



Carver Public Schools

3 Carver Square Boulevard
Carver, Massachusetts 02330-1200

September 2007

Dear Members of the Carver School Community,

During the 2006 – 2007 school year, K-12 vertical teams under the leadership of the Curriculum Team Leaders, developed learning benchmarks for all students in grades K-12. These benchmarks were reviewed by the entire K-12 faculty in the spring of 2007. We are pleased to present the benchmarks.

In an effort to communicate clear student learning outcomes to teachers, parents, and community members, the benchmark document is published for all major curriculum areas. The benchmarks are designed to align current curriculum guidelines with the learning standards from the Massachusetts Curriculum Frameworks. The benchmarks are a work in progress to provide a consistent approach to curriculum content across grade levels in the Carver Public Schools.

A benchmark is a statement of expected student performance at a particular point in time. Not every student will master these benchmarks at exactly the same time.

These curriculum benchmarks:

- Tell us what children should know and be able to do at a point in time.
- Are observable and measurable.
- Specify a threshold for proficiency.
- Attempt to omit jargon.
- Reflect teachers' expectations for all children by the time they finish a grade level.
- Are attained by most students and exceeded by some.

The benchmark documents are open for ongoing review and revision. Please feel free to share observations and comments with the Superintendent. We look forward to providing new and revised documents in the years ahead to ensure that the benchmarks reflect the most current thinking on curriculum for the students of Carver Public Schools.

Sincerely,

Elizabeth A. Sorrell
Superintendent

If you need assistance reading this document or other school publications, please contact the building principal to obtain translation services.

Spanish

Si usted necesita ayuda para leer este documento u otras publicaciones de la escuela, por favor póngase en contacto con el director del edificio para obtener servicios de traducción.

Portuguese

Se você necessitar o auxílio que lê este original ou outras publicações da escola, contate por favor o principal do edifício para obter serviços de tradução.

French

Si vous avez besoin de l'aide pour lire ce document ou des autres publications de l'école, svp entrez en contact avec le principal du bâtiment pour obtenir les services de traduction.

Italian

Se avete bisogno dell'assistenza che leggete questo documento o altre pubblicazioni della scuola, mettasi in contatto con prego il principale della costruzione per ottenere i servizi di traduzione.

German

Wenn Sie Unterstützung dieses Dokument oder andere Schulepublikationen lesend benötigen, treten Sie bitte mit der Gebäudedirektion in Verbindung, um Übersetzungsdienste zu erhalten.

Contact Information:

Erwin K. Washburn Primary School	508-866-6210
Governor John Carver Elementary School	508-866-6220
Carver Middle School	508-866-6130
Carver High School	508-866-6140

The Carver Public Schools does not discriminate on the basis of race, color, sex, sexual orientation, religion, national origin or handicap in their educational activities or employment practices.



2007 BENCHMARKS

GRADES 9-12

TABLE OF CONTENTS

ENGLISH LANGUAGE ARTS

Grade 9	1
Grade 10	6
Grade 11	14
Grade 12	20

MATHEMATICS

Algebra I	26
Geometry	27
Interactive Mathematics Program: Year 1	28
Interactive Mathematics Program: Year 2	29
Integrated Math I	30
Integrated Math II	31

SCIENCE

Earth Science	32
Biology	33
Chemistry	35
Physics	38

SOCIAL STUDIES

World History	40
United States History, Grade 10	42
United States History, Grade 11	44

FOREIGN LANGUAGE

French, Level I	46
French, Level II	48
French, Level III	50
Spanish, Level I	52
Spanish, Level II	54
Spanish, Level III	56

(continued)

MUSIC

Chorus.....	58
Concert Choir	59
Band.....	60
Music Theory.....	61

ART

Introduction to Art.....	62
Two-Dimensional Art.....	63
Three-Dimensional Art.....	64
Advanced Art Honors.....	65

COMPREHENSIVE HEALTH

Grades 9-12	66
-------------------	----

Students will be able to:

LANGUAGE

-
-
- Apply knowledge of the rules of public discourse to small and large-group discussion formats.
 - Demonstrate the understanding that speaking has a purpose—persuading, entertaining, and/or informing.
 - Employ an understanding of techniques and skills of good speaking: knowledge of audience (knowledge base and biases), understanding of the purpose of the presentation, the importance of intonation, projection, modulation, articulation, and enunciation, the necessity of advance preparation, and the maintenance of appropriate appearance, posture, and gestures.
 - Recognize that listening has a purpose and employ an understanding of techniques and skills of good listening.
 - Pose appropriate questions, listen attentively to others, and contribute information or ideas in small and large-discussion formats.
 - Summarize in a coherent, organized synopsis the information and ideas learned from a focused discussion.
 - Give formal and informal talks or presentations to various audiences and for various purposes using an appropriate level of formality and rhetorical devices.
 - Understand, acquire, and maintain new vocabulary from in-class and outside readings and from in-class discussions.
 - Pronounce new vocabulary appropriately.
 - Accent the correct syllable in a word (in context), whose meaning varies according to accent (for example, ob`ject, `object).
 - Spell, syllabicate, identify the parts of speech, and define new vocabulary correctly.
 - Paraphrase dictionary definitions, reflecting an understanding of the appropriate parts of speech.
 - Explain and differentiate denotation and connotation.
 - Explain the term “root word” or “base word” and identify root words in multi-syllabic words.
 - Identify and explain the meaning of each prefix in a given list of words and add prefixes to root words to form new words.
 - Identify and explain the meaning of each suffix in a given list of words and add suffixes to root words to form new words.
 - Identify and explain unknown words created from known roots, prefixes, and suffixes.
 - Derive the meaning of a compound word from its components.
 - Explain the term “derivative” and identify derivatives and their parts of speech.
 - Form derivatives from a given word.
 - Identify and use correctly idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.
 - Use knowledge of Greek, Latin, and Norse mythology, the Bible, and other words often alluded to in canonical literature to understand the meanings of new words and to apply to new concepts.
 - Describe the origins and meanings of common words and foreign words or phrases used frequently in written English, and show their relationship to historical events or developments (Homer’s *Odyssey*).
 - Identify content-specific vocabulary, terminology, or jargon unique to particular social or professional groups (for example, Hasidic vocabulary in Chaim Potok’s *The Chosen*).
 - Analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.
 - Identify and compose simple, compound, complex, and compound-complex sentences.
 - Identify and compose nominalized, adjectival, and adverbial clauses.
 - Understand that the choice of sentence structure reflects style and impacts meaning and mood (for example, Hemingway in contrast to Harper Lee).
 - Connect ideas using conjunctive adjectives.
 - Express parallel ideas in the same grammatical form.
 - Identify and use infinitives for rhetorical effectiveness.
 - Recognize subordinating conjunctions and punctuate clauses appropriately.
 - Use adjectival or adverbial clauses for modification and specificity.
 - Specify or elaborate identification through use of relative clauses.
 - Employ a variety of sentence patterns.
 - Vary sentence beginnings.
 - Use correct internal punctuation—comma, semi-colon, colon, apostrophe.
 - Punctuate quotations, titles, and sentences correctly.
 - Use proper case of pronouns—nominative, objective, possessive.
 - Use proper pronoun forms—reflexive or intensive.
 - Maintain pronoun/antecedent agreement and pronoun consistency (person and number).
 - Maintain logical chronology through appropriate use of verb tenses.

Students will be able to:

LANGUAGE (CONT'D)

- Use irregular verbs correctly.
- Use correct subject-verb agreement.
- Specify or elaborate identification through use of appositives.
- Express degrees of comparison of modifiers correctly—positive, comparative, superlative.
- Revise to avoid misplaced modifiers: identify and position appropriately participial phrases, prepositional phrases used as adjectives, and prepositional phrases used as adverbs.
- Form plurals correctly.
- Capitalize sentence beginnings, proper words, titles, and parts of business and personal letters.
- Revise non-standard language.

Students will be able to:

READING AND LITERATURE

- Identify the basic facts and main ideas in a text and use them as the basis for interpretation.
- Recognize and explain the characteristics of genres (short story, epic, poetry, novel, memoir, biographical excerpt, personal or persuasive essay).
- Analyze the language of diverse genres.
- Use critical thinking and reading strategies to develop a fuller understanding of each genre.
- Use each genre as a springboard for writing imaginatively, critically, and reflectively.
- Decode new words using knowledge of phonics, structural analysis (syllabication, phonics, suffixes, root words), and context clues.
- Recognize the words that carry the most meaning in a passage, the key sentences that carry the most weight, and main ideas, concepts, and themes in a text, and use this recognition to interpret the text.
- Apply knowledge of allusions from other literary or non-literary works to understand meaning in new context.
- Use prior knowledge to evaluate the construction of knowledge and to store newly learned information with related memories.
- Apply knowledge of an author's work, style, or genre to understand the text.
- Identify difficult or unfamiliar text structures or formats and adjust, compensate, or remediate accordingly.
- Create mental pictures during reading to recall a text, to incorporate new information, and to adapt images in response to shared images of other readers.
- Use varied strategies to repair comprehension when it breaks down—skipping ahead, re-reading, comparing introduction and conclusion, analyzing relationship of title and chapter titles or sub-headings to text, re-reading footnotes, and determining meaning through context and syntax.
- Summarize essential facts in texts.
- Formulate critical judgments about content.
- Predict outcomes and revise these judgments as reading progresses.
- Identify and analyze textual features and the structure and organizational sequence of diverse texts.
- Analyze the interrelationships among textual features in literary and non-literary texts.
- Make warranted and supportable assumptions about the theme or main ideas of a text.
- Attempt to identify characteristics that overlap genre classifications.
- Identify how authors use the elements of a genre to achieve their purposes.
- Connect textual understanding to personal ideas, experience, knowledge.
- Establish some basic interpretive claims with a minimum of summarizing or generalization.
- Support opinions or viewpoints with appropriate evidence from the text.
- Recognize ambiguities and explore potential explanations.
- Maintain a cognitive synthesis while reading—monitoring the overall meaning.
- Make connections to motifs and themes in other texts and non-print media.
- Re-think and refine ideas after re-reading texts.
- Analyze texts to assess the effectiveness of communication.
- Recognize the short story genre, especially for singleness of effect and brevity and precision.
- Recognize and explain elements in a short story: plot—conflict, structure, chronology— and character, setting, and theme.
- Analyze and appreciate the use of language: style (tone, mood, point of view) and conventions of language (figurative language, imagery, diction, dialect, irony, symbolism).

Students will be able to:

READING AND LITERATURE (CONT'D)

- Demonstrate critical thinking and reading strategies specific to the reading of short stories: activate prior knowledge; make, support, and alter predictions; recognize causal relationships; recognize generalizations and stereotypes; make inferences from evidence; assess reliability of sources of information; compare and contrast elements of stories.
- Read, recognize, and appreciate the novel genre: multiplicity of effect and complexity and depth of development.
- Recognize and explain elements of fiction in the novel: plot structure, characterization, setting, theme, types (historical/classical; modern/psychological).
- Analyze and appreciate language: style and conventions—figurative language, imagery, diction, dialect, irony, symbolism.
- Develop critical reading strategies: activate background knowledge; make, support, and alter predictions; recognize causal relationships; recognize generalizations and stereotypes; make inferences from evidence; assess reliability of sources; compare and contrast elements within and between novels.
- Read and appreciate a Shakespearean tragedy.
- Recognize the genre of Shakespearean drama.
- Recognize and explain the characteristics of Shakespearean drama: plot, structure (acts and scenes), speeches (dialogue, prologue, monologue, soliloquy, aside, epilogue), staging, characterization (dramatic foil), setting, theme (dramatic irony, situational irony).
- Analyze and appreciate Shakespearean language: style, forms (blank verse, rhyming verse, Shakespearean sonnet), structure (iambic pentameter, meter, rhyme, rhythm), conventions of language (metaphor, simile, imagery, personification, pun, alliteration, assonance, oxymoron, verbal irony, antithesis).
- Demonstrate critical thinking and reading strategies (see above).
- Interpret and perform a scene or a soliloquy from a Shakespearean drama.
- Memorize a Shakespearean soliloquy.
- Read a passage or soliloquy from an unfamiliar Shakespearean tragedy (King Richard, Antony and Cleopatra, King Lear) and paraphrase for analysis.
- Employ the knowledge gained from a close study of the soliloquy in Shakespearean tragedy to analyze its critical importance to meaning and audience understanding.
- Read and appreciate contemporary drama.
- Recognize the genre of contemporary drama.
- Recognize and explain characteristics of contemporary drama.
- Compare and contrast staging of Shakespearean drama with contemporary drama—stage directions, costumes, make-up, lighting and graphics, scenery and props, music, sound, and visual effects.
- Compare and contrast Shakespearean tragedy with contemporary: the tragic Shakespearean hero with the contemporary tragic hero/ine (for example, Romeo and Juliet with The Glass Menagerie).
- Analyze the capacities of contemporary drama to employ symbolism in contrast to Shakespearean staging and its limitations.
- Analyze the language of contemporary drama in contrast to Shakespearean language and drama.
- Interpret and perform selected passages or scenes from a contemporary drama.
- Read and appreciate a variety of poems.
- Recognize the poetic genre as symbolic and metaphoric.
- Recognize and explain the characteristics of poetry: types (lyric, narrative, dramatic) and structural elements (stanza, couplet, quatrain, sonnet, free verse, shape poems, concrete poems).
- Compare and contrast the Shakespearean sonnet with the Petrarchan.
- Analyze and appreciate poetic language: simile, implied and extended metaphor, personification, denotation/connotation, wordplay, symbolism, imagery, parallelism, diction, inverted word order, and devices of sound (assonance, consonance, alliteration, repetition, onomatopoeia).
- Differentiate types of rhyme: perfect, slant, masculine, feminine, visual, internal—and rhyme schemes (the patterns of rhyme in poems).
- Identify poetic meter, determining stressed and unstressed syllables.
- Apply understanding of meter to analyze the effects of iambic pentameter in Shakespearean drama and sonnets.
- Differentiate the poem's 'speaker' from the author.
- Demonstrate critical thinking and reading strategies for poetry.
- Read and appreciate the epic.
- Recognize the epic genre.
- Recognize and explain characteristics of the epic: external and internal conflicts, episodic structure, chronology (*in medias res*), and characterization (human and superhuman), setting, and theme.

Students will be able to:

READING AND LITERATURE (CONT'D)

- Analyze and appreciate the language and conventions of the Homeric epic: invocations, Homeric similes, cataloguing, extended formal speeches, epithets, personification, extended metaphor and similes, repetition, and allusion.
- Demonstrate critical thinking and reading strategies—especially, distinguishing fact from fiction.
- Read and appreciate non-fiction.
- Recognize the genre of non-fiction: biography, autobiography, memoir, diary, journal, essay, editorial, letters to editor, travel literature.
- Recognize and explain the characteristics of nonfiction: revealing historical events and circumstances; revealing feelings, attitudes, values, and goals of an individual; revealing aspects of personality; focusing on interaction between individuals; reflecting an individual's growth and maturity through introspection; presenting factual information; and persuading an audience to a point of view.
- Analyze and appreciate the language of nonfiction: style, conventions of language, and diction (formal and informal—dialect, colloquial, jargon).
- Demonstrate critical thinking and reading strategies specific to nonfiction.

Students will be able to:

COMPOSITION

- Through practicing various modes of discourse and writing forms, students will perceive the dominant functions served by a piece of writing, (i.e., to describe, narrate, persuade, argue, express, and/or explain).
- Demonstrate understanding of some of the conventions that characterize established written forms.
- Learn that the information demands on any piece of writing will depend on audience constraints.
- Develop and expand ideas through writing.
- Organize ideas effectively.
- Control sentence patterns and word choices.
- Develop an appropriate level of language usage.
- Edit for correctness.
- Express feelings, attitudes, and values through writing.
- Inform through writing.
- Persuade through writing.
- Write a unified paragraph limited to one idea.
- Develop a paragraph using topic, proof, and concluding sentences.
- Organize sentences in a logical sequence.
- Write a paragraph using appropriate sentence structure.
- Write logical and effective transitions between sentences.
- Organize a paragraph through induction.
- Organize a paragraph through deduction.
- Organize a paragraph through description.
- Develop main ideas using description.
- Develop main ideas using examples.
- Develop main ideas using explanation.
- Determine an effective title.
- Elaborate through greater specificity or details.
- Define difficult or unfamiliar terms.
- Use vocabulary appropriate to written form.
- Adopt a specific persona for writing.
- Adopt a proper tone for situation/audience.
- Use language that is vivid and imagistic.
- Express emotion in writing.
- Evaluate the effect of a message on the reader.
- Identify and correct errors through proofreading.
- Rewrite to reflect revision and proofreading.
- Eliminate irrelevant material.

Students will be able to:

COMPOSITION (CONT'D)

- Avoid non-standard sentence constructions.
- Use sentence fragments only for dramatic emphasis.
- Employ a variety of sentence constructions.
- Write a précis.
- Demonstrate note-taking skills.
- Construct a logical outline.
- Create appropriate subtopics.
- Write a journal.
- Write a variety of compositional forms, which may include a friendly letter or a letter of complaint, a character description, a narration of an event, an analytical review of a movie, a description of a place, a persuasive essay, an editorial, and/or clear directions.
- Write a cohesive essay.
- Narrate, describe, and analyze through writing.
- Develop main ideas using opinion supported by fact.
- Organize an essay through chronology.
- Organize an essay through deduction/ induction.
- Adopt a point of view in writing.
- Identify and correct compositional form errors through proofreading.
- Develop a writing style.
- Relate main idea in an introductory paragraph.
- Organize paragraphs in a logical sequence.
- Write logical and effective transitions between paragraphs.
- Summarize main ideas in a concluding paragraph.
- Utilize rhetorical devices.
- Write an essay of definition (of a concrete object).
- Summarize another author's writing.
- Write an analytical review of a literary work.
- Write an original poem or sonnet.
- Write a long exposition about a core reading.
- Write a research thesis paper (3 pages, works cited) on a topic in Greek mythology or Shakespearean drama.

