

**WOODBRIIDGE TOWNSHIP SCHOOL DISTRICT
WOODBRIIDGE, NEW JERSEY**

**CORE PROFICIENCY REQUIREMENTS FOR
RECEIVING CREDIT IN HIGH SCHOOL COURSES
SEPTEMBER, 2011**

A Message to Students and Their Parents/Guardians

In order to receive credit for each of the subjects offered in our high schools, students must master a stated list of defined objectives. These objectives have been labeled core proficiencies.

During the school year students will be expected to demonstrate their understanding of the content of courses and their competence in the required skills. Students will be offered opportunities to do so in their daily classes through performance in the following kinds of learning activities: discussion, questioning, oral and written reports, homework assignments, acceptable projects, laboratory experiences, quizzes, and tests. At the conclusion of their instruction in each course, students will be tested to determine their knowledge and execution of the core proficiencies.

The New Jersey State Department of Education requires that all school districts share with parents and students the core proficiencies which have been developed and adopted by their local boards of education. The Board of Education of the Woodbridge Township School District has adopted specific core proficiencies for all courses offered in grades nine through twelve in our three high schools.

We are sharing these lists of stated core proficiencies for courses offered in grades nine through twelve so that you will be aware of how the educational requirements necessary for high school graduation must be met in our school district.

On the pages which follow, the courses offered in our three high schools are listed alphabetically by course title. You will find the program designation (AP, C, R, and S,) included for your convenience in identifying courses.

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Superintendent of Schools

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COLONIA HIGH SCHOOL

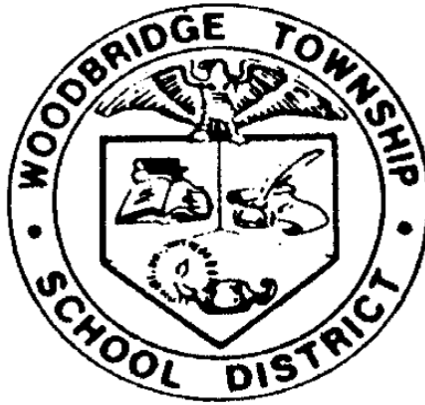
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VISION STATEMENT

The Woodbridge Township School District is committed to preparing life-long learners who are able to live and thrive with diversity, rapid change and interdependence.

MISSION STATEMENT

The Woodbridge Township School District is committed to engaging all members of the community in the process of providing a learning environment that fosters interdependence, embraces change, and values diversity.

Our mission is to develop, through a technology infused curriculum, life-long learners who are responsible citizens prepared to enter the global society.

ENGLISH

ENGLISH 1 (Honors Vertical Team, R/S)

Reading

- Explain text features that contribute to comprehension and learning in a variety of contexts.
- Distinguish among the spellings of words that are similar in sound.
- Apply spelling rules that aid in correct spelling.
- Continue to use structural and context analysis to decode new words.
- Read increasingly difficult texts silently to monitor comprehension and fluency.
- Read a variety of genres and types of text with fluency and comprehension.
- Identify, describe, evaluate, and synthesize the central ideas in informational text.
- Reread informational text for clarity.
- Set a purpose for reading, ask essential questions, and relate new learning to background experiences.
- Use increasingly complex text guides, maps, charts and graphs to assist with reading comprehension.
- Develop an extended vocabulary through both listening and reading independently.
- Clarify word meanings through the use of a word's definition, example, restatement, or contrast.
- Identify idioms, analogies, metaphors, and similes in prose and poetry.
- Clarify pronunciations, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology sources.
- Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings in speaking and writing experiences.
- Speculate about text by generating literal and inferential questions.
- Identify and use common textual and graphic features and organizational structures to comprehend information.
- Distinguish between essential and nonessential information.
- Differentiate between fact/opinion and bias and propaganda in newspapers, periodicals and electronic texts.
- Articulate the purposes and characteristics of different forms of prose.
- Analyze ideas and themes found in texts.
- Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence progression and resolution of the plot.
- Read critically by identifying, analyzing, and applying the knowledge of the theme, structure, style, and literary elements of fiction and provide textual evidence of understanding.
- Read critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of nonfiction and provide textual evidence of understanding.
- Respond critically to text ideas and craft by using textual evidence to support interpretations.
- Locate and analyze literary techniques and elements such as diction, figurative language, and rhetorical and stylistic features of text.
- Paraphrase and summarize text to recall, retell, or organize ideas.
- Draw inferences and support them with text evidence and experience.
- Recognize how style tone and mood contribute to text effect.
- Identify poetic forms.
- Analyze the effects of various literary devices, such as sound techniques and figurative language.
- Produce written or oral work that demonstrates comprehension of informational materials.
- Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, beliefs of its authors.
- Read and comprehend at least two texts about one issue or subject, or two texts by a single author, or two books in one genre and produce evidence of reading.

ENGLISH

- Select appropriate electronic media for research and evaluate the quality of the information received.

Writing

- Analyze and revise writing to improve style, clarity, thought, word choice, sentence variety, and subtlety of meaning.
- Apply the revision process with specific personal goals previously defined or established for improving their own writing.
- Use the computer and word-processing software to compose, revise, edit, and publish a piece.
- Draft a thesis statement and be able to support and defend it through highly developed ideas, paragraph development, organization, and content.
- Write with a single, distinct focus to develop unified and coherent sentences and paragraphs.
- Write multi-paragraph, complex pieces using a variety of methods to develop a central idea (e.g., cause-effect, problem solution, irony, parallelism, rhetorical questions).
- Use precise language and specific details to develop reader interest, anticipate and counter reader concerns and arguments, advance an argument or position, or add humor.
- Provide compelling openings and a strong sense of closure to writing.
- Employ the use of relevant graphics to support a central idea.
- Select the structures and features of language appropriate to the purpose, audience, and context of the work and consistently demonstrate an application of the rules of English when editing.
- Support arguments with convincing, elaborated, and properly cited evidence.
- Use primary and secondary sources to provide evidence, justifications, or to extend a position.
- Demonstrate use of Standard English conventions.
- Uses subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.
- Exclude extraneous details, repetitious ideas, and inconsistencies.
- Create an organizing structure.
- Use transition words to reinforce a logical progression of ideas.
- Employ the most effective writing format for purpose and audience.
- Relate logical content to topic, audience, and purpose.
- Show grade-appropriate command of the following writing genres:
 - persuasive essay
 - personal narrative
 - descriptive essay
 - critique
 - response to literature
 - poetry
- Synthesize information from multiple sources into a formal, written report or essay.
- Use graphic organizers, outlines, and notes to organize information for future use.
- Write a research paper that synthesizes and cites data using researched information and technology to support writing.
- Cite sources from books, periodicals, discourse, electronic sources, etc.
- Maintain writing folders or portfolios.

Speaking

- Support a position, acknowledging opposing views.
- Present ideas and opinions spontaneously in response to a topic or other speakers.
- Paraphrase others' comments to clarify viewpoints.
- Question to clarify others' opinions.
- Talk with others to identify and explore issues and problems.
- Use visual aids, media, and/or technology to support oral communication.

ENGLISH

- Give oral presentations to different audiences for different purposes, using effective delivery strategies.
- Respond to teacher feedback by writing a self-assessment to guide future oral presentations.

Listening

- Demonstrate active listening behaviors in a variety of situations by analyzing information, ideas, and opinions to determine relevancy.
- Give appropriate feedback to a variety of speakers.
- Recognize persuasive techniques and credibility in oral communication.
- Listen to determine a speaker's purpose, attitude, and perspective.
- Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
- Critique information heard or viewed, using agreed-upon criteria for evaluation.

Viewing & Media Literacy

- Evaluate media messages for credibility.
- Compare a news story across different news sources.
- Create a media presentation and written report on the same topic, and compare each presentation's impact on the audience.
- Develop criteria to judge the effectiveness of media presentations.
- Understand television, video games, music and motion picture ratings as measurements of content appropriateness of material.

ENGLISH 2 (Honors Vertical Team, R/S)

Reading

- Read independent-level materials with accuracy and speed.
- Use appropriate rhythm, flow, meter, and pronunciation when reading.
- Read a variety of genres and types of text with fluency and comprehension.
- Judge the most effective graphic organizers to use various text types for memory retention and comprehension.
- Use knowledge of word origins and word relationships to determine the meanings of specialized vocabulary and to understand new words.
- Read and comprehend technical text.
- Identify, describe, evaluate, and synthesize the central ideals in informational texts.
- Understand the effect of literary devices on readers' emotions and interpretation.
- Analyze and evaluate the appropriateness of diction and figurative language.
- Recognize distinctions between the language of literature and that of other written texts.
- Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's these, accuracy and reasoning.
- Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present.
- Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.
- Analyze how words create tone and mood, and how choice of words advances the theme or purpose of the work.
- Select appropriate electronic media for research and evaluate the quality of the information received.
- Develop a portfolio of materials that reflects a specific career choice.
- Read and comprehend at least three texts about one issue or topic, or three books by a single author or in one genre, and produce evidence of reading.
- Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns.

ENGLISH

Writing

- Analyze and revise writing to improve style, clarity, thought, word choice, sentence variety, and subtlety of meaning.
- Apply the revision process with specific personal goals previously defined or established for improving their own writing.
- Use the computer and word-processing software to compose, revise, edit and publish a piece.
- Draft a thesis statement and be able to support and defend it through highly developed ideas, paragraph development, organization, and content.
- Write with a single, distinct focus to develop unified and coherent sentences and paragraphs.
- Write multi-paragraph, complex pieces using a variety of methods to develop a central idea (e.g., cause-effect, problem solution, irony, parallelism, rhetorical questions).
- Use precise language and specific details to develop reader interest, anticipate and counter reader concerns and arguments, advance an argument or position, or add humor.
- Provide compelling openings and a strong sense of closure to writing.
- Employ the use of relevant graphics to support a central idea.
- Select the structures and features of language appropriate to the purpose, audience, and context of the work and consistently demonstrate an application of the rules of English when editing.
- Support arguments with convincing, elaborated, and properly cited evidence.
- Use primary and secondary sources to provide evidence, justifications, or to extend a position.
- Demonstrate use of Standard English conventions.
- Exclude extraneous details, repetitious ideas, and inconsistencies.
- Create an organizing structure.
- Employ the most effective writing format for purpose and audience.
- Relate logical content to topic, audience, and purpose.
- Show grade-appropriate command of the following writing genres:
 - persuasive essay
 - parody of a particular narrative style (fable, myth, short story, etc.)
 - report
 - critique
 - response to literature
 - poetry
 - business correspondence
- Synthesize information from multiple sources into a formal, written report or essay.
- Use graphic organizers, outlines, and notes to organize information for future use.
- Write a research paper that synthesizes and cites data using researched information and technology to support writing.
- Cite sources from books, periodicals, discourse, electronic sources, etc.
- Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness.
- Maintain writing folders or portfolios.

Speaking

- Support, modify, or refute a position in small or large group discussions.
- Ask prepared and follow-up questions in interviews and other discussions.
- Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements.
- Question critically the position or viewpoint of an author.
- Respond to audience questions by providing clarification, illustration, definition, and elaboration.

ENGLISH

- Participate actively in panel discussions, symposiums, and/or business meeting formats.
- Modulate their tone and clarify their thoughts through word choice.
- Improve their word choice by focusing on rhetorical devices (e.g., puns, parallelism, allusion, alliteration).
- Speak for a variety of purpose (e.g., persuasion, information, literary interpretation, dramatization, and personal expression).
- Draw on a variety of resources (e.g., personal experience, research) when speaking.
- Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, and transition words).
- Demonstrate effective delivery strategies when speaking.
- Edit drafts of speeches independently and in per discussions.
- Use props and costumes to stage a dramatic presentation.
- Access and evaluate four on-line, print, and non-print resources to research and present a topic.
- Use feedback on an early draft to improve the final draft of an oral presentation.
- Respond to teacher feedback by writing a self-assessment to guide future oral presentations.

Listening

- Demonstrate active listening behaviors in a variety of situations.
- Give appropriate feedback to a variety of speakers.
- Practice persuasive techniques.
- Listen to determine a speaker's purpose, attitude, and perspective.
- Exhibit proficiency in integrating oral reading with listening, writing, and viewing.
- Critique oral presentations using agreed-upon criteria for evaluation with a rubric.
- Explore and reflect on ideas while hearing and focusing attentively.
- Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.
- Demonstrate thinking skills in listening activities to summarize, make judgments, and evaluate.
- Evaluate the credibility of the speaker.
- Evaluate media techniques and messages.
- Determine when propaganda and argument are used in oral forms.
- Listen critically to a debate and respond appropriately.

Viewing & Media Literacy

- Understand television, video games, music, and motion picture ratings as measurements of content appropriateness of material.
- Identify and evaluate how a media product expresses the values of the culture that produced it.
- Analyze media for gender and ethnic stereotypes.
- Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages, and create at least one form.
- Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family and social institutions).

ENGLISH 3 (Honors Vertical Team, R/S)

Reading

- Read independent-level materials with accuracy and speed.
- Use appropriate rhythm, flow, meter, and pronunciation when reading.
- Read a variety of genres and types of text with fluency and comprehension.
- Assess and apply personal reading strategies that were most effective in learning from a variety of texts.

ENGLISH

- Practice visualizing what is happening before and during reading.
- Judge the most effective graphic organizers to use with various text types for memory retention and monitoring comprehension.
- Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.
- Apply reading vocabulary in different content areas.
- Read and comprehend technical manuals.
- Understand the relationship between past literary traditions and contemporary writing.
- Analyze how words of a given period reflect historical and social events and conditions.
- Analyze and evaluate the appropriateness of diction and figurative language.
- Recognize distinctions between the language of literature and that of other written texts.
- Use teacher and student established criteria for making interpretations and drawing conclusions.
- Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, and reasoning.
- Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present.
- Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.
- Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
- Select appropriate electronic media for research and evaluate the quality of the information received.
- Develop a portfolio of materials that reflects a specific career choice.
- Read and comprehend a combination of 4 types of texts on one issue or topic, or three books by a single author or in one genre, and produce evidence of reading.
- Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns.

