ARTS

I. ARTS: CREATION AND PERFORMANCE (WRITE IN TWO GENRES STUDIED) CHOOSE TWO OF THE FOLLOWING: DANCE, MEDIA ARTS, MUSIC, THEATER, VISUAL ARTS, CREATIVE WRITING Students will explore an art form through creation or/and performance of an original artistic piece with consideration of audience, intent, elements of the art form, and a sense of the artistic whole. Students will explore an art form through creation or/and performance of an original artistic piece with consideration of audience, intent, elements of the art form. ____ II. ARTS: CREATION AND EVALUATION (WRITE IN NAME OF TWO GENRES STUDIED) CHOOSE TWO OF THE FOLLOWING: DANCE, MEDIA ARTS, MUSIC, THEATER, VISUAL ARTS, CREATIVE WRITING Students will experience and reflect on outside criticism of their artistic creation and/or performance, and use this reflection to self-evaluate and grow within the selected art form. _ III. ARTS: ANALYSIS AND INTERPRETATION 1 (WRITE IN NAME OF TWO GENRES STUDIED)

CHOOSE TWO OF THE FOLLOWING: DANCE, MEDIA ARTS, MUSIC, THEATER, VISUAL ARTS

Students will analyze and interpret the creation and/or performance of a selected art form from an artist and examine the work(s) in relation to and with an understanding of the elements, techniques, and processes of the selected art form. Students will analyze and interpret the creation and/or performance of a selected art form from an artist in relation to the historical, social, political, personal, and cultural context within the work(s) was created.

CAREER AND TECHNOLOGY

CAREER EXPLORATION I. CAREER EXPLORATION: INVENTORY AND PLAN Students will use an interest inventory and their own self-exploration to create a portfolio of potential career options. II. CAREER EXPLORATION: TRAINING Students will explore the necessary training and skills required to obtain some of their top career options, as well as challenges and obstacles they will face achieving that goal. III. CAREER EXPLORATION: LIFESTYLE CHOICES Students will explore their preferred lifestyle choices which may include but is not limited to location of residence, hours working, family structure, mode of transportation, type of housing, and vacation and leisure time. IV. CAREER EXPLORATION: HEALTH CARE Students will explore the role of health care in their life and examine various options and plans for health care insurance. ____ V. CAREER EXPLORATION: BUDGETS Students will create a sample personal and/or family budget reflecting their lifestyle choices and career options, and based on research of the area the student would like to reside. VI. CAREER EXPLORATION: CREDIT Students will examine the risks and benefits of credit in various circumstances, including, but not limited to, credit cards, mortgages, and car loans and the impact credit rating has on obtaining loans in these areas. VII. CAREER EXPLORATION: POST-SECONDARY WORK Students will examine the financial and practical benefits and challenges they will face in receiving the appropriate training for their career options, including when appropriate filling out financial aid papers and applying at one or more post-secondary institutions. __ VIII. CAREER EXPLORATION: INVESTMENT Students will explore the role of investment, interest, and equity in their finances, including, but not limited to mutual funds, retirement plans, and savings accounts. IX. CAREER EXPLORATION: PERSONAL CHOICES Students will explore the impact their personal, family, and consumer choices have on their personal life, family life, and local and global society, which may include but is not limited to home maintenance, transportation

choices, purchasing/cooking food, and cleanliness.

