

2nd Edition

LEARNING TARGETS WORK!

Targeting Student Achievement one Subject at a Time

DISTRICTWIDE CURRICULUM ALIGNMENT TO STATE STANDARDS

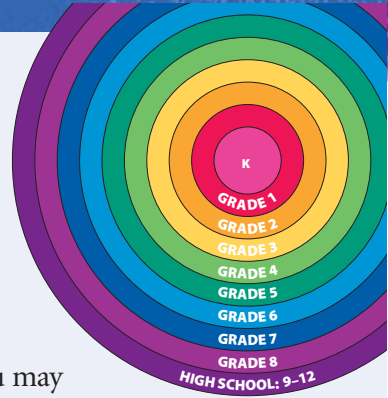


High School



Milwaukee Public Schools

MPS LEARNING TARGETS



Dear Parents/Guardians:

Your student is now beginning **high school**. You may wonder what you should expect your student to learn this year, and how his/her progress measures up to state standards.

This booklet has the answers. It is the Milwaukee Public Schools' set of **Learning Targets** for your child's appropriate grade level. Learning Targets outline what your child will learn in nine curriculum areas: Reading, English Language Arts, Math, Science, Social Studies, Music, Physical Education, Health and Art.

Learning Targets ensure consistency at each grade level, even if your student moves from school to school during the year. The Targets ensure that teachers instruct the skills and concepts at the level appropriate for your student's development. **We use the Targets to assess student achievement throughout the year.** The teacher is able to help your student before he or she falls behind grade level.

Please keep this booklet and refer to it often. Check the Learning Targets against your student's homework to see how it fits. Bring it to Parent/Teacher conferences to help you talk about your student's progress.

We will work to keep your child *on target* with Learning Targets.

A handwritten signature in blue ink, reading "William G. Andrekopoulos". The signature is written in a cursive style.

William G. Andrekopoulos
Superintendent of Schools

Educators and community leaders who are members of *The Milwaukee Partnership Academy* are committed to Learning Targets as critical tools for achievement in MPS classrooms.

HIGH SCHOOL Art

Students must complete one unit of Art at the high school level. As an area of study, art education covers understanding how things are presented visually, knowing what makes beautiful art and solving problems creatively. Students learn about historical trends in art and to identify famous artists. Students will:

- Understand the historical development of different artistic techniques; for example, the evolution of photography as art. Link historical context to their own work.
- Associate an artist and artworks with major art eras or styles.
- Demonstrate an understanding of design elements, such as shape, color and texture.
- Demonstrate an understanding of design principles, such as the use of light and dark colors in creating depth.
- Demonstrate craftsmanship and knowledge of materials when working with clay and glazes.
- Understand the basic principles of commercial art, which is art created to sell in quantity or to help sell products.
- Embrace new technology in expressing ideas and emotions. This includes using computer graphics programs, video recorders and digital cameras.
- Demonstrate increased skill in the use of drawing materials.
- Appreciate the importance of artworks by identifying the emotions people feel when looking at certain art objects.
- Examine and discuss their own artworks critically.
- Appreciate the importance of the art of other times and other cultures.



HIGH SCHOOL English Language Arts

Students are required to complete four units of English Language Arts to graduate.

GRADE 9

Grade 9 English Language Arts focuses on improving writing and speaking skills. Students develop longer compositions on their own. Students will:

- Use revision strategies based on the audience and purpose of the writing.
- Use the writing process to develop longer responses to selections of fiction and nonfiction.
- Identify and correct errors in the use of words, grammar, spelling and punctuation.
- Prepare and deliver formal and informal presentations. Participate in question-and-answer sessions following presentations.
- Identify and control unhelpful responses to a speaker or to ideas in a discussion by stating comments in a respectful and supportive manner.
- Recognize and use different styles of expression and word choice when speaking and writing.
- Recognize and explain how to use different styles of speaking when in different situations, such as a professional or a social setting.
- Use technology to research information and then write and format documents.
- Recognize and explain the effects of various media on daily life.
- Plan, conduct and communicate research. List the sources of information and format the document correctly.
- Respond to the remarks of others with relevant questions, comments and critiques.
- Plan and create multimedia products, such as a commercial, short film with sound or a web site.
- Examine the techniques of different media products, such as newspapers, advertisements and news broadcasts.
- Analyze, revise and edit media work to make it more effective.