Writing

- Analyze and revise writing to improve style, clarity, thought, word choice, sentence variety, and subtlety of meaning.
- Apply the revision process with specific personal goals previously defined or established for improving their own writing.
- Use the computer and word-processing software to compose, revise, edit, and publish a piece.
- Draft a thesis statement and be able to support and defend it through highly developed ideas, paragraph development, organization, and content.
- Critique published words for authenticity and credibility.
- Write with a single, distinct focus to develop unified and coherent sentences and paragraphs.
- Write multi-paragraph, complex pieces using a variety of methods to develop a central idea (e.g., cause-effect, problem solution, irony, parallelism, rhetorical questions).
- Write with controlled and/or subtle organization, sophisticated use of sentence structures, and sensory appeal.
- Use precise language and specific details to develop reader interest, anticipate and counter reader concerns and arguments, advance an argument or position, or add humor.
- Provide compelling openings and a strong sense of closure to writing.
- Select the structures and features of language appropriate to the purpose, audience, and context of the work and consistently demonstrate an application of the rules of English when editing.
- Use a range of strategies to elaborate and persuade, interest, or engage the reader, such as definitions, descriptions, illustrations, examples, anecdotes, and analogies.

ENGLISH

- Support arguments with convincing, elaborated, and properly cited evidence.
- Use primary and secondary sources to provide evidence, justifications, or to extend a position.
- Demonstrate use of Standard English conventions.
- Exclude extraneous details, repetitious ideas, and inconsistencies.
- Create an organizing structure.
- Employ the most effective writing format for purpose and audience.
- Relate logical content to topic, audience, and purpose.
- Show grade-appropriate command of the following writing genres:
 - literary research paper
 - critique
 - poetry
 - application essay
 - persuasive essay
- Synthesize information from multiple sources into a formal, written report or essay.
- Use graphic organizers, outlines, and notes to organize information for future use.
- Write a research paper that synthesizes and cites data using researched information and technology to support writing.
- Cite sources from books, periodicals, discourse, electronic sources, etc.
- Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness.
- Maintain writing folders or portfolios.

Speaking

- Support a position integrating multiple perspectives.
- Assume leadership roles in student-directed discussions, projects, and forums.
- Summarize and evaluate tentative conclusions, and take the initiative in moving discussions to the next stage.
- Extend peer contributions by elaboration and illustration.
- Analyze, evaluate, and modify group processes.
- Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements.
- Question critically the position or viewpoint of an author.
- Respond to audience questions by providing clarification, illustration, definition, and elaboration.
- Participate actively in panel discussions, symposiums, and/or business meeting formats.
- Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, and dramatization).
- Draw on a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, and transition words).
- Demonstrate effective delivery strategies when speaking.
- Edit drafts of speeches independently and in peer discussions.
- Access and evaluate 5 or more on-line, print, and non-print resources to research and present a topic.
- Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details).
- Use feedback on an early draft to improve the final draft of an oral presentation.
- Respond to teacher feedback by writing a self-assessment to guide future oral presentations.

ENGLISH

Listening

- Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.
- Recognize persuasive techniques and credibility in oral communication.
- Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
- Critique information heard or viewed.
- Listen skillfully to distinguish emotive and persuasive rhetoric.
- Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.
- Demonstrate thinking skills in listening activities to summarize, make judgments, and evaluate.
- Evaluate the credibility of the speaker.
- Evaluate media techniques and messages.
- Determine when propaganda and argument are used in oral forms.
- Listen critically to a debate and respond appropriately.

Viewing & Media Literacy

- Analyze media content for emotional affect on audience.
- Understand that messages are representations of social reality and vary by historic time periods and parts of the world.
- Compare and contrast three or more media sources.
- Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages, and create two forms.
- Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family and social institutions).
- Determine influences on news media based on existing political, historical, economical, and social contexts (e.g., importance of audience feedback).

ENGLISH 4 (AP) LANGUAGE AND COMPOSITION

- Comprehend inferentially and analyze the rhetoric of prose passages.
- Sharpen powers of critical evaluation.
- Demonstrate his/her skill in composition directly by writing several essays of varying lengths in various rhetorical modes.
- Develop stylistic maturity, characterized by the following:
 - a wide-ranging vocabulary used with denotative accuracy and respect for connotation;
 - variety in sentence structures, including appropriate use of subordination and coordination;
 - logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis;
 - rhetorical effectiveness, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.
- Develop an awareness of the different stylistic effects created by different syntactical choices and by different levels of diction.
- Develop a critical awareness of the influence of language in non-media.
- Research, write, and revise a speech for presentation.
- Build a portfolio to represent achievements in English and to demonstrate self-reflection.

ENGLISH 4 (AP) LITERATURE AND COMPOSITION

- Demonstrate critical understanding of complex literary pieces.
- Research, organize, write, and present complex analyses through structural essays, group and individual projects, and presentations, demonstrating clarity of expression, precise use of language, and syntactical maturity.

ENGLISH

- Experience, evaluate, and respond to print and non-print media as it relates to the AP curriculum.
- Listen and view effectively using a variety of activities as outlined in the AP curriculum.
- Research, write, and revise a speech for presentation.
- Build a portfolio to represent achievements in English and to demonstrate self-reflection.

ENGLISH 4 (R/S)

Reading

- Read independent-level materials with accuracy and speed.
- Use appropriate rhythm, flow, meter, and pronunciation when reading.
- Read a variety of genres and types of text with fluency and comprehension.
- Assess and apply personal reading strategies that were most effective in learning from a variety of texts.
- Practice visualizing what is happening before and during reading.
- Judge the most effective graphic organizers to use with various text types for memory retention and monitoring comprehension.
- Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.
- Use knowledge of root words and words from literary works to understand new words.
- Apply reading vocabulary in different content areas.
- Read and comprehend technical manuals.
- Identify, describe, evaluate, and synthesize the central ideas in informational texts.
- Understand the relationship between past literary traditions and contemporary writing.
- Analyze how words of a given period reflect historical and social events and conditions.
- Recognize distinctions between the language of literature and that of other written texts.
- Use teacher and student established criteria for making interpretations and drawing conclusions.
- Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, and reasoning.
- Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present.
- Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.
- Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
- Select appropriate electronic media for research and evaluate the quality of the information received.
- Read and comprehend a combination of 4 types of texts on one issue or topic, or three books by a single author or in one genre, and produce evidence of reading.
- Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns.

Writing

- Analyze and revise writing to improve style, clarity, thought, word choice, sentence variety, and subtlety of meaning.
- Apply the revision process with specific personal goals previously defined or established for improving their own writing.
- Draft a thesis statement and be able to support and defend it through highly developed ideas, paragraph development, organization, and content.
- Critique published words for authenticity and credibility.
- Write with a single, distinct focus to develop unified and coherent sentences and paragraphs.

ENGLISH

- Write multi-paragraph, complex pieces using a variety of methods to develop a central idea (e.g., cause-effect, problem solution, irony, parallelism, rhetorical questions).
- Write with controlled and/or subtle organization, sophisticated use of sentence structures, and sensory appeal.
- Provide compelling openings and a strong sense of closure to writing.
- Select the structures and features of language appropriate to the purpose, audience, and context of the work and consistently demonstrate an application of the rules of English when editing.
- Use a range of strategies to elaborate and persuade, interest, or engage the reader, such as definitions, descriptions, illustrations, examples, anecdotes, and analogies.
- Use primary and secondary sources to provide evidence, justifications, or to extend a position.
- Demonstrate use of Standard English conventions.
- Exclude extraneous details, repetitious ideas, and inconsistencies.
- Create an organizing structure.
- Employ the most effective writing format for purpose and audience.
- Relate logical content to topic, audience, and purpose.
- Show grade-appropriate command of the following writing genres:
 - > literary research paper
 - > critique
 - > poetry
 - > personal essay
- Synthesize information from multiple sources into a formal, written report or essay.
- Use graphic organizers, outlines, and notes to organize information for future use.
- Write a research paper that synthesizes and cites data using researched information and technology to support writing.
- Cite sources from books, periodicals, discourse, electronic sources, etc.

Speaking

- Support a position integrating multiple perspectives.
- Assume leadership roles in student-directed discussions, projects, and forums.
- Summarize and evaluate tentative conclusions, and take the initiative in moving discussions to the next stage.
- Extend peer contributions by elaboration and illustration.
- Analyze, evaluate, and modify group processes.
- Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements.
- Question critically the position or viewpoint of an author.
- Respond to audience questions by providing clarification, illustration, definition, and elaboration.
- Participate actively in panel discussions, symposiums, and/or business meeting formats.
- Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, and dramatization).
- Draw on a variety of resources (e.g., personal experience, research) when speaking.
- Use a variety of resources (e.g., personal experience, research) when speaking.
- Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, and transition words).
- Demonstrate effective delivery strategies when speaking.
- Edit drafts of speeches independently and in peer discussions.
- Access and evaluate 5 or more on-line, print, and non-print resources to research and present a topic.

ENGLISH

- Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details).
- Use feedback on an early draft to improve the final draft of an oral presentation.
- Respond to teacher feedback by writing a self-assessment to guide future oral presentations.

Listening

- Recognize persuasive techniques and credibility in oral communication.
- Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.
- Demonstrate thinking skills in listening activities to summarize, make judgments, and evaluate.
- Evaluate the credibility of a speaker.
- Evaluate media techniques and messages.
- Determine when propaganda and argument are used in oral forms.
- Listen critically to a debate and respond appropriately.

Viewing & Media Literacy

- Analyze media content for social and behavioral affect on audience.
- Understand that messages are representations of social reality and vary by historic time periods and parts of the world.
- Use print and electronic media texts to explore world events and cultures, new ideas, and aspects of the universal human experience.
- Determine influences of media in political, social, economic and cultural contexts.
- Develop a set of vocabulary and theories to analyze media content and influences.

ENGLISH 1, 2, 3, 4 ASI

- Improve specific skills such as reading the lines, reading between the lines, and reading beyond the lines in narrative, informational, persuasive, and workplace texts.
- Identify the meanings of unfamiliar vocabulary words by using dictionary, context, and word structure skills.
- Build more complex sentences from simple sentences using a variety of sentence combining techniques.
- Demonstrate the ability to write both functional and creative compositions for various purposes and audiences.
- Edit one's own and another's written text for grammar, usage, syntax, and mechanics that demonstrate Standard English.
- Apply thinking and research skills to a variety of designated problems in print/non-print presentations.
- Listen and view effectively using a variety of activities as outlined in the Support curriculum.
- Research, write, and revise a speech for presentation.

COMPARATIVE MYTHOLOGY (R/S)

- Analyze the impact of cultural traditions and lifestyles on myth.
- Analyze heroic qualities and ethical behaviors of mythical characters.
- Compare classical myths with myths from various cultures.
- Analyze the role of the hero in myth, classical myth and its effect on modern society, cultural implications illustrated by myth, and abstract ideas explored through myth.
- Synthesize the works of various authors' studies on the genre of myth.
- Research, analyze and present the myths of a particular culture.
- Synthesize knowledge of the genre of myth to create an original myth.
- Demonstrate critical reading skills.
- Demonstrate writing process skills.

ENGLISH

CREATIVE WRITING I (R/S)

- Analyze the structure of both student and professional poetry, short stories, and one-act plays.
- Synthesize original poems, short stories, and one-act plays.
- Evaluate the effectiveness of professional, peer, and self-generated writing by critiquing such writing and by revising and polishing.
- Demonstrate a value for personal writing through journal entries.
- Understand that written communication can affect the behavior of others.
- Demonstrate recognition of different purposes and audiences.
- Seek opportunities to submit original material to magazines and contests and/or perform work live at readings and festivals.

CREATIVE WRITING II (R)

- Evaluate the effectiveness of professional, peer, and self-generated writing at an advanced level by critiquing such writing and by revising and polishing.
- Demonstrate a value for personal writing through journal entries and cultivate the life of a writer.
- Understand that written communication can affect the behavior of others.
- Demonstrate recognition of different purposes and audiences at an advanced level.
- Research, analyze and present information about the life and works of a writer including writing style and influences.
- Research, analyze and pursue opportunities for publication of written work including submission to magazines, contests and readings.
- Analyze and synthesize a body of written work in a chosen genre.
- Demonstrate the ability to work independently as well as collaboratively.

JOURNALISM I (R)

- Develop the skills to define and examine the role and responsibility of the media to its audience, exploring the history as well as the contemporary state of the press, including legal, moral and ethical considerations.
- Demonstrate the ability to listen actively in a variety of situations to information from a variety of sources.
- Demonstrate the ability to view, understand, and use non-textual visual information.
- Develop the skills to learn appropriate style and usage of journalistic writing and to write in clear concise, organized language that varies in content and form for different audiences and purposes.
- Utilize and learn methods of journalistic research and apply skills by organizing, designing, and producing a publication.
- Identify, practice, and master technology skills to acquire, utilize, and create multimedia enhancement for all levels of journalistic writing.
- Create a visual product that demonstrates speaking, listening, and writing skills.

JOURNALISM II (R)

- Understand publication staff structure and work collaboratively to produce a publication including selection of staff leaders.
- Develop the skills to learn appropriate style and usage of journalistic writing for specific article types including: features, double trucks, ongoing series, editorials/columns, and sports reporting.
- Recognize and analyze high caliber reporting.
- Demonstrate facility with writing and editing at an advanced level, including application to editing of the work of others.

ENGLISH

- Understand the law as it pertains to journalism and make effective editorial decisions based on legal precedent.
- Demonstrate the ability to view, understand, and use non-textual information at an advanced level including examination of acclaimed photography and shot composition.
- Analyze and synthesize page aesthetics including use of pictures, graphics, font style and size, readability, theme, spacing, and placement.
- Master technology skills to support publication at an advanced level.
- Evaluate and develop a business plan for a publishing unit including marketing, demographics analysis, business etiquette and advertisement design.
- Research, analyze and present information about careers in journalism including internships, contests, and scholarships.

PHILOSOPHY & LITERATURE (R)

- Demonstrate facility with abstract thought, philosophical questioning, and critical challenge.
- Analyze the qualities of human character and ethical behavior.
- Demonstrate collaborative skills such as debate and dialogue.
- Synthesize the complexities of philosophical positions through thoughtful reflection and criticism of positions.
- Synthesize and revise personal philosophical arguments.
- Synthesize creative responses to philosophical issues such as poetry, artwork, music and technological presentations.
- Refine skills in self- and peer-evaluation.
- Demonstrate a value for personal writing and reflection through the use of a philolog.
- Understand the contributions of the following schools of philosophical thought: the Greek philosophers, cynicism, skepticism, epicurianism, stoicism, Christianity, modern scientists, rationalists, empiricists, revolutionary French thinkers,
- German philosophers, democracy, twentieth century philosophers, and the future of philosophy.
- Demonstrate critical reading skills and writing process skills.