Students will be able to:

LANGUAGE

- Apply knowledge of the rules of public discourse to small and large-group discussion formats.
- Demonstrate the understanding that speaking has a purpose—persuading, entertaining, and/or informing.
- Employ an understanding of techniques and skills of good speaking: knowledge of audience (knowledge base and biases), understanding of the purpose of the presentation, the importance of intonation, projection, modulation, articulation, and enunciation, the necessity of advance preparation, and the maintenance of appropriate appearance, posture, and gestures.
- Recognize that listening has a purpose and employ an understanding of techniques and skills of good listening.
- Pose appropriate questions, listen attentively to others, and contribute information or ideas in small and large-discussion formats.
- Summarize in a coherent, organized synopsis the information and ideas learned from a focused discussion.
- Give formal and informal talks or presentations to various audiences and for various purposes using an appropriate level of formality and rhetorical devices.
- Understand, acquire, and maintain new vocabulary from in-class and outside readings and from in-class discussions.
- Pronounce new vocabulary appropriately.
- Accent the correct syllable in a word (in context), whose meaning varies according to accent (for example, ob`ject, `ob ject).
- Spell, syllabicate, identify the parts of speech, and define new vocabulary correctly.
- Paraphrase dictionary definitions, reflecting an understanding of the appropriate parts of speech.
- Explain and differentiate denotation and connotation.
- Explain the term “root word” or “base word” and identify root words in multi-syllabic words.
- Identify and explain the meaning of each prefix in a given list of words and add prefixes to root words to form new words.
- Identify and explain the meaning of each suffix in a given list of words and add suffixes to root words to form new words.
- Identify and explain unknown words created from known roots, prefixes, and suffixes.
- Derive the meaning of a compound word from its components.
- Explain the term “derivative” and identify derivatives and their parts of speech.
- Form derivatives from a given word.
- Identify and use correctly idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.
- Use knowledge of Greek, Latin, and Norse mythology, the Bible, and other words often alluded to in canonical literature to understand the meanings of new words and to apply to new concepts.
- Describe the origins and meanings of common words and foreign words or phrases used frequently in written English, and show their relationship to historical events or developments.
- Identify content-specific vocabulary, terminology, or jargon unique to particular social or professional groups. Analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.
- Explain the term ‘context clue.’
- Use context clues to determine the meaning of unfamiliar words.
- Demonstrate an understanding of a word by using it in an original sentence which contains a “telling” context clue.
- Differentiate between direct and general context clues.
- Identify the appropriate use of multi-meaning words in context.
- Explain the term “analogy.”
- Complete an analogy.
- Explain the word “synonym.”
- Supply a synonym for a given word.
- Explain the term “antonym.”
- Supply an antonym for a given word.
- Explain the word “homonym.”
- Supply an example of a homonym.
- Answer sentence completion questions with the aid of context clues.
- Use new vocabulary appropriately in significant written discourse.
- Use new vocabulary appropriately in significant oral discourse.
- Use a specified number of new vocabulary words in a full piece of original discourse.
- Apply new vocabulary to contexts beyond the text both in class discussion and in writing.
- Discuss significant new words in the context of literature study as well as through the vocabulary texts.
- Identify and compose simple, compound, complex, and compound-complex sentences.

Students will be able to:

LANGUAGE (CONT'D)

-
-
- Identify and compose nominalized, adjectival, and adverbial clauses.
 - Understand that the choice of sentence structure reflects style and impacts meaning and mood (for example, Hemingway in contrast to Harper Lee).
 - Connect ideas using conjunctive adjectives.
 - Express parallel ideas in the same grammatical form.
 - Identify and use infinitives for rhetorical effectiveness.
 - Recognize subordinating conjunctions and punctuate clauses appropriately.
 - Use adjectival or adverbial clauses for modification and specificity.
 - Specify or elaborate identification through use of relative clauses.
 - Employ a variety of sentence patterns.
 - Vary sentence beginnings.
 - Use correct internal punctuation—comma, semi-colon, colon, apostrophe.
 - Punctuate quotations, titles, and sentences correctly.
 - Use proper case of pronouns—nominative, objective, possessive.
 - Use proper pronoun forms—reflexive or intensive.
 - Maintain pronoun/antecedent agreement and pronoun consistency (person and number).
 - Maintain logical chronology through appropriate use of verb tenses.
 - Use irregular verbs correctly.
 - Use correct subject-verb agreement.
 - Specify or elaborate identification through use of appositives.
 - Express degrees of comparison of modifiers correctly—positive, comparative, superlative.
 - Revise to avoid misplaced modifiers: identify and position appropriately participial phrases, prepositional phrases used as adjectives, and prepositional phrases used as adverbs.
 - Form plurals correctly.
 - Capitalize sentence beginnings, proper words, titles, and parts of business and personal letters.
 - Revise non-standard language.
 - Insert bracketed editorial comments in another's work.
 - Identify and connect ideas using conjunctive adverbs.
 - Express parallel ideas in the same grammatical form.
 - Identify and use infinitives.
 - Identify and use participles.
 - Identify and use gerunds.
 - Specify or elaborate identification through use of parentheses.
 - Connect ideas using subordinate clauses.
 - Recognize subordinating conjunctions.
 - Punctuate clauses appropriately.
 - Use adjectival or adverbial clauses for modification/specificity.
 - Identify and use adjective clauses for elaboration.
 - Identify and use adverb clauses for elaboration.
 - Use perfect tenses correctly.
 - Use appropriate pronoun forms—intensive and reflexive.
 - Maintain pronoun consistency—person and point of view.
 - Use proper case of pronouns—nominative, objective, and possessive.
 - Use correct punctuation—internal, quotations, titles, and end.
 - Employ a variety of sentence patterns.
 - Vary sentence beginnings.
 - Connect ideas using coordinating conjunctions.
 - Specify or elaborate identification through use of appositives.
 - Express degrees of comparison of modifiers correctly—positive, comparative, superlative.
 - Revise to avoid misplaced modifiers: identify participial phrases, prepositional phrase used as adjective, prepositional phrase used as adverb.

Students will be able to:

READING AND LITERATURE

- Identify the basic facts and main ideas in a text and use them as the basis for interpretation.
- Recognize and explain the characteristics of genres (short story, epic, poetry, novel, memoir, biographical excerpt, personal or persuasive essay).
- Analyze the language of diverse genres.
- Use critical thinking and reading strategies to develop a fuller understanding of each genre.
- Use each genre as a springboard for writing imaginatively, critically, and reflectively.
- Decode new words using knowledge of phonics, structural analysis (syllabication, phonics, suffixes, root words), and context clues.
- Recognize the words that carry the most meaning in a passage, the key sentences that carry the most weight, and main ideas, concepts, and themes in a text, and use this recognition to interpret the text.
- Apply knowledge of allusions from other literary or non-literary works to understand meaning in new context.
- Use prior knowledge to evaluate the construction of knowledge and to store newly learned information with related memories.
- Apply knowledge of an author's work, style, or genre to understand the text.
- Identify difficult or unfamiliar text structures or formats and adjust, compensate, or remediate accordingly.
- Create mental pictures during reading to recall a text, to incorporate new information, and to adapt images in response to shared images of other readers.
- Use varied strategies to repair comprehension when it breaks down—skipping ahead, re-reading, comparing introduction and conclusion, analyzing relationship of title and chapter titles or sub-headings to text, re-reading footnotes, and determining meaning through context and syntax.
- Summarize essential facts in texts.
- Formulate critical judgments about content.
- Predict outcomes and revise these judgments as reading progresses.
- Identify and analyze textual features and the structure and organizational sequence of diverse texts.
- Analyze the interrelationships among textual features in literary and non-literary texts.
- Make warranted and supportable assumptions about the theme or main ideas of a text.
- Attempt to identify characteristics that overlap genre classifications.
- Identify how authors use the elements of a genre to achieve their purposes.
- Connect textual understanding to personal ideas, experience, knowledge.
- Establish some basic interpretive claims with a minimum of summarizing or generalization.
- Support opinions or viewpoints with appropriate evidence from the text.
- Recognize ambiguities and explore potential explanations.
- Maintain a cognitive synthesis while reading—monitoring the overall meaning.
- Make connections to motifs and themes in other texts and non-print media.
- Re-think and refine ideas after re-reading texts.
- Analyze texts to assess the effectiveness of communication.
- Recognize the short story genre, especially for singleness of effect and brevity and precision.
- Recognize and explain elements in a short story: plot—conflict, structure, chronology— and character, setting, and theme.
- Analyze and appreciate the use of language: style (tone, mood, point of view) and conventions of language (figurative language, imagery, diction, dialect, irony, symbolism).
- Demonstrate critical thinking and reading strategies specific to the reading of short stories: activate prior knowledge; make, support, and alter predictions; recognize causal relationships; recognize generalizations and stereotypes; make inferences from evidence; assess reliability of sources of information; compare and contrast elements of stories.
- Read, recognize, and appreciate the novel genre: multiplicity of effect and complexity and depth of development.
- Recognize and explain elements of fiction in the novel: plot structure, characterization, setting, theme, types (historical/classical; modern/psychological).
- Analyze and appreciate language: style and conventions—figurative language, imagery, diction, dialect, irony, symbolism.
- Develop critical reading strategies: activate background knowledge; make, support, and alter predictions; recognize causal relationships; recognize generalizations and stereotypes; make inferences from evidence; assess reliability of sources; compare and contrast elements within and between novels.
- Read passages or soliloquies from an unfamiliar Shakespearean tragedy (King Richard, Antony and Cleopatra, King Lear) and paraphrase for analysis [MCAS Prep].
- Recognize the relationship of literary works to their respective time periods.

Students will be able to:

READING AND LITERATURE (CONT'D)

- Develop confidence in personal interpretations of literary selections.
- Respect the interpretations of diverse members of learning community.
- Increase awareness of the relationship of human beings to their environments as expressed in literary and non-literary works.
- Increase appreciation of fiction, drama, non-fiction, and poetry as literary forms and extend awareness of the range of subjects and themes reflected in each.
- Distinguish and appreciate differences in style and use of various literary techniques.
- Recognize the use of literature as social criticism.
- Relate selections to personal experience and increase understanding of human nature.
- Develop expertise with a variety of oral and written forms.
- Use critical thinking and reading strategies to develop a fuller understanding of selections and time periods.
- Identify oral characteristics of songs, poems, and myths.
- Infer cultural values based on descriptions of Native American lifestyles.
- Compare and contrast differences in culture and lifestyles in various early settlements.
- Hypothesize future problems within society originating from differences in such cultures and lifestyles.
- Identify differences between plain and ornate styles of writing.
- Identify rhetoric which typifies persuasive speeches.
- Identify examples of figurative language.
- Evaluate examples of objectivity and subjectivity in the early journals (Smith, Bradford, and Byrd).
- Assess the reliability of the early journal writers' observations.
- Identify and infer cultural values based on early journals and sermons—for example: cultural elitism, church and state, a wrathful God, divine grace, social justice vs. injustice, land ownership, the Puritan ethic, human nature as flawed and separate from God and the natural world, and social rigidity.
- Formulate a concept of the early American dream by synthesizing observations from journal writings.
- Identify and distinguish the rhetorical styles of the Revolutionary Period—for example: intellectual style of Franklin vs. the argumentative styles of Paine and Henry.
- Identify the classical aspects of The Declaration of Independence: parallel structure, repetition, lofty language, logical reasoning, and logical structure.
- Analyze the democratic principles embedded in The Declaration of Independence.
- Analyze persuasive arguments embedded in speeches.
- Relate persuasive speeches to social problems.
- Compare and contrast the use of reason and emotion in political speeches and documents.
- Recognize language as a reflection of economic status.
- Infer cultural values based on essays and speeches—for example, the relationship between church and state, cultural elitism, the evolution of nationalism, discrepancies between social justice and injustice).
- Analyze changing aspects of The American Dream.
- Identify and explain the conflict between classicism and innovation in American literature.
- Analyze persuasive techniques and figurative language in a modern political speech.
- Compare and contrast The Declaration of Independence with the Iroquois Great Law of Peace.
- Compare and contrast the values reflected by Monticello and a Native American tepee.
- Compare and contrast the use of classical style and structure in architecture and political documents.
- Identify and explain the conflict between classicism and innovation in American literature.
- Identify romantic and revolutionary themes reflected in works by Emerson and Thoreau.
- Synthesize a definition of transcendentalism based on works by Emerson and Thoreau.
- Compare and contrast heroic aspects of Thoreau with those of early American heroes.
- Perceive and infer cultural values based on literary readings: relationship between humanity and God, relationship between humanity and nature, examples of social justice vs. injustice.
- Cite examples of allegory, symbolism, and parable in the works of Hawthorne.
- Analyze the continuing evolution of The American Dream which is reflected in early folk tales and views of the West.
- Identify characteristics of the early American hero.
- Assess the role of the supernatural in folklore.
- Identify characteristics of the short story and the gothic romance.
- Analyze the conflict between superstition and traditional religion.

Students will be able to:

READING AND LITERATURE (CONT'D)

- Recognize the poetic genre as symbolic and metaphoric.
- Recognize and explain the characteristics of poetry: types (lyric, narrative, dramatic) and structural elements (stanza, couplet, quatrain, sonnet, free verse, shape poems, concrete poems).
- Analyze the evolution of American humor in early folk tales.
- Role play as characters in various folk tales.
- Analyze the major characteristics of romanticism in American literature.
- Explain how selected literature is a reflection of the historical period.
- Assess the continuing evolution of American self-concept as reflected in both oral and printed literature.
- Analyze themes in poetry of Bryant, Dickinson, Longfellow, and Poe.
- Identify characteristics of Poe's narrative style and structure.
- Analyze and appreciate poetic language: simile, implied and extended metaphor, personification, denotation/connotation, wordplay, symbolism, imagery, parallelism, diction, inverted word order, and devices of sound (assonance, consonance, alliteration, repetition, onomatopoeia).
- Differentiate types of rhyme: perfect, slant, masculine, feminine, visual, internal—and rhyme schemes (the patterns of rhyme in poems).
- Identify poetic meter, determining stressed and unstressed syllables.
- Differentiate the poem's 'speaker' from the author.
- Demonstrate critical thinking and reading strategies for poetry.
- Trace the early evolution of American drama.
- Assess the historical reliability of the modern play The Night Thoreau Spent in Jail.
- Define and demonstrate understanding of the concept of realism.
- Assess the plight of African-Americans as reflected by various literary works (Frederick Douglass' Narratives).
- Compare and contrast the plights of minorities in America as reflected in literature.
- Identify aspects of America reflected in the poetry of Whitman.
- Cite examples of social criticism and/or non-conformity reflected in literature (The Scarlet Letter, Huck Finn, The Death of a Salesman, The Crucible).
- Extrapolate examples of irony and cynicism in works of realistic literature.
- Reinforce library research skills by investigating various effects of the Civil War.
- Analyze the common man as a character in literary works.
- Cite examples of the common man as a product of heredity and environment.
- Infer cultural values from literary readings: discrepancies between social justices vs. injustices, existence of cultural conflicts, continuation of cultural expansion, aspects of humanity's relationship to nature, qualities of the hero, growing focus on materialism.
- Assess continuing evolution of The American Dream as expressed in realism.
- Identify cultural stereotypes based on dialect.
- Examine the individual's search for identity.
- Compare and contrast romanticism and realism.
- Examine the Civil War from various points of view: the young, naïve soldier, the innocent bystander, the southern plantation owner, the slave, the northern manufacturer, the southern/northern newspaper reporter.
- Trace links between realism, modern photography, and modern science.
- Demonstrate critical thinking and reading strategies—especially, distinguishing fact from fiction.
- Identify recurring themes of alienation, violence, and failure in (W.W.I. through W.W.II) literary works.
- Compare and contrast various attitudes toward war.
- Analyze the continuing evolution of The American Dream as reflected by short stories, novels, and poetry.
- Identify the general characteristics of modern poetry.
- Identify recurring themes of alienation, violence, and failure.
- Compare and contrast the evolving modern scientific view of life with the traditional, religious view.
- Compare past and present American heroes.
- Define major characteristics of the anti-hero, using inductive reasoning.
- Identify examples of modern drama's debt to realism as reflected by theme, character, language, and structure.
- Identify changes in modern drama.
- Infer values reflected by literary, musical, and audio-visual products.

Students will be able to:

READING AND LITERATURE (CONT'D)

- Identify romantic attitudes of the 1960's.
- Identify similarities among social protest movements.
- Compare and contrast the widening gap between appearances and reality in *The American Dream*.
- Compare and contrast the social role expectations of males and females in contemporary culture and literature.
- Analyze evolution of style and theme in contemporary literary works.
- Examine the role of the writer as non-conformist/social critic.
- Compare and contrast modern heroic characteristics with those from earlier periods.
- Analyze a modern American tragic hero (for example, Willy Loman).
- Identify and contrast historically parallel social movements/ events.
- Read and appreciate non-fiction.
- Identify the general characteristics of modern poetry.
- Recognize the genre of non-fiction: biography, autobiography, memoir, diary, journal, essay, editorial, letters to editor, travel literature.
- Recognize and explain the characteristics of nonfiction: revealing historical events and circumstances; revealing feelings, attitudes, values, and goals of an individual; revealing aspects of personality; focusing on interaction between individuals; reflecting an individual's growth and maturity through introspection; presenting factual information; and persuading an audience to a point of view.
- Analyze and appreciate the language of nonfiction: style, conventions of language, and diction (formal and informal—dialect, colloquial, jargon).
- Demonstrate critical thinking and reading strategies specific to nonfiction.
- Differentiate between fact and opinion in specific essays, speeches, biographies, and autobiographies.

