary text.</p> <p>e. Identify and compare and analyze recurring themes across works.</p> <p>f. Analyze how meaning is conveyed in poetry through diction, figurative language, repetition, and rhyme.</p> <p>g. Compare types of poetry. (L)</p>	<p>a1. explain the relationship among characters.</p> <p>b1. compare and contrast literary forms.</p> <p>c1. analyze literary and rhetorical devices in literary fiction and non-fiction.</p> <p>d1. write analytical essays evaluating themes</p> <p>e1. compare and contrast themes across different works</p> <p>f1-g1. identify and analyze imagery, personification, figurative language, syntax, rhythm, and rhyme in poetry.</p>	<p>a1-c1. Double entry journal</p> <p>a1-c1. Focus questions, on-demand writing prompts, reading comprehension questions, in relation to classroom text. <i>(Hamlet, Frankenstein, Lord of the Flies (1984).</i></p> <p>c1. Class discussions and essays (<i>Writers Inc.</i> and <i>Write Source</i>).</p> <p>d1. Double entry journal, focus questions, essays in relation to classroom text. <i>(Writers Inc.</i> and <i>Write Source</i>).</p> <p>e1. Class discussion, analysis, and double entry journals in relation to classroom text. (<i>Writers Inc.</i> and <i>Write Source</i>)</p> <p>f1-g1. Poetry explication (<i>Writers Inc.</i> and <i>Write Source</i>), poetry blog, poetry presentation, and poetry project.</p>
<p><b>A3 Informational Texts</b></p>	<p>3. Students evaluate the validity, truthfulness and usefulness of ideas presented in informational texts, within a grade appropriate span of text complexity, noting how the text features and text structures affect the information presented.</p>	<p>Students will:</p>	

	<p>a.Evaluate the extent to which the author’s conclusions can be logically drawn from the provided evidence.</p> <p>b.Evaluate the data contained in tables, charts, graphics, etc. for accuracy, credibility, and relevancy.</p> <p>c.Evaluate the effect(s) of rhetorical devices on the interpretation of information</p> <p>d.Evaluate the effective use, purposes, and intended audiences of various types of informational texts.</p>		
<p><b>A4 Persuasive Texts</b></p>	<p>4.Students evaluate the validity, truthfulness, and usefulness of ideas presented in persuasive texts, within a grade appropriate span of text complexity, noting how the text structures and rhetorical devices affect the information and argument(s) presented.</p> <p>a.Evaluate the logic of persuasive texts, noting instances of unsupported inferences and fallacious reasoning.</p> <p>b.Recognize and explain the use and</p>	<p><b><u>Persuasive Text</u></b> Students will</p> <p>a1. evaluate logic and note fallacious reasoning.</p> <p>a1. evaluate the logic of persuasive texts, noting instances of unsupported inferences and fallacious reasoning.</p> <p>b1. recognize and explain the use and misuse of forms of</p>	<p>a1, c1, d1. <i>Into the Wild</i> <i>Into Thin Air</i></p> <p>a1-d1. Magazines articles, Newspaper articles related to ITA but also ITW</p> <p>a1-d1. Articles for research</p> <p>a1-d1. <i>1984, Brave New World, Animal Farm,</i> News articles (historical and current), and political tracts. Resources: Purdue online writing lab, <i>Writers Inc.</i>, and <i>Write Source</i></p> <p>a1-d1. Research project, literary analysis, and point of view writing activity (Purdue online writing lab, <i>Writers Inc.</i> and <i>Write Source</i>).</p> <p>a1-d1. Research project and literary analysis</p>

	<p>misuse of forms of nuance such as ambiguity, contradiction, irony and over-or understatement in persuasive text.</p> <p>c. Identify and describe the effect of figurative language and other rhetorical devices; explain why they do or do not contribute to the overall effectiveness of the argument.</p> <p>d. Analyze the purpose(s) of a persuasive text; describe the intended audience, and assess the overall effectiveness of text.</p>	<p>nuance such as ambiguity, contradiction, irony and over-or understatement in persuasive text.</p> <p>c1. identify and describe the effect of figurative language and other rhetorical devices; explain why they do or do not contribute to the overall effectiveness of the argument.</p> <p>d1. analyze the purpose(s) of a persuasive text; describe the intended audience, and assess the overall effectiveness of text.</p>	<p>(Purdue online writing lab, <i>Writers Inc.</i> and <i>Write Source</i>).</p>
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## MSAD #54 ELA Curriculum

Content Area: English Language Arts  
Unit: Writing

Grade: Grade 12  
MLR Span: 9-12

MLR Content Standard: **B. WRITING**  
Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.