PREPARATION COURSE IN VERBAL FOR THE SAT* (R)

- Use grammatical conventions both appropriately and with sophistication through intense concentration on language use.
- Develop a wide-ranging vocabulary for effective and appropriate use.
- Practice a variety of sentence structures, including the use of subordination and coordination.
- Demonstrate effective use of rhetoric, including controlling tone.
- Understand and demonstrate the balance between generalization and illustrative details.
- Infuse logical organization within written content.
- Explore the analogous relationships.
- Understand and identify the complimentary relationships between synonyms.

THE WORLD ACCORDING TO SATIRE (R)

- Demonstrate an appreciation of satiric intent as reflected in the reading of a variety of monologues, parodies, and narratives.
- Determine the historical events which parallel the satiric intent.
- Experience and respond to print and non-print media as a tool for understanding satire.
- Listen, speak, and view effectively using a variety of activities designed to incorporate satiric literary devices.
- Explain the settings of current state, national and international problems as reflected in satiric essays and cartoons.

ENGLISH

YEARBOOK I (R)

- Develop the skills necessary to apply ethical and legal considerations involving planning and production of the yearbook.
- Demonstrate the ability to listen actively in a variety of situations to information from a variety of sources.
- Demonstrate the ability to view, understand, and use non-textual visual information.
- Develop the skills to learn appropriate style and usage and to write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- Apply skills by organizing, designing and producing a publication.
- Identify, practice and master technology skills to acquire, utilize and create multimedia enhancement for yearbook writing.
- Create a visual product that demonstrates speaking, listening and writing skills.

YEARBOOK II (R)

- Develop advanced skills necessary to apply ethical and legal considerations involving a leadership role in planning and production of the yearbook
- Evaluate and develop a business plan for a publishing unit including marketing, demographics analysis, business etiquette and advertisement design.
- Master technology skills to support publication at an advanced level.
- Analyze and synthesize page aesthetics including use of pictures, graphics, font style and size, readability, theme, spacing, and placement.
- Demonstrate the ability to view, understand, and use non-textual information at an advanced level including examination of acclaimed photography and shot composition.
- Demonstrate facility with writing and editing at an advanced level, including application to editing the work of others.
- Understand publication staff structure and work collaboratively to produce a publication including selection of staff leaders and taking a leadership role.

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MATHEMATICS

ALGEBRA I (R)

- Identify and define sets of real numbers.
- Simplify and evaluate expressions involving addition, subtraction, multiplication, and division of integers, decimals, fractions and percents.
- Identify and apply identity properties, distributive property, multiplicative inverse, additive inverse, associative property, commutative property and closure.
- Simplify polynomial and rational expressions involving addition, subtraction, multiplication and division.
- Formulate, simplify and evaluate expressions containing integral exponents.
- Solve linear equations in one variable over the set of real numbers and apply to word problems.
- Find the greatest common monomial factor, and factor quadratic expressions, with integral lead coefficients.
- Solve and graph inequalities.
- Solve equations for one variable in terms of other variables.
- Find slope and intercept of linear equations and functions; graph linear equations in one and two variables; write the equation when given the graph of a line.
- Solve systems of linear and quadratic equations by substitution, elimination and graphing, and apply to word problems.
- Simplify radical expressions; add, subtract, and multiply radicals and solve radical equations.
- Identify and apply properties of exponents.
- Apply the Pythagorean Theorem.
- Solve quadratic equations by the following methods: square root, factoring, completing the square and the quadratic formula.

ALGEBRA I (S)

- Identify and define sets of real numbers.
- Simplify and evaluate expressions involving addition, subtraction, multiplication, and division of integers, decimals, fractions and percents.
- Identify and apply identity properties, distributive property, multiplicative inverse, additive inverse, associative property, commutative property and closure.
- Simplify polynomial and rational expressions involving addition, subtraction, multiplication and division.
- Formulate, simplify and evaluate expressions containing integral exponents.
- Solve linear equations in one variable over the set of real numbers and apply to word problems.
- Find the greatest common monomial factor, and factor quadratic expressions with lead coefficients of one.
- Solve and graph inequalities.
- Solve equations for one variable in terms of other variables.
- Find slope and intercept of linear equations and functions; graph linear equations in one and two variables; write the equation when given the graph of a line.
- Solve systems of linear equations by substitution, elimination and graphing, and apply to word problems.
- Simplify radical expressions; add, subtract, and multiply radicals and solve radical equations.
- Identify and apply properties of exponents.
- Apply the Pythagorean Theorem.
- Solve quadratic equations by the following methods: square root, factoring, completing the square and the quadratic formula.

MATHEMATICS

ALGEBRA II (R)

- Add, subtract, multiply and divide rational expressions.
- Solve rational equations and inequalities.
- Simplify expressions containing rational and variable exponents.
- Simplify radicals, radical expressions and solve radical equations.
- Solve systems of equations using graphing, substitution and elimination.
- Solve quadratic equations and inequalities.
- Add, subtract, multiply, and divide complex numbers.
- Use the distance and midpoint formulas.
- Identify an equation or graph of a circle, ellipse, parabola, and hyperbola.
- Define and use the terms associated with conic sections.
- Apply the trig functions of 30° , 60° , 45° , quadrantal angles and their multiples.
- Solve trig problems related to the right angle.
- Solve word problems relating to: distance, direct, inverse and joint variation, and number problems (fractions, decimals, percent, two variables, composition).
- Write the equation of a line: parallel or perpendicular to a given line, given two points, and given a point and the slope.
- Solve and identify the graph of conjunctions, disjunctions and sentences containing absolute value.
- Factor quadratics and cubics.
- Apply the definition of a log and apply the properties of multiplication, division, and raising to a power.
- Represent mathematical and real-world data in a matrix.
- Solve matrix problems involving sums, differences, products and determinants.
- Solve problems involving sums, differences, products and determinants.
- Use vectors to show the position of an object.
- Solve problems involving arithmetic and geometric sequences and series.
- Solve real-life problems using probability and statistics.

ALGEBRA II (S)

- Add, subtract, multiply and divide rational expressions.
- Solve rational equations and inequalities.
- Simplify expressions containing rational and variable exponents.
- Simplify radicals, radical expressions and solve radical equations.
- Solve systems of equations using graphing, substitution and elimination.
- Solve quadratic equations and inequalities.
- Identify an equation or graph of a circle, ellipse, parabola and hyperbola; define and use the terms associated with conic sections.
- Add, subtract, multiply, and divide complex numbers.
- Apply the trig functions of 30° , 60° , and 45° .
- Solve trig problems related to the right angle.
- Solve word problems relating to: distance, direct and inverse variation, and number problems (fractions, decimals, percent, two variables, comparison)
- Write the equation of a line: parallel or perpendicular to a given line, given two points, and given a point and the slope.
- Solve and identify the graph of conjunctions, disjunctions, and sentences containing absolute value.
- Factor quadratics and cubics.
- Apply: the definition of a log, and apply the log properties of multiplication, division and raising to a power.
- Solve logarithmic equations.

MATHEMATICS

- Represent mathematical and real-world data in a matrix.
- Solve matrix problems involving sums, differences and products.
- Use vectors to show the position of an object.
- Solve real-life problems using probability and statistics.

CALCULUS (R)

- Identify and use basic properties, definitions and operations of functions.
- Solve limit problems.
- Use local linearization to approximate the value of a function.
- State and apply the definition of continuity at a point and on an interval.
- Use rules of differentiation (e.g., elementary functions, sum, product, quotient, etc.).
- Solve problems involving application of the derivative (including Newton's Method to approximate the zeros of a function).
- Use implicit differentiation.
- Use first and second derivatives in curve sketching.
- Use rules of anti-differentiation.
- Solve differential equations with variables separable, subject to initial conditions.
- Evaluate the average value of a function on a closed interval.
- Find the area of a bounded region using the definite integral.
- Find simple volumes about the x - or y -axis and volumes of solids with known cross sections using the disk, washer, and shell methods.
- Solve integrals, which yield the natural log.
- Solve derivatives and integrals involving the exponential function to the base e .
- Find derivatives and anti-derivatives involving sine and cosine.

CALCULUS - AB (AP)

- Know and apply the properties of elementary functions.
- Apply limit properties and theorems to evaluate limits.
- Use local linearization to approximate the value of a function.
- State and apply the definition of continuity at a point and on the interval.
- Use rules of differentiation.
- Know the relation between differentiability and continuity.
- Solve problems involving applications of the derivative (including curve sketching, motion, related rates, maxima/minima and Newton's Method).
- Use the methods of implicit and logarithmic differentiation.
- Use rules of anti-differentiation, including the Fundamental Theorem.
- Approximate the definite integral using Riemann sums and Trapezoidal Rule.
- Solve differential equations with variables separable, subject to initial conditions.
- Solve problems involving applications of the anti-derivative (including: evaluation of the average value of a function on a closed interval, area between curves and volumes of solids with known cross sections using the disk, washer, shell and slicing methods).
- Solve integrals which yield the natural log.
- Solve derivatives and integrals involving exponential functions to the bases e and a .
- Find derivatives and anti-derivatives of the trigonometric functions.
- Find derivatives of $\arcsin x$ and $\arctan x$.
- Solve problems involving slope fields.

CALCULUS - BC (AP)

- Know and apply the properties of elementary, vector, and parametrically defined functions.
- Graph polar coordinates; convert to polar coordinates.
- Apply limit properties and theorems to evaluate limits including epsilon-delta definitions.

MATHEMATICS

- State and apply the definition of continuity at a point and on an interval.
- Use rules of differentiation including derivatives of vector and parametrically defined functions.
- Know the relation between differentiability and continuity.
- Use l'Hopital's Rule (exponential and other indeterminate forms).
- Solve problems involving application of the derivative (including: curve sketching, motion, related rates, maxima/minima, tangent lines to parametrically defined curves, Euler's Method, and velocity and acceleration vectors for motion on a plane curve).
- Use the methods of implicit and logarithmic differentiation
- Use rules of anti-differentiation including the Fundamental Theorem, Riemann sums, Trapezoidal Rule and Simpson's Rule.
- Solve differential equations: first order, variables separable and applications with initial conditions.
- Solve problems involving applications of the integral (including: average value of a function on an interval, area between curves, volume of a solid of revolution, area bounded by polar curves, volume of solids with known cross sections, length of a path including parametric curves, improper integrals and work problems).
- Solve integrals, which yield the natural log.
- Solve derivatives and integrals involving exponential functions to the bases e and a .
- Find derivatives and anti-derivatives of the trigonometric functions.
- Find derivatives of $\arcsin x$ and $\arctan x$.
- Solve problems using simple and repeated integration by parts, integration by partial fractions and integration by trigonometric substitutions.
- Apply convergence tests for infinite series.
- Represent functions by using Taylor series and Maclaurin series.

CALCULUS III (C)

- Perform vector operations in space.
- Find and sketch velocity, acceleration, tangent and normal vectors.
- Represent curves and apply the calculus of vector-valued functions.
- Determine arc length and curvature in space.
- Define and determine the limit and continuity of functions of two or three variables.
- Determine and utilize partial derivatives, directional derivatives and the gradient of a function.
- Establish differentiability; use the differential to determine approximations and differentiate.
- Solve optimization problems and verify with the second derivative test.
- Evaluate double and triple integrals over rectangular, polar, cylindrical and spherical coordinates.
- Apply double and triple integrals to determine area, volume, mass and moments.
- Identify and verify properties of vector fields.
- Evaluate line integrals.

COMPUTER SCIENCE A (AP)

- Have an appreciation of computer and technology background.
- Understand and implement the rules for creating valid identifiers to represent data and or methods to operate on the data.
- Implement standard programming statements that relate to input and output.
- Understand and implement flow of control constructs, such as selection and repetition.
- Implement graphics as provided in a modern programming language.
- Develop and select appropriate algorithms and data structures to solve problems.
- Understand and implement standard mathematical methods that are included in the built-in libraries available to the language.

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- Code in a modern object-oriented language: implementing Java classes, constructors, methods, instantiation of objects, and inheritance.
- Distinguish between class data and instance data, class methods and instance methods.
- Understand visibility of data and/or methods and be able to implement overloading and/or over-riding of methods where necessary.
- Read and understand an existing program and develop the ability to modify the program to improve functionality.
- Develop a clear and consistent coding style and implement conventional documentation practices.
- Develop and implement the language provided array data structure and create abstract data structures in the solution of programming problems.

GEOMETRY (R)

- Name, identify, and describe a point, line, plane, and space.
- Define, identify, and name a line segment, midpoint of a segment, ray, angle, and the bisector of an angle.
- Define, identify, and solve problems involving adjacent, vertical, complementary, and supplementary angles.
- Recognize and apply the addition, subtraction, multiplication, division, reflexive, symmetric, and transitive properties.
- Name, label, and classify triangles according to sides and angles and apply related theorems.
- Define, identify, and apply theorems related to medians, altitudes, perpendicular bisectors, and angle bisectors.
- Prove triangles congruent and apply C.P.C.T.C.
- Define parallel and perpendicular lines and apply related theorems.
- Identify special quadrilaterals and apply related theorems.
- Identify similar triangles and apply related theorems.
- Define and apply the altitude to the hypotenuse theorems.
- State the Pythagorean Theorem and apply it to: Pythagorean triples, the relationship in the 30° - 60° - 90° and 45° - 45° - 90° triangles.
- Identify and evaluate the sine, cosine, and tangent ratios and solve related problems.
- Identify the types of polygons and apply related measure formulas and theorems.
- Define terms related to circles, apply circle theorems, and solve related measurement problems.
- Find area and perimeter of polygons, circumference and area of circles, and volume of solids.
- State and apply the distance formula, midpoint formula, slope formula, and the general equation of a circle.
- Find the three basic geometric transformations: reflections, translations, and rotations.
- Identify and apply the inequality relationships of triangles.
- Recognize and describe the solution to fundamental and compound locus problems.

GEOMETRY (S)

- Name, identify, and describe a point, line, plane, and space.
- Define, identify, and name a line segment, midpoint of a segment, ray, angle, and the bisector of an angle.
- Define, identify, and solve problems involving adjacent, vertical, complementary, and supplementary angles.
- Recognize and apply the addition, subtraction, multiplication, division, reflexive, symmetric, and transitive properties.
- Name, label, and classify triangles according to sides and angles and apply related theorems.

MATHEMATICS

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- Identify the types of polygons and apply related measure formulas and theorems.
- Define terms related to circles, apply circle theorems, and solve related measurement problems.
- Find area and perimeter of polygons, circumference and area of circles, and volume of solids.
- State and apply the distance formula, midpoint formula, slope formula and the general equation of a circle.
- Find the three basic geometric transformations: reflections, translations, and rotations.