Students will be able to:

COMPOSITION

- Through practicing various modes of discourse and writing forms, students will perceive the dominant functions served by a piece of writing, (i.e., to describe, narrate, persuade, argue, express, and/or explain).
- Demonstrate understanding of some of the conventions that characterize established written forms.
- Learn that the information demands on any piece of writing will depend on audience constraints.
- Develop and expand ideas through writing.
- Organize ideas effectively.
- Control sentence patterns and word choices.
- Develop an appropriate level of language usage.
- Edit for correctness.
- Express feelings, attitudes, and values through writing.
- Inform through writing.
- Persuade through writing.
- Write a unified paragraph limited to one idea.
- Develop a paragraph using topic, proof, and concluding sentences.
- Organize sentences in a logical sequence.
- Write a paragraph using appropriate sentence structure.
- Write logical and effective transitions between sentences.
- Organize a paragraph through induction.
- Organize a paragraph through deduction.
- Organize a paragraph through description.
- Develop main ideas using description.
- Develop main ideas using examples.
- Develop main ideas using explanation.
- Determine an effective title.
- Elaborate through greater specificity or details.
- Define difficult or unfamiliar terms.
- Write an original, multi-drafted and researched essay defining an abstract concept.
- Perform under timed conditions open-response essays in preparation for the MCAS exam in English.
- Write analytical thesis essays in preparation for the MCAS Long Composition.
- Compose original thesis statements.
- Use vocabulary appropriate to written form.
- Adopt a specific persona for writing.
- Adopt a proper tone for situation/audience.
- Write a diary or journal entry from the viewpoint of a Puritan child or teenager in the New World.
- Write two comparison-contrast journal entries by a Native American—one as an initial reaction to the Europeans and one written five years later.
- In groups establish a code of laws to govern behavior in the New World.
- Write a poem or short story reflecting the time period.
- Write a letter in which an immigrant describes his/her life in America to his/her family back home.
- Write a persuasive speech related to a current social issue.
- In cooperative groups produce a colonial newspaper.
- Write a tall tale.
- Write a diary entry from the point of view of a non-conformist.
- Record journal observations on various aspects of a natural object or phenomena.
- Write an analytical paper explaining the extent to which the play The Night Thoreau Spent in Jail exemplifies Thoreau's philosophy.
- Work in groups to write a scene for a play that focuses on a modern non-conformist modeled on Thoreau.
- Create an adventure using the narrative voice of Huck Finn.
- Write an interior monologue expressing psychological attitudes toward people or their environment.
- Write a poem that fits the major structural and thematic characteristics of modern poetry.
- Write an analytical essay showing how a specific theme is developed in a given work.

Students will be able to:

COMPOSITION (CONT'D)

- Create a personal reflection of America through a collage or visual essay.
- Analyze American values reflected by a specific T.V. situation comedy (e.g., material success, social mobility, happiness, etc.).
- Write an essay that compares and contrasts the picture of America that is presented in different songs.
- Write an essay that evaluates the reliability of an ad.
- Write a comparison and contrast of the McCarthy proceedings with those of the Salem witchcraft trials.
- Write a comparison and contrast of the values reflected by the hippies of the 1960's /1970's with the yuppies of the 1980's/1990's.

Students will be able to:

LANGUAGE

-
- Evaluate how well participants engage in small and large-group discussions. (*Socratic seminars*)
 - Analyze differences in responses to focused group discussion in an organized and systematic way.
 - Listen attentively to peers in discussion and through active participation with all members of the discourse community construct new meaning and synthesize the ideas of the group.
 - Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary.
 - Create an appropriate scoring guide to evaluate final presentations.
 - Identify and use correctly new words acquired through focused study of words and relationships.
 - Demonstrate understanding of vocabulary specific to British literary culture and philosophy. (*metaphysical poetry, pastoral, elegiac*)
 - Use general dictionaries, specialized dictionaries, thesauruses, and other related references as needed.
 - Identify, describe, and apply all conventions of standard English.
 - Describe historical changes in conventions for usage and grammar. (*what Shakespearean pronouns in MacBeth reveal about authority*)
 - Analyze the role and place of standard American English in speech, writing, and literature.
 - Use verbals correctly.
 - Specify or elaborate identification through use of appositives.
 - Specify or elaborate identification through use of parentheses.
 - Specify or elaborate identification through use of dashes.
 - Use adjectival or adverbial phrases for modification/specificity.
 - Use adjectival or adverbial clauses for modification/specificity.
 - Specify or elaborate identification through use of relative clauses.
 - Specify or elaborate identification through use of participial phrases.
 - Express degrees of comparison of modifiers correctly.
 - Revise to avoid misplaced modifiers.
 - Revise non-standard language.
 - Recognize misspelled words.
 - Use capitals correctly.
 - Form plurals correctly.
 - Discuss new vocabulary in class.
 - Apply vocabulary to new contexts both in class discussion and in writing.
 - Use a specified number of new vocabulary words in a full piece of original discourse. (*a descriptive paragraph or a short fictional narrative*)
 - Discuss significant new words in the context of literature study.
 - Practice SAT type questions on a regular basis, tracking achievement over time.
 - Develop mnemonics and knowledge of Latin and Greek roots and prefixes as aides to vocabulary learning.

Students will be able to:

TEST-TAKING SKILLS

-
- Recognize and evaluate signal essay words. (*describe, compare, summarize, contrast, explain, evaluate, criticize, analyze, assess, predict, discuss, contemplate, speculate, and interpret*)
 - Brainstorm, annotate, and outline ideas before drafting official response.
 - Develop, organize, and clarify response.
 - Read, revise, and edit response.
 - Synthesize course knowledge and express full responses in blue-book essay exams. (*final unit exams, mid-years, and finals*)
 - Review, practice, and perform at high level, SAT type questions and objective question formats.

Students will be able to:

READING AND LITERATURE

- Decode new words using context clues.
- Accurately identify and analyze main ideas, supporting ideas, and supporting details.
- Recognize the words that carry the most meaning in a passage, the key sentences that carry the most weight, and the key ideas, concepts, and themes in a text and uses this recognition to interpret the text astutely.
- Accurately apply knowledge of a wide variety of allusions from other literary and/or non-literary works to understand meaning in new context.
- Skillfully activate and use prior knowledge before, during, and after reading to evaluate the adequacy of the model of meaning being developed and stores newly learned information with other related memories.
- Consistently use knowledge of author's body of work, style, or genre to understand all levels of meaning within the text.
- Consistently identify potentially difficult or unfamiliar text structures or formats and adjust, compensate, or re-mediate accordingly.
- Create sophisticated and detailed mental pictures during reading to recall significant details of this and other texts and to incorporate new information, consistently adapting and revising images in response to shared images of other readers.
- Ask both critical and creative questions of self, the authors, and the texts, and use these questions to focus and clarify thinking.
- Use a sophisticated array of strategies to repair comprehension when it breaks down—skipping ahead, re-reading, comparing introduction and conclusion, analyzing relationship of title and chapter titles or sub-headings to text, re-reading footnotes, and determining meaning through context and syntax.
- Accurately and succinctly summarize essential facts in texts.
- Consistently formulate critical judgments about content.
- Make astute predictions while reading and revise these judgments as reading progresses.
- Consistently identify and analyze textual features and the complex structure and organizational sequence of diverse and even challenging texts.
- Effectively analyze the interrelationships among textual features in literary and non-literary texts.
- Make convincing and firmly supported assumptions about the theme or main ideas of challenging texts.
- Perceptively analyze subtle characteristics that overlap genre classifications.
- Insightfully identify how authors use the elements of a genre to achieve multiple and complex purposes.
- Make insightful and relevant connections to specific archetypes in other texts and/or non-print media.
- Make interpretive claims that are engaging, perceptive, original, and may include references and/or analogies to other texts and to the broader world of ideas, concepts, and issues with a minimum of summarizing or generalization.
- Consistently support opinions or viewpoints with compelling evidence from the text.
- Interpret texts creatively, exploring possible explanations and using critical approaches without claiming them as definitive.
- Maintain and actively revise a cognitive synthesis while reading—monitoring the overall meaning.
- Break from conventional thinking when refining ideas with views that may be unexpected or even contrary to more predictable interpretations after re-reading texts.
- Perceptively analyze texts to assess the effectiveness of communication.
- Identify and analyze the point(s) of view in a literary work.
- Analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood.
- Evaluate how an author's choice of words advances the theme or purpose of the work.
- Relate a literary work to the seminal ideas of its time.
- Identify and analyze characteristics of genres (satire, parody, allegory, pastoral) that overlap or cut across the lines of genre classifications such as poetry, prose, drama, short story, essay, and editorial.
- Apply knowledge of the concept that a text can contain more than one theme.
- Analyze and compare texts that express a universal theme, and locate support in the text for the identified theme (the temptation of evil: Paradise Lost with Macbeth).
- Analyze, evaluate, and apply knowledge of how authors use techniques and elements in fiction for rhetorical and aesthetic purposes.
- Analyze and evaluate the logic and use of evidence in an author's argument.
- Analyze, explain and evaluate how authors use the elements of non-fiction to achieve their purposes.
- Analyze and evaluate the relationship of diction and imagery (controlling images, figurative language, understatement, overstatement, irony, paradox); for example, between the literal and figurative in selected poems.
- Identify, analyze, and evaluate an author's use of rhetorical devices in persuasive argument.
- Analyze and compare style and language across significant cross-cultural literary works.

Students will be able to:

READING AND LITERATURE (CONT'D)

- Analyze the influence of mythic, traditional, or classical literature on later literature and film (Beowulf, Sir Gawain, The Canterbury Tales).
- Identify and analyze how dramatic conventions support, interpret, and enhance the dramatic text.
- Identify and analyze the types of dramatic literature, employing knowledge of Shakespearean tragedy in comparison to classical Greek drama.
- Identify and analyze dramatic conventions (monologue, soliloquy, chorus, aside, dramatic irony), distinguishing similarities and differences.
- Analyze the relationship between dramatic conventions and staging constraints and conventions; for example, the necessity for asides in Shakespearean drama.
- Demonstrate understanding of the functions of playwright, director, technical designer, and actor.
- Analyze the nature of oral composition.
- Explain the narrator's relationship to the material in oral literature.
- Compare and contrast oral to written composition.
- Identify the scop as a cultural icon.
- Assess the reliability of the oral poet.
- Identify the characteristics of epic poetry: alliteration, interventions, flashbacks, foreshadowing, cataloguing, invocation, time sequencing, repetition, digression, caesura, and figurative language (simile, metaphor, kenning, personification, and understatement).
- Identify the characteristics of elegiac poetry.
- Identify the themes of transience and loneliness in elegiac poetry.
- Differentiate between epic and elegiac poetry.
- Infer possible additions or alterations by Christian scribes.
- Distinguish pagan from Christian elements.
- Identify the effects of point of view on audience.
- Identify the characteristics of the Celtic hero: superior physical prowess, courage, intellect, virtue, divine aspects, desire for fame, direct assistance from gods, use of supernatural weapons.
- Compare and contrast the Celtic hero with the characteristics of the Anglo-Saxon hero: superior physical prowess, courage, virtue, super-human qualities, conceit, desire for fame, occasional use of supernatural weapons.
- Infer cultural values based on heroic characteristics.
- Compare and contrast Celtic and Anglo-Saxon heroes with modern heroes.
- Identify Celtic and Anglo-Saxon enemies.
- Infer the following Celtic themes: appreciation of human and natural beauty, concept of diminishing gods, love, desire for fame or immortality, equality of women, fate.
- Infer the following Anglo-Saxon themes: Christian vs. Pagan outlook, desire for fame or immortality, system of loyalty to ruler, ability to defeat superhuman enemies, superiority of men over women, awareness of mortality, good vs. evil.
- Interpret the relationship of imagery and foreshadowing to theme.
- Recognize the development of medieval literature.
- Identify specific rhyme schemes.
- Analyze the effects of the church on medieval society (The Canterbury Tales).
- Analyze the ways in which medieval drama encompassed church doctrines and practices.
- Analyze how the church influenced medieval romance.
- Infer the major characteristics of a medieval romance; for example, journey of the isolated hero through hostile land, encounter with enemy (possibly supernatural), possible romantic encounters.
- Identify the point of view in a medieval romance (Sir Gawain and the Green Knight).
- Compare and contrast the real medieval society with the idealized portrayals in romances.
- Analyze the literary roles of women in medieval romance.
- Identify various types of figurative language in medieval literature and assess their effect on the reader (Sir Gawain).
- Compare and contrast the epic with the romance.
- Identify poetic characteristics, elements, and forms: ballad, figurative language, plot frame, exemplum, beast fable, realistic characters, metered verse and heroic couplet.
- Identify chivalrous elements—Christian, courtesy, courage, honesty.
- Predict how character flaws affect character.

Students will be able to:

READING AND LITERATURE (CONT'D)

- Recognize general types of enemies.
- Infer cultural values based on heroic qualities.
- Recognize causal relationship between character flaw and actions.
- Infer the following themes in medieval romances: chivalry, Christianity, time and mutability, good vs. evil, love at first sight, magic/supernatural, tests (beheading and temptation).
- Analyze Chaucer's Prologue and selected tales as reflections of medieval society.
- Identify examples of irony in the descriptions of Chaucer's Pilgrims.
- Predict the type of tale a character may tell.
- Infer the moral qualities of a character.
- Infer Chaucer's values/attitudes and views on society based on his poetry.
- Assess Chaucer's worthiness to be called "the father of modern fiction."
- Analyze examples of Chaucer's social criticism or commentary.
- Describe Shakespeare's London and the Elizabethan Age.
- Infer the relevance of drama in Shakespearean London by studying the history of theater in Elizabethan England.
- Link secular and religious medieval drama to Elizabethan drama.
- Compare and contrast the elements of Shakespearean tragedy with Aristotelian—tragic hero, tragic flaw, suffering, catharsis, and ennobling.
- Analyze the structure of Shakespearean tragedy.
- Distinguish the linguistic characteristics of Shakespearean language—verse and meter, figures of speech.
- Compare and contrast Shakespearean sonnets with Petrarchan.
- Identify the following themes from sonnets: love, transience, friendship, nature, physical and natural beauty.
- Identify predominant themes in poetry—the nature of love and the natural ideal.
- Identify and interpret poetic conceits.
- Differentiate various forms of prose: sermons, propaganda, journals, and essays.
- Determine philosophical and political influence on Seventeenth Century English Literature, especially Puritanism (historical background).
- Demonstrate understanding of 17th Century English language as typified by the following: stable form, loss of Latin influence, expansion into new lands, King James Bible, diversity in meaning, degree of formality.
- Describe the tenets of 18th Century Restoration and neoclassicism—philosophy, structure, reason vs. emotion, and literary experimentation.
- Identify the satirical elements of irony, wit, intellect, and understatement.
- Contrast pre-romantic with neoclassical poetry.
- Trace the development of the English language during the 18th Century.
- Analyze satirical cartoons.
- Trace the development of romantic poetry.
- Analyze the contributions of the French Revolution and French intellectual traditions.
- Demonstrate understanding of the characteristics of the Romantic hero.
- Identify Romantic themes: social criticism, reason vs. emotion, technology, individual vs. society, glorification of the common man, living in harmony with nature, truth, supernatural dreams, and carpe diem.
- Analyze the development of the novel and the novelist as social critic.
- Analyze the influence of industrialism on literature.
- Identify the characteristics of narrative poetry.
- Analyze the poet as social critic.
- Identify the characteristics of the Victorian novel.
- Identify the characteristics of Victorian society reflected in drama.
- Analyze the influence of the Industrial Revolution on poetry, prose, and drama.
- Identify the development of new vocabulary and the revival of medieval terms.
- Analyze literary developments in modern poetry— free verse, musical lyrics, and thematic abstraction.
- Analyze continued development of the modern novel—departure from conventional structure, popularity of science fiction, psychological developments, anti-hero.
- Analyze changing trends in drama—Theater of the Absurd, deviation from classical structure, characters as symbols, dramatist as social critic.

Students will be able to:

READING AND LITERATURE (CONT'D)

- Contrast modern and classical heroes—anti-hero, superman, cowboy, war hero, rebel, common man.
- Deduce various modern themes from selected readings—mechanization, alienation, horrors of war, loss of faith, the future, individual vs. society, materialism, shattered dreams, breaking down of family, love (or lack), peace, utopia vs. dystopia, racism, equality, and escapism (1984 and Brave New World).
- Contrast modern English with language of earlier periods (T.S.Eliot and Dylan Thomas).

Students will be able to:

COMPOSITION

- Develop and expand ideas through writing.
- Organize ideas effectively.
- Control sentence patterns and word choice.
- Employ a variety of sentence patterns.
- Develop an appropriate level of language usage.
- Edit for correctness.
- Express feelings, attitudes, and values through writing.
- Inform through writing.
- Persuade through writing.
- Argue a position employing classical structure of argumentation.
- Narrate, describe, and analyze through writing.
- Write a variety of compositional forms.
- Develop a writing style.
- Research a topic and employ knowledge in argumentation.
- Demonstrate note-taking skills.
- Construct a logical outline.
- Create appropriate subtopics.
- Relate main idea in an introductory paragraph.
- Create a writing topic.
- Organize sentences in a logical sequence.
- Write a unified paragraph limited to one main idea.
- Develop a paragraph using topic, proof, and concluding sentences.
- Organize paragraphs utilizing the following organizational forms: chronology, induction, deduction, description.
- Develop main ideas using description.
- Develop main ideas using examples.
- Develop main ideas using explanation.
- Develop main ideas using opinion supported by fact.
- Develop main ideas using analogy.
- Develop main ideas using anecdote.
- Develop main ideas using allusion.
- Elaborate through greater specificity or detail.
- Define difficult/ unfamiliar terms.
- Organize paragraphs in a logical sequence.
- Avoid non-standard sentence constructions.
- Write logical and effective transitions between paragraphs.
- Utilize appropriate rhetorical devices.
- Employ figurative devices in narration, exposition, description, persuasion, and argumentation.
- Summarize main ideas in a concluding paragraph.
- Extend reader interest through the concluding paragraph.
- Write a researched argumentation.
- Write a comparison/contrast essay.
- Write a cause/effect essay.
- Write a précis.
- Write an analytical review of a movie.
- Write document-based synthesis essays.

