

Grades 9 - 12 Curriculum



Gorham Public Schools
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 English Language Arts Curriculum

I=introduce; P=practice; M=meet; T=test/assess

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.

A1. Interconnected Elements: Comprehension, Vocabulary, Alphabets, Fluency

Performance Indicators and Descriptors	9	10	11	12
Students read and evaluate texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, alphabets, and fluency.				
a. Students use a flexible range of before, during, and after reading strategies to deepen understanding of the author’s message.	P	M	M	M
b. Students demonstrate ownership of appropriate vocabulary effectively using a word in different contexts and for different purposes.	I	T	P/M	M
c. Students 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	M	M
d. Students pronounce and recognize foreign words, tier 3 words across all content areas, and specific literary terms to enhance comprehension of complex texts.	I	P	P/M	M
e. Students fluently and accurately read text using appropriate pacing, phrasing, intonation, and expression.	I	P	M	M
f. Students demonstrate comprehension by evaluating texts using established criteria.	P	T	M	M



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A2. Literary Texts

Performance Indicators and Descriptors	9	10	11	12
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.				
a. Students analyze the characters' external and internal conflicts.	M/T	T	P/M	M
b. Students analyze the difference between first-person and third-person narration and the effect of point of view on a reader's interpretation of a text.	M	M	M	M
c. Students determine the effects of common literary devices on the style and tone of a text.	I	M	P/M	P/M
d. Students evaluate the theme or themes, whether explicitly stated or implied, in a literary text.	M/T	M	M	M
e. Students identify, compare, and analyze recurring themes across works.	I	M	P/M	M
f. Students analyze how meaning is conveyed in poetry through diction, figurative language, repetition, and rhyme.	I	P	P/M	M
g. Students compare types of poetry.		P		M
h. Students evaluate the effective use of a genre of literature related to its intended purpose and audience.			P/M	M

A3 – Informational Texts

Performance Indicators and Descriptors	9	10	11	12
Students evaluate the validity, truthfulness, and usefulness of ideas presented in informational text, within a grade appropriate span of text complexity, noting how he text features and text structures affect the information presented.				
a. Students evaluate the extent to which the author's conclusions can be logically drawn from the provided evidence.	I	T	P/M	M
b. Students evaluate the data contained in tables, charts, graphics, etc. for accuracy, credibility, and relevancy.		I		
c. Students evaluate the effect(s) of rhetorical devices on the interpretation of information.		I	P/M	P/M
d. Students evaluate the effective use, purposes, and intended audiences of various types of informational texts.	I	P	P/M	M



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A4 – Persuasive Texts

Performance Indicators and Descriptors	9	10	11	12
Students evaluate the validity, truthfulness, and usefulness of ideas presented in persuasive texts, within a grade appropriate span of text complexity, noting how the structural features and rhetorical devices affect the information and argument(s) presented.				
a. Students evaluate the logic of persuasive texts, noting instances of unsupported inferences and fallacious reasoning.	I*	P	P/M	P/M
b. Students recognize and explain the use and misuse of forms of nuance such as ambiguity, contradiction, irony, and over-or-understatement in persuasive texts.		I	P/M	P/M
c. Students 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/M	P/M
d. Students analyze the purpose(s) of a persuasive text; describe the intended audience, and assess the overall effectiveness of text.	I	M	M	M



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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.

B1 – Interconnected Elements

Performance Indicators and Descriptors	9	10	11	12
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.				
a. Students locate, summarize, and synthesize information from primary and secondary sources, as necessary.	P/T	T	P/M	P/M
b. Students apply aspects of various genres for rhetorical effect, strong diction, and distinctive voice.			P/M	P/M
c. Students revise drafts to improve synthesis of information from sources, ensuring that the organizational structure, perspective, and style are effective for the targeted audience and purpose.	P	M	P/M	M
d. Students edit for correct grammar, usage, and mechanics.	P/T	T	P/M	M
e. Students create legible final drafts.	M/T	T	P/M	M

B2 - Narrative

Performance Indicators and Descriptors	9	10	11	12
Students embed narrative writing in a written text when appropriate to the audience and purpose.				
a. Students use diction, syntax, imagery, and tone to create a distinctive voice.	I	M	M	M
b. Students organize ideas in a logical sequence with effective transitions.	P	M	M	M