Writing	MLR Performance Indicators 9-12	MSAD #54 Objectives	Instructional Resources/Activities
<b>B1 Interconnected Elements</b>	<p>1.Students use a writing process to develop an appropriate genre, exhibiting an explicit organizational structure, perspective and style to communicate with target audiences for specific purposes.</p> <p>a.Locate, summarize and synthesize information from primary and secondary sources, as necessary.</p> <p>b.Apply aspects of various genres for rhetorical effect, strong diction, and distinctive voice.</p> <p>c.Revise drafts to improve synthesis of information from sources ensuring that the organizational structure, perspective</p>	<p style="text-align: center;"><b><u>Writing Process</u></b> Students will</p> <p>a1. locate, summarize and synthesize information from primary and secondary sources in prewriting.</p> <p>b1. incorporate aspects of various genres while drafting and revising.</p> <p>c1. revise drafts to improve synthesis of information from sources ensuring that the organizational structure, perspective and style are effective for the targeted</p>	<p>a1. Literary analysis, on-demand writing, and research assignments (<i>Writers Inc., Write Source, Frankenstein, Hamlet, Into the Wild, 1984, Lord of the Flies</i>).</p> <p>b1. Compare and contrast essay, character diary, multi-genre paper, and work diary (<i>Writers Inc., Write Source, Frankenstein, Hamlet, Into the Wild, 1984, Lord of the Flies</i>).</p>

	<p>and style are effective for the targeted audience and purpose.</p> <p>d. Edit for correct grammar, usage and mechanics.</p> <p>e. Create legible final drafts.</p>	<p>audience and purpose.</p> <p>d1. edit for correct grammar, usage and mechanics to improve meaning and impact.</p> <p>e1. publish writing to achieve a specific purpose.</p>	<p>d1. All written assignments (<i>Writers Inc.</i>, <i>Write Source</i>, <i>Frankenstein</i>, <i>Hamlet</i>, <i>Into the Wild</i>, 1984, <i>Lord of the Flies</i>) grammar log, and focused revision activities.</p> <p>e1. Classified advertisements, recruitment poster, compare and contrast, argumentative, cause and effect, college application, classification essays (<i>Writers Inc.</i>, <i>Write Source</i>, <i>Frankenstein</i>, <i>Hamlet</i>, <i>Into the Wild</i>, 1984, <i>Lord of the Flies</i>)</p>
<b>B2 Narrative</b>	<p>2. Students embed narrative writing in a written text when appropriate to the audience and purpose.</p> <p>a. Use diction, syntax, imagery, and tone to create a distinctive voice.</p> <p>b. Organize ideas in a logical sequence, with effective transitions.</p>	<p><b><u>Narrative</u></b> Students will</p> <p>a1. use diction, syntax, imagery, and tone to create a distinctive voice.</p> <p>b1. use complex organization and transitions in a logical sequence.</p>	<p>a1. Character diary and literary point of view writing (<i>Writers Inc.</i>, <i>Write Source</i>, <i>Frankenstein</i>, <i>Hamlet</i>, <i>Into the Wild</i>, 1984, <i>Lord of the Flies</i>)</p> <p>b1. All personal narratives. (<i>Writers Inc.</i> and <i>Write Source</i>).</p>
<b>B3 Argument/Analysis Expository</b>	<p>3. Students write academic essays that structure ideas and arguments in a sustained and logical fashion.</p>	<p><b><u>Argument/Analysis Expository</u></b> Students will</p>	

	<p>a.Explain and evaluate information from reading, listening or viewing.</p> <p>b.Write thesis-driven essays that build a logical argument and support assertions with examples and evidence that are accurate, credible, and relevant.</p>	<p>a1. evaluate information from a variety of sources.</p> <p>a2. evaluate various perspectives.</p> <p>b1. analyze main ideas, consider alternatives and evaluate effects of details.</p> <p>b2. integrate examples from texts to support assertions.</p> <p>b3. draw conclusions based on evidence.</p>	<p>a1. Literacy analysis, Research paper and essay exams (<i>Writers Inc.</i> and <i>Write Source</i>).</p> <p>a2. Literacy analysis, Persuasive essay and research paper (<i>Writers Inc.</i> and <i>Write Source</i>).</p> <p>b1. Literacy analysis, Poetry explication, cause and effect essay, classification essay, and analysis essay (<i>Writers Inc.</i> and <i>Write Source</i>).</p> <p>b2. Poetry explication, research paper, analysis essay, quote analysis, and focus questions (<i>Writers Inc.</i> and <i>Write Source</i>).</p> <p>b3. Literacy analysis, Essays, double entry journals, focus questions, and research (<i>Writers Inc.</i> and <i>Write Source</i>).</p>
<p><b>B4 Persuasive</b></p>	<p>4.Students write persuasive essays exhibiting logical reasoning and rhetorical techniques.</p> <p>a.Employ a variety of persuasive techniques including anticipating, addressing and refuting potential counterclaims in a thesis-driven logical argument to influence the opinion, belief, or position of others.</p>	<p><b><u>Persuasive</u></b> Students will</p> <p>a1. develop a well-defined thesis and supporting arguments.</p> <p>a2. assess and select evidence to support assertions.</p> <p>a3. evaluate and apply</p>	<p>a1. Research paper, compares and contrast essay, and persuasive essay (<i>Writers Inc.</i> and <i>Write Source</i>).</p> <p>a2. Research paper, compares and contrast essay, and persuasive essay (<i>Writers Inc.</i> and <i>Write Source</i>).</p> <p>a3. Research paper,</p>