INTRODUCTION TO COMPUTER SCIENCE/MATHEMATICAL PROBLEM SOLVING (R)

- Identify the major hardware and software components of a computer system, their relationship to one another, and the roles of these components within the system.
- Understand and implement the rules for creating valid identifiers to represent data and or methods to operate on the data.
- Implement standard programming statements that relate to input and output.
- Understand and implement flow of control constructs, such as selection and repetition.
- Implement graphics as provided in a modern programming language.
- Develop and select appropriate algorithms and data structures to solve problems.
- Design and implement computer based solutions to a variety of problems.
- Understand and implement standard mathematical methods that are included in the built-in libraries available to the language.
- Code in a modern object-oriented language.
- Read and understand an existing program and develop the ability to modify the program to improve functionality.
- Implement web-based solutions to problems where possible.
- Utilize the world-wide-web as a research tool to provide insight to the solution of programming problems.
- Recognize the ethical and social implications of computer use.
- Develop and implement the array data structure.

MATHEMATICS 1, 2, 3, 4 (S)

- Students who need reinforcement to meet State graduation requirements must be enrolled in one of these courses and continue in the program until the appropriate level of competence is achieved.
- Distinguish classifications of real numbers: natural, whole, integer, rational, and irrational.
- Make estimations, approximations and judge the reasonableness of results in the context of applications and problem solving.
- Understand the coordinate plane, transformations, and their effects on geometric figures and apply these ideas.
- Represent and use numbers in a variety of equivalent forms (integers, fractions, decimals, percents and exponential notation, and roots); apply ratios, proportions, percents and the

MATHEMATICS

concepts of primes, absolute values, factorials, factors and multiples in real-world and mathematical problem situations.

- Identify and apply the properties of equivalence and arithmetic operations; understand computation of rational numbers using order of operations.
- Identify, describe, compare, classify, visualize and represent geometric terms, notation, and figures.
- Understand transformations and their effects on geometric figures and apply these ideas.
- Represent and solve problems using geometric models; understand and apply geometric properties and relationships.
- Classify figures in terms of congruence and similarity and apply these relationships.
- Understand and apply right triangle relationships.
- Understand and use the concepts of perimeter, area, surface area, volume, angle measure, capacity, time, temperature and weight/mass.
- Understand and apply networks.
- Identify, describe, extend, analyze, create and use a wide variety of numerical and non-numerical patterns and functions; describe and represent relationships using number sentences, verbal statements, models, tables, graphs and variable expressions.
- Systemically collect, organize and describe data; construct, read, interpret, make inferences and evaluate arguments based on analysis of tables, charts and graphs.
- Understand and apply informally statistical concepts; e.g., average, median, mode, range, ranking and sampling.
- Make predictions based on experimental or mathematical probabilities and determine the probability of a simple and compound event.
- Understand and use algorithms as found in discrete mathematics to solve problems.
- Understand the concepts of variable, expression, and equation, and solve linear equations and inequalities; apply algebraic methods to solve a variety of real-world and mathematical problems.
- Represent situations and number patterns with tables, graphs, verbal rules and equations, and understand the inter-relationships of these representations.

PRECALCULUS (R)

- Apply composite functions, inverse of functions, and operations on functions.
- Solve polynomial equations of a degree higher than two.
- Analyze and sketch the graph of a rational function.
- Solve basic exponential and logarithmic functions.
- Evaluate trigonometric and inverse trigonometric functions using degree and radian measures.
- Determine the amplitude, period and phase shift of a sinusoid.
- Apply trigonometric sum, difference and reduction formulas.
- Solve open sentences involving circular functions.
- Apply laws of trigonometry in the solution of triangles.
- Apply the basic concepts of vectors.
- Solve linear and quadratic functions and inequalities algebraically and graphically and apply to real world situations.
- Solve problems involving arithmetic and geometric series.
- Determine the characteristics of the equation for the circle, ellipse, hyperbola, and parabola.
- Convert equations in rectangular form to equations in polar coordinate form.

PRECALCULUS (S)

- Solve problems involving arithmetic and geometric series.
- Solve linear and quadratic functions and inequalities algebraically and graphically and apply to real world situations.

MATHEMATICS

- Apply composite functions, inverse of functions, and operations on functions.
- Solve polynomial equations of a degree higher than two.
- Analyze and sketch the graph of a rational function.
- Solve basic exponential and logarithmic functions.
- Evaluate trigonometric and inverse trigonometric functions using degree and radian measures.
- Determine the amplitude, period and phase shift of a sinusoid.
- Solve open sentences involving circular functions.
- Apply trigonometric sum, difference and reduction formulas.
- Apply laws of trigonometry in the solution of triangles.
- Apply the basic concepts of vectors.
- Determine the characteristics of the equation for the circle, ellipse, hyperbola, and parabola.

PREPARATION COURSE IN MATHEMATICS FOR THE SAT (R)*

- Solve arithmetic problems, including:
 - the four fundamental operations using whole numbers, fractions, decimals and percents
 - applications of basic number theory; i.e., even/odd numbers, integers, and prime/composite numbers
 - application of divisibility tests
 - quantitative comparisons
 - rate, time and distance
 - betweenness and number line
- Solve algebraic problems, including:
 - order of operations
 - signed numbers, powers, roots
 - translating verbal statements into algebraic expressions (and vice-versa)
 - radicals
 - simplifying algebraic expressions
 - linear equations and inequalities
 - monomials and polynomials
 - systems of linear equations and inequalities
 - ratio and proportion
 - rational equations
 - consecutive integers
 - functions
 - quadratic equations
- Solve geometric problems, including:
 - angles formed by parallel and perpendicular lines
 - interior and exterior angles of a polygon
 - special right triangles: 30° - 60° - 90° ; 45° - 45° - 90°
 - use of the Pythagorean Theorem
 - determining sides/angles of triangles
 - congruency and similarity
 - properties of polygons and circles
 - areas, especially shaded regions
 - volume and surface area of solids
 - use of the coordinate system for graphing, especially slope
- Solve problems involving miscellaneous topics, including:
 - probability and data analysis, including patterns and sequences
 - applications of mean, median, and weighted averages
 - logical analysis
 - special symbols

MATHEMATICS

STATISTICS AP

- Construct and interpret graphical displays of distributions of univariate data (dotplot, stemplot, histogram, cumulative frequency plot)
- Summarize distributions of univariate data.
- Compare distribution of univariate data (dotplots, back-to-back stemplots, parallel boxplots)
- Explore bivariate data.
- Explore categorical data.
- Overview of methods of data collection.
- Plan and conduct surveys.
- Plan and conduct experiments.
- Generalizability of results and types of conclusions that can be drawn from observational studies, experiments and surveys.
- Probability.
- Combine independent random variables.
- The normal distribution.
- Sampling distributions.
- Estimation of population parameters.
- Tests of significance for hypotheses.

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SCIENCE

ANATOMY AND PHYSIOLOGY (R,S)

- Safety requirements will be discussed and adhered to during all class activities.
- Describe and identify the levels of organization of the human body in terms of body part location. Introduce various organ systems and the concepts of homeostasis and equilibrium maintained by body systems.
- Describe recognize and identify the structures, functions, major diseases, and pathologies at the tissue or cellular level of the following body systems:
 - The Integumentary System
 - The Skeletal System
 - The Muscular System
 - The Nervous System
 - The Endocrine System
 - The Circulatory System
 - The Lymphatic System
 - The Respiratory System
 - The Digestive System
 - The Urinary System
 - The Reproductive System
- Explain normal and abnormal autosomal inheritance patterns in humans.

BIOLOGY (R)

- Practice proper laboratory safety procedures.
- Correctly apply the Scientific Method to controlled investigations.
- Observe cells using a microscope, describe the process of living cells as related to their environment, and discuss unicellular life forms.
- List and describe the conditions for life.
- Compare and contrast plant and animal cells by describing the functions of their various organelles.
- Explain photosynthesis and respiration in terms of the chemical reactions that store and release energy.
- Explain the processes of mitosis and meiosis and their importance to living things.
- Demonstrate an understanding of the principles of inheritance by explaining the role of nucleic acids, solving genetic problems, and relating genetic principals to the Theory of Evolution.
- Demonstrate an understanding of the environment by describing it as a system of interdependent components affected by natural phenomenon and human activity.
- Label the structures of typical vascular and nonvascular plants and explain their functions.
- Identify the general characteristics of invertebrates.
- Identify the vertebrate classes, representative animals, and their characteristics including the major organ systems and their functions.
- Discuss the function of modern taxonomy.
- Compare and contrast the processes of photosynthesis and respiration.
- Explain the role of DNA and RNA in the process of protein synthesis.
- Compare and contrast the process of mitosis with that of meiosis and explain their significance to living things.
- Demonstrate an understanding of the principles of inheritance by solving genetic problems, and relating genetic principals to the Theory of Evolution.
- Explain how food webs, food chains, and ecological pyramids are used to describe energy flow in an ecosystem.
- Describe the basic function and structure of the plant root, stem, leaf and flower.
- List the invertebrate phyla, representative animals, and their characteristics.
- List the vertebrate classes, representative animals and their characteristics.
- List the human organ systems and discuss the functions of the major components of each system.

SCIENCE

- Develop problem-solving and inquiry skills by formulating hypotheses, planning experiments, safely conducting systematic observations, interpreting and analyzing data, drawing conclusions, and communicating results.
- Discuss Linnaeus' binomial system of classification and its significance to modern taxonomy.

BIOLOGY (S)

- Practice proper laboratory safety procedures.
- Correctly apply the Scientific Method to controlled investigations.
- Observe cells using a microscope, describe the process of living cells as related to their environment, and discuss unicellular life forms.
- List and describe the conditions for life.
- Compare and contrast plant and animal cells by describing the functions of their various organelles.
- Explain photosynthesis and respiration in terms of the chemical reactions that store and release energy.
- Explain the processes of mitosis and meiosis and their importance to living things.
- Demonstrate an understanding of the principles of inheritance by explaining the role of nucleic acids, solving genetic problems, and relating genetic principals to the Theory of Evolution.
- Demonstrate an understanding of the environment by describing it as a system of interdependent components affected by natural phenomenon and human activity.
- Label the structures of typical vascular and nonvascular plants and explain their functions.
- Identify the general characteristics of invertebrates.
- Identify the vertebrate classes, representative animals, and their characteristics including the major organ systems and their functions.
- Discuss the function of modern taxonomy.

BIOLOGY & EVOLUTION OF ORGANISMS (AP)

- Explain molecular genetic techniques including gene regulation, recombinant DNA and DNA cloning, hybridization, sequencing, mapping and fingerprinting.
- Relate population genetics, natural selection, speciation and reproduction to the theory of evolution.
- Discuss the structure and function of organ systems in animals, including reproduction, growth and development and structural, physiological and behavioral characteristics.
- Discuss the structure and function of vascular plant systems, including growth, transport, nutrition, hormones and reproduction.
- Describe typical biomes, including their ecosystems, concepts of community and population and patterns of change
- Discuss the diversity, classification and phylogeny of the five kingdoms of living things.
- Discuss the Linnaean System of Classification and its significance to modern taxonomy.
- Utilize problem-solving and inquiry skills by formulating hypotheses, planning experiments, safely conducting systematic observations, interpreting and analyzing data, drawing conclusions and communicating results.

SCIENCE

CELL BIOLOGY & GENETICS (AP)

- Describe the functional groups and structure of the four biological macromolecules, and relate them to their function in organisms.
- Explain the structure and functions of prokaryotic cells and typical plant and animal cells, including organelles, osmosis and diffusion, active transport and cell metabolism i.e., energy transformations and photosynthesis.
- Recognize, describe and interpret the transfer of genetic information in terms of DNA, RNA, protein synthesis, Mendelian genetics and inheritance patterns.
- Explain molecular genetic techniques including gene regulation, recombinant DNA and DNA cloning, hybridization, sequencing, mapping and fingerprinting.
- Describe the development and reproduction of cells, including the regulatory mechanisms of normal and cancerous cells.
- Utilize problem-solving and inquiry skills formulating hypotheses, planning experiments, safely conducting systematic observations, interpreting and analyzing data, drawing conclusions and communicating results.

CHEMISTRY (R)

- Abide to all district safety standards.
- Use the Scientific Method to solve problems and conduct experiments.
- Use and understand appropriate chemical terminology.
- Classify matter and describe their properties.
- Diagram and label the parts of the atoms from the elements H, hydrogen, through Ca, Calcium.
- Define periods and groups in terms of electron configurations from elements H, hydrogen, through Ca, Calcium.
- Compare and contrast the following bond types: covalent, ionic and metallic.
- Name and write the formulas of common inorganic and organic compounds, acids and bases using the modern system.
- Calculate chemical quantities such as moles, molar mass, percent composition, empirical and molecular formulas.
- Write, balance and identify various chemical equations.
- Calculate ideal and real stoichiometric problems.
- Describe the properties and behavior of gases, liquids and solids as they relate to the kinetic theory.
- Use Boyle's Law, Charles's Law and Gay Lussac's Law in problem solving and integrate them into the Combined Gas Law.
- Describe factors affecting solubility, interpret solubility graphs and compute Molarity and Percent by Volume or Mass as expressions of concentration.
- Compare and contrast different types of acids and bases and interpret pH values.
- Understand the basic concepts of organic chemistry.
- Describe periodic trends for atomic size, ionization energy, ionic size and electronegativity.
- Describe bonding theories, determine polarity of bonds and intermolecular attractions.
- Solve net ionic equations.
- Calculate Molecules and Molar Volume of gases.
- Utilize the Ideal gas law.
- Explain colligative properties of solutions.
- Determine pH of acids and bases and carry out acid-base titrations.

SCIENCE

- Analyze the following reaction component: reaction rate, equilibrium shifts, and energy change.
- Write simple nuclear equations and identify their components.

CHEMISTRY (S)

- Abide to all district safety standards.
- Use the Scientific Method to solve problems and conduct experiments.
- Use and understand appropriate chemical terminology.
- Classify matter and describe their properties.
- Diagram and label the parts of the atoms from the elements H, hydrogen, through Ca, Calcium.
- Define periods and groups in terms of electron configurations from elements H, hydrogen, through Ca, Calcium.
- Compare and contrast the following bond types: covalent, ionic and metallic.
- Name and write the formulas of common inorganic and organic compounds, acids and bases using the modern system.
- Calculate chemical quantities such as moles, molar mass, percent composition, empirical and molecular formulas.
- Write, balance and identify various chemical equations.
- Calculate ideal and real stoichiometric problems.
- Describe the properties and behavior of gases, liquids and solids as they relate to the kinetic theory.
- Use Boyle's Law, Charles's Law and Gay Lussac's Law in problem solving and integrate them into the Combined Gas Law.
- Describe factors affecting solubility, interpret solubility graphs and compute Molarity and Percent by Volume or Mass as expressions of concentration.
- Compare and contrast different types of acids and bases and interpret pH values.
- Understand the basic concepts of organic chemistry.

