

Main Criteria: Introduction to Public Speaking

Secondary Criteria: Maine Learning Results

Subject: Language Arts

Grade: 12

Introduction to Public Speaking

Week 01: Memory and Delivery Techniques; Deliver Speech from KWO, p. 9-16

Maine Learning Results

Language Arts

Grade 12 - Adopted: 2020

STRAND / DOMAIN	Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A. Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C. A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D. A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E. An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

STRAND / DOMAIN	LANGUAGE
CATEGORY / PERFORMANCE INDICATOR	Conventions of Standard English
STANDARD	L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.9- D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
-------------	----------------	--

STRAND / DOMAIN	LANGUAGE
CATEGORY / PERFORMANCE INDICATOR	Knowledge of Language
STANDARD	L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION	L.3.9- Diploma. b.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.9- Diploma. a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.9- Diploma. d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.9- Diploma. a.	Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.1.9- Diploma. b.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.1.9- Diploma. c.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

EXPECTATION SL.1.9- Propel conversations by posing and responding to questions that probe reasoning and evidence. Diploma. d.

STRAND / DOMAIN	SPEAKING AND LISTENING	
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

EXPECTATION	SL.2.9- Diploma. b.	Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task.
--------------------	------------------------------------	---

STRAND / DOMAIN	SPEAKING AND LISTENING	
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.9- Diploma. a.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.
-------------	---------------------------	--

EXPECTATION SL.3.9- Address alternative or opposing perspectives; the organization development, substance, and Diploma. style are appropriate to purpose, audience, and a range of formal and informal tasks.
b.

EXPECTATION	SL.3.9- Diploma. C:	Use appropriate eye contact, adequate volume, and clear pronunciation.
-------------	---------------------------	--

STRAND / DOMAIN	SPEAKING AND LISTENING	
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Adapt speech to a variety of contexts, audiences, and communicative tasks.

EXPECTATION	SL.4.9- Diploma.	Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.
-------------	---------------------	---

STRAND / DOMAIN	READING
CATEGORY / PERFORMANCE INDICATOR	Key Ideas and Details
STANDARD	<p>R.4: Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.</p>

READING		
STRAND / DOMAIN	CATEGORY / PERFORMANCE INDICATOR	Key Ideas and Details
EXPECTATION	R.4.9- Diploma.	Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.
STRAND / DOMAIN	CATEGORY / PERFORMANCE INDICATOR	Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.9- Diploma. a.	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
EXPECTATION	R.5.9- Diploma. b.	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
STRAND / DOMAIN	CATEGORY / PERFORMANCE INDICATOR	READING
STRAND / DOMAIN	CATEGORY / PERFORMANCE INDICATOR	Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.9- Diploma.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
STRAND / DOMAIN	CATEGORY / PERFORMANCE INDICATOR	READING
STRAND / DOMAIN	CATEGORY / PERFORMANCE INDICATOR	Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.9- Diploma. a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.9- Diploma. b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.9- Diploma. c.	Use context to confirm or self-correct word recognition.

Week 02: Speaker Evaluation Techniques; Structure of a Basic Speech, p. 17-28

Maine Learning Results

Language Arts

Grade 12 - Adopted: 2020

STRAND / DOMAIN	Guiding Principles	
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN	LANGUAGE	
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.9- Diploma. b.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STRAND / DOMAIN	LANGUAGE	
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.9- Diploma. a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.9- Diploma. d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	LANGUAGE	
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
-------------	--------------------	---

Strand / Domain		Speaking and Listening	
Category / Performance Indicator		Comprehension and Collaboration	
Standard	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.	

EXPECTATION	SL.1.9- Diploma. a.	Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.1.9- Diploma. b.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.1.9- Diploma. c.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	SL.1.9- Diploma. d.	Propel conversations by posing and responding to questions that probe reasoning and evidence.

STRAND / DOMAIN	SPEAKING AND LISTENING	
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

EXPECTATION	SL.2.9- Diploma. b.	Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.9- Diploma. a.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.
-------------	---------------------------	--

EXPECTATION	SL.3.9- Diploma. b.	Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
EXPECTATION	SL.3.9- Diploma. c.	Use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Adapt speech to a variety of contexts, audiences, and communicative tasks.