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B3 – Argument/Analysis Expository

Performance Indicators and Descriptors	9	10	11	12
Students write academic essays that structure ideas and arguments in a sustained and logical fashion.				
a. Students explain and evaluate information from reading, listening, or viewing.	P/T	T	M	M
b. Students write thesis-driven essays that build a logical argument and support assertions with examples and evidence that are accurate, credible, and relevant.	I/P/T	T	M	M

B4 – Persuasive

Performance Indicators and Descriptors	9	10	11	12
Students write persuasive essays exhibiting logical reasoning and rhetorical techniques.				
a. Students employ a variety of persuasive techniques including anticipating, addressing, and refuting potential counterclaims in a thesis-driven logical argument to influence the opinions, beliefs, or positions of others.		P	P/M	P/M

B5 – Practical Application

Performance Indicators and Descriptors	9	10	11	12
Students write personal communication and pieces related to educational development, career issues, and civic participation.			M	
a. Students complete college, job, licensing, and/or scholarship applications.			P	I
b. Students write to request information.			M	
c. Students write editorials.			P/M	P/M



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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.

C1 - Research

Performance Indicators and Descriptors	9	10	11	12
Students develop research questions and modify them as necessary to elicit, present, and critique evidence from a variety of primary and secondary sources following the conventions of documentation.				
a. Students select and apply research methods that suit the purpose of the inquiry.	I/P	T	M	M
b. Students make judgments about conflicting findings from different sources, incorporating findings from sources that are valid and refuting others.	P	T	P/M	M
c. Students synthesize information from multiple sources and/or data gathered from fieldwork and interviews.	P	T	P/M	M
d. Students utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.	P	T	P/M	M
e. Students create and present a coherent set of findings that integrates paraphrasing, quotations, and proper citation. Students access and present information ethically and legally.	I/T	T	M	M



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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.

D1 – Grammar and Usage

Performance Indicators and Descriptors	9	10	11	12
Students apply rhetorical skills when reading, writing, and speaking through their understanding of Standard American English.			P	
a. Students use appropriate diction, syntax, and figurative language to suit purpose, context, and audience.	P/T	T	P/M	M
b. Students use handbooks, style guides or other writing sources to confirm accuracy of Standard American English.	P	M	M	M

D2 - Mechanics

Performance Indicators and Descriptors	9	10	11	12
Students demonstrate the use of the structures and conventions of Standard American English in their communication.				
a. Students use appropriate punctuation, spelling, and sentence and paragraph structure to suit purpose, situation, and audience.	P/T	T	M	M



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Standard E: LISTENING AND SPEAKING

Students listen to comprehend and speak to communicate effectively.

E1 – Listening

Performance Indicators and Descriptors	9	10	11	12
Students adjust listening strategies for formal and informal discussion, debates or presentations, and then evaluate the information.				
a. Students formulate clarifying questions.	I	P	M	M
b. Students examine and critique information presented.	I	P	M	M
c. Students expand on ideas presented by others.		P	M	M

E2 - Speaking

Performance Indicators and Descriptors	9	10	11	12
Students determine speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.				
a. Students choose and present appropriate information logically and ethically.	I	P/M	P/M	M
b. Students apply conventions of Standard American English to suit audience and purpose.	P	P/M	M	M
c. Students analyze feedback and revise delivery to improve effectiveness of communication.	P/M	P/M	P/M	M
d. Students select appropriate media, relevant to audience and purpose, to extend and support oral, written, and visual communication.	P	P	P	M



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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.

F1 – Analysis of Media

Performance Indicators and Descriptors	9	10	11	12
Students analyze the effectiveness of auditory, visual, and written information used to communicate in different forms of media.				
a. Students explain how visual and sound effects influence messages in various media.	I	M		
b. Students explain the similarities and differences between the message conveyed by print and non-print sources.		M		
c. Students compare the role of print and non-print sources, including advertising, in shaping public opinion and noting instances of unsupported inferences, or fallacious reasoning.		M		
d. Students select appropriate media, relevant to audience and purpose that extend and support oral, written, and visual communication.		M		