		<p>appropriate rhetorical devices.</p> <p>a4. refute readers' potential counterarguments.</p> <p>a5. include a developed call to action.</p>	<p>compares and contrast essay, and persuasive essay (<i>Writers Inc. and Write Source</i>).</p> <p>a4. Research paper, compares and contrast essay, and persuasive essay (<i>Writers Inc. and Write Source</i>).</p> <p>a5. Research paper, compares and contrast essay, and persuasive essay (<i>Writers Inc. and Write Source</i>).</p>
<b>B5 Practical Application</b>	<p>5.Students write personal communication and pieces related to educational development, career issues, and civic participation.</p> <p>a.Complete college, job, licensing, and scholarship applications.</p> <p>b.Request information.</p> <p>c.Write editorials.</p>	<p>Students will</p> <p>5a. complete college applications</p> <p>5b. request information.</p> <p>5c.write editorials</p>	<p>5a-5b. College application essay, (<i>Writers Inc. and Write Source</i>).</p> <p>Letter to the Editor</p>

## MSAD #54 ELA Curriculum

Content Area: English Language Arts  
Unit: Research

Grade: Grade 12  
MLR Span: 9-12

MLR Content Standard: C: Research  
Students engage in inquiry by developing research questions, accessing and verifying a variety of sources, communicating findings, and applying the conventions of documentation. Students present findings orally, in writing, or using mixed media. (L)

Research	MLR Performance Indicators 9-12	MSAD #54 Objectives	Instructional Resources/Activities
<b>C1 Research</b>	<p>1.Students develop research questions and modify them as necessary to elicit, present, and critique evidence from a wide variety of primary and secondary sources following the conventions of documentation.</p> <p>a.Select and apply research methods that suit the purpose of the inquiry.</p> <p>b.Make judgments about conflicting sources, incorporating those that are valid and refuting others.</p> <p>c.Synthesize information from multiple sources, and/or data gathered from fieldwork and interviews.</p> <p>d.Utilize media relevant to audience and purpose, that extend and support oral, written, and visual communication.</p>	<p><b><u>Research</u></b> Students will</p> <p>a1. apply research strategies that suit the purpose of the investigation.</p> <p>b1. evaluate various sources and select relevant information.</p> <p>c1.synthesize information from multiple primary and secondary sources.</p> <p>d1. utilize media relevant to audience and purpose, that extend and support oral, written, and visual communication.</p>	<p>a1.Research paper (library, Maine State Library Databases, internet, <i>Writers Inc.</i>, and <i>Write Source</i>).</p> <p>b1.Suggested but not limited to: reference books, periodicals, interviews, videos, internet, and books.</p> <p>c1. Note taking and outlining (<i>Writers Inc.</i> and <i>Write Source</i>).</p> <p>Video presentations</p>

	<p>e. Integrate paraphrasing, quotations and citations into a written text that maintains the flow of ideas.</p> <p>f. Access and present information ethically and legally.</p>	<p>e1. integrate paraphrases, quotations, and citations into written text.</p> <p>f1. access and use information ethically and legally.</p>	<p>1e. Bibliography and practice activity (MLA handbook, <i>Writers Inc.</i>, <i>Write Source</i>, citation machine website, and models).</p> <p>e1. Research paper (<i>Writers Inc.</i> and <i>Write Source</i>).</p> <p>f1. SAHS plagiarism policy and Purdue website (<a href="http://owl.english.purdue.edu/owl/">www.http://owl.english.purdue.edu/owl/</a>)</p>
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## MSAD #54 ELA Curriculum

Content Area: English Language Arts  
Unit: Language

Grade: Grade 12  
MLR Span: 9-12

### MLR Content Standard: **D. LANGUAGE**

Students write and speak using the conventions of *Standard American English*. They apply knowledge of grammar and usage when reading to aid comprehension. They know and apply rules of mechanics and spelling to enhance the effectiveness and clarity of communication.