HEALTH/PE

PERSONAL HEALTH ___ I. PERSONAL HEALTH: NUTRITION Students will demonstrate understanding of the impact of nutrition, food selection, safety, and eating patterns. II. PERSONAL HEALTH: HEALTHY CHOICES: TOBACCO Students will explore how tobacco affects one's personal health, as well as the best methods to avoid and quit using tobacco. III. PERSONAL HEALTH: HEALTHY CHOICES: ALCOHOL Students will explore how alcohol affects one's personal health, as well as the best ways to stop underage drinking and encourage responsible adult drinking. __ IV. PERSONAL HEALTH: HEALTHY CHOICES: DRUGS Students will explore how various legal and illegal drugs affect one's personal health, as well as best methods to break drug addictions. _ V. PERSONAL HEALTH: HEALTHY CHOICES: STDS Students will explore how various sexually transmitted diseases (STDs) affect one's personal health, as well as treatment for these diseases. _ VI. PERSONAL HEALTH: HEALTHY CHOICES: PREGNANCY Students will explore teen and unwanted pregnancies, with specific focus on rape, unprotected sex, and decision-making. VII. PERSONAL HEALTH: HEALTHY CHOICES: EATING **DISORDERS** Students will explore how various eating disorders affect one's personal health, as well as how individuals develop and overcome those disorders. _ VIII. PERSONAL HEALTH: HEALTHY CHOICES: SELF-INJURY Students will explore common forms of self-injury, what leads to instances of self-injury, and the impact of self-injury on one's personal health. PHYSICAL FITNESS AND PHYSICAL EDUCATION I. PHYSICAL FITNESS AND PHYSICAL EDUCATION: FITNESS **PLAN** Students will create a fitness plan by establishing current levels of cardiovascular fitness, muscular endurance, and flexibility; setting cardiovascular, muscular, and flexibility goals to improve total body fitness;

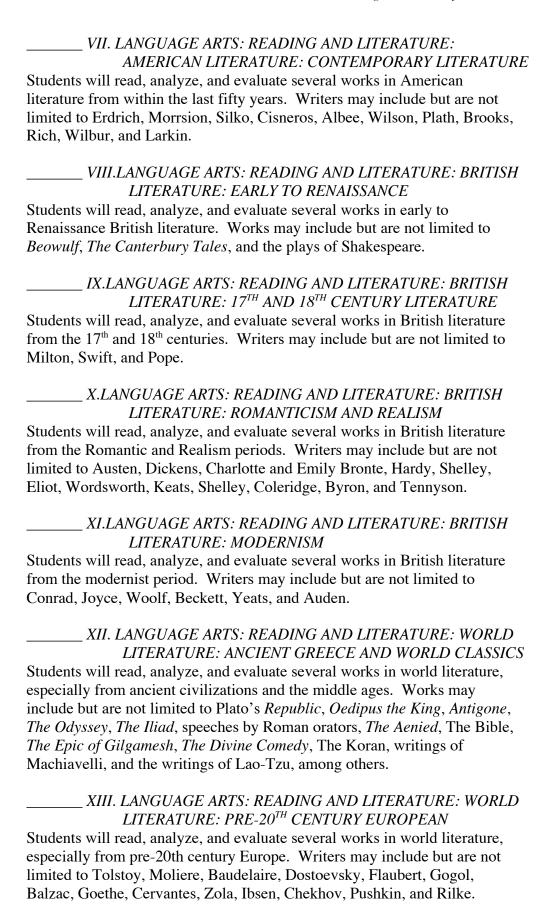
selecting measurement strategies; identifying frequency, intensity, time, and types of activities required to meet goals; analyzing impact of goals on

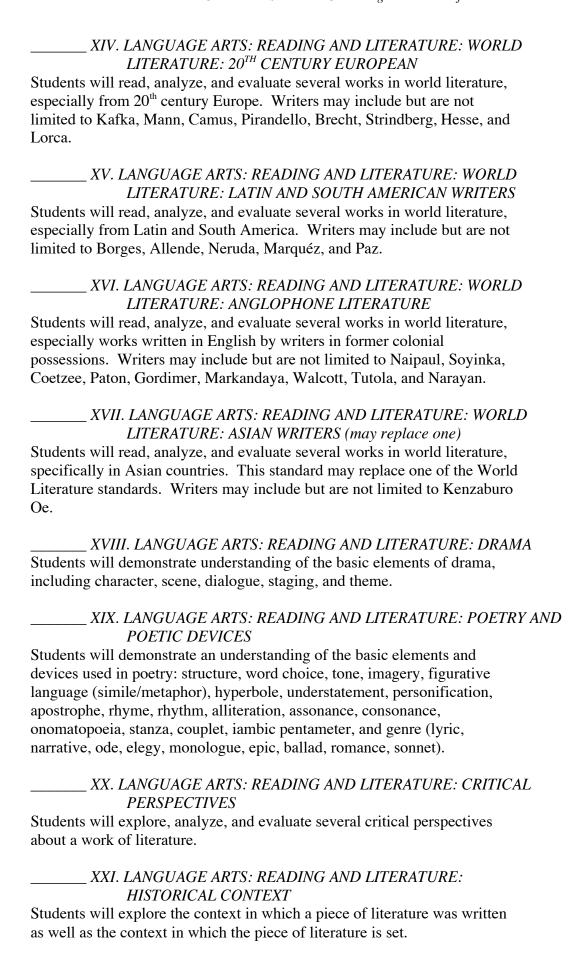
cardiovascular system and affected muscle groups; evaluating