CHEMISTRY (AP)

- Describe the theory of atomic structure including periodic relationships.
- Compare and contrast various chemical bonding theories and relate these to chemical nomenclature, formula writing, molecular geometry, and models.
- Discuss nuclear chemistry and write nuclear equations.
- Describe the structure and behavior of liquids and solids according to the kinetic-molecular theory.
- Identify components of solutions, factors influencing solubility, and methods of expressing concentration.
- Describe both the qualitative and quantitative behavior of gases utilizing ideal gas laws and kinetic-molecular theory.
- List and describe various reaction types including precipitation, acid-base, and oxidation-reduction.
- Perform stoichiometric calculations including the balancing of equations, mass and volume reactions, and the mole concept.
- Describe both the qualitative and quantitative aspects of chemical kinetics.
- Describe both the qualitative and quantitative aspects of chemical equilibrium.
- Relate the laws of thermodynamics to both chemical and physical change.
- Demonstrate both qualitative and quantitative laboratory techniques related to theoretical discussions and chemical principles.

SCIENCE

- Relate descriptive chemical facts, environmental and societal issues, to chemical principles and concepts.

ENVIRONMENTAL SCIENCE (S)

- Operate safely in the laboratory, field and classroom.
- Demonstrate the use of the scientific method in studying the environment.
- Utilize the Internet, computer-based laboratory equipment and other technology in the acquisition and analysis of laboratory data and other information.
- Describe the Earth's geophysical systems including their interdependence with the biosphere.
- Relate ecological principles to the characteristics of the earth's biomes.
- Discuss biodiversity and population dynamics.
- Relate human activities to changes and management of the earth's water, air and land resources.
- Discuss the issues related to the utilization and distribution of renewable and non-renewable resources, energy resources, and waste management.
- Discuss the relationship of science, technology, economics and political policy to the future of human health and the environment.

ENVIRONMENTAL SCIENCE (AP)

- Demonstrate district safety procedures in the laboratory and classroom.
- Demonstrate an understanding of technology as an application of scientific principles.
- Demonstrate problem solving, decision-making, and inquiry skills by formulating testable hypotheses, designing experiments, conducting systematic observations, interpreting and analyzing data, drawing conclusions, and reporting results.
- Demonstrate an understanding of the operation of the International System of measurement and show an operational understanding of the concepts of measurement and related laboratory skills.
- Apply mathematical principles to problem solving in science, and as a means of expressing and/or modeling theories.
- Demonstrate an understanding of how energy conversions underlie all ecological processes.
- Demonstrate an understanding of the Earth as one interconnected system
- Demonstrate an understanding of the impact of humans on the environment.
- Demonstrate an understanding of both the social and cultural context of environmental problems.
- Demonstrate an understanding of the importance of developing practices that will achieve sustainable ecosystems.

INTEGRATED SCIENCE (R)

- Demonstrate district safety procedures in the laboratory and classroom.
- Demonstrate an understanding of technology as an application of scientific principles.
- Demonstrate problem solving, decision-making, and inquiry skills by formulating testable hypotheses, designing experiments, conducting systematic observation, interpreting and analyzing data, drawing conclusions, and reporting results.
- Relate mathematical principles to problem solving in science, and as a means of expressing and/or modeling theories.
- Describe the structure and behavior of matter.
- Discuss the natural laws as they apply to motion, forces, and energy transformations.
- Describe the structure, dynamics, and geophysical systems of the earth.
- Explain the relationship of signals and codes to telecommunications and discuss the technology relevant to modern telecommunications and computer science.
- Discuss the origin, evolution, and structure of the universe.

SCIENCE

- Explain that ecological systems are comprised of interdependent components and how they are affected by human activity and natural phenomena.
- Discuss the impact of scientific activities and the application of technology on ecological systems.
- Synthesize information from various sources to make a formal presentation or write a term paper on some aspect of computer technology.

INTEGRATED SCIENCE (S)

- Demonstrate district safety procedures in the laboratory and classroom.
- Demonstrate an understanding of technology as an application of scientific principles.
- Demonstrate problem solving, decision-making, and inquiry skills by formulating testable hypotheses, designing experiments, conducting systematic observation, interpreting and analyzing data, drawing conclusions, and reporting results.
- Relate mathematical principles to problem solving in science, and as a means of expressing and/or modeling theories.
- Describe the structure and behavior of matter.
- Discuss the natural laws as they apply to motion, forces, and energy transformations.
- Describe the structure, dynamics, and geophysical systems of the earth.
- Discuss the origin, evolution, and structure of the universe.
- Explain that ecological systems are comprised of interdependent components and how they are affected by human activity and natural phenomena.
- Discuss the impact of scientific activities and the application of technology on ecological systems.

METHODS OF SCIENCE INVESTIGATION (S)

- Operate safely in all phases of scientific investigation including classroom, laboratory, field and presentations aspects of the course.
- Discuss the impact of the history of scientific investigation on society.
- Describe the nature of science and the methods used to conduct investigations.
- Demonstrate problem solving, decision-making and inquiry skills.
- Formulate testable hypotheses, design experiments, and conduct systematic observations.
- Analyze data tables using statistical methods.
- Utilize data tables, graphs, and figures as methods of data analysis and presentation.
- Investigate specific areas of physical and biological science using research methods.
- Develop and conduct an individual research project.
- Report the results of individual scientific research as a formal written paper, poster, and as an oral presentation.

PHYSICS (R/S)

- Demonstrate an understanding of the operation of the metric system and show an operational understanding of the concepts of measurement and related laboratory skills including dimensional analysis and significant digits.
- Plan an experiment, collect, analyze, and evaluate data and reach appropriate conclusions.
- Demonstrate the ability to use the general equations of kinematics involving constant accelerations.
- Show an understanding of the principles of dynamics and statics by combining the kinematics and dynamics equations to make appropriate predictions or describe specific events.
- Show an understanding of the conservation laws by using them individually and collectively to solve problems.
- Demonstrate an understanding of the laws of thermodynamics by describing events which occur during heat transfers and using the formulas to solve problems.
- Show qualitative and quantitative understanding of electrostatics.
- Demonstrate an understanding of electric currents by solving complex circuit problems.

SCIENCE

- Demonstrate qualitative and quantitative understanding of magnetism and electromagnetic effects.
- Show an understanding of the characteristics of wave with an emphasis on energy transport up to and including two-point interference.
- Exhibit an understanding of nature and behavior of light through a wave of particle model.
- Show an understanding of the principles of atomic structure by locating structures in the atom and describing the disintegration of radioactive isotopes.

PHYSICS (AP)

- Demonstrate an understanding of kinematics dealing with one and two-dimensional motion.
- Be able to solve dynamics problems using Newton's Laws of Motion applied to both linear and curvilinear motion.
- Show an understanding of work, energy, power, and energy conservation.
- Be able to identify the momentum of moving bodies and use conservation of momentum concepts in interactions between bodies.
- Demonstrate an understanding of torques, rotational equilibrium, angular momentum, and conservation of angular momentum.
- Show an understanding of simple harmonic motion concepts and their application to pendulums and oscillating masses.
- Exhibiting an understanding of Newton's Law of Gravitation and how it applies to planetary orbits.
- Illustrate an understanding of heat, kinetic theory, and thermodynamics in terms of verbalization and problem solving.
- Demonstrate a familiarity with electrostatics in terms of Coulomb's Law, charge, field, and potential difference, conductors, and capacitors.
- Give evidence of understanding electrodynamics in terms of steady state circuits with direct current as well as the function of parallel plate capacitors.
- Indicate an understanding of magnetostatics both qualitatively and quantitatively as related to forces and fields associated with current-bearing conductors.
- Determine the forces on charged particles in magnetic fields.
- Show an understanding of electromagnetic induction.
- Demonstrate an understanding of wave mechanics for both matter waves and electromagnetic waves.
- Show an understanding of geometric optics when dealing with reflections and refractions.
- Demonstrate an awareness of and understanding of modern physics topics including atomic models, scattering, photons, and photoelectric effect, wave particle duality, nuclear physics, and special relativity.

ROBOTICS (R)

- Demonstrate district safety procedures in the classroom.
- Discuss the history of Robotics and the impact on society.
- Describe the engineering design process and relate it to the scientific method.
- Demonstrate critical-thinking and problem-solving skills in the process of designing robots.
- Discuss aspects of science that apply to Robotics.
- Demonstrate an understanding of basic computer programming.
- Apply higher levels of thinking to program robots to accomplish tasks.
- Discuss the impact of Robotics on medical fields.
- Simulate robotic surgeries with robots.
- Combine all previous skills learned to complete a final project.

SCIENCE RESEARCH I (R)

SCIENCE

- Operate safely in all phases of scientific research including classroom, laboratory, and presentation aspects of the course.
- Utilize the components of the scientific method.
- Utilize the components of experimental design.
- Utilize statistical analysis in the interpretation of scientific data including testing of the null hypothesis.
- Utilize data tables, graphs, and figures as methods of data analysis and presentation.
- Utilize the media center and computer resources, such as the Internet, to obtain information for research projects.
- Present findings of independent science research project in a format suitable for presentation at science fairs and symposia.

SCIENCE RESEARCH II & III (C)

- Operate safely in all phases of scientific research including classroom, laboratory, and presentation aspects of the course.
- Utilize the components of the scientific method.
- Utilize the components of experimental design.
- Utilize statistical analysis in the interpretation of scientific data including testing of the null hypothesis.
- Utilize data tables, graphs, and figures as methods of data analysis and presentation.
- Utilize the media center and computer resources, such as the Internet, to obtain information for research projects.
- Present findings of an independent science research project in a format suitable for presentation at science fairs and symposia.
- Compose a research paper detailing the research project in a format suitable for publication in a research journal.

SOCIAL STUDIES

ECONOMICS (R)

- Judge the impact of scarcity on an economic system.
- Evaluate the impact of government actions on a free market system.
- Analyze the different kinds of economic systems.
- Differentiate among the types of business organizations.
- Interpret the factors determining supply and demand.
- Determine the importance of national banking to the American economic system.
- Name the various types of taxes and specify their uses.
- Examine the relationship between business cycles and monetary policies.
- Assess the factors affecting labor and their relationship to labor unions.
- Characterize the role of the United States in international trade.

ECONOMICS (S)

- Realize the importance of scarcity in the determination of economic policy.
- Identify the characteristics of a free market system.
- Identify and describe the different kinds of economic systems.
- Describe the different types of business organizations.
- Classify the factors governing supply and demand.
- Explain the importance of national banking to the American economic system.
- Classify the various types of taxes.
- Point out the relationship between business cycles and monetary policy.
- Cite the factors affecting labor and their relationship to labor unions.
- Recognize the role of the United States in international trade.

EMPOWERMENT CIVICS (R/S)

- Identify the components of a democracy and the importance of the citizens' role in a democratic society.
- Identify a social or political problem and its corresponding level of government.
- Research and propose solutions to a social or political problem in order to encourage active democratic participation.
- Develop various techniques to present a solution of a social or political problem to an audience.
- Make a presentation of a formal proposal outlining a solution to a social or political problem.

EUROPEAN HISTORY (AP)

- Identify changes in religious thought and institutions.
- Recognize major scientific and technological developments and their consequences.
- Research major trends in literature and the arts.
- Explain intellectual and cultural developments and their relationship to social values and political events.
- Cite major developments in literacy, education, and communication.
- Examine the diffusion of new intellectual concepts among different social groups.
- Analyze the impact of global expansion on European culture.
- Trace the extension and limitation of rights and liberties (personal, civic, economic, and political).
- Examine war and civil conflict in terms of origins, developments, technology, and their consequences.
- Analyze the role of urbanization in transforming cultural values and social relationships.
- Explain the shift in social structures from hierarchical orders to modern social classes.
- Examine changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe.
- Trace the growth of competition and interdependence in national and world markets.
- Identify private and state roles in economic activity.

SOCIAL STUDIES

FACING HISTORY AND OURSELVES (R/S)

- Recognize that their own identities are shaped by internal factors such as personal choices and preferences, and external forces in the environment such as peer groups, race, national identity, ethnicities, religious affiliations, and familial ties.
- Determine along what lines a community or society fractures, thus fostering an “us” versus “them” mentality among individuals leading to both intended and unintended consequences.
- Acquire a heightened awareness of the causes and consequences of racism, stereotypes, and prejudices.
- Understand how the Holocaust was born out of the failure of democracy in Germany, causing the rise of a brutal totalitarian state that turned neighbor against neighbor, leading to the extermination of millions of Jews and others across Europe.
- Describe how nationalism results in a nation’s limited conception of its universe of obligation, placing its interests above the humanity of others which can lead to genocide involving all levels of society.
- Assess how motivations, choices, and actions of people determine their roles as bystanders, upstanders, or perpetrators.
- Reduce xenophobia towards immigrants by helping students understand that the United States consists of many diverse citizens who have joined together to create a strong, democratic nation with the motto, *E pluribus unum*, meaning “out of many, one”.
- Understand that individuals living in a free, democratic society have the right of citizenship and equality under the law.
- Determine that when an individual or a group’s civil rights have been violated, it becomes the responsibility of all levels of society to respond in an appropriate manner to challenge acts of discrimination.
- Assess the objectives of various hate groups and their violent racist activities that threaten both individuals and entire communities, and determine the importance of an appropriate community response to counteract their message of hatred and the fostering of an “us” against “them” attitude.
- Recognize the dangers gangs pose to individuals and their communities, specifically through the targeting of youth with false promises of security, protection, respect, and a shared lifestyle.
- Describe the relationship between gang membership and juvenile violence, its consequences, and the necessity of prevention efforts to reduce youth involvement.
- Describe how September 11, 2001 and global terrorism are world altering events, and as a result, help to empower students to take the necessary actions to make their communities, country, and world a better place to live, while co-existing in an increasingly diverse global society.
- Facilitate positive changes in social consciousness and in communities through the healing and reconciliation of divisions caused by doubt and distrust.

