

SECTION 7

Related Wisconsin's Model Academic Standards

ENGLISH

A. READING AND LITERATURE

CONTENT STANDARD

Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.

A.12.1 Use effective reading strategies to achieve their purposes in reading

- Apply sophisticated word meaning and word analysis strategies, such as knowledge of roots, cognates, suffixes, and prefixes, to understand unfamiliar words
- Gather information to help achieve understanding when the meaning of a text is unclear
- Apply knowledge of expository structures, such as the deductive or inductive development of an argument, to the comprehension and evaluation of texts
- Identify propaganda techniques and faulty reasoning in texts
- Explain and evaluate the influence of format on the readability and meaning of a text - -----
- Distinguish between fact and opinion in nonfiction texts
- Consider the context of a work when determining the meaning of abbreviations and acronyms as well as the technical, idiomatic, and figurative meanings of terms

A.12.2 Read, interpret, and critically analyze literature

- Explain the structure of selected classical and contemporary works of literature, in whole and in part, from various cultures and historical periods, and illustrate ways in which authors use syntax, imagery, figures of speech, allusions, symbols, irony, and other devices in the context of history, culture, and style
- Draw on a broad base of knowledge about the universal themes of literature such as initiation, love and duty, heroism, illusion and reality, salvation, death and rebirth, and explain how these themes are developed in a particular work of literature
- Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events

- Develop, explain, and defend interpretations of complex literary works
 - Explain how details of language, setting, plot, character, conflict, point of view, and voice in a work of literature combine to produce a dominant tone, effect, or theme
 - Develop and apply criteria to evaluate the literary merit of unfamiliar works
- A.12.3** Read and discuss literary and nonliterary texts in order to understand human experience
- Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in literary and nonliterary texts
 - Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in literary and nonliterary texts
 - Identify the devices an author uses to influence readers and critique the effectiveness of their use
 - Identify philosophical assumptions and basic beliefs underlying selected texts
- A.12.4** Read to acquire information
- Apply tests of logic and reasoning to informational and persuasive texts
 - Analyze and synthesize the concepts and details encountered in informational texts such as reports, technical manuals, historical papers, and government documents
 - Draw on and integrate information from multiple sources when acquiring knowledge and developing a position on a topic of interest
 - Evaluate the reliability and authenticity of information conveyed in a text, using criteria based on knowledge of the author, topic, and context and analysis of logic, evidence, propaganda, and language

B. WRITING

CONTENT STANDARD

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used

B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes

- Write a coherent argument that takes a position, accurately summarizes an opposing position, refutes that position, and cites persuasive evidence
- Compose and publish analytic and reflective writing that conveys knowledge, experience, insights, and opinions to an intended audience
- Use rhetorical structures that divide complex thoughts into simpler ones, logical transitions from one thought to another, and language appropriate to the intended audience
- Write creative fiction that includes an authentic setting, discernible tone, coherent plot, distinct characters, effective detail, believable dialogue, and reasonable resolution of conflict

- Write summaries of complex information (such as information in a lengthy text or a sequence of events), expand or reduce the summaries by adding or deleting detail, and integrate appropriately summarized information into reviews, reports, or essays, with correct citations
- Write autobiographical and biographical narratives in a mature style characterized by suitable vocabulary, descriptive detail, effective syntax, an appropriate voice, a variety of sentence structures, clear coordination and subordination of ideas, and rhetorical devices that help establish tone and reinforce meaning
- Prepare and publish technical writing such as memos, applications, letters, reports and resumes for various audiences, attending to details of layout and format as appropriate to purpose
- Write in a variety of situations (impromptu, over time, in collaboration, alone) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation - ----
- Use a variety of writing technologies, including pen and paper as well as computers
- Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation R12.2 Plan, revise, edit, and publish clear and effective writing - Write essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience through a clear thesis and effective organization of supporting ideas
- Develop a composition through a series of drafts, using a revision strategy based on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, and feedback from peers and teachers
- Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose

R12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in written communications

- Understand the form and function of words, phrases, and clauses, including inter related clauses in complex sentences, and use them effectively
- Use correct tenses, including conditionals, to indicate the relative order and relationship of events
- Employ principles of agreement, including subject-verb, pronoun-noun, and preposition pronoun
- Punctuate compound, complex, and compound-complex sentences correctly, including appropriate use of dialogue, citations, colons, hyphens, dashes, ellipses, and italics - Employ the conventions of capitalization - Spell frequently used words correctly and use effective strategies for spelling unfamiliar words
- Recognize common errors in the use of language and know how (and when) to correct them

R12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created

R12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

c. ORAL LANGUAGE

CONTENT STANDARD

Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.

