

National English/ Language Arts Standards:

- Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Maine State Learning Results

PROCESS OF READING

- Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Readers apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on prior experience, interactions with others, knowledge of word meaning and knowledge of other texts, word identification strategies, and understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

LITERATURE AND CULTURE

- Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. *Literary texts that are rich in quality, add to the understanding of history and various cultures and build*

LANGUAGE AND IMAGES

- Students will demonstrate an understanding of how words and images communicate. Language and images enable people to get things done, to take charge of their lives, to express opinions and feelings, to experience emotions, and to function as productive citizens. Students will consider such things as the relationship between thought and language, the ways people use language and other symbol systems to communicate, the history and structure of English, and the similarities and differences in the ways various social, occupational, and cultural groups use language.

PROCESSES OF WRITING AND SPEAKING

- Students will demonstrate the ability to use the skills and strategies of the writing process. Effective communication can improve the work of writers and speakers. Students will use a wide range of strategies to address different audiences for a variety of purposes. Students will write or speak for reflective, creative and informational purposes.

Learning Standards for National Council of Social Studies

Goals to:

- Assist learners in utilizing chronological thinking so that they can distinguish between past, present, and future time; can place historical narratives in the proper chronological framework; can interpret data presented in time lines; and can compare alternative models for periodization;
- Enable learners to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage, identify the central question(s) addressed in historical narrative, draw upon data in historical maps, charts, and other graphic organizers; and draw upon visual, literary, or musical sources;
- Guide learners in practicing skills of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretations, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretations, and hypothesize the influence of the past;

Maine Learning Results Social Studies

CHRONOLOGY

- Students will use the chronology of history and major eras to demonstrate the relationships of events and people.

HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION

- Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.