Language	MLR Performance Indicators 9-12	MSAD #54 Objectives	Instructional Resources/Activities
<b>D1 Grammar and Usage</b>	<p>1. Students apply rhetorical skills when reading, writing, and speaking through their understanding of <i>Standard American English</i>.</p> <p>a. Use appropriate diction, syntax, and figurative language to suit purpose, context, and audience.</p> <p>b. Use handbooks, style guides or other writing sources to confirm accuracy of <i>Standard American English</i>.</p>	<p style="text-align: center;"><b><u>Grammar and Usage</u></b></p> <p>Students will</p> <p>a1. use appropriate diction, syntax, and figurative language.</p>	<p>a1. Appropriate usage within writing assignments.</p>
<b>D2 Mechanics</b>	<p>2. Students demonstrate the use of the structures and conventions of <i>Standard American English</i> in their communication.</p> <p>a. Use appropriate punctuation, spelling, sentence and paragraph structure to suit purpose, context, an audience.</p>	<p style="text-align: center;"><b><u>Mechanics</u></b></p> <p>a1. Students will apply advanced punctuation. (semicolons, colons, brackets, ellipses, dashes)</p>	<p>a1. <i>Warriner's Grammar and Composition</i> Grammar Log</p>

## MSAD #54 ELA Curriculum

Content Area: English Language Arts  
Unit: Listening and Speaking

Grade: Grade 12  
MLR Span: 9-12

MLR Content Standard: **E. LISTENING AND SPEAKING**  
Students listen to comprehend speak to communicate effectively.

Listening & Speaking	MLR Performance Indicators 9-12	MSAD #54 Objectives	Instructional Resources/Activities
<b>E1 Listening</b>	<p>1.Students adjust listening strategies to formal and informal discussion, debates, or presentations, and then evaluate the information.</p> <p>a.Formulate clarifying questions.</p> <p>b.Examine and critique information presented.</p> <p>c.Expand on ideas presented by others.</p>	<p><b><u>Listening</u></b> Students will</p> <p>a1. pose questions that probe for details, suggest generalizations, and/or invite others to consider alternative points of view.</p> <p>c1. formulate positions or opinions that reflect understanding.</p>	<p>a1-c1.Class discussions, debates, small group activities, and presentation feedback (<i>Writers Inc.</i>).</p>
<b>E2 Speaking</b>	<p>2.Students determine speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.</p> <p>a.Choose and present appropriate information logically.</p> <p>b.Apply conventions of <i>Standard American English</i> to suit audience and purpose.</p>	<p><b><u>Speaking</u></b> Students will</p> <p>a1. take a position and defend it exhibiting logical structure and appropriate language.</p> <p>b1. apply conventions of <i>Standard American English</i> to suit audience and purpose.</p>	<p>a1-d1.Class discussions, small group discussions, and persuasive presentations (<i>Writers Inc.</i>).</p> <p>a1-d1. Ongoing poetry projects</p>

	<p>c. Analyze feedback and revise to improve effectiveness of communication.</p> <p>d. Determine appropriate media, relevant to audience and purpose, that extend and support oral, written, and visual communication.</p>	<p>c1. analyze feedback and revise to improve effectiveness of communication.</p> <p>d1. make oral presentations employing eye contact, speaking rate, volume, enunciation, inflection, pronunciation, and gestures.</p>	<p>d1. Presentations: individual or group (<i>Writers Inc.</i>)</p>
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## MSAD #54 ELA Curriculum

Content Area: English Language Arts  
Unit: Media

Grade: Grade 12  
MLR Span: 9-12

### MLR Content Standard: **F. MEDIA**

Students recognize and can explain the effects that both print and non-print sources have on listeners, viewers and readers, in order to develop an awareness of the effects that the media have on forming opinions and making decisions.

Media	MLR Performance Indicators 9-12	MSAD #54 Objectives	Instructional Resources/Activities
<b>F1 Analysis of Media</b>	<p>1. Students analyze the effectiveness of auditory, visual and written information used to communicate in different forms of media.</p> <p>a. Explain how visual and sound effects influence messages in various media.</p> <p>b. Explain the similarities and differences between the messages conveyed by print and non-print sources.</p> <p>c. Compare the role of print and non-print sources, including advertising, in shaping public opinion noting instances of unsupported inferences, or fallacious reasoning.</p> <p>d. Determine appropriate media, relevant to audience and purpose, that</p>	<p style="text-align: center;"><b><u>Analysis of Media</u></b> Students will</p> <p>b1. compare and contrast in order to evaluate messages conveyed by print and non-print media.</p> <p>c1. analyze the role of print and non-print media, noting instances of fallacious reasoning and its effects.</p> <p>d1. determine appropriate media, relevant to audience and purpose, that extend and support oral, written, and visual</p>	<p>b1. Text to movie comparison in discussion, essay, or in-class writing (<i>Writers Inc.</i> and <i>Write Source</i>).</p> <p>c1. Review definitions of fallacies. Viewing: <i>1984</i> and <i>The Matrix</i>. Products: analysis in discussion or written response.</p> <p>Podcasts Poetry projects</p>

	extend and support oral, written, and visual communication.	communication.	
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