Students will be able to:

LANGUAGE

-
- Evaluate how well participants engage in small and large-group discussions, such as Socratic seminars.
 - Analyze differences in responses to focused group discussion in an organized and systematic way.
 - Listen attentively to peers in discussion and through active participation with all members of the discourse community construct new meaning and synthesize the ideas of the group.
 - Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary.
 - Create an appropriate scoring guide to evaluate final presentations.
 - Identify and use correctly new words acquired through focused study of words and relationships.
 - Use general dictionaries, specialized dictionaries, thesauruses, histories of languages, books of quotations, and other related references as needed.
 - Identify, describe, and apply all conventions of standard English.
 - Describe historical changes in conventions for usage and grammar (for example, Shakespearean pronouns in MacBeth).
 - Analyze and explain how the English language has developed and been influenced by other languages (Beowulf, Sir Gawain, Paradise Lost).
 - Analyze the role and place of standard American English in speech, writing, and literature.
 - Analyze how dialect can be a source of negative or positive stereotypes among social groups.
 - Use verbals correctly.
 - Specify or elaborate identification through use of appositives.
 - Specify or elaborate identification through use of parentheses.
 - Specify or elaborate identification through use of dashes.
 - Use adjectival or adverbial phrases for modification/ specificity.
 - Use adjectival or adverbial clauses for modification/ specificity.
 - Specify or elaborate identification through use of relative clauses.
 - Specify or elaborate identification through use of participial phrases.
 - Express degrees of comparison of modifiers correctly.
 - Revise to avoid misplaced modifiers.
 - Revise non-standard language.
 - Recognize misspelled words.
 - Use capitals correctly.
 - Form plurals correctly.
 - Discuss new vocabulary in class.
 - Apply vocabulary to new contexts both in class discussion and in writing.
 - Use a specified number of new vocabulary words in a full piece of original discourse—e.g. a descriptive paragraph or a short fictional narrative.
 - Discuss significant new words in the context of literature study.
 - Practice SAT type questions on a regular basis, tracking achievement over time.
 - Develop mnemonics as aides to vocabulary learning.

Students will be able to:

RESEARCH AND STUDY SKILLS

- Develop and maintain short and long-term study goals.
- Keep accurate notes, reviewing them at regular intervals and using them to prepare for exams, mid-years, and finals.
- Follow directions accurately.
- Make predictions about the structure and types of information in the text.
- Distinguish relevant from irrelevant information.
- Categorize and classify information.
- Distinguish between fact and opinion.
- Identify cause/effect relationships.
- Identify bias and propaganda.
- Recognize assumptions.
- Recognize ambiguity and equivocation.
- Recognize inconsistencies and fallacies in reasoning.
- Make inferences.
- Reason deductively and inductively.
- Recognize analogies and analogical reasoning.
- Make and evaluate generalizations.
- Compare, contrast, and connect ideas.
- Evaluate reliability of sources.
- Determine validity of information, ideas, and point of view.
- Differentiate between primary and secondary sources.
- Recognize and define problems.
- Use knowledge of a researched subject to construct an original thesis.
- Form and evaluate an hypothesis/conclusion.
- Extrapolate ideas and express conclusions using supportive details.
- Formulate valid opinion based on supportive evidence.
- Evaluate ideas, information, and inferences.
- Outline information.
- Summarize, paraphrase, and write a précis.
- Read and interpret visuals: graphs, charts, maps, cartoons, diagrams, pictures.
- Develop graphic organizers: webs, clusters, maps, diagrams.
- Identify and perform the basic steps of preparing a research paper: selection and refinement of subject, development of effective, concise thesis statement, preparation of a working bibliography, preparation of preliminary outline and blueprint, note-taking, preparation of final outline/blueprint, writing the first draft, revision, preparation of final document—title page, citations, and bibliography works cited.
- Distinguish between plagiarism and appropriate use of researched material.
- Utilize the basic steps of research to produce an original, polished, refined, and sophisticated thesis research paper.

Students will be able to:

READING AND LITERATURE

- Decode new words using a broad range of knowledge about phonics, structural analysis, and context clues.
- Accurately identify and analyze main ideas, supporting ideas, and supporting details.
- Recognizes the words that carry the most meaning in a passage, the key sentences that carry the most weight, and the key ideas, concepts, and themes in a text and uses this recognition to interpret the text astutely.
- Accurately apply knowledge of a wide variety of allusions from other literary and/or non-literary works to understand meaning in new context.
- Skillfully activate and use prior knowledge before, during, and after reading to evaluate the adequacy of the model of meaning being developed and stores newly learned information with other related memories.
- Consistently use knowledge of author's body of work, style, or genre to understand all levels of meaning within the text.
- Consistently identify potentially difficult or unfamiliar text structures or formats and adjusts, compensates, or re-mediate accordingly.
- Create sophisticated and detailed mental pictures during reading to recall significant details of this and other texts, and to incorporate new information, consistently adapting and revising images in response to shared images of other readers.
- Ask both critical and creative questions of self, the authors, and the texts, and use these questions to focus and clarify thinking.
- Use a sophisticated array of strategies to repair comprehension when it breaks down—skipping ahead, re-reading, comparing introduction and conclusion, analyzing relationship of title and chapter titles or sub-headings to text, re-reading footnotes, and determining meaning through context and syntax.
- Accurately and succinctly summarize essential facts in texts.
- Consistently formulate critical judgments about content.
- Make astute predictions while reading and revises these judgments as reading progresses.
- Consistently identify and analyze textual features and the complex structure and organizational sequence of diverse and even challenging texts.
- Effectively analyze the interrelationships among textual features in literary and non-literary texts.
- Make convincing and firmly supported assumptions about the theme or main ideas of challenging texts.
- Perceptively analyze subtle characteristics that overlap genre classifications.
- Insightfully identify how authors use the elements of a genre to achieve multiple and complex purposes.
- Make insightful and relevant connections to specific archetypes in other texts and/or non-print media.
- Make interpretive claims that are engaging, perceptive, original, and may include references and/or analogies to other texts and to the broader world of ideas, concepts, and issues with a minimum of summarizing or generalization.
- Consistently support opinions or viewpoints with compelling evidence from the text.
- Interpret texts creatively, exploring possible explanations and using critical approaches without claiming them as definitive.
- Maintain and actively revise a cognitive synthesis while reading—monitoring the overall meaning.
- Break from conventional thinking when refining ideas with views that may be unexpected or even contrary to more predictable interpretations after re-reading texts.
- Perceptively analyze texts to assess the effectiveness of communication.
- Identify and analyze the point(s) of view in a literary work.
- Analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood.
- Evaluate how an author's choice of words advances the theme or purpose of the work.
- Relate a literary work to the seminal ideas of its time.
- Identify and analyze characteristics of genres (satire, parody, allegory, pastoral) that overlap or cut across the lines of genre classifications such as poetry, prose, drama, short story, essay, and editorial.
- Apply knowledge of the concept that a text can contain more than one theme.
- Analyze and compare texts that express a universal theme, and locate support in the text for the identified theme (The Book of Job to Macleish's J.B.).
- Analyze, evaluate, and apply knowledge of how authors use techniques and elements in fiction for rhetorical and aesthetic purposes.
- Analyze and evaluate the logic and use of evidence in an author's argument.
- Analyze, explain and evaluate how authors use the elements of non-fiction to achieve their purposes.
- Analyze and evaluate the relationship of diction and imagery (controlling images, figurative language, understatement, overstatement, irony, paradox); for example, between the literal and figurative in selected poems.
- Identify, analyze, and evaluate an author's use of rhetorical devices in persuasive argument.
- Analyze and compare style and language across significant cross-cultural literary works.

Students will be able to:

READING AND LITERATURE (CONT'D)

- Analyze the influence of mythic, traditional, or classical literature on later literature and film (excerpts from Paradise Lost with East of Eden or The Natural or The Oresteia with The Flies).
- Identify and analyze how dramatic conventions support, interpret, and enhance the dramatic text.
- Identify and analyze the types of dramatic literature, employing knowledge of Shakespearean tragedy in contrast and comparison to classical Greek drama.
- Analyze the relationship between ideology and form in zen koans, tankas, and haiku.
- Differentiate eros from agape as modes of poetic expression.
- Identify and analyze dramatic conventions (monologue, soliloquy, chorus, aside, dramatic irony), distinguishing similarities and differences (the chorus in Oedipus or Antigone and the stage manager in Our Town)
- Demonstrate understanding of the functions of playwright, director, technical designer, and actor by writing, directing, designing, or acting in an original play.
- Distinguish prominent themes in Hamlet through close reading analysis.
- Assess the legitimacy of specific scholarly critiques of Hamlet.
- Place French existential theory within the framework of modernism.
- Compare and contrast existential heroes with classical heroes.
- Analyze complex modern short stories with the classic form.
- Read a selection of non-fiction essays by one author and analyze the author's style.

Students will be able to:

COMPOSITION

- Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments.
- Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.
- Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.
- Use all conventions of standard written English when writing and editing.
- Use knowledge of types of clauses (main and subordinate), verbals (gerunds, infinitives, participles), mechanics (semicolons, colons, hyphens, etc.), usage (tense consistency), sentence structure (parallel structure), and standard English spelling when writing and editing.
- Integrate all elements of fiction to emphasize the theme and tone of the story.
- Organize ideas for a critical essay about literature or a research paper with an original thesis statement in the introduction, well constructed paragraphs that build an effective argument, transition sentences to link paragraphs into a coherent whole, and a conclusion.
- Organize ideas for emphasis in a way that suits the purpose of the writer.
- Use all five methods (comparison and contrast, illustration, classification, definition, analysis) of organizing ideas in expositions.
- Craft sentences in a way that supports the underlying logic of the ideas.
- Formulate original, open-ended questions to explore a topic of interest, design and carry out research, and evaluate the quality of the research paper in terms of the adequacy of its questions, materials, approach, and documentation of sources.
- Individually develop and use criteria for assessing work across the curriculum, explaining why the criteria are appropriate before applying them.
- Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness.
- Identify the aesthetic effects of a media presentation and identify and evaluate the techniques used to create them.
- Develop and apply criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication.
- Create coherent media productions that synthesize information from several sources.
- Write a précis of a critical essay, such as Marjorie Barstow's "Oedipus Rex as the Ideal Tragic Hero of Aristotle."
- Analyze the view presented of Western (wo)man's relationship to God and the environment in contrast with the view presented in Greek, African, or Native American mythology.
- Define what makes a poem a poem.
- Explain what makes language poetic.
- Read several poems related to a theme expressed in a novel and explain which of the two poems parallel the thematic expression in the longer work (for example, "In This City," "Beggar," "Harlem," and "City Life" with Paton's thematic depiction of Johannesburg in *Cry, the Beloved Country*).
- After reading a varied selection of haiku, use inductive reasoning to formulate generalizations on form, subject matter, style, (wo)man's relationship to his environment, and attitude toward death and the changing of the seasons.
- After reading Greek myths and The Theban Trilogy, use inductive reasoning to formulate generalizations about man's relationship to the cosmos, divine beings, the environment.
- Write an original autobiographical poem modeled after George Ella Lyon's "Where I'm From" (a major twelfth grade assessment).
- After having read a selection of poems from the Tao Te Ching, compose a model poem which reflects the Tao philosophy.

Students will be able to:

TEST-TAKING SKILLS

- Recognize and evaluate signal essay words: describe, compare, summarize, contrast, explain, evaluate, criticize, analyze, assess, predict, discuss, contemplate, speculate, and interpret.
- Brainstorm, annotate, and outline ideas before drafting official response.
- Develop, organize, and clarify response.
- Read, revise, and edit response.
- Synthesize course knowledge and express full responses in blue-book essay exams (final unit exams, mid-years, and finals).
- Review, practice, and perform at high level, SAT type questions and objective question formats.

Students will be able to:

NUMBER SENSE AND OPERATIONS

- Use the commutative, associative, distributive, identity and inverse properties in the context of simplifying expressions.
- Estimate the approximate value of expressions involving square and cube roots without a calculator.
- Perform operations using algebraic order of operations
- Compare real numbers.
- Identify whole, natural, integer, rational, irrational, and real sets of numbers.

Students will be able to:

PATTERNS, RELATIONS, AND ALGEBRA

- Identify linear and non-linear functions based on a table of ordered pairs, a graph, an equation or a real-world situation.
- Identify the independent and dependent variables for a given relation and state the domain and range.
- Calculate and interpret the slope and intercepts for a linear relationship.
- Express a linear relationship in slope-intercept, standard, and point-slope form and use the linear equation to predict future trends in the data.
- Solve equations and inequalities including those involving absolute value of linear expressions and apply to the solution of problems.
- Discover properties related to parallel and perpendicular lines.
- Use a system of linear equations to model real-world situations and solve the system using algebraic techniques.
- Solve systems of linear inequalities by graphing.
- Solve linear programming problems graphically.
- Use the graphing calculator to reinforce the relationship among the table, equation, and graph of a linear function.
- Perform operations on polynomials.
- Perform the laws of exponents for simplifying algebraic expressions, including zero and negative exponents.
- Express numbers in scientific notation, and perform operations on them.
- Factor polynomials using a variety of techniques.
- Solve a quadratic equation by factoring, and recognize the roots of the function as the x-intercepts of the graph.
- Simplify rational expressions.
- Identify whole, natural, integer, rational, irrational, and real sets of numbers.

Students will be able to:

DATA ANALYSIS, STATISTICS, AND PROBABILITY

- Create and interpret histograms, circle graphs, stem-and-leaf plots, box-and-whisker plots, and scatter plots to display data.
- Calculate mean, median, mode, and range for a set of data.
- Draw and compute the equation for a line of best fit for a scatter plot with a linear trend.
- Display a scatter plot and the equation for a best fit line on a graphing calculator.
- Make predictions, conduct experiments, and discuss discrepancies to develop understanding of actual versus predicted outcomes.
- Explore designs of surveys, polls, and experiments to assess the validity of their results and to identify potential sources of bias; identify the types of conclusions that can be drawn.
- Describe differences between the theoretical probability of simple events and experimental outcome from simulations.
- Use tree diagrams, tables, organized lists, basic combinatorics, and area models to compute probabilities for simple compound events, multiple coin tosses, or rolls of dice.
- Conduct repetitive experiments and compare outcomes to predicted probabilities.
- Compute with fractions, integers, decimals, and percent.
- Use ratio, proportion, and percent in the solution of problems.

*Students will be able to:***NUMBER SENSE AND OPERATIONS**

- Find approximations for square and cube roots without the use of a calculator.
- Use estimation to judge the reasonableness of results of computations and solutions to geometric problems.

*Students will be able to:***GEOMETRY**

- Apply properties of sides, angles, and diagonals in special polygons; identify their parts and special segments.
- Use inductive and deductive reasoning to write geometric proofs.
- Draw congruent and similar figures using a compass, straightedge or protractor.
- Apply congruence and similarity correspondences and properties of figures to find missing parts of geometric figures.
- Apply properties of angles, parallel lines, arcs, radii, chords, tangents, and secants to solve problems.
- Solve simple triangle problems using the triangle angle sum property.
- Use the Pythagorean Theorem, properties of special right triangles, and trigonometry to solve real-world problems involving right triangles.
- Apply triangle inequality theorems to solve problems.
- Calculate midpoints of segments, slopes of lines and segments, and distances between two points using rectangular coordinates, and apply the results to the solutions of problems.
- Interpret translations, reflections, and rotations of figures in the coordinate plane.
- Recognize line and point symmetry.
- Define sine, cosine, and tangent of an acute angle and apply it to the solution of problems.

*Students will be able to:***MEASUREMENT**

- Calculate perimeter, circumference, area, surface area, and volume of common geometric figures and shapes.
- Recognize the effects of error in measurement and rounding on computations.

Students will be able to:

NUMBER SENSE AND OPERATIONS

- Simplify problems using order of operations.
- Use estimation to judge the reasonableness of results from computations.
- Recognize that different algebraic expressions can give the same numerical value for all substitutions of the variable.
- Use the commutative, associative, distributive, identify, and inverse properties in the context of simplifying expressions.
- Find the approximate value of problems involving square roots.

Students will be able to:

PATTERNS, RELATIONS, AND ALGEBRA

- Describe, complete, extend, analyze, generalize, and create a wide variety of patterns.
- Identify linear and non-linear functions based on a table of ordered pairs, a graph, an equation or a real-world situation.
- Identify the independent and dependent variables for a given relation.
- Calculate and interpret the slope and intercepts for a linear relationship.
- Express a linear relationship in slope-intercept, and point-slope form and use the linear equation to predict future trends in the data.
- Use a system of linear equations to model real-world situations and solve the system using tables and graphs.
- Use the graphing calculator to reinforce the relationship among the table, equation, and graph of a linear function.
- Add, subtract, and multiply polynomial expressions.
- Identify whole, natural, integer, rational, irrational, and real sets of numbers.
- Solve everyday problems that can be modeled using linear, quadratic, or exponential functions.
- Use summation notation.

Students will be able to:

GEOMETRY

- Recognize special types of polygons.
- Identify figures using properties of sides, angles, and diagonals.
- Solve problems using similarity.
- Solve problems involving angles formed by transversals of coplanar lines.
- Solve triangle problems using triangle sum property.
- Write simple proofs of theorems in geometric situations.
- Apply congruence and similarity correspondences and properties of the figures to find missing parts of geometric figures.
- Define sine, cosine, and tangent of an acute angle.
- Apply the triangle inequality theorem to solve problems.

Students will be able to:

MEASUREMENT

- Recognize the effects of error in measurement and rounding on computations.

Students will be able to:

DATA ANALYSIS, STATISTICS, AND PROBABILITY

- Create and interpret histograms and scatter plots to display data.
- Calculate mean, median, mode, and range for a set of data.
- Draw and compute the equation for a line of best fit for a scatter plot with a linear trend.
- Display a scatter plot and the equation for a best fit line on a graphing calculator.
- Calculate probabilities and expected value using area models to represent equally likely outcomes.
- Use simulations to calculate experimental probabilities, and compare the results to theoretical probabilities.
- Use standard deviation and normal distribution to decide whether a variation in experimental results is significant.

Students will be able to:

NUMBER SENSE AND OPERATIONS

- Estimate the approximate value of expressions involving square and cube roots without a calculator.
- Simplify numerical expressions including those involving positive integer exponents and absolute value.