INTRODUCTION TO PSYCHOLOGICAL RESEARCH (R)

- State and practice the fundamental behaviors involved in college level study skills.
- Complete a thorough literature review in APA style.
- Outline a well designed psychological experiment.
- Describe the philosophical roots of psychology from the Greek philosophers through the Age of Reason.
- Thoroughly explain the tenets of the major schools of psychology: Psychodynamic, Behaviorism, Humanism, Biological, Cognitive, Sociocultural and Evolutionary.
- Calculate statistical data, both descriptive and inferential, based on experimental results.
- Connect the interrelationships between biology and behavior.
- State the psychological elements of sensation and perception.
- Explain the various states of consciousness with particular emphasis on sleep and sleep disorders.
- Outline the steps in both classical and operant conditioning and clarify the learning perspective.
- Explore the varied facets of cognitive psychology particularly memory and problem solving.

SOCIAL STUDIES

LAW AND SOCIETY (R)

- Analyze the importance of laws, and justify their necessity.
- Classify the types of laws existing in our nation.
- Categorize the kinds of crime and describe each.
- Explain the criminal justice process and the functions of the American correctional system.
- Recognize the differences in the system of criminal justice as it deals with adults and juveniles.
- Cite the legal obligations within both the formal and informal structures of the family.
- Tell how law affects consumers.
- Identify the major limitations established by the Supreme Court on our individual rights guaranteed by the Bill of Rights.
- Describe due process as it affects students in the Woodbridge Township School District.
- Point out the protections against discrimination established by law.

LAW AND SOCIETY (S)

- Tell why laws are needed in society.
- Differentiate between the general classifications of American law.
- Describe and categorize types of crime.
- Describe the criminal and civil justice processes in the United States.
- Recognize the existing legal obligations within both the formal and informal structures of the family.
- Point out deceptive sales practices.
- Identify the basic rights and responsibilities of vendors and consumers.
- Specify the major limitations established by the Supreme Court on these freedoms: press, assembly and religion.
- Explain due process as it affects students in the Woodbridge Township School District.
- Outline the protections against discrimination established by law.

MACROECONOMICS (AP)

- Examine basic concepts of microeconomics that may be essential to understand the basic principles of macroeconomics.
- Analyze the methods of measurement of economic performance such as national income accounting, the measurement of inflation, and unemployment.
- Compare and contrast the Keynesian and classical theories as they apply to aggregate demand and supply.
- Evaluate how monetary policy affects aggregate demand and the condition of the economy.
- Demonstrate understanding of the causes of economic growth and evaluate the effectiveness of monetary and fiscal policies to our future standard of living.
- Analyze how individuals, firms, and our government interact in the global economy.

PSYCHOLOGY (R)

- Define Psychology.
- Identify and evaluate the various scientific methods used by psychologists to gather data.
- Recognize and describe the impact of physiology and environment on behavioral development.
- List and explain the major steps involved in operant and classical conditioning and demonstrate either form.
- Describe the major factors that contribute to cognitive development.
- Compare and contrast the major schools of personality theory and the assessment techniques used by each.
- Analyze the physiological and psychological nature of emotions, drives, conflicts, frustration and stress.
- Describe the major classifications of behavioral disorders and their methods of treatment.

SOCIAL STUDIES

PSYCHOLOGY (S)

- Define Psychology.
- Identify the various scientific methods used by psychologists to gather data.
- State the differences between the psychoanalytic and the social environmental personality theorists.
- List and explain the major steps involved in operant and classical conditioning.
- Relate the factors that increase learning efficiency.
- Describe how emotions, drives, conflicts, frustration and stress contribute to patterns of behavior.
- Recognize the major classifications of behavior disorders and the methods of treatment.
- Examine the impact of social interaction on behavior.

PSYCHOLOGY (AP)

- Trace the emergence of scientific psychology in the nineteenth century from its roots in philosophy and physiology to the major “schools” or fields in psychology.
- Identify and demonstrate the scientific research methods used by psychologists to answer behavioral questions and evaluate through the use of inferential and descriptive statistics.
- Describe the relationship between biology and environment on behavior.
- Identify and explain the effects of sensation and perception on behavior.
- Evaluate research on different states of consciousness, ranging from normal occurrences to those that are markedly different from the experience of most people.
- Differentiate between learned and unlearned behavior and describe the basic learning processes of classical and operant conditioning and Cognitive Theories.
- Understand the major theories and approaches to personality: Freudian, Neo-Freudian, Humanistic, Cognitive, Trait and Behaviorists.
- Assess human differences in aptitudes, intelligence, interests and personality by examining samples of psychological tests.
- Define abnormal behavior which encompasses the three criteria identified in the Diagnostic and Statistical Manual published by the American Psychiatric Association.
- Identify and explain the treatment used by therapists of different orientations to treat mental disorders.
- Identify and distinguish between primary (physiological or unlearned) and secondary (social and learned) motives and explain the complex interaction between brain and body that are associated with the James-Lange, Cannon-Bard, Schachter-Singer and the Opponent-Process Theory of Emotions.
- Understand the life-long process and the major dimensions (physical, cognitive, social, moral) of Developmental Psychology.
- Evaluate the impact of social factors on attributions of behavior such as forming judgments, stereo-typing, prejudice, conformity, compliance, and obedience.

SOCIOLOGY (R)

- Define Sociology.
- Describe and apply the various methods of study used by sociologists.
- Differentiate among facts, concepts, and judgments.
- Describe the influence that culture has on human life.
- Recognize the human tendency toward ethnocentrism and the need to view other cultures in relativistic terms.
- Cite examples of how humans are shaped by their social environment as well as by their biological inheritance.
- Identify and describe the norms and roles which regulate human behavior.
- Define deviance; describe how societies respond to the challenge by deviance to society.
- Identify the major social institutions and explain how they perform basic societal functions.

SOCIAL STUDIES

- Describe the process of socialization and its effect on the individual, family and groups.
- Explain the correlations among ethnicity, race, income, education, and social class and indicate their respective roles in social problems.

SOCIOLOGY (S)

- Define Sociology.
- Describe and apply the various methods of study used by sociologists.
- Explain how culture influences human life.
- Define ethnocentrism and cite examples of how it influences one's view of other cultures.
- Cite examples that demonstrate how humans are shaped by their biological inheritance and social environment.
- Define norm and role and cite examples of how they regulate human behavior.
- Identify the basic social institutions and explain the basic societal functions they perform.
- Explain how societal changes occur.
- Explain the correlation among ethnicity, race, income, education, and social class and indicate their respective roles in social problems.

U.S. HISTORY I (R)

- Examine how the Declaration of Independence signaled America's break with Great Britain and how Americans reacted to the Declaration of Independence.
- Compare and contrast the economic, social and political forces, which helped bring about the bundle of compromises known as the U.S. Constitution, how it influenced the development of the new nation and continues to influence our lives today.
- Demonstrate how Nationalism and economic growth affected Regional Societies and Reform Movements.
- Analyze war as a solution to seemingly insurmountable differences.
- Evaluate the impact of industrialization, immigration, and urbanization on society during the late 19th century.

U.S. HISTORY I (S)

- Outline the causes that led to the creation of the English colonies and the events that led up to the Revolutionary War.
- Identify the political problems that led to the drafting of the Constitution.
- Describe how government officials set the Constitution in action and how government addressed some of the problems at home and abroad.
- Explain the rise of Nationalism and the impact of Jacksonian Democracy on our nation.
- Trace the emergence of the Cotton Kingdom and its effect on the southern society and slavery.
- Describe how western expansion created conflicts for the United States.
- List the causes of the Civil War and examine its outcome.
- Identify the successes, failures, and impact of Reconstruction on the South and the Nation.
- Trace the development of the west in the second half of the 19th century and its impact on the inhabitants.
- Outline the transformation of American society through industrialization, urbanization, and immigration.

U.S. HISTORY II (R)

- Describe the origin, objectives, and accomplishments of the Progressive Era.
- Examine the causes and methods by which the United States acquired an empire during the late 19th century.
- Analyze the reasons why the United States deserted its traditional policy of isolationism in favor of involvement in The Great War.

SOCIAL STUDIES

- Explain how the postwar period and the 1920's represented a period of both prosperity and social division.
- Describe the causes and symptoms of the Great Depression and evaluate the programs of the New Deal.
- Describe American foreign policy during the inter-war years and explain the reasons for America's entry into World War II.
- Analyze the postwar tensions that led to and perpetuated the Cold War.
- Compare and contrast the goals and accomplishments of the New Frontier and Great Society.
- Discuss the American role in the Vietnam War and how the war contributed to domestic divisions.
- Discuss the major trends of contemporary America, and its relationship to the world, since 1969.

U.S. HISTORY II (S)

- Identify the efforts progressive reformers took to improve Americans' lives and to extend opportunities to working class citizens.
- Trace how the events that contributed to America's emergence as a world power by the 1920's.
- Explain how the postwar period and the 1920's represented a period of both prosperity and social division.
- Outline the causes of the Great depression and how President Roosevelt's New Deal programs provided relief.
- Explain how the outbreak of World War II occurred and how the war changed the world.
- Trace the emergence of the Cold War.
- Describe the social, political, economic and foreign challenges that took place in the United States since 1968.
- Explain how the civil rights and other social movements of the 1960's challenged the traditional ways of life in America.
- Describe the impact the Vietnam War had on political life in the United States.
- Identify the major social, political, economic and foreign challenges to the United States since 1968.

U.S. HISTORY I (AP)

- Trace the impact of European Heritage on American Colonization.
- Describe the American Colonial Experience and the impact it had on the development of the American Republic.
- Demonstrate how the American Republic developed economic, social and political institutions, which conflicted between the requirements of the Nation and the claims of the states.
- Appreciate the factors that shaped the development of a Democratic Culture.
- Trace the relationship between Manifest Destiny and Continental Expansion.
- Examine the causes of disunion that led to the Civil War and describe the various government plans for reconstruction.

U.S. HISTORY II (AP)

- Examine the increasing urbanization and industrialization of late 19th Century American society.
- Evaluate American foreign policy in the early 20th Century in the context of global empire building.
- Assess the political, economic, and social impact of the Progressive Era on American society.
- Examine the forces that influenced the evolution of foreign policy from 1914 to 1945 and determine the extent to which these policies impacted domestic programs.
- Examine how Americans reacted to changing social and economic conditions in the interwar periods of the 20th Century.
- Describe the factors which shaped America's post-World War II containment policy and the domestic consequences of a society attempting to confront the possibility of nuclear annihilation while experiencing self-doubt, a revolution in sexual and racial relations and an increased awareness of environmental concerns.

SOCIAL STUDIES

WORLD HISTORY II (R)

- Understand the importance of geography on the development of culture and world events.
- Identify and describe human characteristics that are common to cultures.
- Compare and contrast the beliefs, values and traditions of cultures to gain a perspective that helps students relate to other cultures throughout world history.
- Understand and evaluate how the motivations, choices and actions of people affect and influence the development of others.
- Demonstrate an understanding of issues, conflicts and problems that cultures face throughout history in the contemporary world.
- Describe the political, economic, social and cultural contributions of civilizations in the contemporary world.
- Analyze the current global situations and challenges facing the world in the 21st century and beyond.

WORLD HISTORY II (S)

- Understand the importance of geography on the development of culture and world events.
- Identify and describe human characteristics that are common to cultures.
- Compare and contrast the beliefs, values and traditions of cultures to gain a perspective that helps students relate to other cultures throughout world history.
- Explain the political, economic, social, religious, and cultural forces that have influenced the development and change of people and cultures throughout history.
- Understand how the motivations, choices and actions of people affect and influence the development of other
- Identify issues, conflicts and problems that cultures face throughout history in the contemporary world.
- Understand the political, economic, social and cultural contributions of civilizations in the contemporary world.
- Examine the current global situations and challenges facing the world in the 21st century and beyond.

21ST CENTURY LIFE AND CAREERS

ACCOUNTING 1 (R)

- Identify common accounting terms and maintain a glossary. Identify requirements for employment and necessary work ethics essential in the accounting field.
- Classify financial items as assets, liabilities, or owner's equity as stated in the accounting equation.
- Identify the effects of transactions on the accounting equation and prepare a beginning balance sheet for a small service business.
- Analyze transactions into debit and credit parts.
- Record transactions in a general journal; post from a general journal to a general ledger.
- Complete an eight-column worksheet and financial statements for a service business; record and post adjusting and closing entries.
- Complete selected accounting applications using a computer.
- Complete banking and cash control procedures.
- Record entries for establishing and replenishing petty cash.
- Record transactions in special journals, and prove the equality of debits and credits.
- Prepare payroll records and record payroll and related tax transactions.
- Complete a worksheet and financial statements for a merchandising business; post adjusting and closing entries for a merchandising business.
- Apply critical thinking skills to prepare short essay responses to cases involving accounting issues in the real world.
- Research accounting-related topics on the Internet and prepare reports on selected topics.
- Apply accounting knowledge to complete critical-thinking, analysis and auditing skills in accounting topics.

ACCOUNTING 1 (S)

- Identify common accounting terms and requirements for employment and necessary work ethics essential in the accounting field.
- Classify financial items as assets, liabilities, or owner's equity as stated in the accounting equation and identify the effects of the transaction.
- Prepare a beginning balance sheet for a small service business.
- Record transactions in a general journal; post from a general journal to a general ledger.
- Complete an eight-column worksheet and financial statements for a service business; record and post adjusting and closing entries.
- Complete selected accounting applications using a computer.
- Complete banking and cash control procedures.
- Record entries for establishing and replenishing petty cash.
- Prepare and record payroll tax transactions.
- Complete a worksheet and financial statements and post adjusting and closing entries for a merchandising business.

ADVANCED DRAWING (S)

- Demonstrate an understanding of what features are included in a well-designed, single-family house.
- Demonstrate the ability to make a $\frac{1}{4}$ "=1" drawing with dimensions of a house designed by the student.
- Demonstrate the ability to show a set of $\frac{1}{4}$ "=1" house plans.
- Demonstrate the ability to draw a house in perspective.
- Demonstrate the ability to draw threads and fasteners both schematically and detailed.
- Demonstrate the ability to draw displacement diagrams and cams as set forth in the guide.
- Demonstrate the ability to draw gears as set forth in the guide.
- Demonstrate the ability to make piping drawings in both detailed and schematic form.

21ST CENTURY LIFE AND CAREERS

- Demonstrate the ability to design and draw charts and graphs to illustrate specific concepts.
- Demonstrate the ability to design and draw jigs and fixtures that eliminate specific problems.
- Demonstrate the ability to produce wall section drawings of footings and foundations using the CAD system.

