

CAMBRIDGE PUBLIC SCHOOLS LEARNING EXPECTATIONS

6/14/2005

STRAND	STANDARD	Grade 9	Grade 10	Grade 11	Grade 12
Language Strand	Standard 1: Discussion Students will use agreed-upon rules for informal and formal discussions in small and large groups.	Develop, apply, & practice protocols for productive group discussion	Develop, practice, & apply Socratic seminar methods	Building upon protocols used in 9 th & 10 th grads, students learn to distinguish between formal & informal group discussion protocols & recognize when to use them	Building upon protocols used in 9 th & 10 th grads, students learn to distinguish between formal & informal group discussion protocols & recognize when to use them
	Standard 2: Questioning, Listening, & Contributing Students will pose questions, listen to ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.	Summarize & respond in a coherent & organized way to information & ideas learned from a focused discussion	Summarize & respond in a coherent & organized way to information & ideas learned from a focused discussion	Use metacognitive strategies to analyze & monitor group & personal responses to a complex text & related complex questions	Use metacognitive strategies to analyze & monitor group & personal responses to a complex text & related complex questions
	Standard 3: Oral Presentation Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.	Based on a set of rubrics, analyze & deliver effective speeches for a variety of purposes & audiences	Based on a set of rubrics, analyze & deliver effective speeches for a variety of purposes & audiences	Deliver formal presentations for particular audiences using clear enunciation & appropriate organization, gestures, tone & vocabulary	Deliver formal presentations for particular audiences using clear enunciation & appropriate organization, gestures, tone & vocabulary. Create & deliver a culminating project for a real audience.

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	<p>Standard 4: Vocabulary & Concept Development Students will understand and acquire new vocabulary and use it correctly in reading and writing.</p>	Using appropriate reference materials, mythology & knowledge of other cultures & literature, students will acquire new vocabulary.	Using appropriate reference materials, mythology & knowledge of other cultures & literature, students will acquire new vocabulary.	Develop a means of accessing nuanced vocabulary, i.e., they will realize that their writing & oral language need to be more colorful & precise.	Develop a means of accessing nuanced vocabulary, i.e., they will realize that their writing & oral language need to be more colorful & precise.
	<p>Standard 5: Structure & Origins of Modern English Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.</p>	Identify simple, compound, complex, and compound-complex sentences and be able to punctuate them correctly.	Understand how different sentence structures suggest the relationship and relative importance of ideas.	Identify, describe, and apply all conventions of standard English.	Identify, describe, and apply all conventions of standard English.
	<p>Standard 6: Formal & Informal English Students will describe, analyze, and use appropriately formal and informal English.</p>	Differentiate and use language appropriate to the setting and audience.	Differentiate and use language appropriate to the setting and audience.	Analyze the influences of standard English and dialect in speech, writing, and literature.	Analyze the influences of standard English and dialect in speech, writing, and literature.

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Reading & Literature Strand	Standard 7: Beginning Reading Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.	Understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.	Students will understand the nature of written English and the relationship of letters and spelling patterns to the sound of speech.	Understand the nature of written English and the relationship of letters and spelling patterns to the sound of speech.	Understand the nature of written English and the relationship of letters and spelling patterns to the sound of speech.
	Standard 8: Understanding a Text Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.	For literary texts: identify imagery, symbols, and themes and give supporting evidence from the text. For expository texts: analyze the logic underlying an author's argument or presentation of information	For increasingly complex literary texts: identify imagery, symbols, and themes and five supporting evidence from the text. For increasingly complex expository texts, analyze the logic and rhetorical technique underlying an author's argument or presentation of information.	Identify the range of narrative points of view in literary works. Analyze and evaluate the logic, use of evidence, and narrative techniques in an author's argument in increasingly complex texts.	Identify the range of narrative points of view in literary works. Analyze and evaluate the logic, use of evidence, and narrative techniques in an author's argument in increasingly complex texts.
	Standard 9: Making Connections Students will deepen their understanding of a literary or non-literary work by relating it to its	Relate a literary work to students' personal experience, personal identity, and current events.	Relate a literary work to primary source documents of its literary period or historical setting.	Relate a literary work to the seminal ideas of its time and those of the present.	Relate a literary work that is of personal interest to the seminal ideas of its time and those of the present.