Students will be able to:

PATTERNS, RELATIONS, AND ALGEBRA

- Solve inequalities including those involving absolute value of linear expressions and apply to the solutions of problems.
- Identify linear and non-linear functions based on a table of ordered pairs, a graph, an equation or a real-world situation.
- Identify the independent and dependent variables for a given relation and state the domain and range.
- Discover properties related to parallel and perpendicular lines.
- Use a system of linear equations to model real-world situations and solve the system using algebraic techniques.
- Solve systems of linear inequalities by graphing.
- Solve linear programming problems graphically.
- Perform operations on polynomials.
- Perform the laws of exponents for simplifying algebraic expressions, including zero and negative exponents.
- Express numbers in scientific notation and perform operations on them.
- Factor polynomials using a variety of techniques.
- Solve a quadratic equation by factoring, and recognize the roots of the function as the x-intercepts of the graph.
- Solve problems that can be modeled using quadratic functions.
- Simplify rational expressions.
- Identify whole, natural, integer, rational, irrational, and real sets of numbers.
- Describe the graph of exponential functions.
- Describe the graph of logarithmic functions.
- Identify maximum and minimum values of functions.
- Use trigonometric functions to solve right triangle problems.
- Rewrite equations to solve for specific variables.

Students will be able to:

GEOMETRY

- Identify figures using properties of sides, angles, and diagonals.
- Use inductive and deductive reasoning to write geometric proofs.
- Apply congruence and similarity correspondences and properties of figures to find missing parts of geometric figures.
- Recognize and solve problems involving angles formed by transversals and parallel lines.
- Solve simple triangle problems using the triangle angle sum property.
- Use the Pythagorean Theorem, properties of special right triangles, and trigonometry to solve real-world problems involving right triangles.
- Apply triangle inequality theorems to solve problems.
- Interpret translations, reflections, and rotations of figures in the coordinate plane.
- Recognize line and point symmetry.
- Use vertex-edge graphs to model and solve problems.

Students will be able to:

MEASUREMENT

- Calculate the area, perimeter, and circumference of plane figures.
- Calculate surface area and volume of geometric solids.
- Recognize the effects of error in measurement and rounding on computations.
- Relate changes in the measurement of one attribute of an object to changes in other attributes.
- Design surveys.
- Describe a set of frequency distribution data by spread (variance and standard deviation), skewness, symmetry, and the X^2 curve.

Students will be able to:

NUMBER SENSE AND OPERATIONS

- Simplify numerical expressions involving order of operations.
- Simplify numerical expressions involving positive and negative values.
- Estimate the approximate value of expressions involving square and cubed roots without use of a calculator.
- Convert numbers from decimal notation to scientific notation.
- Simplify expressions involving absolute value.

Students will be able to:

PATTERNS, RELATIONS, AND ALGEBRA

- Perform operations on expressions involving positive integer exponents.
- Solve equations and inequalities using distributive property, combining like terms, and variables on both sides.
- Display and compare real-world data using number lines and inequality symbols.
- Identify independent and dependent variables for given relationships.
- Calculate the slope of a line given the graph of two points on the line.
- Discover properties involving the slopes of parallel and perpendicular lines.
- Express a linear relationship in slope-intercept form given the graph.
- Find intersections of lines graphically.
- Rewrite equations to solve for specific variables.

Students will be able to:

GEOMETRY

- Identify the difference between various quadrilaterals including parallelograms, trapezoids, rectangles, rhombi, squares.
- Identify and use properties of complementary, supplementary, vertical, and linear pairs of angles to solve problems.
- Classify polygons by the number of sides.
- Recognize line and point symmetry.
- Identify congruent and similar figures and find missing dimensions based on these relationships.
- Identify parts of a circle including radii, diameter, central and inscribed angles and the major and minor arcs associated with them. Find the measure according to these angle/arc relationships.
- Solve problems involving right triangles and the Pythagorean Theorem; use Pythagorean triplets when necessary.

Students will be able to:

MEASUREMENT

- Estimate distances and area on a map using scale.
- Find the areas of trapezoids, parallelograms, and triangles.
- Find the area of circles and sectors and apply to real world scenarios.
- Find the perimeter (including circumference) and arc length and apply to real-world scenarios.

Students will be able to:

DATA ANALYSIS, STATISTICS, AND PROBABILITY

- Find the mean, median, and mode of a set of data; identify range and any outliers.
- Construct and analyze histograms, frequency tables, stem and leaf plots, box and whisker plots, and circle graphs.
- Recognize misleading graphs.
- Make a prediction based on the sampling of a certain population.
- Create a scatter plot based on a set of data and make a prediction for that data in the long run.

*Students will be able to:***NUMBER SENSE AND OPERATIONS**

- Simplify numerical expressions according to the order of operations.
- Perform operations on fractions involving finding common denominator, changing mixed numbers to improper fractions, adding, subtracting, and fraction to decimal conversions.
- Simplify radical expressions.
- Perform operations involving products of powers, quotients of powers, and powers of powers.
- Perform operations on a matrix involving adding, subtracting, and multiplying matrices.

*Students will be able to:***PATTERNS, RELATIONS, AND ALGEBRA**

- Finding a specific term in a linear and quadratic sequence.
- Solve equations involving variables on both sides, the distributive property and combining like terms.
- Describe properties of lines in terms of growth and decay.
- Identify linear relationships given tables or graphs.
- Convert standard form of a line to slope-intercept form.
- Write the slope-intercept form of a line given two points or the slope and a point on the line.
- Find x and y intercepts algebraically.
- Discover and use direct variation through investigating slope.
- Recognize two lines are parallel or perpendicular according to their slopes.
- Graph systems of linear equations and discover the meaning of a solution to a system; recognize systems with no solution and multiple solutions.
- Solve systems of equations by substitution and elimination.
- Solve equations involving square roots.
- Solve equations involving absolute value.

*Students will be able to:***GEOMETRY**

- Calculate the midpoint and distance between two ordered pairs.
- Recognize and solve problems involving angles formed by transversals and parallel lines.
- Solve problems involving linear, vertical, complementary, supplementary, acute, obtuse, and right angles.
- Investigate relationships between sides of special right triangles and use these relationships to solve real-world problems.
- Find sum of interior and exterior angles of a polygon.
- Use Pythagorean Theorem to solve for missing side lengths of triangles and use this relationship to solve real-world scenarios.
- Reflect, rotate, and translate quadrilaterals on a coordinate plane.

*Students will be able to:***MEASUREMENT**

- Convert units of measure.
- Find areas of rectangles and triangles.
- Find the circumference and arc length of a circle.
- Find the area of a circle and a sector.
- Find the surface area of a prism, cylinder, pyramid, and a sphere and apply the formulas to real-world scenarios.
- Find the volume of a prism, cylinder, pyramids, cones, and spheres and apply the formulas to real-world scenarios.
- Calculate and explain how changing the dimensions of a figure affect the area and volume.

*Students will be able to:***DATA ANALYSIS, STATISTICS, AND PROBABILITY**

- Create a scatter plot based on a set of data. Write a linear equation for that data and use it to make predictions.
- Use a model to simulate results of a survey and determine theoretical probability.
- Analyze and predict data based on surveys and samples using ratios related to statistical data.
- Compute mean, median, and mode of a set of data. Identify the range and find any outliers.
- Construct and analyze box-and-whisker plots and stem-and-leaf plots.

Students will be able to:

MATTER AND ENERGY IN THE EARTH SYSTEM

- Identify the earth's principal sources of internal and external energy. (*radioactive decay, gravity, and solar energy*)
- Describe the characteristics of electromagnetic radiation and give examples of its impact on our life and Earth's systems.
- Explain how the transfer of energy through radiation, conduction, and convection contributes to global atmospheric processes, such as storms, winds, and currents.
- Provide examples of how the unequal heating of the earth and the Coriolis Effect influence global circulation patterns, and show their impact on Massachusetts weather and climate. (*global winds, convection cells, lands/sea breezes, mountain/valley breezes*)
- Explain how the revolution of Earth around the Sun and the inclination of earth on its axis cause earth's seasonal variations (*equinoxes and solstices*).
- Describe the various conditions associated with frontal boundaries and cyclonic storms (*thunderstorms, winter storms [nor'easters], hurricanes, and tornadoes*) and their impact on human affairs, including storm preparations.
- Explain the dynamics of oceanic currents, including upwelling, deep-water currents, the Labrador Current and the Gulf Stream, and their relationship to global circulation within the marine environment and climate.
- Read, interpret, and analyze a combination of ground-based observations, satellite data, and computer models to demonstrate earth systems and their interconnections.

Students will be able to:

ENERGY RESOURCES IN THE EARTH

- Recognize, describe, and compare renewable energy resources (*solar, wind, water, biomass*) and nonrenewable energy resources (*fossil fuels, nuclear energy*).
- Describe the effects on the environment and on the carbon cycle of using both renewable and nonrenewable sources of energy.

Students will be able to:

EARTH PROCESSES AND CYCLES

- Explain how physical and chemical weathering lead to erosion and the formation of soils and sediments, and creates various types of landscapes. Give examples that show the effects of physical and chemical weathering on the environment.
- Describe the carbon cycle.
- Explain how water flows into and through a watershed. Explain the roles of aquifers, wells, porosity, permeability, water table, and runoff.
- Describe the processes of the hydrologic cycle, including evaporation, condensation, precipitation, surface runoff and groundwater percolation, infiltration, and transpiration.
- Describe the rock cycle, and the processes that are responsible for the formation of igneous, sedimentary, and metamorphic rocks. Compare the physical properties of these rock types and the physical properties of common rock-forming minerals.
- Describe the absolute and relative dating methods used to measure geologic time, such as index fossils, radioactive dating, law of superposition, and crosscutting relationships.
- Trace the development of a lithospheric plate from its growth at a divergent boundary (mid-ocean ridge) to its destruction at a convergent boundary (subduction zone). Recognize that alternating magnetic polarity is recorded in rock at mid-ocean ridges.
- Explain the relationship between convection currents in earth's mantle and the motion of the lithospheric plates.
- Relate earthquakes, volcanic activity, tsunamis, mountain building, and tectonic uplift to plate movements.
- Explain how seismic data are used to reveal earth's interior structure and locate earthquake epicenters.
- Describe the Richter scale of earthquake magnitude and the relative damage that is incurred by earthquakes of a given magnitude.
- Explain the relationship between convection currents in earth's mantle and the motion of the lithospheric plates.
- Relate earthquakes, volcanic activity, tsunamis, mountain building, and tectonic uplift to plate movements.

Students will be able to:

ORIGIN AND EVOLUTION OF THE UNIVERSE

- Explain the Big Bang Theory and discuss the evidence that supports it, such as background radiation and relativistic Doppler effect (*"red shift"*).
- Describe the influence of gravity and inertia on the rotation and revolution of orbiting bodies. Explain the Sun-Earth-moon relationships (*day, year, solar/lunar eclipses, tides*).
- Explain how the Sun, Earth, and solar system formed from a nebula of dust and gas in a spiral arm of the Milky Way galaxy about 4.6 billion years ago.

Students will be able to:

THE CHEMISTRY OF LIFE

- Recognize carbon as the basic building block of organic molecules.
- State examples of organic molecules that contain C, H, N, O, P, S.
- Identify the properties of water that support life functions.
- Recognize the properties of acids and bases.
- State the elements found in carbohydrates, lipids, proteins and nucleic acids.
- Recognize that nutrients in food contain organic molecules.
- Explain the role of enzymes as catalysts that lower the activation energy of biochemical reactions.
- Identify factors, such as pH and temperature, that have an effect on enzymes.

Students will be able to:

THE STRUCTURE AND FUNCTION OF CELLS

- Relate cell parts/organelles (plasma membrane, nuclear envelope, nucleus, nucleolus, cytoplasm, mitochondrion, endoplasmic reticulum, Golgi apparatus, lysosome, ribosome, vacuole, cell wall, chloroplast, cytoskeleton, centriole, cilium, flagellum, pseudopod) to their functions.
- Compare and contrast at the cellular level, the general structures and degrees of complexity of prokaryotes and eukaryotes.
- Compare and contrast plant cells and animal cells and explain how cellular differences account for differences in functioning of plant and animals (ex: modes of nutrition, mobility, support).
- Explain the role of the cell membrane as a highly selective barrier (diffusion, osmosis, facilitated diffusion, active transport).
- State a word equation for photosynthesis.
- Identify the reactants, products, and basic purposes of photosynthesis and cellular respiration.
- State that cellular respiration provides energy for living things.
- Explain the interrelated nature of photosynthesis and cellular respiration in the cells of photosynthetic organisms.
- Relate leaf structure to its function in photosynthesis.
- Explain the important role that ATP serves in metabolism.
- Describe the cell cycle and the process of mitosis.
- Explain the role of mitosis in the formation of new cells, and its importance in maintaining chromosome number during asexual reproduction.
- Describe how the process of meiosis results in the formation of haploid cells. Explain the importance of this process in sexual reproduction, and how gametes form diploid zygotes in the process of fertilization.
- Compare and contrast a virus and a cell in terms of genetic material and reproduction.

Students will be able to:

GENETICS

- Describe the basic structure (*double helix, sugar/phosphate backbone, linked by complementary nucleotide pairs*) of DNA, and describe its function in genetic inheritance.
- Describe the basic process of DNA replication and how it relates to the transmission and conservation of the genetic code. Explain the basic processes of transcription and translation, and how they result in the expression of genes. Distinguish among the end products of replication, transcription, and translation.
- Explain how mutations in the DNA sequence of a gene may or may not result in phenotypic change in an organism. Explain how mutations in gametes may result in phenotypic changes in offspring.
- Distinguish among observed inheritance patterns caused by several types of genetic traits (dominant, recessive, codominant, sex-linked, polygenic, incomplete dominance, multiple alleles).
- Describe how Mendel's laws of segregation and independent assortment can be observed through patterns of inheritance (*dihybrid crosses*).
- Use a Punnett Square to determine the probabilities for genotype and phenotype combinations in monohybrid crosses.

Students will be able to:

HUMAN ANATOMY AND PHYSIOLOGY

- State levels of organization from cells to organ systems and provide examples of functional units for some of these systems (alveoli and gas exchange).
- Make connections between life functions and specific human systems (digestive system, circulatory system and respiratory system with reactants and products of cellular respiration).
- Recognize that the sexual reproductive system allows organisms to produce offspring that receive half of their genetic information from their mother and half from their father, and that sexually produced offspring resemble, but are not identical to, either of their parents.

Students will be able to:

EVOLUTION AND BIODIVERSITY

- Give specific pieces of evidence from the geological record, comparative anatomy, embryology and biochemistry to support the theory of evidence.
- Explain how evolution is demonstrated by evidence from the fossil record, comparative anatomy, genetics, molecular biology, and examples of natural selection
- Describe species as reproductively distinct groups of organisms. Recognize that species are further classified into a hierarchical taxonomic system (kingdom, phylum, class, order, family, genus, species) based on morphological, behavioral, and molecular similarities. Describe the role that geographic isolation can play in speciation.
- Explain how evolution through natural selection can result in changes in biodiversity through the increase or decrease of genetic diversity within a population

Students will be able to:

ECOLOGY

- Give examples of how biotic and abiotic factors affect organisms.
- Distinguish between producers, consumers and decomposers
- Construct a simple food chain.
- Give examples of how energy is transferred from one trophic level to another.
- Use a food web to identify and distinguish producers, consumers, and decomposers, and explain the transfer of energy through trophic levels. Describe how relationships among organisms (predation, parasitism, competition, commensalism, mutualism) add to the complexity of biological communities.
- Explain how water, carbon, and nitrogen cycle between abiotic resources and organic matter in an ecosystem, and how oxygen cycles through photosynthesis and respiration.

Students will be able to:

PROPERTIES OF MATTER

- Identify and explain some of the physical properties that are used to classify matter (*density, melting point, boiling point, conductivity, malleability*) and chemical properties (*the ability to form new substances*); distinguish between chemical and physical changes.
- Explain the difference between pure substances (elements and compounds) and mixtures; differentiate between heterogeneous and homogeneous mixtures.
- Describe the three states of matter (solid, liquid, gas) in terms of energy, particle motion, and phase transitions.

Students will be able to:

ATOMIC STRUCTURE AND NUCLEAR ENERGY

- Recognize discoveries from Dalton (atomic theory), Thomson (the electron), Rutherford (the nucleus) and Bohr (planetary model of the atom), and understand how each discovery leads to modern theory.
- Describe Rutherford's "gold foil" experiment that led to the discovery of the nuclear atom. Identify the major components (protons, neutrons, and electrons) of the nuclear atom and explain how they interact.
- Interpret and apply the laws of conservation of mass, constant composition (definite proportions), and multiple proportions.
- Use Bohr's model of the atom interpret changes (emission/absorption) in electron energies in the hydrogen atom corresponding to emission transitions between quantum levels.
- Write the electron configurations for first twenty elements of the periodic table.
- Identify the three main types of radioactive decay (alpha, beta, and gama) and compare their properties (composition, mass, charge and penetrating power).
- Describe the process of radioactive decay by using nuclear equations, and explain the concept of half-life for an isotope (for example, C-14 is a powerful tool in determining the age of objects).
- Compare and contrast nuclear and nuclear fusion.

Students will be able to:

PERIODICITY

- Explain the relationship of an element's position on the periodic table to its atomic number. Identify families (groups) and periods on the periodic table.
- Use the periodic table to identify the three classes of elements: metals, nonmetals, and metalloids.
- Relate the position of an element on the periodic table to its electron configuration and compare its reactivity to the reactivity of other elements in the table.
- Identify trends on the periodic table (ionization energy, electronegativity and relative sizes of atoms and ions).