reasonableness of maintaining the fitness plan over an extended period of time; and evaluating effectiveness of the plan on total body fitness.
II. PHYSICAL FITNESS AND PHYSICAL EDUCATION: AEROBIC ACTIVITY
Students will demonstrate knowledge and skills in an aerobic activity.
III. PHYSICAL FITNESS AND PHYSICAL EDUCATION: PHYSICAL ACTIVITY #1
Students will demonstrate knowledge and skills in a physical activity.
IV. PHYSICAL FITNESS AND PHYSICAL EDUCATION: PHYSICAL ACTIVITY #2
Students will demonstrate knowledge and skills in a physical activity.

LANGUAGE ARTS/READING

READING AND LITERATURE
I. LANGUAGE ARTS: READING AND LITERATURE: WORD
STUDY
Students will examine dictionaries, context clues, reference books, analogies, Greek and Latin roots, warranties, contracts, job descriptions, technical descriptions, labels, warnings, manuals, directions, applications, forms, journals, essays, speeches, biographies, autobiographies. In these different areas, students will review and analyze main ideas, perspective, support, bias, credibility of sources, weak logic, structure, and interpretation of significance.
II. LANGUAGE ARTS: READING AND LITERATURE: GENRES OF LITERATURE
Students will demonstrate understanding of the basic genres of literature: fiction, poetry, and drama.
III. LANGUAGE ARTS: READING AND LITERATURE: FICTION Students will demonstrate understanding of the basic elements of fiction: diction, point of view (POV), symbolism, tone, irony, satire, character, setting, and plot structure.
IV. LANGUAGE ARTS: READING AND LITERATURE: AMERICAN LITERATURE: NATIONAL LITERATURE AND ROMANTICISM.
Students will read, analyze, and evaluate several works in American
literature, including the Declaration of Independence and either Phillis
Wheatley or Washington Irving, although other writers may be substituted
from early United States history. In addition, students will study the
romantic period in American history, reading writers such as Hawthorne,
Poe, Emerson, Thoreau, Whitman, and Dickinson, although other writers may be substituted.
V. LANGUAGE ARTS: READING AND LITERATURE: AMERICAN
LITERATURE: REALISM
Students will read, analyze, and evaluate several works in American
literature from the period of realism. Writers may include but are not
limited to Twain, Crane, James, Chopin, Douglass, Stowe, and Wharton.
minted to I wain, Crane, James, Chopin, Douglass, Stowe, and Wharton.
VI. LANGUAGE ARTS: READING AND LITERATURE:
AMERICAN LITERATURE: MODERNISM
Students will read, analyze, and evaluate several works in American
literature from the period of modernism. Writers may include but are not
limited to Hemingway, Fitzgerald, Hurston, Wright, Salinger, Miller,
O'Neill, Hansberry, Wilder, Williams, Hughes, Frost, William Carlos
Williams, St. Vincent Millay, cummings, and Moore.