HIGH SCHOOL English Language Arts

GRADE 10

In Grade 10, students examine the use of tone and style in writing. They use computers both to research and to communicate their findings. Students will:

- Write in different tones and styles to communicate effectively with different audiences for a variety of purposes; for example, informational reports, poems, essays and short stories.
- Apply the writing process to create and evaluate writing.
- Prepare, organize and orally present the results of research.
- Identify and analyze a speaker's use of propaganda techniques, clarity in speaking, tone and sentence structure.
- Participate in a discussion by adding information and asking questions related to the topic.
- Identify and evaluate the effectiveness of different types of language on communication meant to narrate, explain, persuade and entertain.
- Identify, connect and discuss a writer's or speaker's use of English in expressing his or her values, attitudes and points of view.
- Plan, conduct and communicate research using an appropriate format, such as MLA or APA.
- Identify and edit errors in their own writing and in the work of others.
- Use computers as tools for reference and communication.
- Recognize, analyze and explain techniques the media uses to persuade.
- Create or design multimedia presentations; for example, a presentation using computer software.
- Examine how different audiences respond to an image. Analyze the effectiveness of media production techniques.
- Develop criteria for judging the quality of media products.



HIGH SCHOOL English Language Arts

GRADES 11 & 12

Students in Grades 11 and 12 have advanced writing skills and use them in a variety of writing projects. They work on media projects that combine elements of communication. Students will:

- Apply the writing process to any writing they undertake.
- Use advanced presentation skills.
- Identify and analyze the history, origin and use of English words and phrases.
- Compare and analyze the use of symbols and expressions in the languages of other cultures; for example, the different uses of body language across various cultures.
- Use advanced computer skills to assist in gathering, organizing, analyzing and communicating information.
- Develop and apply criteria to evaluate various media messages.
- Develop and present various media products, such as news articles or advertisements about different subjects to inform or entertain audiences.
- Evaluate audience feedback on the clarity, form, effectiveness, technical achievement and visual appeal of media work.
- Use a research process to plan, conduct and communicate research on different topics, including literature of various genres of both fiction and nonfiction.
- Write longer compositions of different types. Analyze literature and communicate their analyses using written reports.
- Edit and critique writing for clarity and effectiveness.
- Evaluate spoken messages for accuracy, logic and usefulness.
- Summarize and evaluate the quality of the ideas put forth in a discussion.
- Evaluate the effectiveness of media production and distribution by looking at the market at which they are aimed.

HIGH SCHOOL Health

Students are required to complete .5 unit of health education. Taught as part of the physical education class in Grades 9 through 12, health education focuses on personal wellness, including making good choices, avoiding unhealthy social behavior and using community health resources.

Students will:

GRADE 9

- Give examples of how mental and emotional health affect physical health.
- Examine the consequences of using tobacco, alcohol, drugs and being sexually active.
- Recognize the importance of personal wellness and how it affects our lives. Explain how positive personal decisions about nutrition, physical activity and regular doctor's visits affect health.
- Demonstrate first aid procedures. Name products that keep us healthy.
- Identify different health practices in other cultures.
- Discuss reliable sources of information on health-related issues and why it is important to know what sources of information are reliable.
- Describe how recycling affects our health.

GRADE 10

- Name government agencies working in the area of environmental protection. Tell how they protect community health.
- Demonstrate knowledge of federal and state laws relating to health, such as food regulation, air quality standards and clean water legislation.
- Name sexually transmitted diseases (STDs) and tell how they are passed from person to person. Describe the consequences of teen pregnancy, HIV and STDs.
- Recognize that an individual's personality affects others.
- Discuss the importance of good decision making.
- Demonstrate how grief can be expressed appropriately.
- Describe how to direct others toward making healthy choices.
- Explain the importance of good nutrition and regular physical activity to a healthy lifestyle.

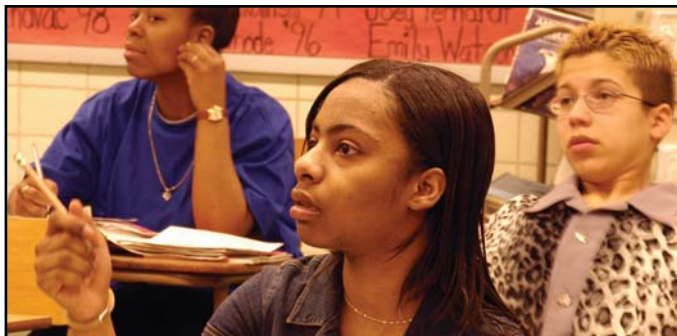
HIGH SCHOOL Health

GRADE 11

- Demonstrate appropriate ways to reduce stress.
- Describe the dangers and consequences of deciding to be sexually active.
- Discuss the importance of accepting responsibility for our actions.
- Describe how the media may influence their decisions regarding health and behavior.
- Explain why it is necessary to be cautious about new products that claim to solve health problems.
- Demonstrate how to communicate effectively. Tell why it is an important health issue.
- Recognize the connection between our personal opinions and our choices.
- Describe a healthy lifestyle, including good nutrition, regular physical activities and regular dental and doctor visits.

GRADE 12

- List health resources in the community and explain how to gain access to them.
- Explain how HIV, STDs and teen pregnancy affect their future and the future of others.
- Describe the elements of a personal wellness plan, including good nutrition and regular physical activity, and explain why it is important to have one.
- Explain how to use local health care resources and tell why citizens have an obligation to use them.
- Develop coping skills that will help when facing problems.
- Recognize that the media can influence the way people think.



