

**Brockton Public Schools - Department of Bilingual/ESL Services
Grades 9-12**

Content Applicable Outcomes (including but not limited to)

Speaking and Listening (S)	Reading (R)	Writing (W)
<p>S.1 Vocabulary</p> <ul style="list-style-type: none"> ❑ S.1.25 Demonstrate comprehension in a variety of settings of specific, technical, and/or abstract words and phrases of grade-level, academic content in various Massachusetts Curriculum Frameworks. ❑ S.1.28 Communicate academic knowledge orally, using specific, technical, and abstract vocabulary of grade-level, academic content in various Massachusetts Curriculum Frameworks. ❑ S.1.29 Demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary of grade-level, academic content. ❑ S.1.33 Clarify meanings of words, using glossaries, thesaurus, and other resources. <p>S.2 Social Interaction</p> <ul style="list-style-type: none"> ❑ S.2.67 Compare, contrast, and exchange opinions in discussions on issues that are of contemporary or historical interest and represent a variety of cultural perspectives. ❑ S.2.68 Identify and analyze cultural perspectives in literature, popular periodicals, music, theater, visual arts, commercials, films, and videos. ❑ S.2.69 Describe and discuss how conflicts in points of view and proposed resolutions reflect cultural and individual perspectives. <p>S.3 Academic Interaction</p> <ul style="list-style-type: none"> ❑ S.3.52 Demonstrate comprehension of inferential or abstract questions that are based on academic content. ❑ S.3.53 Demonstrate comprehension of the use of referents (such as pronouns, demonstrative adjectives) in academic discourse. ❑ S.3.58 Demonstrate comprehension of specialized language structures from varied academic content (such as frequent use of the passive in science; frequent use of the passive voice in science; frequent use of specialized vocabulary to refer to abstract concepts and frequent use of pronouns in history/social science). ❑ S.3.59 Demonstrate comprehension of classroom discussions, extended classroom discourse, and other academic interactions that include basic and complex sentence structures. ❑ S.3.62 Summarize information that is heard during a class or lesson. ❑ S.3.63 Critique information that is heard in extended discourse (such as television, radio, lecture-type presentation). ❑ S.3.65 Participate in classroom discussion and other academic interactions, using basic and complex sentence structures and addressing abstract topics. ❑ S.3.67 Employ selected specialized language structures from varied academic areas (such as use of the passive voice in science). <p>S.4 Presentation</p> <ul style="list-style-type: none"> ❑ S.4.11 Plan and revise oral presentations, considering the audience, purpose, and information to be conveyed. ❑ S.4.12 Present information orally, using an appropriate degree of formality for the audience and setting. ❑ S.4.13 Comprehend and answer questions following a presentation. ❑ S.4.14 Plan delivery of an oral presentation, using pace, visual aids, and gestures. ❑ S.4.15 Participate in performance, following agreed-upon criteria for audience, purpose, and information to be conveyed. 	<p>R.1 Vocabulary and Syntax in Print</p> <ul style="list-style-type: none"> ❑ R.1.14 Read, understand, and spell previously learned specific, technical, and/or abstract words and phrases of grade level, academic content. ❑ R.1.15 Apply knowledge of word analysis to expand comprehension of vocabulary found in texts. ❑ R.1.16 Identify words whose meanings are not readily understood by their context. ❑ R.1.17 Analyze sentence structures that determine meaning of texts. ❑ R.1.19 Identify words, phrases, and sentences in extended text that signals text organization and transition. ❑ R.1.20 Demonstrate understanding of the nature of language as found in text through comparison of English with other languages. <p>R.3 Comprehension</p> <ul style="list-style-type: none"> ❑ R.3.14 Identify elements of an informational text and support interpretations with evidence from the text. ❑ R.3.16 Relate a literary work to primary source documents of its literary period or historical setting. <p>R.4 Literary Elements and Techniques</p> <ul style="list-style-type: none"> ❑ R.4.15 Analyze and evaluate how word choice and sentence variety advance an author's intended purpose. ❑ R.4.19 Analyze how dramatic conventions enhance meaning in dramatic text. <p>R.5 Informational and Expository Text</p> <ul style="list-style-type: none"> ❑ R.5.15 Identify and analyze the purposes and structures of informational and expository materials. ❑ R.5.16 Identify, analyze, and apply knowledge of text features to determine meaning in text. ❑ R.5.17 Use knowledge of graphic features (such as charts, timelines, captions) to determine meaning in text. ❑ R.5.18 Use knowledge of forms of academic writing to anticipate meaning of text. ❑ R.5.19 Analyze the logic and use of evidence in an author's argument. ❑ R.5.20 Analyze and explain how authors use the elements of nonfiction to achieve their purposes. ❑ R.5.21 Describe conflicts in points of view within and among cultures, as reflected in informational or expository texts, and discuss how proposed resolutions reflect cultural and individual perspectives. <p>R.6 Research</p> <ul style="list-style-type: none"> ❑ R.6.7 Evaluate relevant information gained from a variety of sources. ❑ R.6.8 Evaluate the quality of research in terms of the adequacy of its questions, materials, approach, and source documentation. 	<p>W.1 Prewriting</p> <ul style="list-style-type: none"> ❑ W.1.8 Identify a thesis statement and supporting information that will most appropriately address the audience and purpose of a writing task. ❑ W.1.9 Generate technical, specific, and/or abstract words or phrases of grade level content related to a writing task. ❑ W.1.10 Organize ideas for a critical essay about literature or research report with an original thesis statement in the introduction, well constructed paragraphs that build an effective argument, transition sentences that link paragraphs to create a coherent whole, and a conclusion. <p>W.2. Writing</p> <ul style="list-style-type: none"> ❑ W.2.14 Write a research report that supports a thesis statement and uses logical organization. ❑ W.2.15 Write a personal or persuasive essay expressing an attitude or position. ❑ W.2.16 Write coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well developed paragraphs, and logical argumentation. ❑ W.2.18 Write a letter that expresses and defends personal opinions or beliefs to an identified audience. <p>W.5 Media</p> <ul style="list-style-type: none"> ❑ W.5.15 Compare how international events have been reported in English-speaking media and in the media of other languages. ❑ W.5.16 Use graphs, images, and/or sounds to enhance a point of view on a topic. ❑ W.5.17 Identify how voice, tone, diction, and syntax are used differently in media presentations than they are in informal speech. ❑ W.5.18 Identify stereotypes and biases used in mass media, and discuss how these media reflect cultural and individual perspectives. ❑ W.5.19 Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic. ❑ W.5.20 Use agreed-upon criteria to evaluate the effectiveness of media presentations.