XXII. LANGUAGE ARTS: READING AND LITERATURE: THEMES
IN THE MEDIA
Students will explore a common theme through several forms of media.
XXIII. LANGUAGE ARTS: READING AND LITERATURE:
SPECIFIC SUPPORT
Students will use specific support from a piece of literature to develop an
argument about the meaning and/or significance of that literature.
XXIV. LANGUAGE ARTS: READING AND LITERATURE:
ANNOTATED BOOKLIST 1
XXV. LANGUAGE ARTS: READING AND LITERATURE:
ANNOTATED BOOKLIST 2
XXVI. LANGUAGE ARTS: READING AND LITERATURE:
ANNOTATED BOOKLIST 3
XXVII. LANGUAGE ARTS: READING AND LITERATURE: ANNOTATED BOOKLIST 4
Students will complete an annotated booklist each year that demonstrates an
understanding of genre and theme while also evaluating the quality of the
literature.
WRITING
I. LANGUAGE ARTS: WRITING: NARRATIVE
Students will write about themselves in autobiographies and journals.
II. LANGUAGE ARTS: WRITING: EXPOSITORY
Students will explain or inform in writing about a topic.
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III. LANGUAGE ARTS: WRITING: DESCRIPTIVE
Students will use details to create a mental picture (object, person, place) in writing
IV. LANGUAGE ARTS: WRITING: PERSUASIVE
Students will develop an opinion in writing.
V. LANGUAGE ARTS: WRITING: CRITICAL
Students will analyze a person/place/thing with attention to meaning/
significance/value.
Significance, varie.
VI. LANGUAGE ARTS: WRITING: RESEARCH
Students will write a research paper that displays the following: thesis,
varied sources checked for accuracy, internet sources checked for reliability,
and proper MLA/APA format. In addition, students will demonstrate an
understanding of plagiarism and how to avoid it.
VII. LANGUAGE ARTS: WRITING: AUDIENCE AND PURPOSE
Students will demonstrate a sense of audience and purpose for the different
writing expectations mentioned in I to VI.

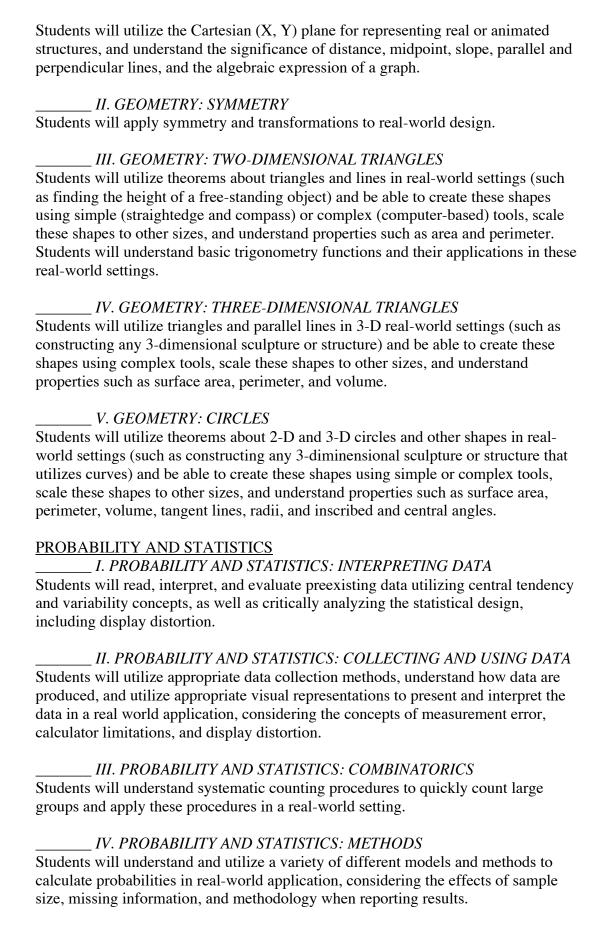
VIII. LANGUAGE ARTS: WRITING: WRITING PROCESS
Students will develop their writing through the writing process: an outline,
thesis, specific details, structure, revision, editing, in-text documentation,
and bib all being developed through stages and support.
IX. LANGUAGE ARTS: WRITING: SPELLING, GRAMMAR, AND USAGE