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	contemporary context or historical background.				
	<p>Standard 10: Genre Students will identify, analyze, and apply knowledge of the characteristics of different genres.</p>	Recognize and identify the various characteristics of genres; short story, novel, drama, personal and persuasive and expository essay, autobiography, and poetry.	Compare and contrast the presentation of a theme or topic across genres to explain how the selection of genre shapes the message.	Recognize and identify the various characteristics of genres; tragedy, allegory, and fantasy that overlap or cut across the lines of genre classification.	Recognize and identify the various characteristics of genres; realism, comedy, satire that overlap or cut across the lines of genre classification.
	<p>Standard 11: Theme Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.</p>	Identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.	Apply the concept that all text has a communicative purpose; students will provide support from the text to defend their ideas of what that communicative purpose is.	Analyze texts that explore multiple or universal themes.	Analyze and compare texts that explore multiple of universal themes.
	<p>Standard 12: Fiction Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.</p>	Locate and analyze elements in fiction such as point of view, foreshadowing, and irony.	Locate and analyze such elements in fiction as mood, tone, and style.	Analyze, evaluate, and apply knowledge of how authors use techniques and elements in fiction for rhetorical and aesthetic purposes.	Analyze, evaluate, and apply knowledge of how authors use techniques and elements in fiction for rhetorical and aesthetic purposes.

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	<p>Standard 13: Nonfiction Students will identify, analyze and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.</p>	<p>Identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.</p>	<p>Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.</p>	<p>Analyze and evaluate the logic, use of evidence, and narrative techniques in an author's argument and evaluate their effectiveness.</p>	<p>Analyze and evaluate the logic, use of evidence, and narrative techniques in an author's argument and evaluate their effectiveness.</p>
	<p>Standard 14: Poetry Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.</p>	<p>Identify, respond to, and analyze the effects of sound and figurative language; --sound (alliterations, onomatopoeia, rhyme scheme, consonance, assonance); (personification, metaphor; simile, hyperbole, symbolism).</p>	<p>Identify, respond to, and analyze the effects of form and dramatic structure of poems; --form (ballad, sonnet, heroic couplets); --dramatic structure.</p>	<p>Engage in exploration of particular authors, movements, or themes in poetry.</p>	<p>Engage in exploration of particular authors, movements, or themes in poetry.</p>

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	<p>Standard 15: Style & Language Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.</p>	Understand how an author's choice of words and sentence variety contributes to the overall meaning.	Understand how an author's choice of words and sentence variety contributes to the overall meaning.	Analyze and compare style and language in contemporary cross-cultural literary works.	Analyze and compare style and language in contemporary cross-cultural literary works.
	<p>Standard 16: Myth, Traditional Narrative, & Classical Literature Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.</p>	Analyze the archetypal characters, structures and themes of classical Greek drama, cross cultural myths and legends, and epic poetry.	Analyze the archetypal characters, structures and themes of classical Greek drama, cross cultural myths and legends, and epic poetry.	Analyze the influence of mythic, traditional, or classical literature and archetypes on later literature and film.	Analyze the influence of mythic, traditional, or classical literature and archetypes on later literature and film.
	<p>Standard 17: Dramatic Literature Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.</p>	Identify and analyze how dramatic conventions work together to create meaning in a dramatic text.	Identify and analyze how dramatic conventions work together to create meaning in a dramatic text.	Identify and analyze types of dramatic literature.	Identify and analyze types of dramatic literature.
	<p>Standard 18: Dramatic Reading & Performance Students will plan and present dramatic readings, recitations, and performances that demonstrate</p>	Render meaningful performances consistent with a text and based on established	Render dramatic text effectively, meeting standards set forth.	Perform either formally or informally, scenes from drama.	Perform either formally or informally, scenes from drama.

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	appropriate consideration of audience and purpose.	rubrics.			