C.12.1 Prepare and deliver formal oral presentations appropriate to specific purposes and audiences

- Develop and deliver a speech that conveys information and ideas in logical fashion for a selected audience, using language that clarifies and reinforces meaning
 - Construct and present a coherent argument, summarizing then refuting opposing positions, and citing persuasive evidence
 - Participate effectively in question-and-answer sessions following presentations
 - Summarize narrative and numerical information accurately and logically in presentations-
- Demonstrate confidence and poise during presentations, interacting effectively with the audience, and selecting language and gestures mindful of their effect
- Demonstrate the ability to debate an issue from either side
 - Interpret literary works orally, citing textual data in support of assertions
 - Synthesize and present results of research projects, accurately summarizing and illustrating the main ideas, using appropriate technological aids, and offering support for the conclusions
 - Speak fluently with varied inflection and effective eye contact, enunciating clearly at an appropriate rate and volume
 - Observe the appropriate etiquette when expressing thanks and receiving praise

C.12.2 Listen to, discuss, and comprehend oral communications

- Attend to both literal and connotative meanings
- Distinguish between relevant and irrelevant information
- Distinguish fact from opinion, evaluate logic, and identify manipulative techniques - Analyze messages for their accuracy and usefulness
- Evaluate a speaker's use of diction, tone, syntax, rhetorical structure, and conventions of language considering the purpose and context of the communication
- Relate a speaker's ideas and information to prior knowledge and experience
- Consider the specific situation and current conditions when responding to instructions

C.12.3 Participate effectively in discussion

- Detect and evaluate a speaker's bias
- Consider the ideas and opinions of other speakers thoughtfully before responding - Evaluate the validity and adequacy of ideas, arguments, hypotheses, and evidence - Be aware of and try to control counterproductive emotional responses to a speaker or ideas conveyed in a discussion
- Appraise the purpose of discussions by examining their context and the motivation of participants - Perform various roles in a discussion, including leader, participant, and moderator - Demonstrate the ability to extend a discussion by adding relevant information or asking pertinent questions - Explain and advance opinions by citing evidence and referring to authoritative sources - Employ strategies such as summarizing main ideas or identifying areas of agreement to solve problems, resolve conflicts, and conclude discussions
- Convey criticism in a respectful and supportive way

- Trace how legal interpretations of liberty, equality, justice, and power, as identified in the United States Constitution, the Bill of Rights, and other United States Constitutional Amendments, have changed and evolved over time

D. LANGUAGE

CONTENT STANDARD

Students in Wisconsin will apply their knowledge of the nature, grammar, and variations of American English.

D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication

- Examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language
- Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain
- Use language appropriate to the background, knowledge, and age of an audience
- Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work

D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English

- Evaluate the use of standard American English in public contexts, such as school and work
- Evaluate the choice of words, expressions, and style considering the purpose and context of a communication
- Analyze and explain how immediate context and broader social, cultural, regional, and professional variables influence the use of language, citing characteristics such as level of formality, slang, jargon, and emotional impact
- Draw inferences about values, attitudes, and points of view by analyzing a writer's or speaker's use of English
- Compare form, meaning, and value of different symbol systems, such as alphabets, signs, symbols and of expressions commonly used in another language

E. MEDIA AND TECHNOLOGY

CONTENT STANDARD

Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare, and share information; to influence and persuade; and to entertain and be entertained.

E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals

E.8.14 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis

E.12.1 Use computers to acquire, organize, analyze, and communicate information

- Design, format, and produce attractive word-processed documents for various purposes -
- Incorporate information from databases and spreadsheets into reports
- Integrate graphics appropriately into reports, newsletters, and other documents
- Retrieve and reproduce documents across various platforms
- Use on-line sources to exchange information

E.12.2 Make informed judgments about media and products

- Develop and apply evaluative criteria of accuracy and point of view to broadcast news programs
- Recognize and explain the impact of various media on daily life
- Analyze the content and effect of subtle persuasive techniques used on-line and in broadcast and print media
- Develop and apply criteria for evaluating broadcast programming

E.12.3 Create media products appropriate to audience and purpose

- Create multimedia presentations in connection with major projects, such as research reports or exhibitions
 - Develop various media products to inform or entertain others in school or the community, such as slide shows, videos, newspapers, sound recordings, literary publications, and brochures
- E.12.4** Demonstrate a working knowledge of media production and distribution
- Analyze the effect of media production techniques, such as music, camera angles, fade-outs, and lighting, on different audiences
 - Evaluate the impact of various market factors on the effectiveness of media production and distribution
 - Identify the impact of image and context on particular audiences receiving the same message
 - Develop and apply criteria for evaluating advertising campaigns for a variety of products, past and present

E.12.5 Analyze and edit media work as appropriate to audience and purpose

- Develop and present criteria for evaluating a variety of media products
- Evaluate audience feedback on the clarity, form, effectiveness, technical achievement and aesthetic appeal of media work

E.12.7 Use scientific methods to assess the influence of media on people's behavior and decisions**E.12.6** Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings**E.12.12** Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled**F. RESEARCH AND INQUIRY****CONTENT STANDARD**

Students in Wisconsin will locate, use, and communicate information from a variety of print and non-print materials.