Students will be able to:

CHEMICAL BONDING

- Explain how atoms combine to form compounds through both ionic and covalent bonding. Predict chemical formulas based on the number of valence electrons.
- Draw Lewis dot structures for simple molecules and ionic compounds.
- Use electronegativity to explain the difference between polar and nonpolar covalent bonds.
- Use valence-shell electron-pair theory (VSEPR) to predict the molecular geometry (linear, trigonal planar, and tetrahedral) of simple molecules.
- Identify how hydrogen bonding in water affects a variety of physical, chemical, and biological phenomena (surface tension, capillary action, density, boiling point).
- Name and write the chemical formulas for simple ionic and molecular compounds, including those that contain polyatomic ions: ammonium, carbonate, hydroxide, nitrate, phosphate, and sulfate.

Students will be able to:

CHEMICAL REACTIONS AND STOICHIOMETRY

- Balance chemical equations by applying the law of conservation of mass and constant composition (definite proportions).
- Classify chemical reactions as synthesis (combination), decomposition, single displacement (replacement), double displacement, and combustion.
- Use the mole concept to determine number of particles and molar mass for elements and compounds.
- Relationship to the number of particles, mass, and gaseous volume.
- Determine percent compositions, empirical formulas, and molecular formulas.
- Calculate the mass-mass stoichiometry for a chemical reaction.
- Calculate the percentage yield in a chemical reaction.

Students will be able to:

STATES OF MATTER AND KINETIC THEORY

- Using the kinetic molecular theory, explain the behavior of gases and the relationship between pressure and volume (Boyle's Law), volume and temperature (Charles' Law), pressure and temperature (Gay-Lussac's Law), and the number of particles in a gas sample (Avogadro's hypothesis). Use the combined gas law to determine changes in pressure, volume, and temperature.
- Perform calculations using the ideal gas law. Understand the molar volume at 273 K and 1 atmosphere (STP).
- Using the kinetic molecular theory, describe and contrast the properties of gases, liquids, and solids. Explain, at the molecular level, the behavior of matter as it undergoes phase transitions.
- Describe the law of conservation of energy. Explain the difference between an endothermic and exothermic process.
- Recognize that there is a natural tendency for systems to move in a direction of disorder or randomness (entropy).

Students will be able to:

SOLUTIONS, REACTION RATES, AND EQUILIBRIUM

- Describe the process by which solutes dissolve in solvents.
- Calculate concentrations in terms of molarity. Use molarity to perform solution dilution and solution stoichiometry.
- Identify and explain the factors that affect the rate of dissolving (temperature, concentration, surface area, pressure).
- Compare and contrast qualitatively the properties of solutions and pure solvents (colligative properties such as boiling point and freezing point).
- Identify the factors that affect the rate of a chemical reaction (temperature, mixing, concentration, particle size, surface area, catalyst).
- Predict the shift in equilibrium when a system is subjected to a stress (LeChatelier's Principle) and identify the factors that can cause a shift in equilibrium (concentration, pressure, volume, temperature).

*Students will be able to:***ACIDS AND BASES**

- Define Arrhenius' theory of acids and bases in terms of the presence of hydronium and hydroxide ions, and the Bronsted-Lowry theory of acids and bases in terms of proton donors and acceptors.
- Relate hydrogen ion concentrations to the pH scale and to acidic, basic, and neutral solutions. Compare and contrast the strengths of various common acids and bases (vinegar, baking soda, soap, citrus juice).
- Explain how a buffer works.

*Students will be able to:***EQUILIBRIUM AND KINETICS**

- Write the equilibrium expression and calculate the equilibrium constant for a given equilibrium reaction and data provided.
- Predict the shift in equilibrium when the system is subjected to a stress (LeChatelier's principle).
- Identify the factors that affect the rate of chemical reaction (temperature, concentration) and the factors that can cause a shift in equilibrium (concentration, pressure, volume, temperature).
- Explain rates of reaction in terms of collision frequency, energy of collisions, and orientation of colliding molecules.
- Define the role of activation energy in a chemical reaction.

*Students will be able to:***THERMOCHEMISTRY**

- Describe the law of conservation of energy. Explain the difference between an endothermic and exothermic process.

*Students will be able to:***OXIDATION-REDUCTION AND ELECTROCHEMISTRY**

- Describe oxidation and reduction reactions and give some everyday examples, such as fuel burning and corrosion. Assign oxidation numbers in a reaction. Explain how a typical battery, such as a lead storage battery or a dry cell works.

Students will be able to:

MOTION AND FORCES

- Compare and contrast vector quantities (displacement, velocity, acceleration force, linear momentum) and scalar quantities (distance, speed, energy, mass, work).
- Distinguish between displacement, distance, velocity, speed, and acceleration. Solve problems involving displacement, distance, velocity, speed, and constant acceleration.
- Create and interpret graphs of one-dimensional motion, such as position vs. time, distance vs. time, speed vs. time, velocity vs. time, and acceleration vs. time where acceleration is constant.
- Interpret and apply Newton's three laws of motion.
- Use a free-body force diagram to show forces acting on a system consisting of a pair of interacting objects. For a diagram with only co-linear forces, determine the net force acting on a system and between objects.
- Distinguish qualitatively between static and kinetic friction, and describe their effects on the motion of objects.
- Describe Newton's law of universal gravitation in terms of the attraction between two objects, their masses, and the distance between them.
- Describe conceptually the forces involved in circular motion.

Students will be able to:

CONSERVATION OF ENERGY AND MOMENTUM

- Interpret and provide examples that illustrate the law of conservation of energy.
- Interpret and provide examples of how energy can be converted from gravitational potential energy to kinetic energy and vice versa.
- Describe both qualitatively and quantitatively how work can be expressed as a change in mechanical energy.
- Describe both qualitatively and quantitatively the concept of power as work done per unit time.
- Provide and interpret examples showing that linear momentum is the product of mass and velocity and is conserved. Calculate the momentum.

Students will be able to:

HEAT AND HEAT TRANSFER

- Explain how heat energy is transferred by convection, conduction, and radiation.
- Explain how heat energy will move from a higher temperature to a lower temperature until equilibrium is reached.
- Describe the relationship between average molecular kinetic energy and temperature. Recognize that energy is absorbed when a substance changes from a solid to a liquid to a gas, and that energy is released when a substance changes from a gas to a solid. Explain the relationships between evaporation, condensation, cooling, and warming.
- Explain the relationships among temperature changes in a substance, the amount of heat transferred, the amount (mass) of the substance, and the specific heat of the substance.

*Students will be able to:***WAVES**

- Describe the measurable properties of waves (velocity, frequency, Wavelength, amplitude, period) and explain the relationships among them. Recognize examples of simple harmonic motion.
- Distinguish between mechanical and electromagnetic waves.
- Distinguish between the two types of mechanical waves, transverse and longitudinal.
- Describe qualitatively the basic principles of reflection and refraction of waves.
- Recognize that mechanical waves generally move faster through a solid than through a liquid and faster through a liquid than through a gas.
- Describe the apparent change in frequency of waves due to the motion of a source or a receiver (Doppler effect).

*Students will be able to:***ELECTROMAGNETISM**

- Recognize that an electric charge tends to be static on insulators and can move on and in conductors. Explain that energy can produce a separation of charges.
- Develop qualitative and quantitative understandings of current, voltage, resistance, and the connections among them (Ohm's Law).
- Analyze simple arrangements of electrical components in both series and parallel circuits. Recognize symbols and understand the functions of common circuit elements (battery, connecting wire, switch, fuse, resistance) in a schematic diagram.
- Describe conceptually the attractive or repulsive forces between objects relative to their charges and the distance between them (Coulomb's Law).
- Explain how electric current is a flow of charge caused by a potential difference (voltage), and how power is equal to current times voltage.
- Recognize that moving electric charges produce magnetic forces and moving magnets produce electric forces. Recognize that the interplay of electric and magnetic forces is the basis for electric motors, generators, and other technologies.

*Students will be able to:***ELECTROMAGNETIC RADIATION**

- Recognize that electromagnetic waves are transverse waves and travel at the speed of light through a vacuum.

Students will be able to:

THE GROWTH OF THE NATION STATE IN EUROPE

- Describe the Enlightenment and the accomplishments of Locke, Hobbes, Montesquieu, Rousseau, Diderot, Kant, and Voltaire.
- Explain how the Enlightenment contributed to the growth of democratic principles of government.
- Explain how the Enlightenment contributed to a focus on reason and progress.
- Identify and explain the characteristics of absolute monarchy with emphasis on Louis XIV.
- Compare/contrast limited to unlimited monarchies (England, Parliament, Constitutional Monarchy, and English Bill of Rights).
- Understand the major tenets, beliefs, and key contributors of the European Enlightenment.
- Analyze the immediate and long term causes of the French Revolution.
- Identify the events of the French Revolution and their lasting impact on France and Europe.
- Describe the most lasting effects of the Napoleonic Era.

Students will be able to:

INDUSTRIAL REVOLUTION

- Identify new technologies and their effects on industrialization.
- Explain the shift and improvement in agricultural methods.
- Understand the reasons why the Industrial Revolution began in England and shifted to America.
- Explain the growth of the middle class, as well as other social and economic effects of the Industrial Revolution on cities.
- Compare the changes in working and living conditions of workers during the earlier and latter stages of the Industrial Revolution.
- Compare and contrast socialism, capitalism, and communism.
- Identify significant changes in suffrage and working conditions.

Students will be able to:

NATIONALISM

- Define nation, nation-state, and analyze the key components of nationalism.
- Explain how European nationalism impacted Latin American independence movements.
- Analyze the manner in which nationalism can be both unifying and divisive.

Students will be able to:

IMPERIALISM

- Identify and explain the multiple forms of imperialism.
- Analyze the reasons for European imperialism.
- Describe the different effects of imperialism on Africa, the Middle East, and Asia.
- Evaluate the emergence of the concept of a world power through the British Empire.

Students will be able to:

WORLD WAR I

- Identify and explain the MAIN causes of World War I.
- Identify the members of the Allied and Central Powers.
- Discuss the effects of trench warfare and how it contributed to the stalemate on the Western Front.
- Explain the role and effect of new technologies.
- Explain the reasons for and impact of American involvement.
- Identify the major provisions and impact of the Treaty of Versailles.
- Evaluate how events in Russia impacted World War I.
- Trace the development of the new Soviet Union.

*Students will be able to:***BETWEEN THE WARS**

- Identify and explain the causes and effects of the Great Depression.
- Assess the impact of World War I and the Great Depression on Africa, Asia, and Latin America.
- Assess the effectiveness of the Treaty of Versailles as a lasting peace.
- Define and explain the key tenets of fascism.
- Compare and contrast the key characteristics of totalitarian governments.

*Students will be able to:***WORLD WAR II**

- Understand the failure of western powers to stop aggressive dictators through appeasement.
- Describe the expansionist actions of Germany, Italy and Japan.
- Identify the members of the Allied and Axis powers.
- Identify Franklin D. Roosevelt, Winston Churchill and Joseph Stalin.
- Identify and explain the significance of the key events of World War II.
- Understand the impact of Pearl Harbor on American involvement and the war.
- Debate the arguments for and against the use of atomic weapons against Japan.
- Describe the background, course and consequences of the Holocaust.
- Explain the physical, economic and political effects of the war.

*Students will be able to:***THE COLD WAR**

- Explain how World War II changed the global balance of power that led to the Cold War.
- Assess the impact on the events that resulted from the clash of the new world superpowers.
- Understand the importance of a new international organization (United Nations) to maintain peace between competing alliance systems and promote global humanitarian principles.
- Identify the Korean and Vietnam Wars and explain their political, economic and military impact on the Cold War.

*Students will be able to:***THE CONTEMPORARY WORLD**

- Identify the factors that led to the establishment of Israel and subsequent issues from its creation.
- Describe and explain the causes that led to the collapse of the Soviet Union.
- Describe the rise of Islamic fundamentalism and the effect on the world today.
- Explain how America's role in the world has changed since World War II.
- Describe the economic achievements made by developing nations and a new world order.
- Explain how the foreign policy decisions of western nations have led to the rise of global terrorism.

Students will be able to:

AMERICAN REVOLUTION

- Evaluate the impact on the colonies of the French and Indian War and the end of the policy of salutary neglect.
- Explain the causes of the Revolutionary War.
- Identify the influence of Rome, Greece, Locke and Montesquieu in the frameworks of the American government and the American Revolution.
- Identify and explain the strengths and weaknesses of the Declaration of Independence.
- Analyze how Americans resisted British policies before 1775.
- Explain the role of Massachusetts in the Revolution including important events that took place in Massachusetts and important leaders from Massachusetts.

Students will be able to:

THE CONSTITUTION

- Identify the strengths and weaknesses of the Articles of Confederation.
- Discuss the influence of British democracy on the founding fathers.
- Compare and contrast the Virginia and New Jersey Plans.
- Show how the “Great Compromise” balanced the interests of the large and small states.
- Describe the other major compromises included in the Constitution.
- Explain and give modern examples for six basic principles associated with the Constitution: popular sovereignty, limited government, separations of powers, checks and balances, judicial review, and federalism.
- Compare and contrast the Articles of Confederation and the U.S. Constitution.
- Discuss the arguments of the federalists and the anti-federalists.
- Evaluate why the U.S. Constitution was almost not ratified in Massachusetts.
- Describe how federalism works today and why there is a move by some to return more power to the states.
- Identify the first thirteen states to ratify the Constitution.
- Explain the reasons for the passage of the Bill of Rights.

Students will be able to:

THE NEW FEDERAL GOVERNMENT

- Summarize the precedents of George Washington as our nation’s first president.
- Distinguish between the origins of the Federalist and Democratic-Republican parties.
- Recognize and describe the conflicting ideas of Thomas Jefferson and Alexander Hamilton.
- Explain the importance of the peaceful transformation of power from the Federalists to the Democratic Republicans.
- Describe the causes, courses, and results of the War of 1812.

Students will be able to:

SECTIONALISM

- Explain the importance of Jacksonian democracy.
- Evaluate the changing role of the Supreme Court.
- Describe the causes of America’s westward expansion.
- Discuss the events that led to U.S. assertiveness both at home and abroad.
- Explain the causes and effects of 19th century American industrialization.
- Describe the changing conditions of slavery in America in the 1800’s.
- Compare and contrast views of Northerners and Southerners as they relate to the abolitionist movement.
- Analyze the goals and effects of the various reform movements.

Students will be able to:

CIVIL WAR

- Identify and explain the critical developments leading to the Civil War.
- Evaluate the significance or impact of the critical developments leading to the Civil War.
- Identify the Union and Confederate states at the outbreak of the war.
- Trace the steps Lincoln took in order to try and overcome political obstacles.
- Analyze the roles and policies of various Civil War leaders and describe the importance of major battles and events.
- Assess the physical and economic destruction of the war.
- Explain how the role of the federal government expanded as a result of the Civil War.
- Summarize the main aspects and events of Reconstruction.
- Explain how and why Reconstruction ended.

Students will be able to:

INDUSTRIALIZATION

- Understand the significant changes in society following the Civil War and Reconstruction.
- Identify American advantages in Industrialization.
- Note the contributions of individual entrepreneurs and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt.
- Detail the impact that increased industrialization had on the American environment
- Identify what life was like in America's cities.
- Detail the motivations for immigration to the U.S. and the challenges faced by those who came here.
- Explain the impact those immigrants had on the American society and economy
- Explain why Americans moved westward.
- Describe what effect this movement had on the Native Americans.
- Detail the creation of the transcontinental railroad.
- Describe the series of conflicts between the settlers and the Native Americans
- Describe the conditions that caused a rise in labor unions.
- Note the contributions of individuals such as Samuel Gompers, Eugene Debs, and George Pullman.
- Explain why labor unions declined in membership.
- Explain the rise in the Populist Party and the Socialist Party.

Students will be able to:

PROGRESSIVE ERA

- Identify and explain the origins and nature of the Progressive Movement.
- Evaluate the role of the muckrakers and their influence on reform.
- Trace the development of the Women's Movement.
- Categorize the social, political, and economic reforms of the Progressive Era.
- Identify President Theodore Roosevelt and evaluate how he applied Progressive principles to the national economy.

Students will be able to:

IMPERIALISM

- Identify imperialism.
- Detail the Annexation of Hawaii.
- Describe the causes and results of the Spanish American War.
- Explain how the Platt Amendment affected the relationship of the United States and Cuba.
- Detail the Open Door Policy.
- Explain the Roosevelt Corollary to the Monroe Doctrine.
- Describe the Construction of the Panama Canal.
- Explain the Relationship between Mexico and the United States.
- Explain the MAIN causes of WWI.
- Identify the reasons for America's policy of neutrality prior to 1917.
- Identify the main reasons the U.S. entered WWI.
- Illustrate the impact the American military had on the Great War.
- Explain the domestic changes that occurred during WWI.
- Outline Wilson's plan for peace and his contributions to the Treaty of Versailles.
- Discuss why America failed to ratify the Versailles treaty.

*Students will be able to:***BETWEEN THE WARS**

- Understand how the 1920's earned the nicknames of the "Roaring Twenties" and the "Jazz Age".
- Identify causes and effects of the Great Depression.
- Describe the policies of the New Deal.
- Explain the role of key historical figures in the Great Depression or New Deal.
- Describe the financial and social situation of most Americans during the Great Depression.
- Determine the influence Franklin Roosevelt had on New Deal policies.
- Explain the significance of the New Deal Coalition.

*Students will be able to:***WORLD WAR II**

- Explain the strength of American isolationism after World War I and analyze its impact on United States foreign policy.
- Analyze how German and Japanese aggression contributed to the beginning of World War II.
- Identify and explain the significance of key battles, strategies, and events.
- Debate the arguments for and against the use of atomic weapons against Japan.
- Explain important domestic events that took place during the war.

*Students will be able to:***THE COLD WAR**

- Identify the factors that contributed to the Cold War.
- Compare and contrast American and Soviet economic and political systems.
- Explain the U.S. policies of containment designed to stop Soviet communist expansion.
- Analyze the effects of U.S. policies designed to stop Soviet communist expansion.
- Describe the causes and the consequences of the Korean War and the Vietnam War.
- Explain how American foreign policy decisions contributed to the end of the Cold War.
- Assess the successes and failures of Presidents Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford, Carter, and Reagan.