HIGH SCHOOL Mathematics

High school students must complete two units of mathematics to graduate. Students may select from a list of course options that specialize in specific applications of mathematics when they move into Grades 11 and 12.

FOUNDATIONS LEVEL 1

Foundations Level 1 focuses on establishing a foundation in algebraic thinking. Students learn several algebraic models that relate to specialized applications in mathematics. They use computers and calculators, including graphing calculators, as tools to solve problems. Students will:

- Explain and analyze problems representing linear models, or models involving constant rates of change. Use graphs, charts, scatter plots, calculators, computers, and appropriate tools to analyze these problems.
- Investigate applications involving linear equations, linear inequalities, exponential equations, systems of linear equations, and quadratic equations. Solve problems involving such equations using numbers, graphs, and symbols.
- Organize and display sets of data with two variables. Use scatter plots and linear regression models to summarize the data. Incorporate the use of technology to organize data sets. Interpret the slope of a line and the intercepts using the units of the data.
- Evaluate information, analyze patterns, identify relationships, and represent them using algebraic expressions and equations. Recognize that mathematical functions can model real-world situations.
- Use tables, graphs, algebraic equations, and verbal descriptions to represent different mathematical functions. Use correct mathematical vocabulary, symbols, and notation.
- Use real numbers to add, subtract, multiply, divide correctly, and raise algebraic expressions to a power by applying appropriate order of operations.
- Determine measurements or estimates using formulas, such as the formula for compounding interest. Know how to apply appropriate procedures and properties (commutative, associative, and inverse), and modes of representation.
- Determine how likely complex events are to occur by designing and conducting experiments and simulations.

FOUNDATIONS LEVEL 2

Foundations Level 2 focuses on geometry. Students learn and apply formulas for analyzing geometric shapes. They use their insights of geometry to solve new and old problems. Students will:

- Explain and analyze solutions to problems involving geometric shapes and relationships.
- Define and apply slope, intercepts, parallel, perpendicular, distance, and midpoint. Use a two-dimensional rectangular coordinate system and algebraic procedures to describe shapes and their properties.
- Identify patterns. Create and test theories involving what happens to the patterns when they are transformed by enlarging, rotating, reflecting, or transforming.
- Use geometric formulas of lengths, areas, and volumes to analyze geometric relationships. Use reasoning about known proportions involving squaring and cubing to measure area and volume; for example, the area of a circle is proportional to the square of its radius.
- Describe, analyze, and classify plane figures, such as quadrilaterals and triangles, by looking at the similarity of sides, angles, and proportions.
- Use the three ratios of sine, cosine, and tangent in right-triangle trigonometry and the Pythagorean theorem to solve symbolic and real-world problems.
- Apply similarity and congruence in geometric shapes to develop informal proofs or to design examples that show the opposite results.
- Select and use appropriate tools, such as a ruler and protractor, to determine measurements directly.
- Represent probability through geometric models and/or representations of proportions.

HIGH SCHOOL Mathematics

INTERMEDIATE LEVEL

Intermediate level of mathematics involves interpreting data using graphs, formulas, and other applications while continuing development in algebraic thinking. Students will:

- Formulate problems involving rates of change as used in physics, economics, and other applications.
- Using real-world data, derive, apply, and interpret the intersection of graphs involving linear, power, and exponential functions.
- Apply mean, median, and mode as summaries of real data sets. Use a variety of graphs involving data collected from simulations or actual sampling that are analyzed by the mean, median, and mode; for example, graph property values of a neighborhood and analyze the mean and median values from box plots and frequency graphs.
- Derive and interpret properties of the quadratic functions related to minimums, maximums, intercepts, and symmetry representing real-world applications; for example, derive the maximum height of a ball thrown in the air given certain conditions.
- Given a specific problem or simulation, estimate the outcome.
- Create tables, graphs, functional notation, and formulas from different types of linear equations.
- Use symbolic algebraic operations and properties to solve problems.
- Use the laws of sines and cosines and other trigonometry formulas to solve problems.
- Use matrices to represent data and apply appropriate matrix computations to solve or simplify equations.



HIGH SCHOOL Mathematics

ADVANCED LEVELS

Students taking advanced mathematics may choose to study statistics and probability or pre-calculus and calculus. Students will:

CATEGORY A: STATISTICS AND PROBABILITY

- Analyze statistical case studies, which are samples of statistical data, regarding experimental design and conclusions that can be drawn from them.
- Interpret graphs that display data with one variable involving shape, center (mean and median), clusters, and gaps.
- Define scatter plots, box plots, cumulative frequency plots, and histograms. Analyze patterns and relationships in each.
- Test for independence and dependence between sets of data in tables. Interpret how often the data is the same and how often it is nearly the same.
- Using a known population, develop simulations to identify how sample statistics may vary; for example, identify the fluctuation in the deer population as it relates to harsh winters. Develop a way to get samples of the data distribution from the simulations.