ARCHITECTURAL DRAWING (S)

- Demonstrate safe and efficient work habits.
- Demonstrate various styles of architectural dimensioning through correct placement on all required drawings.
- Demonstrate the proper use of the architectural scale and symbols on all required drawings.
- Design and draft the following plans: floor, foundation, plot, wall section, elevation, electrical, and plumbing.
- Evaluate career choices based on personal qualifications, skills, interests, and values.
- Explain the importance of architectural cost estimating.
- Design and draft a floor plan using the CAD system.

BASIC FOODS 1 (S)

- Show awareness of hazards and safety procedures in the foods lab.
- Identify small kitchen utensils and their uses.
- Know simple cooking terms.
- Use equivalents and measure ingredients properly.
- Read and follow a recipe carefully.
- Place a table setting for a simple meal.
- Evaluate a diet using the Food Pyramid as a guide.
- Use proper methods of handling and storing food.
- Identify the services offered by supermarkets.
- Read labels for valuable information.
- Prepare a variety of quick breads, yeast breads, pastry products, cookies, cakes, salads, beverages, products using fruits, and vegetable dishes and know their nutritive values.
- Compare types of fats and their uses.
- State the different types of grains and their uses.
- Prepare a variety of products using milk and dairy products.
- Demonstrate principles of egg cookery and know what to look for when purchasing eggs.
- Know the careers available in Home Economics.

BUSINESS LAW (R/S)

- Define various types of crimes.
- Differentiate between crimes and torts and give examples of each.
- Identify legal and illegal arrest and search procedures.
- Define and explain due process of law.
- Explain the organizational set-up of our local, state, and federal court system.
- Cite the steps in the trial of a case, bringing that case from the selection of a jury to its ultimate conclusion.
- List and explain the essentials of a contract.
- List the difference between a simple and formal contract, oral and written contracts, express and implied contracts, and executed and executory contracts.
- Distinguish between an express and an implied warranty.
- Define bailments and give examples of various types.
- Determine the degree of care that is required for various types of bailments.
- Explain the principal/agent relationship.
- Identify the steps involved when purchasing a house.

21ST CENTURY LIFE AND CAREERS

- List and explain terms that are common to most forms of insurance.
- Identify the various types of negotiable instruments.
- Define a sole proprietorship, partnership, and corporation.
- Distinguish between testate and intestate.
- Define law and describe the various forms of law.

BUSINESS MANAGEMENT (R/S)

- Describe how supply and demand affect the price of goods and services.
- Explain the forms of business ownership stating the advantages and disadvantages of each.
- Diagram and explain types of trade channels.
- Calculate various business mathematical functions.
- Compare financial statements and identify their parts.
- Explain the functions of a personnel department.
- Identify the principle provisions of federal labor legislation.
- List the major reasons for business failures.
- List the main purposes of advertising.
- Explain the differences between common and preferred stock.

CATERING 4: 1 (S)

- Demonstrate an understanding of career opportunities in the food service industry.
- Demonstrate an understanding of how employment skills are applied in the food industry.
- Demonstrate an understanding of how to provide quality customer service.
- Demonstrate an understanding of the challenges that influence a customer's dining experience.
- Explain management structures and decision-making skills in a food service operation.
- Explain standards of food quality and handling as well as laws protecting workers and certain groups of people.
- Explain safety guidelines and hazards in the workplace.
- Explain grooming and the HACCP system in the food service workplace.

CATERING 4: 2 (S)

- Explain the importance of equipment in the professional kitchen.
- Explain the importance of knives and small equipment.
- Explain the importance of creating effective menus.
- Explain the need for standardized recipes.
- Explain the importance of portion and cost control in the professional kitchen.

COLLEGE PREPATORY ACCOUNTING (C)

- Define accounting vocabulary and classify accounts.
- Understand the basic accounting equation and apply the rules of debit and credit.
- Record entries for business transactions in a journal and post to general and subsidiary ledgers.
- Determine the correct information needed to prepare the financial statements, including calculations for net income/loss and changes in equity.
- Understand the steps in the accounting cycle using manual and computer-based accounting systems.
- Demonstrate the ability to analyze and interpret financial reports and prove the accuracy of completed work.
- Recognize and apply accounting principles, codes of ethical conduct and integrity as it relates to the accounting profession.

21ST CENTURY LIFE AND CAREERS

- Demonstrate the ability to recognize the special accounting needs of merchandising companies and record related transactions using a perpetual and periodic inventory system.
- Identify careers related to the field of accounting.

COMPUTER APPLICATIONS I/BUSINESS COMMUNICATIONS (R)

- Understand basic computer functions to include hardware, software and operating systems.
- Create content, edit and manipulate a variety of documents using Microsoft Office applications.
- Organize content when creating tables, outlines, lists, and hyperlinks.
- Format content with text and paragraphs.
- Format and manage documents.
- Demonstrate proper language arts skills to include proofreading and editing skills.
- Apply critical thinking skills to all assigned activities.
- Identify information technology related careers.
- Identify personal career goals.
- Understand and practice Internet safety.
- Create an electronic portfolio.
- Collaborate documents to edit and track changes.

COMPUTER APPLICATIONS I/BUSINESS COMMUNICATIONS (S)

- Understand basic computer functions to include hardware, software, and operating systems.
- Create content, edit and manipulate a variety of documents using Microsoft Office applications such as Word, Excel, PowerPoint, and Outlook.
- Organize content when creating tables, outlines, lists, and hyperlinks.
- Format content with text and paragraphs.
- Format and manage documents.
- Demonstrate proper language arts skills to include proofreading and editing skills.
- Apply critical thinking skills to all assigned activities.
- Identify information technology related careers.
- Identify personal career goals.
- Understand and practice Internet safety.
- Create an electronic portfolio.

COMPUTER APPLICATIONS II/BUSINESS COMMUNICATIONS(R)

- Create, edit, manipulate and integrate a variety of files using word processing, spreadsheet, presentation and publishing software.
- Collaborate documents to edit and track changes.
- Demonstrate the ability to research and present information pertaining to career goals.
- Demonstrate proper language arts skills including proofreading and editing skills.
- Apply critical thinking skills to all assigned activities.
- Understand and practice Internet safety.
- Create an electronic portfolio.
- Demonstrate the ability to research and present information pertaining to career goals.
- Customize Microsoft Office applications including macros, toolbars and default settings.

COMPUTER APPLICATIONS II/BUSINESS COMMUNICATIONS (S)

- Create, edit, manipulate and integrate a variety of files using word processing, spreadsheet, presentation and publishing software.
- Collaborate documents to edit and track changes.
- Demonstrate the ability to research and present information pertaining to career goals.
- Demonstrate proper language arts skills including proofreading and editing skills.

21ST CENTURY LIFE AND CAREERS

- Apply critical thinking skills to all assigned activities.
- Understand and practice Internet safety.
- Create an electronic portfolio.
- Demonstrate the ability to research and present information pertaining to career goals.
- Demonstrate desktop applications skills.

COMPUTER APPLICATIONS IN ACCOUNTING (R)

- Perform basic accounting functions using the accounting equations and basic Excel commands.
- Prepare financial reports using formulas, style and font formatting, format painter, spell check, basic Excel commands, gridlines, and auto sum.
- Prepare end of period adjustments and worksheets by adding borders and printing in landscape.
- Demonstrate merchandising business accounting using cell and named ranges, sum function and IF function.
- Demonstrate proper payroll accounting procedures by copying formulas, using relative and absolute cell references, IF functions with formulas, sorting records and vertical lookup function.
- Prepare special reports and analysis by adding borders, moving by dragging, using the drawing toolbar and fill button.
- Prepare bank reconciliations by grouping, naming, inserting and switching between worksheets. Use three-dimensional formulas and conditional formats.
- Demonstrate proper use of functions for depreciation (SLN, DDB) and aging accounts receivable (Dated IF function).
- Prepare comparative statements using line, column, and pie charts.

COOPERATIVE MARKETING EDUCATION (S)

- Identify unsafe working conditions on the job and suggest methods to rectify these conditions.
- Identify marketing functions.
- List and identify the channels of distribution.
- List the steps in planning a display.
- List the major elements of advertising.
- Identify the various kinds of selling.
- List the steps in a sale.
- Solve business mathematics problems.
- Identify the types of federal and state tax forms.
- List personal qualities of an employee that are expected by an employer.
- List a variety of methods that retailers employ to observe and prevent shoplifting.
- Prepare a personal job resume.
- Prepare a job application.
- List the major points to remember when preparing for a job interview.

CREATIVE FASHION AND CONSTRUCTION 1 (S)

- Apply principles of line, color, and design in order to dress better.
- Differentiate among fad, fashion, and style.
- Identify the right side from the wrong side of fabric.
- Identify the different methods of fabric construction.
- Point out the basic parts of fabric.
- Understand consumer protection laws and labeling in relation to clothing, textiles, and home furnishings.
- Purchase fabrics, notions, and clothing wisely.

21ST CENTURY LIFE AND CAREERS

- Use mathematics and measuring equipment correctly in relation to fabrics, patterns, and garment construction.
- Read and interpret pattern envelopes to calculate fabric yardage and notions needed.
- Prepare fabrics and trims for cutting and sewing by straightening the grain and pre-shrinking.
- Read and interpret the pattern guide sheet diagrams and written instructions to layout, cutout, and construct projects.
- Select appropriate fabric and construct individualized garments.
- Select and use the various interfacings.
- Use cutting and pressing equipment following safety standards and regulations.
- Transfer pattern markings.
- Operate various sewing machines at different settings following safety standards and regulations.
- Do different seam finishes suitable to garment and fabric.
- Do basic hand sewing stitches.
- Extend the life of clothing through mending, altering, and remodeling.
- Use laundering and spot and stain removal techniques.
- Chart the various fashion related careers and the responsibilities of each career.

CREATIVE FASHION AND CONSTRUCTION 2 (S)

- Demonstrate the working properties and characteristics of the different methods of fabric construction.
- List the different basic fabric finishes and their uses.
- Purchase clothing, fabrics, and notions taking advantage of sales, coupons, and discounts.
- Make designer logo tags giving the fiber and fabric information required by law for consumer protection and labeling.
- Do simple pattern alterations.
- Read and interpret diagrams and written instructions on different commercial patterns to construct garments and projects.
- Use cutting and pressing equipment efficiently and safely following safety standards and regulations.
- Do basic creative hand sewing stitches.
- Construct creative craft projects for the home and various holidays.
- Write a report on a specific fashion career.
- Transfer pattern markings using the method suitable to the fabric.
- Operate the various sewing machines efficiently and safely following standards and regulations.
- Do a machine appliqué with the zigzag machines.
- Work with a variety of fabrics (napped, plaid, sheer) in constructing garments for themselves and others.
- Select appropriate fabric and make individualized garments using advanced clothing construction techniques.
- Do advanced seam finishes appropriate to the fabric and garment.
- Extend the life of clothing through advanced mending, altering, and remodeling techniques.
- Define fashion terms and styles and state how they have evolved.
- Select and construct costumes appropriate to a specific fashion era.

CREATIVE FASHION AND CONSTRUCTION 3 (S)

- Demonstrate safe and efficient work habits when using the cutting and pressing equipment and various sewing machines.
- Identify basic weaves in woven fabric and give the working properties and characteristics of each.

21ST CENTURY LIFE AND CAREERS

- Demonstrate an awareness of the various fiber and fabric finishes and their uses.
- Read, interpret, and follow the diagrams and written instructions of different non-commercial patterns.
- Work with napped and plaid fabrics to construct individualized garments for themselves, infants, children, and menswear.
- Select appropriate fabric and make creative individualized garments using advanced clothing construction techniques and skills.
- Demonstrate consumer awareness of the different features and what to look for when purchasing various sewing machines.
- Make patchwork and quilted projects with mitered corners.
- Teach advanced tailoring techniques to others.
- Remove and replace a broken zipper in a pair of jeans.
- Mend and alter other people's clothing.
- Select, make, and accessorize costumes for various school related activities.
- Evaluate career choices in clothing and textiles by examining possible areas of employment and advanced educational requirements.
- Make curtains, drapes and slipcovers for the home.
- Test various spot and stain removal products and techniques.
- Keep accurate records of the time required to complete assigned construction skills.

CREATIVE FASHION AND CONSTRUCTION 4 (S)

- Demonstrate safe and efficient work habits when using the cutting equipment, pressing equipment and various sewing machines.
- Name and identify fiber content and fabrics according to their origin - animal, vegetable or mineral and give the working properties and characteristics of each.
- Demonstrate the ability to purchase and work with pile fabrics to construct individualized garments.
- Select appropriate fabric and make creative, individualized garments and projects using advanced clothing construction techniques and skills.
- Demonstrate consumer awareness and money management in selecting and purchasing fabric and notions for students as well as costumes for various school related activities.
- Keep accurate bookkeeping records and job duty assignments for the craft items made and play costumes made.
- Make a seminole strip quilted project or a cathedral quilted project.
- Follow the written directions and diagrams to make a soft-sculptured doll.
- Transfer the markings for, and do, French Hand Smocking.
- Enlarge a craft pattern using a graph paper grid.
- Demonstrate the ability to make curtains, drapes and slip covers for the home.
- Demonstrate the ability to perform quality control inspector duties.

DATA PROCESSING/EXCEL (R)

- Access, create, and edit a worksheet.
- Format and print worksheets.
- Demonstrate Excel formulas, and functions.
- Manage worksheets and workbooks.
- Prepare a spreadsheet using macros.
- Analyze spreadsheet data.
- Link worksheets/workbooks in preparing various applications.
- Research and explore career awareness.
- Complete additional, advanced applications in preparation for the MOUS certification.

21ST CENTURY LIFE AND CAREERS

DATA PROCESSING/EXCEL (S)

- Access, create, and edit a worksheet.
- Format and print worksheets.
- Demonstrate Excel formulas, and functions.
- Manage worksheets and workbooks.
- Prepare a spreadsheet using macros.
- Analyze spreadsheet data.
- Link worksheets/workbooks in preparing various applications.
- Research and explore career awareness.

DESKTOP PUBLISHING/BUSINESS COMMUNICATIONS (R)

- Develop an understanding of the principles of desktop design including layout and text placement.
- Develop an understanding of the five basic design concepts of desktop design.
- Demonstrate how to incorporate, place and make effective use of graphics in publications.
- Develop an understanding of the fundamentals typography and the use of fonts.
- Develop an understanding of various file formats associated with desktop design applications (.jpg, .gif, .png)
- Search the World Wide Web for relevant sites on desktop design and media broadcasting and related careers.
- Develop critical thinking skills related to desktop design including design and typography decisions, handling multicolumn documents, inserting and editing graphics, creating styles and charts, etc.
- Develop and electronic portfolio to demonstrate mastery of desktop design and presentation skills.
- Develop skills in presentation software for public broadcast.