*Students will be able to:***POST WAR AMERICA**

- Analyze the causes and consequences of important domestic Cold War trends (baby boom, education, and consumerism).
- Evaluate the causes of important domestic Cold War trends.
- Identify and explain the consequences of important domestic Cold War trends.
- Recognize the similarities between the Fair Deal and the New Deal.
- Describe how the Taft-Hartley Act impacted organized labor.
- Analyze the effects of Senator Joseph McCarthy's anticommunist campaign on the American public.
- Discuss the domestic response to the launching of Sputnik.
- Evaluate how both ordinary citizens and government officials experienced the consequences of the Red Scare.
- Analyze the role that various government institutions played during the Red Scare.
- Describe the origins, goals, key events, and accomplishments of the Civil Rights Movement.

*Students will be able to:***CONTEMPORARY AMERICA**

- Describe some of the major economic and social trends of the late 20th century.
- Assess the domestic policies and events of the Clinton presidency.
- Explain the importance of the 2000 presidential election.
- Explain how American foreign policy has led to the rise of global terrorism.
- Analyze the course and consequences of American interventions in Europe, Africa, the Middle East, and the Caribbean.

Students will be able to:

COMMUNICATIONS

- Greet and respond to greetings.
- Speak with accurate pronunciation and modulation.
- Introduce and respond in introductions.
- Exchange information and knowledge.
- Express likes and dislikes.
- Express needs and emotions.
- Ask and respond to questions to clarify information on a variety of topics such as time, weather, dates, family, school, health, age, sports and leisure, physical descriptions, clothing, food and drink, colors, and public buildings.
- Share personal reactions to texts and poetry.
- Initiate, sustain, and close a conversation.
- Discuss national, international, and current events.
- Follow directions in classroom commands.
- Make and respond to requests.
- Read or listen to and interpret signs, simple stories, poems, menus, advertisements, itineraries, schedules, weather reports, and music.
- Describe people, places and things.
- Write lists and short notes.
- Begin to present information in complete sentences and paragraph form.
- Understand concepts and familiar details. (*gender and number, formal vs. informal, agreement, cognates, contractions, personal “a”, alphabet, verb conjugation patterns, and subject pronouns*)

Students will be able to:

CULTURES

- Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines and other daily activities.
- Participate in cultural activities such as; games, celebrations, story telling, and dramatizations.
- Identify distinctive cultural aspects of the target language presented in stories, films and photographs.
- Identify distinctive cultural products from the target culture such as toys, clothes, foods, currencies, traditional crafts, and musical instruments.
- Identify distinctive contributions made by people in the target language.
- Demonstrate knowledge of the target culture’s geography by naming features such as rivers, mountains, cities and climate.
- Identify patterns of social behavior that are typical of the target culture.
- Interact appropriately in social and cultural activities such as exchanges in a restaurant or café.
- Identify important historical events in the target culture.

Students will be able to:

COMPARISONS

- Give examples of ways in which the target language differs from/is similar to English.
- Give examples of borrowed and loaned words.
- Identify phonetic characteristics of the target language and compare and contrast them with English phonetics.
- Identify words in the target language that are used frequently in English.
- Recognize grammatical categories such as tense, gender and agreement in the target language and English.
- Analyze differences and similarities between the writing systems of both languages.
- Describe patterns of behaviors of the target culture, such as celebrations, and compare/contrast them with those of their own culture.
- Identify and discuss cultural characteristics of the target culture and compare and contrast to cultural characteristics of their own culture.
- Analyze how idiomatic expressions work in both languages.

Students will be able to:

CONNECTIONS

- Complete basic mathematical functions in the target language.
- Read and recite poetry in the target language.
- Obtain geographic information from printed maps, travel guides and Internet resources.

Students will be able to:

COMMUNITIES

- Apply knowledge of the target language and culture beyond the classroom setting.

Students will be able to:

COMMUNICATIONS

-
- Perform level I benchmarks.
 - Read and discuss articles in a magazine, journal, or newspaper and understand main ideas.
 - Read a short story understanding characters and theme.
 - Narrate in present, passé composé, imperfect and immediate future.
 - Ask and respond to questions to clarify information concerning transportation, travel, professions and work, food, meals, daily routines, personal hygiene, fashion, extracurricular activities, places, events, social relationships, and memories.
 - Exchange opinions about people, activities or events.
 - Write letters requesting specific information.
 - Write reviews about a story, play, movie or other form of literature
 - Write notes and letters in the target language.
 - Give presentations on planned activities or cultural topics.
 - Read or listen to and interpret:
 - News articles, magazines, short stories, flyers, advertisements of increasing complexity.
 - Simulate a telephone conversation in the language lab.
 - Comprehend oral communication using technology.
 - Understand concepts and familiar details: conjugation of verbs and verb tenses, word order, pronouns, prepositions.

Students will be able to:

CULTURES

-
- Perform level I benchmarks.
 - Identify interactions, patterns of social behavior, social norms, customs, holidays, and special events that are typical of the target culture, and discuss how they reflect language and cultural perspectives.
 - Identify artistic styles in the target culture and discuss and evaluate the work.
 - Participate in cultural activities such as; restaurant, doctors office, airport, travel, grocery store, department store.
 - Demonstrate knowledge of the target culture's geography by naming features such as rivers, mountains, cities and climate.
 - Identify patterns of social behavior that are typical of the target culture.
 - Identify important historical events in the target culture.
 - Identify, on maps and globes, the locations and major geographic features of countries where the target language is or was used.

*Students will be able to:***COMPARISONS**

-
- Give examples of ways in which the target language differs from/is similar to English.
 - Give examples of borrowed and loaned words.
 - Identify phonetic characteristics of the target language and compare and contrast them with English phonetics.
 - Identify words in the target language that are used frequently in English.
 - Recognize grammatical categories such as tense, gender and agreement in the target language and English.
 - Analyze differences and similarities between the writing systems of both languages.
 - Describe patterns of behaviors of the target culture, such as celebrations, and compare/contrast them with those of their own culture.
 - Identify and discuss cultural characteristics of the target culture and compare and contrast to cultural characteristics of their own culture.
 - Analyze how idiomatic expressions work in both languages.

*Students will be able to:***CONNECTIONS**

-
- Complete basic mathematical functions in the target language.
 - Read and recite poetry in the target language.
 - Obtain geographic information from printed maps, travel guides and internet resources.

*Students will be able to:***COMMUNITIES**

-
- Apply knowledge of the target language and culture beyond the classroom setting.

Students will be able to:

COMMUNICATIONS

- Perform level I and II benchmarks.
- Suggest possible solutions to a problem.
- Discuss personal feeling and ideas to persuade someone to consider an alternate viewpoint.
- Use rephrasing, summarization, or elaboration to substantiate opinions or express ideas and emotions.
- Share personal discussions to literary texts.
- Analyze the aesthetic qualities of works of art and film.
- Analyze moral and philosophical points of view.
- Comprehend narration in present, past and future.
- Comprehend and audio and video texts.
- Understand telephone conversation and written correspondence.
- Narrate in present, past, future, and conditional tenses.
- Ask and respond to questions to clarify information concerning various topics. (*political and social issues, environmental issues, future plans, careers, health issues, current events, stereotypes*)
- Critique stories, plays, movies or other form of literature.
- Present on planned activities or cultural topics.
- Read, listen to and or write a variety of documents. (*news articles, short stories, flyers, advertisements, literature*)
- Begin journal writing.
- Understand concepts and familiar details. (*comparatives, superlatives, double object pronouns, compound tenses, command forms, relative pronouns, complex sentence patterns*)

Students will be able to:

CULTURES

- Perform level I and II benchmarks.
- Identify and use verbal and non verbal cues appropriate to the target culture in a variety of situations.
- Identify interactions, patterns of social behavior, social norms, customs, holidays, and special events that are typical of the target culture, and discuss how they reflect language and cultural perspectives.
- Identify significant political, military and intellectual figures and describe how they shaped historical events and/or the target cultures perspectives.
- Describe the relationship between social establishments such as schools, religions, and governments and the perspectives of the target cultures.
- Participate in cultural activities. (*hotels, services, museums, traditional ceremonies*)

*Students will be able to:***COMPARISONS**

- Perform level I and II benchmarks
- Give examples of ways in which the target language differs from/is similar to English.
- Analyze examples of how authors in the target cultures view the role of the United States and other countries.
- Compare, contrast, and present the treatment of controversial issues in both the target culture and their own culture
- Recognize grammatical categories such as tense, gender and agreement in the target language and English.
- Analyze differences and similarities between the writing systems of both languages.
- Identify and discuss cultural characteristics of the target culture and compare and contrast to cultural characteristics of their own culture.
- Analyze how idiomatic expressions work in both languages.

*Students will be able to:***CONNECTIONS**

- Perform level I and II benchmarks.
- Memorize passages and dialogue in the target language.
- Obtain information and knowledge related to other disciplines from sources in the target language.

*Students will be able to:***COMMUNITIES**

- Apply knowledge of the target language and culture beyond the classroom setting.

Students will be able to:

COMMUNICATIONS

- Greet and respond to greetings.
- Speak with accurate pronunciation and modulation.
- Introduce and respond in introductions.
- Exchange information and knowledge.
- Express likes and dislikes.
- Express needs and emotions.
- Ask and respond to questions to clarify information on a variety of topics such as time, weather, dates, family, school, health, age, sports and leisure, physical descriptions, clothing, food and drink, colors, and public buildings.
- Share personal reactions to texts and poetry.
- Initiate, sustain, and close a conversation.
- Discuss national, international, and current events.
- Follow directions in classroom commands.
- Make and respond to requests.
- Read or listen to and interpret signs, simple stories, poems, menus, advertisements, itineraries, schedules, weather reports, and music.
- Describe people, places and things.
- Write lists and short notes.
- Begin to present information in complete sentences and paragraph form.
- Understand concepts and familiar details. (*gender and number, formal vs. informal, agreement, cognates, contractions, personal “a”, alphabet, verb conjugation patterns, and subject pronouns*)

Students will be able to:

CULTURES

- Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines and other daily activities.
- Participate in cultural activities such as; games, celebrations, story telling, and dramatizations.
- Identify distinctive cultural aspects of the target language presented in stories, films and photographs.
- Identify distinctive cultural products from the target culture such as toys, clothes, foods, currencies, traditional crafts, and musical instruments.
- Identify distinctive contributions made by people in the target language.
- Demonstrate knowledge of the target culture’s geography by naming features such as rivers, mountains, cities and climate.
- Identify patterns of social behavior that are typical of the target culture.
- Interact appropriately in social and cultural activities such as exchanges in a restaurant or café.
- Identify important historical events in the target culture.

*Students will be able to:***COMPARISONS**

- Give examples of ways in which the target language differs from/is similar to English.
- Give examples of borrowed and loaned words.
- Identify phonetic characteristics of the target language and compare and contrast them with English phonetics.
- Identify words in the target language that are used frequently in English.
- Recognize grammatical categories such as tense, gender and agreement in the target language and English.
- Analyze differences and similarities between the writing systems of both languages.
- Describe patterns of behaviors of the target culture, such as celebrations, and compare/contrast them with those of their own culture.
- Identify and discuss cultural characteristics of the target culture and compare and contrast to cultural characteristics of their own culture.
- Analyze how idiomatic expressions work in both languages.

*Students will be able to:***CONNECTIONS**

- Complete basic mathematical functions in the target language.
- Read and recite poetry in the target language.
- Obtain geographic information from printed maps, travel guides and Internet resources.

*Students will be able to:***COMMUNITIES**

- Apply knowledge of the target language and culture beyond the classroom setting.

Students will be able to:

COMMUNICATIONS

-
- Perform level I benchmarks.
 - Read and discuss articles in a magazine, journal, or newspaper and understand main ideas.
 - Read a short story understanding characters and theme.
 - Narrate in present, preterit, imperfect and immediate future.
 - Ask and respond to questions to clarify information concerning transportation, travel, professions and work, food, meals, daily routines, personal hygiene, fashion, extracurricular activities, places, events, social relationships, and memories.
 - Exchange opinions about people, activities or events.
 - Write letters requesting specific information.
 - Write reviews about a story, play, movie or other form of literature
 - Write notes and letters in the target language.
 - Give presentations on planned activities or cultural topics.
 - Read or listen to and interpret:
 - News articles, magazines, short stories, flyers, advertisements of increasing complexity.
 - Simulate a telephone conversation in the language lab.
 - Comprehend oral communication using technology.
 - Understand concepts and familiar details: conjugation of verbs and verb tenses, word order, pronouns, prepositions.

Students will be able to:

CULTURES

-
- Perform level I benchmarks.
 - Identify interactions, patterns of social behavior, social norms, customs, holidays, and special events that are typical of the target culture, and discuss how they reflect language and cultural perspectives.
 - Identify artistic styles in the target culture and discuss and evaluate the work.
 - Participate in cultural activities such as; restaurant, doctors office, airport, travel, grocery store, department store.
 - Demonstrate knowledge of the target culture's geography by naming features such as rivers, mountains, cities and climate.
 - Identify patterns of social behavior that are typical of the target culture.
 - Identify important historical events in the target culture.
 - Identify, on maps and globes, the locations and major geographic features of countries where the target language is or was used.

*Students will be able to:***COMPARISONS**

- Give examples of ways in which the target language differs from/is similar to English.
- Give examples of borrowed and loaned words.
- Identify phonetic characteristics of the target language and compare and contrast them with English phonetics.
- Identify words in the target language that are used frequently in English.
- Recognize grammatical categories such as tense, gender and agreement in the target language and English.
- Analyze differences and similarities between the writing systems of both languages.
- Describe patterns of behaviors of the target culture, such as celebrations, and compare/contrast them with those of their own culture.
- Identify and discuss cultural characteristics of the target culture and compare and contrast to cultural characteristics of their own culture.
- Analyze how idiomatic expressions work in both languages.

*Students will be able to:***CONNECTIONS**

- Complete basic mathematical functions in the target language.
- Read and recite poetry in the target language.
- Obtain geographic information from printed maps, travel guides and internet resources.

*Students will be able to:***COMMUNITIES**

- Apply knowledge of the target language and culture beyond the classroom setting.

Students will be able to:

COMMUNICATIONS

- Perform level I and II benchmarks.
- Suggest possible solutions to a problem.
- Discuss personal feeling and ideas to persuade someone to consider an alternate viewpoint.
- Use rephrasing, summarization, or elaboration to substantiate opinions or express ideas and emotions.
- Share personal discussions to literary texts.
- Analyze the aesthetic qualities of works of art and film.
- Analyze moral and philosophical points of view.
- Comprehend narration in present, past and future.
- Comprehend and audio and video texts.
- Understand telephone conversation and written correspondence.
- Narrate in present, past, future, and conditional tenses.
- Ask and respond to questions to clarify information concerning various topics. (*political and social issues, environmental issues, future plans, careers, health issues, current events, stereotypes*)
- Critique stories, plays, movies or other form of literature.
- Present on planned activities or cultural topics.
- Read, listen to and or write a variety of documents. (*news articles, short stories, flyers, advertisements, literature*)
- Begin journal writing.
- Understand concepts and familiar details. (*comparatives, superlatives, double object pronouns, compound tenses, command forms, relative pronouns, complex sentence patterns*)

Students will be able to:

CULTURES

- Perform level I and II benchmarks.
- Identify and use verbal and non verbal cues appropriate to the target culture in a variety of situations.
- Identify interactions, patterns of social behavior, social norms, customs, holidays, and special events that are typical of the target culture, and discuss how they reflect language and cultural perspectives.
- Identify significant political, military and intellectual figures and describe how they shaped historical events and/or the target cultures perspectives.
- Describe the relationship between social establishments such as schools, religions, and governments and the perspectives of the target cultures.
- Participate in cultural activities. (*hotels, services, museums, traditional ceremonies*)

*Students will be able to:***COMPARISONS**

- Perform level I and II benchmarks
- Give examples of ways in which the target language differs from/is similar to English.
- Analyze examples of how authors in the target cultures view the role of the United States and other countries.
- Compare, contrast, and present the treatment of controversial issues in both the target culture and their own culture
- Recognize grammatical categories such as tense, gender and agreement in the target language and English.
- Analyze differences and similarities between the writing systems of both languages.
- Identify and discuss cultural characteristics of the target culture and compare and contrast to cultural characteristics of their own culture.
- Analyze how idiomatic expressions work in both languages.

*Students will be able to:***CONNECTIONS**

- Perform level I and II benchmarks.
- Memorize passages and dialogue in the target language.
- Obtain information and knowledge related to other disciplines from sources in the target language.

*Students will be able to:***COMMUNITIES**

- Apply knowledge of the target language and culture beyond the classroom setting.

Students will be able to:

SINGING

- Sing independently with attention to intonation (singing in tune), maintaining steady beat, producing a full and age appropriate vocal tone, using precise diction and appropriate singing posture.
- Practice singing expressively with appropriate dynamics, phrasing and interpretation.
- Be introduced to the mechanisms of vocal production and breath support.
- Perform varied choral repertoire representing various genres, style, cultures, historical periods and languages.
- Perform music in at least 2 (usually 3) vocal parts, with and without accompaniment.
- Performance opportunities are provided for both solo and ensemble singing. Two Choral concerts per year, along with multiple pep rally performances and special ceremonies. Daily rehearsals will improve ensemble singing skills, including blend, balance and responding to a conductor.

Students will be able to:

READING AND NOTATION

- Be introduced to and practice the ‘moveable Do’ solfege system. Beginning level pedagogy starts with basic Do, Re, Mi, Fa So, La, and Ti.
- Re-inforce knowledge of basic rhythm, whole notes through 16th notes including dotted and triplet rhythms.
- Be introduced to and practice reading simple melodies in simple key signatures, up to 5 accidentals primarily in treble clef.
- Be encouraged and be given the opportunity to sight-read basic repertoire by the middle of the sophomore year.