CATEGORY B: PRE-CALCULUS

- Define vectors and matrices. Interpret their properties and representations when adding and multiplying.
- Define and interpret the graphical behavior of asymptotes.
- Derive and interpret the range and domain for continuous functions over the set of real numbers.
- Analyze the effects of transformations and their compositions to applications.
- Analyze algebraic, exponential, logarithmic, and trigonometric functions using graphs, symbols, and numbers.

CATEGORY C: CALCULUS

- Classify and interpret graphs and rate of change involving exponential, polynomial, and logarithmic functions.
- Model problems involving rate of change, including velocity, acceleration, and other applied physics.
- Give objects in a plane, represent translations, reflections, rotations, and dilations using formulas and numbers.
- Identify, analyze, and compare situations with constant or varying rates of change using differentiation.
- Interpret by integrals continuous functions, such as relative minimums and maximums, based on the slope of tangent lines, differentiation, and areas underneath their curves.

HIGH SCHOOL Music

Students in Grades 9 through 12 can choose whether or not to participate in music, either vocal or instrumental.

GRADE 9

- Begin or continue voice exercises in which they sing various scales.
- Identify and sing major and natural minor scales. Sing two-, three- and four-part songs without words to emphasize the concepts of pitch, rhythm and balance.
- Perform music concentrating on accuracy, intonation, phrasing, balance and tonal quality.
- Perform Class C or B solo and ensemble literature from the Wisconsin School Music Association lists for juries and festival performances.
- Play and chant rhythmic statements in a question and answer mode where one rhythm is answered by another on hand percussion instruments.
- Define I, IV and V7 chords based upon the keys of C, F and G. Play their own rhythm pattern variations during V chord changes. Play the same rhythms on a melodic instrument.
- Arrange a two-part melodic duet for two similar classroom instruments.
- Read basic single-line melodic passages and play them on their specific instrument.
- Participate in district events, such as the Biennial Musical Festival and Choral Workshop.
- Create a blues melody using a 2:3 pattern, pedal points and suspensions.

GRADE 10

- Sing two-, three- and four-part songs without words to emphasize the concepts of pitch, rhythm and balance.
- Play and identify songs and song styles from specific areas of the world.
- Perform Class B solo and ensemble literature from the Wisconsin School Music Association lists for juries and festival performances.
- Define I, IV and V7 chords based upon the keys of C, F and G. Create rhythm patterns during chord changes. Play them on a melodic instrument.
- Define the appropriate five-tone scale for C, F and G. Create rhythm patterns and pitch sequences during chord changes in a 12-bar blues format on a melodic instrument.
- Arrange, rehearse and perform a two-part rhythmic duet for two percussion instruments or for a specific instrument.
- Read basic single-line melodic passages and transfer them to an instrument.
- Describe nonstandard notation symbols. Read Class B-C ensemble music paying attention to all musical aspects and concepts.
- Correctly perform at an intermediate level on a chosen instrument.
- Listen to and describe specific music using appropriate terminology as applied to the music being performed.
- Participate in district events, such as the Biennial Musical Festival and Choral Workshop.

HIGH SCHOOL Music

GRADE 11

- Identify and sing intervals in unison through an octave. Match the notes on paper and on classroom instruments.
- Sing ensemble parts of band-arranged music matching the voice to instrumentation. Emphasize all musical concepts such as dynamics, articulation, slurring, balance, and tempo before playing the same exercise on the instrument.
- Perform Class B or A solo and ensemble literature from the Wisconsin School Music Association lists for juries and festival performances.
- Perform Class B-C music played together while emphasizing all musical concepts.
- Perform, describe and create blended polyrhythmic and “straight” rhythms in a group format.
- Arrange a two-part concert pitch duet for two like instruments.
- Compose and arrange a 32-bar, five-part chorale based upon a folk melody or full band in theme and variations format.
- Create, write, rehearse and perform multiple-line percussion pieces from sub-Saharan Africa, the Caribbean and Java.
- Use computers and software to write or sequence a music project.
- Perform in rehearsal several chaconne or passacaglia, which is slow, stately dance music. Discuss similar pieces.
- Participate in district events, such as the Biennial Musical Festival and Choral Workshop.

GRADE 12

- Sing ensemble parts of band-arranged music matching the voice to instrumentation, emphasizing musical concepts.
- Develop and lead ensemble, discussing and emphasizing pitch relationships, melodic/CM/harmonic/bass lines and musical concepts.
- Perform Class A solos and ensemble literature from Wisconsin School Music Association lists for juries and festival performances.
- Perform Class A-B ensemble literature while emphasizing all musical concepts.
- Compose and arrange a short march or processional based on selected, related melodies. Follow all standard guidelines including instrumentation.
- Read Class B-C ensemble pieces with attention to all musical aspects and concepts.
- Complete and correctly perform all intermediate-level technical requirements for their instrument.
- Rehearse sections of a long piece of music, seeking to locate and solve difficulties in the performance.
- Participate in district events, such as the Biennial Musical Festival and Choral Workshop.