E12.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings

- Formulate questions addressing issues or problems that can be answered through a well-defined and focused investigation
- Use research tools found in school and college libraries, take notes, collect and classify sources, and develop strategies for finding and recording information
- Conduct interviews, taking notes or recording and transcribing oral information, then summarizing the results
- Develop research strategies appropriate to the investigation, considering methods such as questionnaires, experiments, and field studies
- Organize research materials and data, maintaining a note-taking system that includes summary, paraphrase, and quoted material
- Evaluate the usefulness and credibility of data and sources by applying tests of evidence, including bias, position, expertise, adequacy, validity, reliability, and date
- Analyze, synthesize, and integrate data, drafting a reasoned report that supports and appropriately illustrates inferences and conclusions drawn from research
- Present findings in oral and written reports correctly citing sources

MATH

A. MATHEMATICAL PROCESSES

CONTENT STANDARD

Students in Wisconsin will draw on a broad body of mathematical knowledge and apply a variety of mathematical skills and strategies, including reasoning, oral and written communication, and the use of appropriate technology, when solving mathematical, realworld, and nonroutine problems.

A.12.1 Use reason and logic to

- evaluate information
- perceive patterns
- identify relationships
- formulate questions, pose problems, and make and test conjectures
- pursue ideas that lead to further understanding and deeper insight

A.12.2 Communicate logical arguments and clearly show

- why a result does or does not make sense
- why the reasoning is or is not valid
- an understanding of the difference between examples that support a conjecture and a proof of the conjecture

A.12.4 Develop effective oral and written presentations employing correct mathematical terminology, notation, symbols, and conventions for mathematical arguments and display of data

A.12.5 Organize work and present mathematical procedures and results clearly, systematically, succinctly, and correctly

- B.12.2** Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion
- B.12.4** Assess the validity of different interpretations of significant historical events B.12.S Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments
- B.12.7** Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created
- B.12.8** Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history
- B.12.9** Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world
- B.12.15** Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved
- B.12.18** Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

C. POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE, AND RESPONSIBILITY

CONTENT STANDARD

Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.

- C.8.1** Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights
- C.8.5** Explain how the federal system and the separation of powers in the Constitution work to sustain both majority rule and minority rights C.8.6 Explain the role of political parties and interest groups in American politics C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the United States Constitution, the Bill of Rights, and other United States Constitutional Amendments, have changed and evolved over time
- C.12.5** Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion
- C.12.7** Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior
- C.12.8** Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position

- C.12.9** Identify and evaluate the means through which advocates influence public policy
- C.12.10** Identify ways people may participate effectively in community affairs and the political process
- C.12.11** Evaluate the ways in which public opinion can be used to influence and shape public policy
- C.12.13** Describe and evaluate ideas of how society should be organized and political power should be exercised, including the ideas of monarchism, anarchism, socialism, fascism, and communism; compare these ideas to those of representative democracy; and assess how such ideas have worked in practice
- C.12.14** Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals
- C.12.16** Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women

D. ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION

CONTENT STANDARD

Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.

- D.8.4** Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life
- D.8.10** Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System
- D.12.2** Use basic economic concepts (such as supply and demand; production, distribution, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy) to compare and contrast local, regional, and national economies across time and at the present time
- D.12.4** Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world
- D.12.7** Compare, contrast, and evaluate different types of economies (traditional, command, market, and mixed) and analyze how they have been affected in the past by specific social and political systems and important historical events
- D.12.14** Analyze the economic roles of institutions, such as corporations and businesses, banks, labor unions, and the Federal Reserve System

E. THE BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND CULTURES

CONTENT STANDARD

Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

E.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development

E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community

E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies

E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals

E.8.8 Give examples to show how the media may influence the behavior and decision making of individuals and groups

E.8.14 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis

E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development

E.12.4 Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples

E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings

E.12.7 Use scientific methods to assess the influence of media on people's behavior and decisions

E.12.11 Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices

E.12.12 Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women,

children, the elderly, and individuals who are disabled
E.12.15 Identify the skills needed to work effectively alone, in groups, and in institutions
E.12.17 Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism