

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.

TECHNOLOGY

_____ *I. TECHNOLOGY: COMPUTER OPERATIONS*

Students will demonstrate a basic understanding of fundamental computer operations and concepts.

_____ *II. TECHNOLOGY: SOFTWARE APPLICATIONS*

Students will show an understanding of software application.

_____ *III. TECHNOLOGY: TELECOMMUNICATION NETWORKS*

Students will use local, wide area, and worldwide network communication systems to access, analyze, interpret, and synthesize information.

_____ *IV. TECHNOLOGY: INFORMATION GATHERING*

Students will demonstrate skills in the selection and use of appropriate technologies to gather, process, and analyze data and to report information related to an investigation.

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.

_____ *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.

_____ VII. LANGUAGE ARTS: READING AND LITERATURE:
AMERICAN LITERATURE: CONTEMPORARY LITERATURE

Students will read, analyze, and evaluate several works in American literature from within the last fifty years. Writers may include but are not limited to Erdrich, Morrsion, Silko, Cisneros, Albee, Wilson, Plath, Brooks, Rich, Wilbur, and Larkin.

_____ VIII. LANGUAGE ARTS: READING AND LITERATURE: BRITISH
LITERATURE: EARLY TO RENAISSANCE

Students will read, analyze, and evaluate several works in early to Renaissance British literature. Works may include but are not limited to *Beowulf*, *The Canterbury Tales*, and the plays of Shakespeare.

_____ IX. LANGUAGE ARTS: READING AND LITERATURE: BRITISH
LITERATURE: 17TH AND 18TH CENTURY LITERATURE

Students will read, analyze, and evaluate several works in British literature from the 17th and 18th centuries. Writers may include but are not limited to Milton, Swift, and Pope.

_____ X. LANGUAGE ARTS: READING AND LITERATURE: BRITISH
LITERATURE: ROMANTICISM AND REALISM

Students will read, analyze, and evaluate several works in British literature from the Romantic and Realism periods. Writers may include but are not limited to Austen, Dickens, Charlotte and Emily Bronte, Hardy, Shelley, Eliot, Wordsworth, Keats, Shelley, Coleridge, Byron, and Tennyson.

_____ XI. LANGUAGE ARTS: READING AND LITERATURE: BRITISH
LITERATURE: MODERNISM

Students will read, analyze, and evaluate several works in British literature from the modernist period. Writers may include but are not limited to Conrad, Joyce, Woolf, Beckett, Yeats, and Auden.

_____ XII. LANGUAGE ARTS: READING AND LITERATURE: WORLD
LITERATURE: ANCIENT GREECE AND WORLD CLASSICS

Students will read, analyze, and evaluate several works in world literature, especially from ancient civilizations and the middle ages. Works may include but are not limited to Plato's *Republic*, *Oedipus the King*, *Antigone*, *The Odyssey*, *The Iliad*, speeches by Roman orators, *The Aenied*, The Bible, *The Epic of Gilgamesh*, *The Divine Comedy*, The Koran, writings of Machiavelli, and the writings of Lao-Tzu, among others.

_____ XIII. LANGUAGE ARTS: READING AND LITERATURE: WORLD
LITERATURE: PRE-20TH CENTURY EUROPEAN

Students will read, analyze, and evaluate several works in world literature, especially from pre-20th century Europe. Writers may include but are not limited to Tolstoy, Moliere, Baudelaire, Dostoevsky, Flaubert, Gogol, Balzac, Goethe, Cervantes, Zola, Ibsen, Chekhov, Pushkin, and Rilke.

_____ *XIV. LANGUAGE ARTS: READING AND LITERATURE: WORLD LITERATURE: 20TH CENTURY EUROPEAN*

Students will read, analyze, and evaluate several works in world literature, especially from 20th century Europe. Writers may include but are not limited to Kafka, Mann, Camus, Pirandello, Brecht, Strindberg, Hesse, and Lorca.

_____ *XV. LANGUAGE ARTS: READING AND LITERATURE: WORLD LITERATURE: LATIN AND SOUTH AMERICAN WRITERS*

Students will read, analyze, and evaluate several works in world literature, especially from Latin and South America. Writers may include but are not limited to Borges, Allende, Neruda, Marquéz, and Paz.

_____ *XVI. LANGUAGE ARTS: READING AND LITERATURE: WORLD LITERATURE: ANGLOPHONE LITERATURE*

Students will read, analyze, and evaluate several works in world literature, especially works written in English by writers in former colonial possessions. Writers may include but are not limited to Naipaul, Soyinka, Coetzee, Paton, Gordimer, Markandaya, Walcott, Tutola, and Narayan.

_____ *XVII. LANGUAGE ARTS: READING AND LITERATURE: WORLD LITERATURE: ASIAN WRITERS (may replace one)*

Students will read, analyze, and evaluate several works in world literature, specifically in Asian countries. This standard may replace one of the World Literature standards. Writers may include but are not limited to Kenzaburo Oe.

_____ *XVIII. LANGUAGE ARTS: READING AND LITERATURE: DRAMA*

Students will demonstrate understanding of the basic elements of drama, including character, scene, dialogue, staging, and theme.

_____ *XIX. LANGUAGE ARTS: READING AND LITERATURE: POETRY AND POETIC DEVICES*

Students will demonstrate an understanding of the basic elements and devices used in poetry: structure, word choice, tone, imagery, figurative language (simile/metaphor), hyperbole, understatement, personification, apostrophe, rhyme, rhythm, alliteration, assonance, consonance, onomatopoeia, stanza, couplet, iambic pentameter, and genre (lyric, narrative, ode, elegy, monologue, epic, ballad, romance, sonnet).

_____ *XX. LANGUAGE ARTS: READING AND LITERATURE: CRITICAL PERSPECTIVES*

Students will explore, analyze, and evaluate several critical perspectives about a work of literature.

_____ *XXI. LANGUAGE ARTS: READING AND LITERATURE: HISTORICAL CONTEXT*

Students will explore the context in which a piece of literature was written as well as the context in which the piece of literature is set.

_____ *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.

_____ *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.

_____ *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.

_____ *X. LANGUAGE ARTS: WRITING: HANDWRITING AND WORD PROCESSING*

Students will show clear and efficient forms of written work.

_____ *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.

SPEAKING, LISTENING, AND VIEWING

_____ *I. LANGUAGE ARTS: SPEAKING: STRUCTURE*

Students will demonstrate an understanding of proper ways to structure various forms of speeches.

_____ *II. LANGUAGE ARTS: SPEAKING: LANGUAGE*

Students will demonstrate an understanding of proper ways to use language in various forms of speeches.

_____ *III. LANGUAGE ARTS: SPEAKING: STYLE*

Students will demonstrate an understanding of different expectations and styles for different forms of speeches.

_____ *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

I. ALGEBRA: BASIC PRINCIPLES

Students will understand the order of operations, algebraic laws, proper calculator use, and the effect of different units on calculations. These are the building blocks to 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.

III. ALGEBRA: INEQUALITIES

Students will utilize one- and two-variable linear inequalities in real world applications (such as measurement tolerances in construction and calculating most profitable production) incorporating algebraic and graphic representation, and will understand the relationship between inequalities and absolute value.

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

I. ALGEBRA II: EXPONENTIAL EQUATIONS

Students will utilize exponential functions to model real-world situations and solve problems (such as bacterial growth and rate of growth in investments) incorporating algebraic and graphic representation.

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).

GEOMETRY

I. GEOMETRY: GRAPHING

Students will utilize the Cartesian (X, Y) plane for representing real or animated structures, and understand the significance of distance, midpoint, slope, parallel and perpendicular lines, and the algebraic expression of a graph.

 II. GEOMETRY: SYMMETRY

Students will apply symmetry and transformations to real-world design.

 III. GEOMETRY: TWO-DIMENSIONAL TRIANGLES

Students will utilize theorems about triangles and lines in real-world settings (such as finding the height of a free-standing object) and be able to create these shapes using simple (straightedge and compass) or complex (computer-based) tools, scale these shapes to other sizes, and understand properties such as area and perimeter. Students will understand basic trigonometry functions and their applications in these real-world settings.

 IV. GEOMETRY: THREE-DIMENSIONAL TRIANGLES

Students will utilize triangles and parallel lines in 3-D real-world settings (such as constructing any 3-dimensional sculpture or structure) and be able to create these shapes using complex tools, scale these shapes to other sizes, and understand properties such as surface area, perimeter, and volume.

 V. GEOMETRY: CIRCLES

Students will utilize theorems about 2-D and 3-D circles and other shapes in real-world settings (such as constructing any 3-dimensional sculpture or structure that utilizes curves) and be able to create these shapes using simple or complex tools, scale these shapes to other sizes, and understand properties such as surface area, perimeter, volume, tangent lines, radii, and inscribed and central angles.

 PROBABILITY AND STATISTICS

 I. PROBABILITY AND STATISTICS: INTERPRETING DATA

Students will read, interpret, and evaluate preexisting data utilizing central tendency and variability concepts, as well as critically analyzing the statistical design, including display distortion.

 II. PROBABILITY AND STATISTICS: COLLECTING AND USING DATA

Students will utilize appropriate data collection methods, understand how data are produced, and utilize appropriate visual representations to present and interpret the data in a real world application, considering the concepts of measurement error, calculator limitations, and display distortion.

 III. PROBABILITY AND STATISTICS: COMBINATORICS

Students will understand systematic counting procedures to quickly count large groups and apply these procedures in a real-world setting.

 IV. PROBABILITY AND STATISTICS: METHODS

Students will understand and utilize a variety of different models and methods to calculate probabilities in real-world application, considering the effects of sample size, missing information, and methodology when reporting results.

SCIENCE

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

HISTORY AND NATURE OF SCIENCE (REQUIRED)

I. HISTORY AND NATURE OF SCIENCE: SCIENTIFIC WORLD VIEW

Students will understand the nature of scientific ways of thinking and that scientific knowledge changes and accumulates over time.

II. HISTORY AND NATURE OF SCIENCE: SCIENTIFIC INQUIRY

Students will design and conduct a scientific investigation.

III. HISTORY AND NATURE OF SCIENCE: SCIENTIFIC ENTERPRISE

Students will understand the relationship between science and technology and how both are used.

IV. HISTORY AND NATURE OF SCIENCE: HISTORIC PERSPECTIVES

Students will recognize the historical and cultural context of scientific endeavors and how they influence one another.

BIOLOGY (REQUIRED)

I. BIOLOGY: CELLS

Students will comprehend that all living things are composed of cells and that the life processes in a cell are based on molecular interactions.

II. BIOLOGY: ECOLOGY

Students will describe how the environment and interactions between organisms can affect the number of species and the diversity of species in an ecosystem. The student will understand energy flow in ecosystems.

III. BIOLOGY: GENETICS

Students will explain how inherited characteristics are encoded by genes.

IV. BIOLOGY: EVOLUTION

Students will understand how biological evolution provides a scientific explanation for the fossil record of ancient life forms, as well as for the striking molecular similarities observed among the diverse species of living organisms.

V. BIOLOGY: HUMAN ORGANISM

Students will understand how all organ systems, including the nervous system, interact to maintain homeostasis.

CHEMISTRY

I. CHEMISTRY: ATOMIC THEORY

Successful completion of this standard will result in an understanding about atomic structure, how it was discovered, and how an understanding of matter

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

I. EARTH: GEOLOGY

Students will understand that the interactions of the atmosphere, biosphere, lithosphere, hydrosphere, and space have resulted in ongoing change of the Earth system over geologic time. Students will investigate the impact humans have on the environment.

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

I. PHYSICS: MOTION

Students will understand the nature of force and motion. This standard focuses on exploring the world of motion and how we use mathematical relationships to describe it. Successful completion of the standard will result in an understanding of velocity, acceleration, freefall, projectile motion, angular acceleration, angular speed and displacement, vectors, harmonic motion, and wave motion.

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.

_____ *III. PHYSICS: FORCES*

Students will understand the forces of nature and their application. Students need to demonstrate an understanding of the forces in the universe and how those forces affect objects in the universe. Successful completion of this standard will result in an understanding of gravitational, electromagnetic, Newton's laws, normal force, frictional forces, free body diagrams, momentum and impulse, conservation of momentum, and restorative forces in pendulums.

_____ *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

ECONOMICS

I. ECONOMICS: THE MARKET ECONOMY

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.

GEOGRAPHY

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.

_____ *III. U.S. HISTORY: REVOLUTION AND THE NEW NATION (1763-1820)*

Students will explore the philosophical and practical concepts that sparked the American Revolution and created the U.S. Constitution and examine the changes, interpretations, and consistency of the application of the U.S. Constitution during 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 AD*

Students 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.

_____ *VI. WORLD HISTORY: EMERGENCE OF A GLOBAL AGE, 1450–1800 AD*

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.

_____ *VII. WORLD HISTORY: AGE OF EMPIRES AND REVOLUTIONS
1640 -- 1920*

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

SENIOR PROJECT

_____ *I. SENIOR PROJECT: COMPLETION AND PRESENTATION*

Students will develop, complete, and present an effective senior project with all elements of a quality project authentically embedded within the project.

_____ *II. SENIOR PROJECT: SENIOR WORKBOOK*

Students will fully complete the related assignments noted in the senior book checklist.

SERVICE LEARNING

_____ *I. SERVICE LEARNING: YEAR 1*

_____ *II. SERVICE LEARNING: YEAR 2*

_____ *III. SERVICE LEARNING: YEAR 3*

_____ *IV. SERVICE LEARNING: YEAR 4*

Students will participate in a short-term active service learning experience within the school community and reflect on the experience.

ADVISORY (in effect 2006-2007 school year)

_____ *I. ADVISORY PORTFOLIO: YEAR 1*

_____ *II. ADVISORY PORTFOLIO: YEAR 2*

_____ *III. ADVISORY PORTFOLIO: YEAR 3*

_____ *IV. ADVISORY PORTFOLIO: YEAR 4*

Each year, students will develop a showcase portfolio that highlights their best work after revision and reflection. Upon completion of each portfolio, students will earn Advisory credit for that school year.