HIGH SCHOOL Physical Education

High school students must earn 1.5 units over eight semesters in physical education. Students in Grades 9 through 12 participate in a variety of activities in physical education. These may include team sports or individual fitness activities. The goal is to help students develop fitness habits that will become part of their lifelong daily routine. Students will:

GRADE 9

- Understand and list personal physical activity goals. Develop a plan for achieving these goals.
- Demonstrate skill in activities, such as cooperative learning, adventure education, team sports, individual sports, lifetime physical activities and dance.
- Observe and explain the characteristics of highly skilled movements and activities as well as training techniques to improve physical performance.
- Exhibit enthusiasm in competitive and recreational activities.
- Participate in physical fitness assessments and work to strengthen areas of weakness through goal setting and planning.
- Follow directions and work well with others in competitive and cooperative settings. Demonstrate good sportsmanship.
- Show understanding and empathy for another person's point of view. Invite people with different physical/cognitive abilities to join in activities.
- Demonstrate cultural awareness while participating in new activities. Show growing maturity when dealing with others.

GRADE 10

- Understand the role the media plays in affecting our choice of lifestyle. Develop strategies to decide what is important when considering personal goals and priorities.
- Develop higher-level strategies for improving performance in competitive and noncompetitive games and activities.
- Use their own evaluation and the feedback from others to improve performance in a positive manner.
- Demonstrate enthusiasm and a positive attitude when trying new activities.
- Use a journal or logbook to record personal physical fitness and activity goals, plans and progress.
- Maintain mature behavior when exposed to negative peer pressure.
- Participate willingly in new activities related to various cultures, such as games and dances.

HIGH SCHOOL Physical Education

GRADE 11

- Use a journal or logbook to document personal physical fitness/activity goals, plans and progress. Record activities done outside of school.
- Demonstrate increasing skills in cooperative learning activities, team sports, individual sports, lifetime activities and dance.
- Observe and explain what to look for in highly skilled movements and activities, such as dance movement. Use this information to improve performance in movement activities.
- Demonstrate support and encouragement for teammates regardless of skill and ability levels.
- Practice positive communication skills with adults and peers.
- Show a high level of self-control and consideration for others to maintain a safe environment while participating in all activities.
- Include people of diverse backgrounds and abilities in all activities when participating in physical activities.

GRADE 12

- Participate in discussions about the future and make plans for maintaining health, wellness and fitness after high school.
- Demonstrate increased skill in cooperative learning activities, team sports, individual sports, lifetime activities and dance.
- Observe and explain what to look for in highly skilled movements. Use this information and other feedback to improve performance in movement activities.
- When given the choice, choose to be physically active over being physically inactive.
- Continue to follow a personal fitness plan. Review and revise it to meet goals.
- Demonstrate growing maturity and the ability to step into a leadership role when appropriate.
- Exhibit compassion, consideration and support for others who are different from themselves.

HIGH SCHOOL Reading

The aim for MPS is to ensure that every student is a proficient and insightful reader by making reading a part of instruction in every high school class. “Reading Across the Curriculum” exposes students to reading instruction, including a variety of strategies to comprehend text for a variety of purposes. This may include strategies for reading instructions for operating equipment in auto mechanics to internet resources used in history research. In Grades 9 through 12, as students move into more challenging textbooks and reading, they develop skills that help them learn from reading.

GRADE 9

- Use word analysis techniques to analyze and recognize unfamiliar words.
- Use reading strategies to analyze and comprehend words and phrases in unfamiliar texts; for example, analyze and comprehend analogies.
- Demonstrate a variety of reading strategies to analyze and comprehend what is read; for example, identify and analyze the use of author’s devices.
- Demonstrate the use of strategies that improve fluency when reading text that may contain difficult subject matter; for example, recall known information about the subject before reading.
- Select a variety of materials to read for information, appreciation and enjoyment.
- Analyze and explain how themes in literature of the past and present are developed. Discuss how issues and events from different cultures and historical periods influence the author’s development of the theme. Develop criteria to evaluate the quality of literature.
- Identify the different text structures. Use knowledge of the structure to analyze and comprehend the text; for example, differentiate between cause/effect, compare/contrast, problem/solution and fact/opinion structures.
- Identify, interpret and summarize main ideas and key points from different points of view on an issue. Use fiction and nonfiction text to develop a personal view on a subject. Provide citations.
- Evaluate devices authors use to influence the reader’s understanding of human experiences. Address the effectiveness of their use in different types of literature.
- Research a topic. Analyze and evaluate the sources of information. Critique different sources of information for their effectiveness, reliability and authenticity.