Students will demonstrate perfect spelling as well as an understanding of the
following grammatical and usage concepts: formal/informal language,
capitalization, punctuation, verb tense, sentence structure, paragraphing,
reflexive case pronouns, nominative and objective case pronouns (including
who/whom), comma, semicolon, colon, hyphen, dash, like/as if, any/any other,
this kind/these kinds, who/that, every/many, subjunctive mood, subject/verb
agreement, active/passive voice, and possessive pronouns with gerunds.
agreement, active/passive voice, and possessive pronouns with gerands.
X. LANGUAGE ARTS: WRITING: HANDWRITING AND WORD
PROCESSING
Students will show clear and efficient forms of written work.
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XI. LANGUAGE ARTS: WRITING: 30 JOURNALS YEAR 1
XII. LANGUAGE ARTS: WRITING: 30 JOURNALS YEAR 2
XIII. LANGUAGE ARTS: WRITING: 30 JOURNALS YEAR 3
XIV. LANGUAGE ARTS: WRITING: 30 JOURNALS YEAR 4
Students will write thirty journals a year, reflecting on their growth as
students while also refining their writing skills.
students while also rething their writing skins.
SPEAKING, LISTENING, AND VIEWING
I. LANGUAGE ARTS: SPEAKING: STRUCTURE
Students will demonstrate an understanding of proper ways to structure
various forms of speeches.
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II. LANGUAGE ARTS: SPEAKING: LANGUAGE
Students will demonstrate an understanding of proper ways to use language
in various forms of speeches.
in turious forms of speedies.
III. LANGUAGE ARTS: SPEAKING: STYLE
Students will demonstrate an understanding of different expectations and
styles for different forms of speeches.
or appropriate terms of appropriate terms of appropriate terms.
IV. LANGUAGE ARTS: SPEAKING: PRESENTATIONS YEAR 1
V. LANGUAGE ARTS: SPEAKING: PRESENTATIONS YEAR 2
VI. LANGUAGE ARTS: SPEAKING: PRESENTATIONS YEAR 3
VII. LANGUAGE ARTS: SPEAKING: PRESENTATIONS YEAR 4
Students will complete three presentations per year, one of which will occur
during a presentation night activity.
VIII. LANGUAGE ARTS: LISTENING: FACT AND OPINION
Students will demonstrate an understanding of the difference between fact
and opinion in an audio presentation, as well as the credibility of several