Students will be able to:

IMPROVISATION AND COMPOSITION

- Be introduced to and follow basic (I-V-I and I-IV-V-I) harmonic progressions as the foundation for improvising melodies.
- Write/compose simple rhythmic and melodic patterns, after they have mastered concepts at oral and aural levels. (*Grades 11-12*)

Students will be able to:

CRITICAL RESPONSE

- Listen, perceive, describe and respond to basis elements of music, including meter, tempo, pitch, texture, dynamics, style and form, primarily through concert performance repertoire.
- Listen to and describe aural examples from various genres, cultures and historical periods, primarily through concert performance repertoire.
- Develop musical vocabulary and use appropriate terminology to describe musical performances.
- Critique their own performances, both in daily class activities and after major performances through video and audio tapes.

*Students will be able to:***SINGING**

- Sing independently with attention to intonation (singing in tune), maintaining a steady beat, producing a full and age appropriate vocal tone. Using precise diction and appropriate singing posture have become automatic components of performance. Singing expressively with appropriate dynamics, phrasing and interpretation become student initiated behaviors by their junior year.
- Practice and understand the mechanisms of vocal production and breath support.
- Perform varied choral repertoire representing various genres, style, cultures, historical periods and languages, including a major work at year's end.
- Perform music in 4 or more vocal parts, with and without accompaniment.
- Practice singing alone and with others. Performance opportunities are provided for both solo and ensemble singing. Two Choral concerts per year, along with multiple pep rally performances and special ceremonies. Many additional performances in community for this choir. Daily rehearsals will improve well-developed ensemble singing skills. Blend, balance and responding to a conductor have become automatic components of rehearsal and performance practices by the sophomore year.
- Select Choir Only — Students sing independently (one on a voice part) as members of a vocal ensemble, in practice and performance.

*Students will be able to:***READING AND NOTATION**

- Continue to practice 'moveable Do' solfege system. Melodic diatonic sight-reading is practiced in major and minor tonalities, including more difficult intervals.
- Continue to practice sight reading rhythm syllables in both duple and triple meters. Rhythmic content spans from whole note to 16th notes and rests and include mixed meter.
- Have mastered sight reading simple melodies in simple keys (F,G,C) and continue reading more difficult exercises in various key signatures, in bass and treble clefs.
- Infer learning from sight-reading exercises and learn much of concert repertoire through reading.

*Students will be able to:***IMPROVISATION AND COMPOSITION**

- Sing I-V-I and I-I V-V-I harmonic progressions. Beginning melodies are improvised over a given chord progression.
- Write/compose simple rhythmic and melodic patterns, after they have mastered concepts at oral and aural levels.

*Students will be able to:***CRITICAL RESPONSE**

- Listen, perceive, describe and respond to basis elements of music, including meter, tempo, pitch, texture, dynamics, style and form, primarily through concert performance repertoire.
- Listen to and describe aural examples from various genres, cultures and historical periods, primarily through concert performance repertoire.
- Develop musical vocabulary and use appropriate terminology to describe musical performances.
- Critique their own performances, both in daily class activities and after major performances through video and audio tapes.

Students will be able to:

SINGING

- Develop basic use of their singing voice, through singing (whenever feasible) their individual instrument parts.

Students will be able to:

READING AND NOTATION

- Sight-read warm-up exercises in daily rehearsal.
- Demonstrate fluency when sight reading accurately, music with a difficulty level of 4 by their junior year.
- Demonstrate the ability to define and execute standard notation markings of expression, dynamics, and articulation.
- Demonstrate mastery of their primary instrument in 8 keys by their junior year. (*progress charts are updated for all students at least twice per year*)
- Demonstrate comfortable execution of complex rhythms and meters.

Students will be able to:

PLAYING INSTRUMENTS

- Demonstrate quality tone production through use of good embouchure, body posture, breath control, and hand position.
- Demonstrate musical independence by performing individual parts within complex musical textures.
- Demonstrate competence in using appropriate articulation, dynamics, and phrasing.
- Demonstrate the ability to maintain awareness of the performance of their fellow band members, as well as the directives of the conductor.
- Perform diverse musical styles and genres with confidence.
- Demonstrate strong performance endurance and fluency of range.

Students will be able to:

IMPROVISATION AND COMPOSITION

- Demonstrate an ability to improvise in a range of styles. (*Jazz ensemble participants*)
- Compose introductions and endings to the repertoire performed when appropriate. (*Jazz ensemble participants*)
- Perform in concerto and improvise at least a part of their cadenza. (*Students in the band who demonstrate superior ability*)

Students will be able to:

CRITICAL RESPONSE

- Demonstrate a sound ability to critique a musical performance and make noticeable musical improvements. This is accomplished through making recordings of rehearsals on a regular basis and listening as a class.

*Students will be able to:***SINGING**

- Demonstrate an ability to sing basic major and minor melodies using solfege.
- Demonstrate an ability to sing rhythms. (*ta, ti-ti, tiki-tiki*)

*Students will be able to:***READING AND NOTATION**

- Develop and demonstrate a thorough knowledge of basic grand staff notation, key signatures (up to 5 accidentals major and minor), rhythmic notation (up to 16th notes including dotted rhythms)
- Practice reading rhythms on a frequent basis.
- Demonstrate the ability to read simple melodies in major and minor modes.
- Learn to follow musical scores from melody plus accompaniment up to chamber orchestra works.

*Students will be able to:***PLAYING INSTRUMENTS**

- Perform simple pieces of music on keyboard, and on guitar, both as part of an ensemble, and alone in order to demonstrate competence.

*Students will be able to:***IMPROVISATION AND COMPOSITION**

- Practice composition assignments in class in order to learn about various rhythmic, stylistic, and melodic aspects of a variety of musical styles.
- Demonstrate an ability to improvise modal melodies over an ostinato provided by fellow students.
- Demonstrate an knowledge of harmonic progression by writing a basic four part chorale. (*advanced students*)

*Students will be able to:***CRITICAL RESPONSE**

- Listen, perceive, describe and respond to basic elements of music
- Develop musical vocabulary and use appropriate terminology to describe music performances.
- Learn critical thinking skills through a study of particular musical periods from various cultures and times. Students demonstrate these skills by writing stylistic and structural analyses of music from those periods studied.

INTRODUCTION TO ART

*Students will be able to:***METHODS, MATERIALS, AND TECHNIQUES**

-
- Use a variety of drawing media.
 - Create two-dimensional artwork using a variety of media and techniques.
 - Create three-dimensional artwork using clay.
 - Learn and use appropriate vocabulary.
 - Take care of tools and use them safely.
 - Take care of workspace.

*Students will be able to:***ELEMENTS OF ART AND PRINCIPLES OF DESIGN**

-
- Identify line and recognize varied line quality.
 - Use various types of lines in drawing. (*contour, calligraphic*)
 - Identify positive and negative space.
 - Explore ways to create space. (*flat, shallow, deep space, perspective*)
 - Identify geometric, free-form and organic shapes.
 - Identify and use implied and actual texture.
 - Create value using hatching, cross-hatching and stipple.
 - Understand basic form and show form on a drawn object.
 - Understand basic form and show form in sculpted objects.
 - Understand and create a color wheel including primary and secondary colors and color value.
 - Explore composition and create emphasis in a painting.

*Students will be able to:***OBSERVATION, ABSTRACTION,
INVENTION, AND EXPRESSION**

-
- Create artwork from direct observation.
 - Create artwork that explores abstraction.

*Students will be able to:***DRAFTING, REVISING, AND EXHIBITING**

-
- Introduce how to discuss aspects of a piece of artwork.
 - Keep a sketchbook.

*Students will be able to:***CRITICAL RESPONSE AND AESTHETICS**

-
- Discuss the elements of art in pieces of artwork.
 - Discuss the meaning of artwork as it pertains to personal interpretation. (*aesthetics*)

*Students will be able to:***METHODS, MATERIALS, AND TECHNIQUES**

- Use a variety of drawing, painting, printmaking, and computer graphics media.
- Use a variety drawing, painting, printmaking, and digital software tools.
- Create two-dimensional artwork using an expanded range of media and techniques.
- Use computer for reference.
- Use the art industry standard Mac platform computers.
- Use the art industry standard Adobe Photoshop graphics program and Macromedia Dreamweaver for Web design.

*Students will be able to:***ELEMENTS OF ART AND PRINCIPLES OF DESIGN**

- Draw from observation showing 3-D form and space.
- Understand and explore color schemes including monochromatic, analogous, and complimentary color.
- Create composition showing emphasis, repetition and unity.
- Create work that demonstrates how elements of art can show mood.

*Students will be able to:***OBSERVATION, ABSTRACTION,
INVENTION, AND EXPRESSION**

- Create artwork from direct observation.
- Create artwork that shows abstraction.

*Students will be able to:***DRAFTING, REVISING, AND EXHIBITING**

- As a class, conduct discussions about art and critique.
- Keep a sketchbook showing development of ideas.
- Produce work that shows craftsmanship.
- Demonstrate the ability to conceptualize, organize and complete a piece of work.
- Demonstrate the ability to exhibit a completed piece of artwork through presentation, matting techniques, framing, lighting, and hanging.

*Students will be able to:***CRITICAL RESPONSE**

- Discuss the elements of art in pieces of artwork.
- As a class, critique a piece of artwork.
- Discuss the aesthetic significance of artwork as it pertains to personally significant connections to each individual student and his or her own life experience.

*THREE-DIMENSIONAL ART**Students will be able to:***METHODS, MATERIALS, AND TECHNIQUES**

- Use a variety of ceramics, glass, and metalsmithing media and techniques.
- Create three-dimensional artwork using an expanded range of media and techniques.
- Use computer for reference.
- Use the design art industry standard Mac platform computers.

*Students will be able to:***ELEMENTS OF ART AND PRINCIPLES OF DESIGN**

- Sculpt from observation showing three-dimensional form and space.
- Understand and explore two-dimensional elements and principles of design as they apply to design for both stained glass and jewelry.
- Create composition showing emphasis, repetition and unity.
- Create three-dimensional work that demonstrates how elements and principles of art can be applied to ceramic sculpture in modeling, hand-building, slab-construction, and wheel-thrown forms.

OBSERVATION, ABSTRACTION, INVENTION, AND EXPRESSION*Students will be able to:*

- Create three-dimensional artwork from direct observation. (*self-portrait sculpture busts with mirrors*)
- Create three-dimensional artwork that shows abstraction in hand-built, slab-constructed, and wheel-thrown ceramics forms.
- Create three-dimensional artwork that shows abstraction in stained glass design and production.
- Create three-dimensional artwork that shows abstraction in metalsmithing jewelry design in chain mail, copper forming and etching, and sterling silver pendant design and production.

*Students will be able to:***DRAFTING, REVISING, AND EXHIBITING**

- As a class, conduct discussions about art and critique.
- Keep a sketchbook showing development of ideas and important technical and safety procedures as they apply to each material
- Produce work that shows craftsmanship.
- Demonstrate the ability to conceptualize, organize and complete a piece of work.
- Demonstrate the ability to exhibit a completed piece of artwork through presentation, mounting techniques, lighting, and exhibition.

*Students will be able to:***CRITICAL RESPONSE AND AESTHETICS**

- Discuss the elements of art in pieces of artwork.
- As a class, critique a piece of artwork.
- Discuss the aesthetic significance of artwork as it pertains to personally significant connections to each individual student and his or her own life experience.

*Students will be able to:***METHODS, MATERIALS, AND TECHNIQUES**

- Create a series of work exploring a single subject.
- Create art work showing a choice of media for a specific effect.
- Show proficiency in a single medium or technique.
- Explore a medium to produce a body of work that relates to student's own personal perspective or point of view that shows unity in concept.

*Students will be able to:***ELEMENTS OF ART AND PRINCIPLES OF DESIGN**

- Demonstrate an understanding of the principles of design.
- Create art work showing an understanding of design.

**OBSERVATION, ABSTRACTION,
INVENTION, AND EXPRESSION**

Students will be able to:

- Create artwork showing a personal style.
- Demonstrate the ability to portray emotions and personality in drawing and painting style through exploration and experimentation of approach through use of a wide range of materials.

*Students will be able to:***DRAFTING, REVISING, AND EXHIBITING**

- Demonstrate the ability to develop an idea responding to criticism and self-assessment.
- Keep a sketchbook showing development of ideas and a progression of ideas and skills as well as a number of sketchbook drawing assignments that students use to keep as a daily record of their drawing practices.
- Prepare artwork for exhibition through professional execution of matting, framing, lighting, and hanging techniques.
- Prepare artwork for a professional portfolio through digital documenting, mounting, and boxing. (*clam-shell portfolio case hand constructed for art college admissions*)

*Students will be able to:***CRITICAL RESPONSE**

- Discuss the elements and principles of art in pieces of artwork as they pertain to mastery and personal exploration.
- Critique a piece of artwork based on the use of the elements and principles of design as well as the intent for successful communication to a chosen audience.

Students will be able to:

GROWTH AND DEVELOPMENT

- Design an exercise plan for their needs at this stage in life.

Students will be able to:

PHYSICAL ACTIVITY AND FITNESS

- Demonstrate skills used in lifetime fitness and team sports.
- Demonstrate a knowledge of rules and strategies for team and individual activities.
- Demonstrate proper warm ups before participating in any physical activity.
- Demonstrate proper techniques in an introduction to free weights and machine weights.
- Learn how to properly complete an aerobic workout including target and resting heart rates.
- Design a personal fitness program for their current needs that includes strength training and aerobic components.
- Demonstrate knowledge of cooperation, sportsmanship and safety during team and individual activities.
- Learn the different components of physical fitness and the effect exercise has on each one (cardiovascular endurance, muscular endurance, muscular strength and Body Mass Index (BMI)).
- Create dance or aerobic activities as an individual or a group.
- Develop motor skills through practice drills before game activities.
- Identify major skeletal and gross muscular components of the body.

Students will be able to:

NUTRITION

- Identify factors that affect a person's body type.
- Identify the environmental factors that affect a person's diet. (family schedules, habits and resources)
- Record and analyze an individual's diet over a three-day period.
- Compare their diets to the MyPyramid.
- Identify weakness in their diets compared to the recommended daily allowance.
- List foods that could be eaten to improve general health.
- Identify the role nutrients play in our diets.
- Identify foods high in fats and list the diseases associated with high fat food content.
- Compare and contrast food labels and restaurant menus.
- Compare and discuss the dangers of fad diets.
- Identify a variety of cultural diets and customs pertaining to food.

Students will be able to:

MENTAL HEALTH

- Develop self-esteem in the achievement of physical, social, and emotional goals.
- Analyze various emotions and healthy ways to express them.
- Demonstrate examples of various forms of defense mechanisms.
- Identify major life stressors vs. minor life stressors.
- Identify the three stages of the stress process.
- Identify diseases associated with stress.
- Demonstrate positive means of dealing with stress.
- Identify major mental health illness and signs.
- List the warnings signs of risk suicide.
- Identify various people and agencies to help a suicidal person.

Students will be able to:

FAMILY LIFE

- Identify values, characteristics and traits that are important in developing strong, healthy relationships.
- Demonstrate respect for diverse cultural backgrounds.

Students will be able to:

INTERPERSONAL RELATIONSHIPS

- Develop acceptance of student differences to work with others toward a team or group goal.
- Develop positive attitudes toward other students with different physical abilities and limitations.
- Identify and demonstrate appropriate techniques for dealing with anger.
- Demonstrate food and bad communication in strong, healthy relationships.
- Demonstrate refusal skills.
- Identify personally important qualities in friendships and why these are important.
- Identify personally important qualities in relationships and why these are important.
- Identify the components of a good relationship as well as a bad.
- Identify the five stages of grief and coping strategies.
- Demonstrate good decision making skills.
- Demonstrate qualities of necessary leadership skills in order to create teamwork.
- Identify individual leadership characteristics.

Students will be able to:

DISEASE PREVENTION AND CONTROL

- Learn the effects of active and sedentary lifestyles on future health (obesity, cardiovascular disease, hypertension, diabetes).
- Identify behaviors that impact health positively and negatively.
- Explain the proper techniques in self-examination to detect disease.
- Identify the leading cause of death for various age groups.
- Identify the leading health behaviors that contribute to the leading causes of death.

Students will be able to:

SAFETY AND INJURY PREVENTION

- Recognize possible safety concerns in an athletic environment.
- Define date and acquaintance rape.
- List resources for help in dealing with date and acquaintance rape.
- Explain the connections between accidents and injuries, including the importance of using seatbelts.
- Evaluate home safety conditions, including the presence and proper use of smoke detectors and fire extinguishers.
- Describe safe practice precautions when entering an emergency situation.
- Demonstrate appropriate first aid for stings, bites, broken bones, bleeding, choking, shock, poisoning, burns, and cardiac arrest.
- Describe symptoms and procedures of sudden illness conditions.
- Identify and demonstrate the proper use of an Automated External Defibrillator (AED).

Students will be able to:

TOBACCO, ALCOHOL AND OTHER SUBSTANCE USE/ABUSE PREVENTION

- Describe the effects of multiple drug usage and the increased negative effects on the body.
- Compare and contrast physical and psychological addiction.
- Explain the consequences of driving under the influence of alcohol and other drugs.
- Demonstrate good communication and coping strategies in dealing with peer pressure.

Students will be able to:

ECOLOGICAL HEALTH

- Understand environmental factors that may effect performance of physical activity. (direct sun, dehydration, high humidity,

Students will be able to:

REPRODUCTION/SEXUALITY

- Identify the components of the male and female reproductive systems.
- Describe the function of the reproductive system.
- Describe proper care of the reproductive system including self-examination.
- Articulate value, characteristics, and expectations that students expect in relationships.
- Identify various forms of birth control and how they work.
- Describe the pros and cons of all forms of birth control, especially abstinence.
- Identify individual values and morals.
- Identify high-risk behaviors as well as contributing factors to high-risk behaviors.
- Identify various sexually transmitted infections (STI) and the health implications associated with them.
- Identify the impact of HIV/AIDS on the community, medical resources, and family.
- Identify the developmental stages of pregnancy.
- Identify the stages of labor and delivery.
- Identify the various forms of communication styles.

Students will be able to:

CONSUMER HEALTH AND RESOURCE MANAGEMENT

- Identify and utilize various forms of print and electronic references to gather information and identify resources available on health issues.
- Identify advertising techniques that influence teen behaviors.