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Composition Strand	<p>Strand 19: Writing Students will write with a clear focus, coherent organization, and sufficient detail.</p>	<p>Write a personal memoir/narrative with a definite mood or tone. Write well-organized essays (persuasive, literary, personal) that reflect standards for a clear focus, logical development, effective use of detail, and variety in sentence structure.</p>	<p>Write a personal memoir/narrative with a definite mood or tone. Write well-organized essays (persuasive, literary, personal) that reflect standards for a clear focus, logical development, effective use of detail, and variety in sentence structure. One literary analysis should compare/contrast one or more aspects of two literary works. Write a formal position paper, using logical organization and effective supporting evidence drawn from research.</p>	<p>Write coherent compositions with a clear focus, objective presentation of opposite views, rich detail, well-developed paragraphs, and logical argumentation. Write a work of literature, using the conventions of that specific genre.</p>	<p>Write coherent compositions with a clear focus, objective presentation of opposite views, rich detail, well-developed paragraphs, and logical argumentation. Write a work of literature, using the conventions of that specific genre.</p>
	<p>Standard 20: Consideration of Audience &</p>	<p>Use of different levels of formality,</p>	<p>Use of different levels of formality,</p>	<p>Use effective techniques when</p>	<p>Use effective techniques when</p>

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	<p>Purpose Students will write for different audiences and purposes.</p>	style, and tone when composing for different audiences.	style, and tone when composing for different audiences.	writing expressively, persuasively, or analytically.	writing expressively, persuasively, or analytically.
	<p>Standard 21: Revising Students will demonstrate improvements in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.</p>	<p>Revise to improve organization, diction, and the precision of vocabulary used. Rewrite, trying out alternative versions as necessary.</p>	<p>Revise to improve organization, diction, and the precision of vocabulary used. Rewrite, trying out alternative versions as necessary or as desired.</p>	<p>Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking who well questions of purpose, audience, and genre have been addressed. Rewrite, trying out alternative versions as necessary.</p>	<p>Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking who well questions of purpose, audience, and genre have been addressed. Rewrite, trying out alternative versions as necessary.</p>
	<p>Standard 22: Standard English Conventions Students will use knowledge of standard English conventions in their writing, revising, and editing.</p>	Use correct conventions and mechanics to communicate clearly.	Use correct conventions and mechanics to communicate clearly.	Use all conventions of standard English when writing and editing.	Use all conventions of standard English when writing and editing.
	<p>Standard 23: Organizing Ideas in Writing Students will organize ideas in writing in a way that makes sense for their purpose.</p>	Organize ideas in writing in a way that makes sense for their purpose.	Organize ideas in writing in a way that makes sense for their purpose.	Organize ideas in writing in a way that makes sense for their purpose; comparison and contrast, illustration, classification, definition, analysis, cause and effect.	Organize ideas in writing in a way that makes sense for their purpose; comparison and contrast, illustration, classification, definition, analysis, cause and effect.

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	<p>Standard 24: Research Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.</p>	<p>Formulate open-ended research questions and apply steps for; Obtaining and evaluating information from a variety of sources (including all media) Organizing information Documenting sources in a consistent and standard format. Presenting research.</p>	<p>Formulate open-ended research questions and apply steps for; Obtaining and evaluating information from a variety of sources (including all media) Organizing information Documenting sources in a consistent and standard format. Presenting research.</p>	<p>Formulate original open-ended questions to make connection to a theme, and author, or a particular interest.</p>	<p>Formulate original open-ended questions to make connection to a theme, and author, or a particular interest.</p>
	<p>Standard 25: Evaluating Writing & Presentations Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.</p>	<p>Use group-generated and expert-generated rubrics for evaluating different forms of writing.</p>	<p>Use group-generated and expert-generated rubrics for evaluating different forms of writing.</p>	<p>Use group-generated and teacher-generated rubrics for evaluating different forms of writing.</p>	<p>Use group-generated and teacher-generated rubrics for evaluating different forms of writing.</p>

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Media Strand	<p>Standard 26: Analysis of Media Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.</p>	Analyze visual and aural techniques used in media messages for a particular audience and evaluate their effectiveness in conjunction with established criteria.	Analyze visual and aural techniques used in media messages for a particular audience and evaluate their effectiveness in conjunction with established criteria.	Identify the aesthetic effects of media presentations and identify and evaluate the techniques used to create them.	Identify the aesthetic effects of media presentations and identify and evaluate the techniques used to create them.
	<p>Standard 27: Media Production Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose and medium.</p>	Create media presentations that effectively use graphics, images, and /or sound to present a distinctive point of view on a topic.	Create media presentations that effectively use graphics, images, and /or sound to present a distinctive point of view on a topic.	Create media presentations that effectively use graphics, images, and /or sound to present a distinctive point of view on a topic.	Create media presentations that effectively use graphics, images, and /or sound to present a distinctive point of view on a topic.