presentations based on the use of fact and opinion.

IX. LANGUAGE ARTS: LISTENING: NONVERBAL
COMMUNICATION
Students will demonstrate several examples of nonverbal communication, as
well as an ability to observe and analyze these behaviors in communication.
X. LANGUAGE ARTS: LISTENING: INTERPERSONAL COMMUNICATION
Students will be able to demonstrate skills in several forms of interpersonal communication: mediation, one-on-one work, small group discussion, and large group discussion. As well, students will demonstrate an understanding of effective speaking skills, effective listening skills, appropriate feedback, problem-solving techniques, effective group skills, and communication strategies.
XI. LANGUAGE ARTS: VIEWING: THE ROLE AND IMPACT OF MEDIA
Students will explore several media formats to demonstrate an
understanding of the role and impact of media formats in our society.
XII. LANGUAGE ARTS: VIEWING: ACCURACY AND BIAS
Students will explore several media formats to discover, analyze, and
evaluate the degrees of accuracy and bias.
XIII. LANGUAGE ARTS: VIEWING: ETHICS
Students will demonstrate an understanding of the importance of ethics in
several media formats.

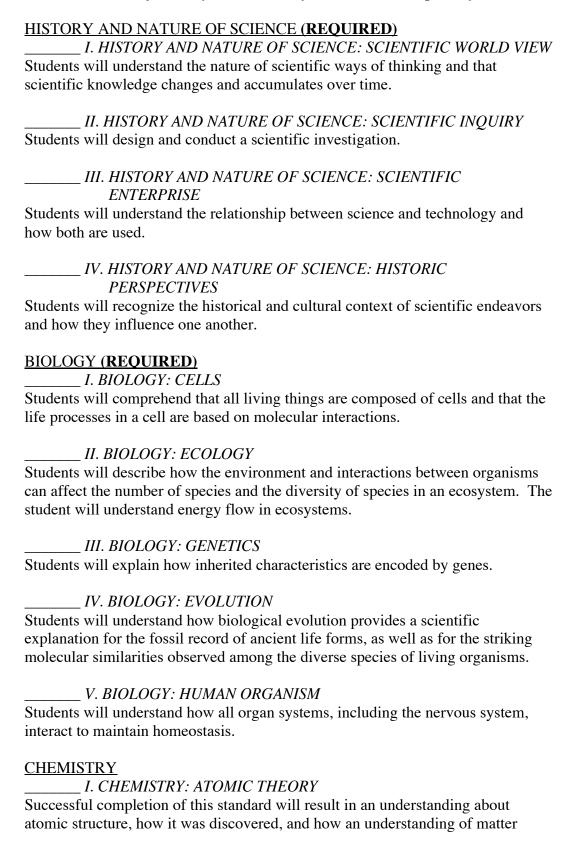
MATH

ALGEBRA
help students complete subsequent benchmarks.
II. ALGEBRA: LINEAR EQUATIONS Students will utilize one- and two-variable linear equations in real world applications (such as solving formulas (i.e. speed, distance, time) or developing a physical fitness plan) incorporating algebraic and graphic representations, and will understand the relationship between linear equations and absolute value and floor (int) and ceiling functions.
IV. ALGEBRA: QUADRATIC EQUATIONS Students will utilize one-variable quadratic equations in real-world applications (such as modeling free fall and calculating best sampling size for a study) incorporating algebraic and graphic representation, and will be able to effectively communicate their results.
ALGEBRA II
II. ALGEBRA II: SYSTEMS Students will utilize systems of two linear equations or inequalities in real-world applications (such as using current data to predict when two events will equal each other) incorporating algebraic and graphic representation, and understand and/or utilize systems with one quadratic and one linear equation or inequality (such as assessing a production model for a business).
III. ALGEBRA II: RECURSIONS Students will examine current or previous projects to analyze the use of recursion to model and solve real-world applications (such as assessing land conservation and wildlife management).
GEOMETRYI. GEOMETRY: GRAPHING



SCIENCE

(Choose one from Physics, Chemistry, and Earth and Space Systems)



allows us to explain the world and the universe. This includes atomic structure, ions, isotopes, and the periodic table: how it was constructed and what it tells us.
II. CHEMISTRY: ENERGY Students will understand energy forms, transformations, and transfers. Successful completion of this standard will result in a greater understanding of the relationship between matter and energy. This includes thermodynamics, enthalpy, and exothermic and endothermic reactions.
III. CHEMISTRY: CHEMICAL REACTIONS Students will describe chemical reactions and the factors that influence them. Successful completion of this standard will result in an understanding of how symbols are used, solution chemistry, electrolytes, and types of chemical reactions.
IV. CHEMISTRY: APPLICATION Using the information gained in previous Chemistry standards, students will design and complete an experiment.
EARTH AND SPACE SYSTEMS
II. EARTH: WATER CYCLE AND WEATHER Students will explain the causes and effects of the Earth's atmospheric and hydrologic processes.
III. SPACE: UNIVERSE: THE SOLAR SYSTEM Students will relate the formation and components of our solar system to the conditions necessary for life.
IV. SPACE: UNIVERSE: ASTRONOMY Students will use astronomical data to reveal the structure, scale, and changes in the stars, galaxies and universe over time.
PHYSICS
II. PHYSICS: ENERGY The student will understand energy forms, transformations and transfers. Successful completion of this standard will result in an understanding of potential

and kinetic energy and their relationship, the conservation of energy, and the concepts of energy work and power.
IV. PHYSICS: APPLICATIONS Students will apply what they have learned through the other physics standards to complete an experiment that demonstrates knowledge of physics.

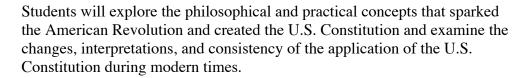
SOCIAL STUDIES

<u>ECONOMICS</u>
<i>I. ECONOMICS: THE MARKET ECONOMY</i> Students will explore the workings of a market economy and apply these
concepts when examining an actual community and/or a specific market.
II. ECONOMICS: THE NATIONAL ECONOMY Students will explore the economic policies of a nation or nations and examine the impact these policies have on the people and markets of that nation.
III. ECONOMICS: ESSENTIAL SKILLS
Students will understand and use economic concepts, theories, principles, and quantitative methods to analyze current events. Students will learn and be able to apply personal financial management and investment practices.
IV. ECONOMICS: INTERNATIONAL ECONOMIC RELATIONSHIPS
Students will explore the positive and negative impact of globalization on the world's population. Students will explore an agency, trade agreement, or other economic structure that impacts the global economy, analyze and evaluate its global purpose and impact on people, and create a response, solution, or proposal relating to its purpose and impact.
V. ECONOMICS: ECONOMICS AND PUBLIC POLICY Students will apply economic theories and concepts to public policy issues.
<u>GEOGRAPHY</u>
I. GEOGRAPHY: ESSENTIAL SKILLS
Students will use maps, globes, geographic information systems, and other databases to answer a variety of geographic questions at a variety of scales from local to global.
II. GEOGRAPHY: SPATIAL ORGANIZATION
Students will explore the roles of maps in uncovering information about a
nation or nations and use this information in understanding patterns of one or more of the following: consumption, population growth, poverty, trade,
voting behavior, innovation/technology, and transportation.
III. GEOGRAPHY: INTERCONNECTION
Students will explore the relationship between nations (or groups within a nation) with tensions over political boundaries and through examination of
the issues, address solutions to the conflict. Students will explore the
geographic impact of human movement on nations through an examination of one or more effected groups, and examine the causes for this movement and potential resolutions.

U.S. GOVERNMENT AND CIVICS

__ I. U.S. GOVERNMENT AND CIVICS: CIVIC VALUES, SKILLS, RIGHTS, AND RESPONSIBILITIES Students will explore, through a case study, the history of social action in the United States and, through action and inquiry, examine its current effectiveness and means for enacting effective change in today's society. Students will explore local current and/or historical events and, through active primary research and oral histories, create their own historical research project concerning local citizens. Students will explore the meanings and contributions of being an active participant in the local and global community through meaningful action. __ II. U.S. GOVERNMENT AND CIVICS: BELIEFS AND PRINCIPLES OF U.S. DEMOCRACY Students will explore the philosophical ideals behind the American constitution and, through examination, compare and contrast its effect beside the constitutions of established nations (or other government structure. III. U.S. GOVERNMENT AND CIVICS: ROOTS OF THE REPUBLIC Students will explore the workings of the American executive system and, through action, will examine the role and influence of this office on a local and national level. IV. U.S. GOVERNMENT AND CIVICS: GOVERNMENTAL PROCESSES AND INSTITUTIONS Students will explore the workings of the American legislative system and, through action, will examine the powers of the individual citizen in the U.S., Minnesota, and/or local democracy. Students will explore the workings of the American judicial system and, through interviews and/or previous and current court cases, will examine the rights of the individual citizen within the court system. U.S. HISTORY __ I. U.S. HISTORY: INDIGENOUS PEOPLE OF NORTH AMERICA Students will demonstrate knowledge of indigenous cultures in North America prior to and during western explorations. II. U.S. HISTORY: THREE WORLDS CONVERGE (1450-1763) Students will explore the cultural, social, and political significance of the Native American cultures and their interactions with European nations (both explorers and colonizers) and examine their impact on U.S. society and

culture in modern times.



_____IV. U.S. HISTORY: EXPANSION, INNOVATION, AND REFORM (1801-1861)

Students will explore a conflict the United States had before the Civil War, and analyze its political and social impact during the time period and modern times, including a discussion of the concept of Manifest Destiny.

_____ V. U.S. HISTORY: CIVIL WAR AND RECONSTRUCTION (1850-1877)

Students will examine a piece or pieces of the Civil War and analyze its significance to the people, to political resolution, and to social interactions between the North and South. Students will explore an issue, event, or time period concerning slavery in North America, and examine its impact on U.S. society and culture in modern times.

_____ VI. U.S. HISTORY: RESHAPING THE NATION/MODERN AMERICA (1877-1916)

Students will explore a conflict the United States had after the Civil War and analyze its political and social impact during the time period it occurred and in modern times.

_____ VII. U.S. HISTORY: THE EMERGENCE OF MODERN AMERICA (1890-1930)

Students will analyze the wide range of reform efforts known as Progressivism between 1890 and World War I. Students will understand the causes and consequences of World War I. Students will understand how the United States changed politically, culturally, and economically from the end of World War I to the eve of the Great Depression.

_____ VIII. U.S. HISTORY: THE GREAT DEPRESSION AND WORLD WAR II (1929-1945)

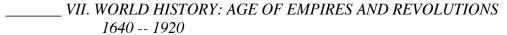
Students will understand the origins and impact of the Great Depression and the New Deal, 1929-1940. Students will understand the origins of World War II, the course of the war, and the impact of the war on American society.

_____ IX. U.S. HISTORY: POST-WAR U.S. (1945-1972)

Students will understand the social and economic changes in the United States, 1945-1960. Students will understand the Cold War, its causes, consequences, and military conflicts. Students will understand the key domestic political issues and debates in the post-war era to 1972. Students will understand the changes in legal definitions of individual rights in the 1960 and 1970s and the social movements that prompted them.

X. U.S. HISTORY: CONTEMPORARY AMERICA (1970 TO THE PRESENT) Students will understand the evolution of foreign and domestic policy in the last three decades of the 20th century and the beginning of the 21st century. WORLD HISTORY I. WORLD HISTORY: BEGINNINGS OF HUMAN SOCIETY, EARLY CIVILIZATIONS Students will explore the formation of early civilizations and examine modern society's tools and abilities to learn about and interpret these early civilizations. II. WORLD HISTORY: WORLD CIVILIZATIONS AND RELIGIONS: 1000 BC-500 AD Students will explore the birth of a religion, analyze its cultural, social, and political impacts, and address and/or compare its purpose and teachings beside its practice in society OR students will look at multiple religions and compare and contrast their purpose and teachings and/or their interactions and impacts with each other and society. III. WORLD HISTORY: WORLD CIVILIZATIONS AND RELIGIONS: 1500 BC - 700 ADStudents will explore and compare the rise of civilizations in different parts of the world and/or the rise of a governance structure, and examine the impact of trade, invention, and exploration on the growth and current state of these civilizations and/or governance structure. IV. WORLD HISTORY: EARLY MEDIEVAL AND BYZANTIUM: $400 \, AD - 1000 \, AD$ Students will demonstrate knowledge of the Byzantine Empire. Students will demonstrate knowledge of Europe during the Middle Ages from about 500 to 1000 AD in terms of its impact on Western civilization. V. WORLD HISTORY: GLOBAL ENCOUNTERS, EXCHANGES, AND CONFLICTS: 500 AD TO 1500 AD Students will demonstrate knowledge of Islamic civilization from about 600 to 1000 AD. Students will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns. Students will demonstrate knowledge of the interactions between Christendom and the Islamic world, 750-1500 AD. Students will demonstrate a knowledge of overseas trade, exploration, and expansion in the Mediterranean, Indian, and Atlantic Oceans, 1000-1500 AD. Students will demonstrate knowledge of complex societies and civilizations in the Americas. Students will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period.

Students will demonstrate knowledge of development leading to the Renaissance and Reformation in Europe in terms of its impact on Western civilization. Students will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 AD. Students will demonstrate knowledge of the integration of large territories under regional and global empires.



Students will explore the role imperialism played in shaping our current global structure, and use that information to examine a current interaction or interactions between two or more nations or groups of people within a nation.

______VIII. WORLD HISTORY: GLOBAL CONFLICT, 1914-1945 Students will explore the birth, development, and execution of a global conflict in the 20th Century and examine its effect on modern society.

_____ IX. WORLD HISTORY: THE POST-WAR PERIOD, 1945 TO THE PRESENT

Students will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts. Students will demonstrate knowledge of significant political and cultural developments of the late 20th century that affect global relations. Students will identify challenges and opportunities as we enter the 21st century.

WORLD LANGUAGES

I. WORLD LANGUAGE: COMMUNICATION Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Students understand and interpret written and spoken language on a variety of topics. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
II. WORLD LANGUAGE: CULTURES Students demonstrate an understanding of the relationship between the practices and Perspectives of the culture studied. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
III. WORLD LANGUAGE: CONNECTIONS Students reinforce and further their knowledge of other disciplines through the foreign language. Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
IV. WORLD LANGUAGE: COMPARISONS Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
V. WORLD LANGUAGE: COMMUNITIES Students use the language both within and beyond the school setting. Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

OTHER STANDARDS