EXPECTATION	SL.4.9- Diploma.	Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.
-------------	---------------------	---

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.9- Diploma. a.	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
-------------	--------------------------	--

EXPECTATION	R.5.9- Diploma. b.	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
-------------	--------------------------	---

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	R.7.9- Diploma.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
-------------	--------------------	---

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION	R.12.9- Diploma. a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.9- Diploma. b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.9- Diploma. c.	Use context to confirm or self-correct word recognition.

STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION	W.1.9- Diploma. d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
-------------	--------------------------	--

Week 03: The Body of a Speech, p. 29-42

Maine Learning Results

Language Arts

Grade 12 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.9- D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
-------------	----------------	--

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION	L.3.9- Diploma. b.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
-------------	--------------------------	--

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION	L.4.9- Diploma. a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
-------------	--------------------------	--

EXPECTATION	L.4.9- Diploma. d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
-------------	--------------------------	---

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
-------------	--------------------	---

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

EXPECTATION	SL.1.9-Diploma. a.	Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.1.9-Diploma. b.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.1.9-Diploma. c.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	SL.1.9-Diploma. d.	Propel conversations by posing and responding to questions that probe reasoning and evidence.

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

EXPECTATION	SL.2.9-Diploma. b.	Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task.
-------------	-----------------------	---

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.9-Diploma. a.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.
-------------	-----------------------	--

EXPECTATION	SL.3.9-Diploma. b.	Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
-------------	-----------------------	--

EXPECTATION	SL.3.9-Diploma. c.	Use appropriate eye contact, adequate volume, and clear pronunciation.
-------------	-----------------------	--

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Adapt speech to a variety of contexts, audiences, and communicative tasks.

EXPECTATION	SL.4.9- Diploma.	Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.
STRAND / DOMAIN	READING	
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.9- Diploma. a.	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
EXPECTATION	R.5.9- Diploma. b.	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
STRAND / DOMAIN	READING	
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.9- Diploma.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
STRAND / DOMAIN	READING	
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.9- Diploma. a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.9- Diploma. b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.9- Diploma. c.	Use context to confirm or self-correct word recognition.

STRAND / DOMAIN

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION W.1.9- Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, Diploma. and purpose.
d.

STRAND / DOMAIN

Category / Performance Indicator	Standard	Process and Production
	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.9- Diploma. a.	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
--------------------	-----------------------------------	---

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION W.3.9- Diploma. a. Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.

EXPECTATION	W.3.9- Diploma. b.	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
-------------	--------------------------	---

EXPECTATION	W.3.9- Diploma. C.	Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.
-------------	--------------------------	---

EXPECTATION	W.3.9- Diploma. 2	Provide closure that enhances, supports, and reflects the purpose of the piece.
--------------------	-------------------------	---

Week 04: The Introduction and Conclusion of a Speech, p. 43-50

Maine Learning Results

Language Arts

Grade 12 - Adopted: 2020

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.9- D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
-------------	----------------	--

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
-------------	--------------------	---

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

EXPECTATION	SL.1.9- Diploma. a.	Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
-------------	---------------------------	---

EXPECTATION	SL.1.9- Diploma. b.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
-------------	---------------------------	---

EXPECTATION	SL.1.9- Diploma. c.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	SL.1.9- Diploma. d.	Propel conversations by posing and responding to questions that probe reasoning and evidence.

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

EXPECTATION	SL.2.9- Diploma. b.	Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task.
-------------	---------------------------	---

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.9- Diploma. a.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.
-------------	---------------------------	--

EXPECTATION	SL.3.9- Diploma. b.	Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
-------------	---------------------------	--

EXPECTATION	SL.3.9- Diploma. c.	Use appropriate eye contact, adequate volume, and clear pronunciation.
-------------	---------------------------	--

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Adapt speech to a variety of contexts, audiences, and communicative tasks.

EXPECTATION	SL.4.9- Diploma.	Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.
-------------	---------------------	---

STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
----------------------------------	--	---

STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
-----------------	-------------	---

EXPECTATION W.1.9- Diploma. Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
d.