GRADE 10

- Apply word analysis techniques to analyze and recognize unfamiliar words, for example, use recognizable words to decode a word.
- Demonstrate a variety of strategies to analyze and understand the meaning of unfamiliar words and phrases; for example, understand explicit and associative meanings of words and phrases.
- Demonstrate reading strategies that lead to analysis and comprehension of the text, such as recognizing and analyzing the author's perspective.
- Demonstrate fluency strategies used when the text is difficult to read because of the language used or its organization; for example, adjust the rate of reading.
- Select a variety of materials to read for information, appreciation and enjoyment.
- Analyze and demonstrate how themes in literature of the past and present are developed. Discuss how issues and events from different cultures and historical periods influence the author's development of the theme. Develop criteria to evaluate the quality of literature.
- Analyze the different text structures used in a variety of texts. Use knowledge of the structure to understand the text; for example, differentiate between cause/effect, compare/contrast, problem/solution, fact/opinion structures.
- Identify, analyze and discuss main ideas and key points from various viewpoints concerning individual, community, national and world issues found in nonfiction text. Develop and discuss a particular point of view reflected. Provide citations.
- Analyze and evaluate devices authors use to influence the reader's understanding of human experiences. Critique the effectiveness of their use in different types of literature.
- Research a topic. Analyze and evaluate the sources of information. Critique different sources of information for their effectiveness, reliability and authenticity.

HIGH SCHOOL Reading

GRADE 11

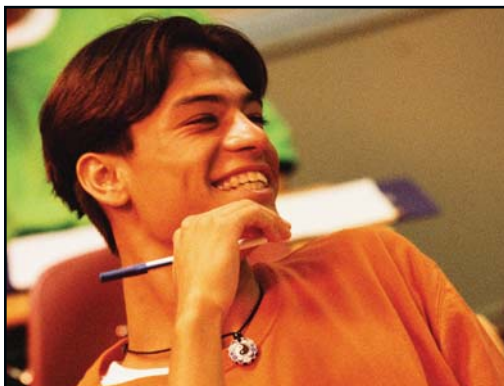
- Demonstrate word analysis techniques to analyze and recognize unfamiliar words.
- Use reading strategies to analyze and understand unfamiliar words and phrases; for example, use reference materials and other sources to comprehend words and phrases.
- Demonstrate reading strategies to analyze and comprehend text, for example draw conclusions from perspectives and devices used by various authors.
- Demonstrate the use of strategies that improve fluency when reading text that may contain difficult subject matter.
- Select a variety of materials to read for information, appreciation and enjoyment.
- Compare and explain the integration of themes in literature of the past and present. Discuss how issues and events from different cultures and historical periods influence the authors development of the theme. Develop criteria to evaluate the quality of literature.
- Analyze different text structures. Use knowledge of the structure to evaluate the effectiveness of its use in understanding the text. For example, evaluate the effectiveness of cause/effect, compare/contrast and problem/solution structures used by the author.
- Identify, examine and support main ideas and key points from different points of view on an issue. Use fiction and nonfiction text to develop a personal view on a subject, provide citations and defend their personal view, orally and in writing.
- Identify and evaluate devices authors use to influence the reader's understanding of human experiences. Address the effectiveness of their use in different types of literature.
- Research a topic. Analyze and evaluate the sources of information. Critique different sources of information for their effectiveness, reliability and authenticity. Draw conclusion and/or generalizations.



HIGH SCHOOL Reading

GRADE 12

- Use word analysis techniques to analyze and recognize unfamiliar words.
- Demonstrate strategies in reading to analyze and understand unfamiliar words and phrases, such as use reference materials and other sources to comprehend words and phrases.
- Use a variety of reading strategies to analyze and comprehend texts; for example, recognize bias and propaganda to analyze and comprehend text.
- Demonstrate the use of strategies that improve fluency when reading text that may contain difficult subject matter.
- Select a variety of materials to read for information, appreciation and enjoyment.
- Evaluate and explain how themes in literature of the past and present are developed. Discuss how issues and events from different cultures and historical periods influence the author's development of the theme. Develop criteria to evaluate the quality of literature.
- Critique a variety of text structures. Use analysis of the structure to understand the text and the author's purpose.
- Identify, interpret and summarize main ideas and key points from different points of view on an issue. Use fiction and nonfiction text to develop a personal view on a subject. Provide citations and defend their personal view, orally and in writing.
- Identify and evaluate devices authors use to influence the reader's understanding of human experiences. Address the effectiveness of their use in different types of literature.
- Research a topic. Analyze and evaluate the sources of information. Critique different sources of information for their effectiveness, reliability and authenticity. Draw conclusions and/or generalizations.



HIGH SCHOOL Science

Students need two units of science to graduate. They may choose the area of study. Students may take science courses at different points in their high school careers; for example, some may take biology as freshmen while others may wait until later years. There are several areas of science that are common to all science courses.

Science Connections

- Conduct scientific studies using models, scientific methods and other research tools to study systems found in nature or human-made.