STRAND / DOMAIN WRITING

Category / Performance Indicator		Process and Production
Standard	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.9- Diploma. a.	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
--------------------	-----------------------------------	---

STRAND / DOMAIN WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION	W.3.9- Diploma. a.	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
--------------------	--------------------------	---

EXPECTATION	W.3.9- Diploma. b	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
--------------------	-------------------------	---

EXPECTATION	W.3.9- Diploma. G.	Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.
--------------------	--------------------------	---

EXPECTATION	W.3.9- Diploma.	Provide closure that enhances, supports, and reflects the purpose of the piece.
		2

Week 05: Narrative Speech, p. 51-62

Maine Learning Results

Language Arts

Grade 12 - Adopted: 2020

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.9-Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN

SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.9-Diploma. a.	Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.1.9-Diploma. b.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.1.9-Diploma. c.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	SL.1.9-Diploma. d.	Propel conversations by posing and responding to questions that probe reasoning and evidence.

STRAND / DOMAIN

SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration

STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
-----------------	--------------	---

EXPECTATION	SL.2.9- Diploma. b.	Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task.
-------------	---------------------------	---

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.9- Diploma. a.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.
-------------	---------------------------	--

EXPECTATION	SL.3.9- Diploma. b.	Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
-------------	---------------------------	--

EXPECTATION	SL.3.9- Diploma. c.	Use appropriate eye contact, adequate volume, and clear pronunciation.
-------------	---------------------------	--

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Adapt speech to a variety of contexts, audiences, and communicative tasks.

EXPECTATION	SL.4.9- Diploma.	Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.
-------------	---------------------	---

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.9- Diploma. b.	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
-------------	--------------------------	---

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION	R.6.9- Diploma.	Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts).
-------------	--------------------	--

Strand / Domain		Writing
Category / Performance Indicator		Inquiry to Build and Present Knowledge
Standard	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION	W.1.9- Diploma. d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
-------------	--------------------------	--

STRAND / DOMAIN	WRITING
CATEGORY / PERFORMANCE INDICATOR	Process and Production
STANDARD	W.2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.9- Diploma. a.	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
-------------	--------------------------	---

STRAND / DOMAIN	WRITING
CATEGORY / PERFORMANCE INDICATOR	Composing for Audience and Purpose
STANDARD	W.3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION	W.3.9- Diploma. a.	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
-------------	--------------------------	---

EXPECTATION	W.3.9- Diploma. b.	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
-------------	--------------------------	---

EXPECTATION	W.3.9- Diploma. C.	Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.
-------------	--------------------------	---

EXPECTATION	W.3.9- Diploma. 9	Provide closure that enhances, supports, and reflects the purpose of the piece.
-------------	-------------------------	---

Week 06: Two Primary Speech Goals, p. 63-66

Language Arts

Grade 12 - Adopted: 2020

STRAND / DOMAIN	Guiding Principles	
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
STRAND / DOMAIN	LANGUAGE	
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.9- D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / DOMAIN	SPEAKING AND LISTENING	
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.9- Diploma. a.	Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.1.9- Diploma. b.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.1.9- Diploma. c.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

STRAND / DOMAIN**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.9- Diploma. b.	Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.9- Diploma. c.	Use appropriate eye contact, adequate volume, and clear pronunciation.

Week 07: Expository Speech, p. 67-78

Maine Learning Results**Language Arts**

Grade 12 - Adopted: 2020

STRAND / DOMAIN**Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

STRAND / DOMAIN**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
---	--	--

STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.9- D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / DOMAIN	LANGUAGE	
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN	SPEAKING AND LISTENING	
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.9- Diploma. a.	Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.1.9- Diploma. b.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.1.9- Diploma. c.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STRAND / DOMAIN	SPEAKING AND LISTENING	
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.9- Diploma. b.	Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task.
STRAND / DOMAIN	SPEAKING AND LISTENING	

Presentation of Knowledge and Ideas		
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.9-Diploma. a.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.
EXPECTATION	SL.3.9-Diploma. b.	Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
EXPECTATION	SL.3.9-Diploma. c.	Use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND / DOMAIN

SPEAKING AND LISTENING

Presentation of Knowledge and Ideas		
STANDARD	SL.4:	Adapt speech to a variety of contexts, audiences, and communicative tasks.

EXPECTATION	SL.4.9-Diploma.	Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.
-------------	-----------------	---

STRAND / DOMAIN

READING

Key Ideas and Details		
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.9-Diploma. b.	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
-------------	----------------------	---

STRAND / DOMAIN

READING

Integration of Knowledge and Ideas		
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

EXPECTATION	R.11.9-Diploma. a.	Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question.
-------------	-----------------------	--

EXPECTATION	R.11.9-Diploma. c.	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.
-------------	-----------------------	--

STRAND / DOMAIN**WRITING**

CATEGORY / PERFORMANCE INDICATOR		
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.9-Diploma. b.	Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.
EXPECTATION	W.1.9-Diploma. c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.
EXPECTATION	W.1.9-Diploma. d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.

STRAND / DOMAIN**WRITING**

CATEGORY / PERFORMANCE INDICATOR		
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

STRAND / DOMAIN**WRITING**

CATEGORY / PERFORMANCE INDICATOR		
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9-Diploma. a.	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9-Diploma. b.	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
EXPECTATION	W.3.9-Diploma. c.	Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.
EXPECTATION	W.3.9-Diploma. e.	Provide closure that enhances, supports, and reflects the purpose of the piece.

Maine Learning Results**Language Arts****Grade 12 - Adopted: 2020**

STRAND / DOMAIN	Guiding Principles	
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
STRAND / DOMAIN	LANGUAGE	
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.9- D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / DOMAIN	SPEAKING AND LISTENING	
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.9- Diploma. a.	Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.1.9- Diploma. b.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

EXPECTATION	SL.1.9- Diploma. c.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
-------------	---------------------------	--

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

EXPECTATION	SL.2.9- Diploma. b.	Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task.
-------------	---------------------------	---

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.9- Diploma. a.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.
-------------	---------------------------	--

EXPECTATION	SL.3.9- Diploma. b.	Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
-------------	---------------------------	--

EXPECTATION	SL.3.9- Diploma. c.	Use appropriate eye contact, adequate volume, and clear pronunciation.
-------------	---------------------------	--

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Adapt speech to a variety of contexts, audiences, and communicative tasks.

EXPECTATION	SL.4.9- Diploma.	Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.
-------------	---------------------	---

STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION	W.1.9- Diploma. c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.
EXPECTATION	W.1.9- Diploma. d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.

Week 09: Persuasive Speech, p. 83-94

Maine Learning Results

Language Arts

Grade 12 - Adopted: 2020

STRAND / DOMAIN	Guiding Principles	
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

STRAND / DOMAIN	LANGUAGE	
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.9- D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
-------------	----------------	--

STRAND / DOMAIN	LANGUAGE	
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.9-Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
-------------	----------------	---

STRAND / DOMAIN

SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

EXPECTATION	SL.1.9-Diploma. a.	Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
-------------	-----------------------	---

EXPECTATION	SL.1.9-Diploma. b.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
-------------	-----------------------	---

EXPECTATION	SL.1.9-Diploma. c.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
-------------	-----------------------	--

STRAND / DOMAIN

SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

EXPECTATION	SL.2.9-Diploma. b.	Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task.
-------------	-----------------------	---

STRAND / DOMAIN

SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.9-Diploma. a.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.
-------------	-----------------------	--

EXPECTATION	SL.3.9-Diploma. b.	Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
-------------	-----------------------	--

EXPECTATION	SL.3.9- Diploma. c.	Use appropriate eye contact, adequate volume, and clear pronunciation.
-------------	---------------------------	--

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Adapt speech to a variety of contexts, audiences, and communicative tasks.

EXPECTATION	SL.4.9- Diploma.	Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.
-------------	---------------------	---

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

EXPECTATION	R.11.9- Diploma. a.	Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question.
-------------	---------------------------	--

EXPECTATION	R.11.9- Diploma. c.	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.
-------------	---------------------------	--

STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION	W.1.9- Diploma. b.	Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.
-------------	--------------------------	---

EXPECTATION	W.1.9- Diploma. c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.
-------------	--------------------------	---

EXPECTATION	W.1.9- Diploma. d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
-------------	--------------------------	--

STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
----------------------------------	--	-------------------------------

STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
-----------------	-------------	--

EXPECTATION	W.2.9- Diploma. a.	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
--------------------	--------------------------	---

STRAND / DOMAIN	WRITING
------------------------	----------------

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
---	--	---

STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
-----------------	-------------	--

EXPECTATION	W.3.9- Diploma. a.	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
--------------------	--------------------------	---

EXPECTATION	W.3.9- Diploma. b.	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
--------------------	--------------------------	---

EXPECTATION	W.3.9- Diploma. c.	Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.
--------------------	--------------------------	---

EXPECTATION	W.3.9- Diploma. e.	Provide closure that enhances, supports, and reflects the purpose of the piece.
--------------------	--------------------------	---

Week 10: Extensive Memory Techniques, p. 95-98

Maine Learning Results

Language Arts

Grade 12 - Adopted: 2020

STRAND / DOMAIN	Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A. Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
---	----	---

STRAND / DOMAIN	LANGUAGE
CATEGORY / PERFORMANCE INDICATOR	Conventions of Standard English
STANDARD	L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.9- D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
-------------	----------------	--

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.9- Diploma. a.	Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.1.9- Diploma. b.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.1.9- Diploma. c.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

EXPECTATION	SL.2.9- Diploma. b.	Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task.
-------------	---------------------------	---

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.9- Diploma. a.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.
-------------	---------------------------	--

EXPECTATION	SL.3.9- Diploma. c.	Use appropriate eye contact, adequate volume, and clear pronunciation.
-------------	---------------------------	--

Maine Learning Results

Language Arts

Grade 12 - Adopted: 2020

STRAND / DOMAIN	Guiding Principles	
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN	LANGUAGE	
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.9-Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN	SPEAKING AND LISTENING	
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.9-Diploma. a.	Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.1.9-Diploma. b.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.1.9-Diploma. c.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STRAND / DOMAIN	SPEAKING AND LISTENING	
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

EXPECTATION	SL.2.9- Diploma. b.	Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task.
-------------	---------------------------	---

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.9- Diploma. a.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.
-------------	---------------------------	--

EXPECTATION	SL.3.9- Diploma. b.	Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
-------------	---------------------------	--

EXPECTATION	SL.3.9- Diploma. c.	Use appropriate eye contact, adequate volume, and clear pronunciation.
-------------	---------------------------	--

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Adapt speech to a variety of contexts, audiences, and communicative tasks.

EXPECTATION	SL.4.9- Diploma.	Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.
-------------	---------------------	---

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.

EXPECTATION	R.9.9- Diploma.	Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective and purpose to shape the intended content, style, and effect of various texts.
-------------	--------------------	--

STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION	W.1.9- Diploma. a.	Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.
EXPECTATION	W.1.9- Diploma. d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
STRAND / DOMAIN	WRITING	
CATEGORY / PERFORMANCE INDICATOR	Process and Production	
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

Week 12: Various Speech Opportunities, p. 110-119

Maine Learning Results

Language Arts

Grade 12 - Adopted: 2020

STRAND / DOMAIN	Guiding Principles	
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN	SPEAKING AND LISTENING	
CATEGORY / PERFORMANCE INDICATOR	Comprehension and Collaboration	
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.9- Diploma. a.	Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.1.9- Diploma. b.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

EXPECTATION	SL.1.9- Diploma. c.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
-------------	---------------------------	--

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

EXPECTATION	SL.2.9- Diploma. b.	Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task.
-------------	---------------------------	---

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.9- Diploma. a.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.
-------------	---------------------------	--

EXPECTATION	SL.3.9- Diploma. b.	Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
-------------	---------------------------	--

EXPECTATION	SL.3.9- Diploma. c.	Use appropriate eye contact, adequate volume, and clear pronunciation.
-------------	---------------------------	--

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Adapt speech to a variety of contexts, audiences, and communicative tasks.

EXPECTATION	SL.4.9- Diploma.	Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.
-------------	---------------------	---

STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION	W.1.9- Diploma. d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
-------------	--------------------------	--