Nature of Science

- Explain how scientific knowledge is attained. Describe the ethical problems that may result when doing scientific research. Research and present the contributions to society of scientists from various backgrounds.

Science Inquiry

- Research scientific concepts. Undertake scientific investigations using appropriate scientific methods, technology and tools. Use computer-based technology, mathematics and scientific vocabulary to communicate results.

Scientific Application

- Research a selected career in science, technology or engineering. Study a local, state, national or global problem in which technology has been used to design a solution.

Science in Social and Personal Perspectives

- Draw connections between the effects of science upon society and of society upon the natural world. Examine a social problem of local, national or global importance and use scientific knowledge and analysis to discuss possible solutions.

Continued

EARTH AND SPACE SCIENCE

Energy in the Earth System

- Test and classify rocks, minerals and soils. Explain the forces which have changed the earth's surface in the past and which forces continue to change it today.
- Describe the transfer of energy from the sun to the earth. Give examples of energy transfer within the earth. Discuss the impact of consuming resources and the effect of modern technologies on the environment.
- Explain how air and ocean currents affect climates. Explain the connections among global climate and the sun, cloud cover, the earth's rotation and the location of mountain ranges and oceans.

Geochemical Cycles

- Recognize that the earth's system contains a fixed amount of stable chemical elements that cycle through systems. Analyze how matter is changed by the earth's internal and external sources of energy.

The Origin and Evolution of the Universe and Earth System

- Research theories about the origin of the universe and solar system. Create a model of the earth's geological history. Discuss how space exploration contributes to our understanding of the universe.

Continued



LIFE AND ENVIRONMENTAL SCIENCE

The Cell

- Compare and contrast the structures and functions of cells in single-celled and multicellular organisms. Illustrate and explain how cells are different from each other and have specific functions; for example, compare the structure and function of red blood cells to that of skin cells.

Molecular Basis of Heredity

- Explain the molecular and genetic basis for heredity as it is currently understood.
- Define the theory of evolution and natural selection and the concept of biological classification. Describe how genetic diversity helps species survive.

Biological Evolution

- Investigate how organisms both cooperate and compete in ecosystems. Model how changes in ecosystems, such as the introduction of a new species or a change in environmental conditions, may affect particular species.

Interdependence of Organisms

- Describe an ecosystem as a relationship between living things and non-living things. Explain and model the flow of energy and matter through ecosystems; for example, explain how the energy of sunlight flows to plants and through a food web. Illustrate the carbon, oxygen and water cycles.

Matter, Energy and Organization in Living Systems

- Compare ways in which living things obtain energy from food, move it through their systems and eliminate waste. Connect the population of living things to the abundance of available food. Explain the relationship between structures of organisms and their functions; for example, explain how the structure of the lung helps the blood absorb oxygen.

Behavior of Organisms

- Analyze how sensory systems help living things react and respond to the environment; for example, explain how nerves in the skin are sensitive to touch. Predict how living things may respond to changes in the environment.

PHYSICAL SCIENCE

Structure of Atoms and Matter

- Diagram the structure and analyze the chemical reactions of elements. Explain the forces that hold the atom together and how nuclear interactions change it. Describe the difference between chemical reactions and atomic reactions.

Chemical Reactions

- Select and use appropriate tools for measuring energy released or consumed in chemical reactions. Show how substances interact with one another to produce new substances. Predict chemical and physical changes based on information about the structure of the substance.

Motion and Force

- Using the laws of motion, analyze changes in the motion of objects and the forces that cause motion. Identify motion as caused by gravitation, electromagnetic force or nuclear interactions. Compare how scientific knowledge of light, sound and heat are used in technology.

Conservation of Energy

- Verify that energy changes and exists in many different forms. Demonstrate the law of conservation of energy during chemical, physical and nuclear changes.

Interactions of Matter and Energy

- Analyze and explain what can lead to physical and chemical changes in living systems. Contrast how electricity is used in homes, industry and the community. Discuss social and safety issues related to physical reactions; for example, the harmful radiation emitted from X-ray machines.

HIGH SCHOOL Social Studies

To meet graduation requirements, high school students must earn three units of social studies during their four years. This includes one unit of U.S. History; one unit of World History, World Geography, World Cultures or World Studies; and one unit of Citizenship or half unit of American Government and half unit of Economics.

Geography

- Understand the geographical tools, concepts, process skills and five themes of geography: location, place, human/environment interaction, movement and region.
- Use and construct maps, including mental maps, and other graphic organizers to find locations and other geographical information and to illustrate data.
- Analyze the nature, distribution and migration patterns of human populations.
- Determine the role of geography in explaining the processes of environmental and human change; for example, discuss how climate change can cause people to migrate.

History

- Understand the concepts and process skills used when studying time, continuity and societal change throughout history. Develop historical perspectives and analyses.
- Explain both the position in history and the historical influences of race, gender, religion, ethnicity and culture; for example, explain history, culture and tribal sovereignty of the American Indians in Wisconsin and the history and culture of other ethnic groups.
- Investigate the effects that specific human decisions have had on history.
- Understand and explain the contingency of history. This means that events depend on human ideas and actions and that things may have been different if such ideas and actions did not exist.
- Demonstrate the ability to perceive past events in chronological order and explain events with understanding.
- Evaluate historical sources for their credibility, which is whether they are believable, and authenticity, which is whether they are true sources.

Continued

HIGH SCHOOL Social Studies

- Recognize and explain different interpretations of history and different perspectives within history.
- Describe how the social, economic and political climates of significant periods in history shaped the people who lived at that time.
- **United States History** – Summarize significant periods and events in U.S. history. Interpret important global events, social movements, political processes and major historical figures who have shaped U.S. history.
- **World History** – Summarize and interpret significant periods and events in world history and social, religious and political movements. Recognize major historical figures who influenced such movements.

Political Science and Citizenship

- Understand the concepts and process skills used in the study of civic responsibilities and the structure and functions of government. This includes power, authority, governance, types of governments and the U.S. political system and its origins.
- Compare and contrast the nature and source of various types of political authority; for example, describe the differences between democracy and oligarchy. Explain the role of the U.S. in the international community.
- Analyze the U.S. political system and constitutional government. This includes federalism, checks and balances, and legislative, executive and judiciary branches of power.
- Examine the content and context of documents that established the United States, especially the Declaration of Independence and the United States Constitution.
- Understand the importance of individual rights and responsibilities as identified in documents, such as the United States Constitution. Evaluate ways in which citizens may participate in the political process at local, state and national levels. Explain the influence of citizen participation on public policy – locally, nationally and globally.



HIGH SCHOOL Social Studies

Economics

- Understand basic economic concepts and the process skills used in the study of production, distribution and consumption of goods and services at local, regional and global levels.
- Describe the basic concepts of scarcity, opportunity cost, trade-offs, factors of production and supply and demand.
- Compare a market economy with a centrally planned or command economy.
- Describe the role of government in the U.S. economy.
- Analyze the concepts of trade and exchange within a global economy. Explain how global trade affects individuals, the U.S. and other nations.
- Analyze the influence of social goals within an economic system. These include security, freedom, equity, efficiency, stability, employment and growth.
- Explain the relationships among the economic systems and the way people satisfy their wants.
- Demonstrate an understanding of personal finance, including sources of income, money management, spending, credit and saving and investing.

Behavioral Sciences

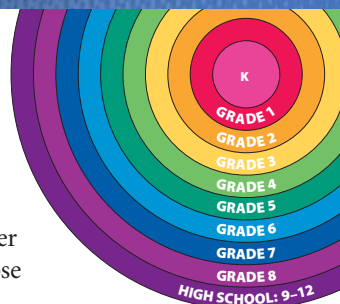
- Understand the concepts and the process skills used in the study of sociology, psychology and anthropology. Sociology is the study of interactions among individuals, groups and institutions. Psychology is the study of factors that influence individual identity and learning. Anthropology is the study of cultures in various times and places.
- Recognize that social problems are larger than the individual.
- Explore the existence of social inequalities based on a variety of factors, including gender, race, class and age, and how they affect society.
- Compare the organization of families in different cultures as well as the role of kinship.
- Analyze how group and cultural influences contribute to human development, human identity and human behavior.
- Compare the various meanings of the social group, what group membership means and the different ways that groups function.
- Identify the methods of mediation, cooperation and conflict resolution.

Believe it – Achieve it!

MILWAUKEE PUBLIC SCHOOLS

Learning Targets benefit you and your child.

- Learning Targets allow you to see exactly what your child should learn in each of nine subject areas at each grade level.
- Teachers can provide examples of work so that you can easily see what's expected of your child.
- If your child does not meet an expected skill level, the teacher will know what the child needs to learn and can address those needs.
- Children know what is expected of them. They will see posters listing the learning targets listed for each subject hanging in their classrooms.



Learning Targets help all schools perform consistently.

- Teachers in all grades work with the same goals in mind, using the same concepts.
- The same standards of performance are expected from all students.
- Having the same Learning Targets in each classroom means a child who must change schools will be less likely to miss important parts of his or her education.

Children with special education needs will have many opportunities to meet the Learning Targets.

- Special needs children will be provided with accommodations based on their educational needs when appropriate.
- Accommodations will be identified in IEP or 504 educational plans.
- These students may be given extra time to finish assignments and assessments.
- They may also get step-by-step directions and organizational tools.
- In rare cases, an IEP/504 team may determine that an alternate curriculum is more appropriate.

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To access the MPS Learning Targets (parent versions), go to <http://mpsportal.milwaukee.k12.wi.us> and click "Parents."
To access the teacher versions, go to <http://mpsportal.milwaukee.k12.wi.us> and go to the Teacher Community homepage.



Milwaukee Public Schools
5225 W. Vliet Street
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