DIGITAL WEB DESIGN II/BUSINESS COMMUNICATIONS (R)

- Identify different types of computers, how computers work and how individual computers fit into larger systems.
- Identify the function of computer hardware components and common problems associated with individual components.
- Identify how software works and how software and hardware work together to perform computing tasks.
- Identify different types of software and the tasks for which each type of software is used.
- Identify what an operating system is and how it works.
- Be able to manipulate and control the Windows desktop, files and disks.
- Be able to start and exit a Windows application and utilize sources of online help.
- Identify common on-screen elements of Windows applications, change application settings and manage files within an application.
- Be able to format text and documents including the ability to use automatic formatting tools.
- Be able to add tables and graphics to a document.
- Identify network fundamentals.
- Identify the relationship between computer networks, other communication networks, and the Internet.
- Identify how to use an electronic mail application.
- Identify and use a search engine on the Internet.
- Identify how to use the Internet safely and legally.
- Prepare and deliver a slide show presentation.
- Identify possible career choices.

21ST CENTURY LIFE AND CAREERS

DIGITAL WEB DESIGN II/BUSINESS COMMUNICATIONS (S)

- Identify different types of computers, how computers work and how individual computers fit into larger systems.
- Identify how software and hardware work together to perform computing tasks.
- Identify different types of software and the tasks for which each type of software is used.
- Identify what an operating system is and how it works.
- Be able to manipulate and control the Windows desktop, files and disks.
- Be able to start and exit a Windows application and utilize sources of online help.
- Identify network fundamentals.
- Identify the relationship between computer networks, other communication networks, and the Internet.
- Identify how to use an electronic mail application.
- Identify different types of information sources on the Internet.
- Identify how to use the Internet safely and legally.
- Identify possible career choices.

DRAFTING 1 (S)

- Demonstrate an operational understanding of the architect's rule.
- Demonstrate an operational understanding of fractions and decimals.
- Demonstrate the ability to convert fractions to decimals and decimals to fractions.
- Demonstrate the ability to center one view and multi-view drawings.
- Demonstrate the ability to increase or decrease the scale of an object.
- Demonstrate the ability to properly select the views of an object.
- Demonstrate the ability to dimension a drawing.
- Demonstrate the ability to draw in perspective form.
- Demonstrate the ability to draw in isometric form.
- Demonstrate the ability to draw in oblique form.
- Demonstrate the ability to draw developments as set forth in the guide.
- Demonstrate the ability to produce computer-assisted drawings.

DRAFTING 2 (S)

- Demonstrate safe and efficient work habits.
- Narrate the contributions, which drafting and design make in the development, manufacture, or construction of commercial products.
- Read and interpret multi-view, pictorial, and schematic drawings.
- Draw a sheet-layout and accurately letter all the required information.
- Draw and dimension an isometric and a Cavalier drawing.
- Draw, shade, and render a one and two point perspective.
- Demonstrate knowledge of sectional drawings by drawing and dimensioning a full and half section drawing.
- Know the concept of an auxiliary drawing by drawing and dimensioning an auxiliary.
- Utilize resource and reference materials essential to major drafting-design areas.
- Demonstrate ability to produce a computer generated section drawing.

FINANCIAL, ECONOMIC, BUSINESS AND ENTREPRENEURIAL LITERACY (R)

- Apply reliable information and systematic decision making to personal financial decisions.
- Evaluate financial information from a variety of sources and make financial decisions by systematically considering alternatives and consequences.
- Understand taxes and citizen financial responsibilities.
- Evaluate investment alternatives and identify diversified investment strategies compatible with personal goals.

21ST CENTURY LIFE AND CAREERS

- Investigate how agencies that regulate financial markets protect investors.
- Use a career plan to develop personal income potential.
- Create a financial plan.
- Organize personal finances and use a budget to manage cash flow.
- Identify the costs and benefits of various types of credit.
- Explain the purpose and importance of health, disability, property, liability, and life insurance protection and create a personal insurance plan.
- Understand the purposes of financial services and demonstrate how to use them.
- Complete an inquiry-based project as it relates to a current global financial situation.
- Identify solutions to ethical dilemmas in the current financial situation.

FINANCIAL, ECONOMIC, BUSINESS AND ENTREPRENEURIAL LITERACY (S)

- Apply reliable information and systematic decision making to personal financial decisions.
- Evaluate financial information from a variety of sources and make financial decisions by systematically considering alternatives and consequences.
- Understand taxes and citizen financial responsibilities.
- Evaluate investment alternatives and identify diversified investment strategies compatible with personal goals.
- Investigate how agencies that regulate financial markets protect investors.
- Use a career plan to develop personal income potential.
- Create a financial plan.
- Organize personal finances and use a budget to manage cash flow.
- Identify the costs and benefits of various types of credit.
- Explain the purpose and importance of health, disability, property, liability, and life insurance protection and create a personal insurance plan.
- Complete an inquiry-based project as it relates to a current global financial situation. Discuss ethical dilemmas as they apply to different financial situations

HOME IMPROVEMENT (S)

- Practice proper safety procedures.
- Describe the benefits of home maintenance.
- State and demonstrate what work habits promote safety.
- Identify tools used (hand/power) around the home for different repairs and their safe use.
- Identify common fasteners and demonstrate their uses.
- Choose lumber and wood products by use and cost.
- Locate and identify parts of a house.
- Demonstrate how a lock and hinges are installed.
- Demonstrate wall repairs in sheetrock and plaster.
- Calculate square foot and estimate materials.
- Demonstrate how to install "Formica" laminate.
- Properly choose paints, brushes and rollers for a specific task.
- Demonstrate how to hang wallpaper and borders on walls.
- Demonstrate simple plumbing repairs.
- Replace a duplex outlet or switch.
- List careers that are related to home repair and maintenance.

21ST CENTURY LIFE AND CAREERS

INDEPENDENT LIVING (S)

- Describe characteristics of responsible citizens.
- Understand personality types and how the characteristics of each type relate to themselves.
- Enhance their outward appearance.
- State the elements that form positive relationships.
- Describe the roles and functions of family members.
- Identify the factors which influence career decisions.
- Identify the abilities of an educated consumer.
- Explain how to choose between housing alternatives.
- Demonstrate how to arrange furnishings and accessories to make a home functional and attractive.
- Determine and manage clothing and housing resources.
- Evaluate the various aspects of car ownership.
- Explain the basics of managing finances to achieve present and future goals.
- Use leisure time to the greatest advantage.

INTRODUCTION TO BUSINESS (R/S)

- Describe the American economic system of private enterprise.
- Define the major forms of business ownership.
- List ways in which computers are utilized in business and industry.
- Identify various business careers and skills
- Explain the importance of being an informed consumer.
- Perform basic banking activities.
- List and explain the three C's of credit.
- Explain the use of credit cards, charge accounts, and installment loans and compare their use.
- Explain the cost of credit.
- Explain how insurance protects against economic losses.

INTRODUCTION TO THE INTERNET/BUSINESS COMMUNICATIONS/FINANCE (R)

- Identify different types of computers, how computers work and how individual computers fit into larger systems.
- Identify the function of computer hardware components and common problems associated with individual components.
- Identify how software works and how software and hardware work together to perform computing tasks.
- Identify different types of software and the tasks for which each type of software is used.
- Identify what an operating system is and how it works.
- Be able to manipulate and control the Windows desktop, files and disks.
- Be able to start and exit a Windows application and utilize sources of online help.
- Identify common on-screen elements of Windows applications, change application settings and manage files within an application.
- Be able to format text and documents including the ability to use automatic formatting tools.
- Be able add tables and graphics to a document.
- Identify network fundamentals.
- Identify the relationship between computer networks, other communication networks, and the Internet.
- Identify how to use an electronic mail application.
- Identify and use a search engine on the internet.
- Identify how to use the Internet safely and legally.
- Prepare and deliver a slide show presentation.
- Identify possible career choices.

21ST CENTURY LIFE AND CAREERS

- Demonstrate computer literacy skills.

INTRODUCTION TO THE INTERNET/BUSINESS COMMUNICATIONS/FINANCE (S)

- Identify different types of computers, how computers work and how individual computers fit into larger systems.
- Identify how software and hardware work together to perform computing tasks.
- Identify different types of software and the tasks for which each type of software is used.
- Identify what an operating system is and how it works.
- Be able to manipulate and control the Windows desktop, files and disks.
- Be able to start and exit a Windows application and utilize sources of online help.
- Identify network fundamentals.
- Identify the relationship between computer networks, other communication networks, and the Internet.
- Identify how to use an electronic mail application.
- Identify different types of information sources on the Internet.
- Identify how to use the Internet safely and legally.
- Identify possible career choices.
- Demonstrate computer literacy skills.

LEARN TO EARN (S)

- Understand the basic structures of a corporation.
- Understand the levels of management and their responsibilities.
- Recognize different economies around the world
- Apply advertising concepts in broadcast and print media.
- Develop skills for finding a job, preparing a resume, and practice interviewing skills.
- Apply communication, math, and critical thinking skills.

MERCHANDISING & SALESMANSHIP (S)

- Identify marketing jobs.
- Identify advantages/disadvantages of business ownership forms.
- Explain how utility is added to cost of products.
- Explain buying motives to which advertisers appeal.
- Diagram the channels of distribution utilizing various middlemen.
- Identify characteristics of successful product packaging.
- Identify media that manufacturers and retailers use to promote products and services.
- Identify the steps in selling.
- Demonstrate effective sales techniques.
- Identify business risks and list specific ways in which management is minimizing these risks.
- Identify the principle types of retail businesses.
- Identify the buying procedures utilized by a retail store.
- Identify various careers in retailing.
- List the most important factors in establishing a retail store.
- Explain how marketing research is used in solving marketing problems.

NUTRITION AND DIET 2 (S)

- Show awareness of safety hazards in the kitchen and utilize safety habits in the use of tools and equipment.
- Recognize the basic nutrients, their sources and functions.
- Establish nutritionally sound dietary practices and daily activity patterns, which lead to personal weight control.
- Analyze “fad” diets by comparing these to the criteria for sensible reducing diets.

21ST CENTURY LIFE AND CAREERS

- Demonstrate an understanding of the significance of snacking in daily dietary patterns by choosing nutritious snacks.
- State the energy needs of those who are involved in active sports.
- Indicate an understanding of the relationship of nutrition to drugs and alcohol.
- Show the relationship of fiber to the diet.
- Recognize dietary sources of sodium.
- Relate diet to coronary heart disease.
- Explore the various vegetarian diets.
- Know cultural influences and their influence on people and the foods they prepare.
- Interrelate the role of nutrients and foods to tooth development, cavity prevention, and periodontal health.
- Become familiar with different types of additives, their functions and foods where they are found.
- Become familiar with the terms, utensils, and techniques related to microwave cooking.
- Become familiar with the computer by using programs relevant to at least 2 proficiencies.

PARENTING EDUCATION (S)

- Explain the importance of childhood and the reasons for studying children.
- Understand the different types of families and the stages of the family life cycle.
- Define parenting and describe the changes, skills, and responsibilities involved in parenting.
- Demonstrate an understanding of safety hazards and the importance of health care routines and techniques.
- Explain how values can help teens face issues of sexuality and teen parenthood.
- Demonstrate an understanding of physical aspects of the development of a newborn.
- Demonstrate an understanding of emotional and social development of children during the first year.
- Demonstrate an understanding of development in relation to how babies learn during the first year.
- Demonstrate an understanding of the physical development of and care needed by children ages one to three.
- Demonstrate an understanding of emotional and social development of children ages one to three.
- Demonstrate an understanding of how one to three year olds develop in several areas of intellectual activity.
- Demonstrate an understanding of the physical development of and care needed by children age four to six.
- Demonstrate an understanding of the emotional and social development of children age four to six.
- Demonstrate an understanding of the intellectual development of children age four to six.

PROFESSIONAL FOODS 3 (S)

- Relate all aspects of food service to safety procedures.
- Identify the individual ranks within the chain of command commonly accepted in food service.
- Explain the duties of each type of chef, cook and baker.
- List the qualities necessary to become a professional cook.
- Identify the work areas in a kitchen and name the type of chef responsible for each.
- Identify the equipment commonly found in a food service kitchen.
- Describe the quality standards of meat, poultry, and seafood.
- Identify wholesale cuts of meat and the retail cuts that come from them.
- Portion and store meat, poultry, and fish.
- Buy, prepare, and store eggs, milk, and cheese correctly.

21ST CENTURY LIFE AND CAREERS

- Prepare a variety of appetizers and attractive edible garnishes.
- Prepare a variety of fruits and vegetables.
- Identify a wide variety of salad greens and dressings.
- Prepare a variety of sandwiches.
- Classify the different types of vegetables and identify the best cooking method for each.
- Prepare a variety of vegetables in various manners.
- Identify and prepare a variety of cereals and pastas.
- Identify and prepare basic stocks and soups.
- Identify the basic sauces and the small sauces that come from them.
- Identify the ingredients and equipment found in bakeries.
- Prepare and bake a variety of yeast breads and pastries.
- Prepare and bake all varieties of cakes and frostings.
- Prepare and bake a wide variety of quick breads and cookies.
- Prepare a wide variety of fruit and milk desserts.
- Identify the types of operations that feature fast food.
- Make use of techniques common to fast food enterprises.
- Identify those procedures necessary for the work world in the food industry.

TEACHER APPRENTICE PROGRAM (R)

- Integrate basic skills, thinking skills, and appropriate behavioral qualities during the course of work.
- Address self-knowledge, career planning, and employability skills utilizing technology, information and other resources.
- Enhance academic achievement and motivation for learning.
- Practice good working habits such as punctuality and cooperation.
- Show growth and improvement on the job.
- Develop skills in getting along with a variety of people, taking responsibility and developing self-confidence.

WEB DESIGN/BUSINESS COMMUNICATIONS (R)

- Develop an understanding of the terminology and principles of web design
- Develop critical thinking skills related to web design.
- Create a web page using different web servers and MS Word.
- Learn how to incorporate hyperlinks and graphics.
- Develop an understanding of HTML programming language.
- Learn how to send and receive e-mail
- Develop a portfolio of web pages to demonstrate their mastery of web design.
- Recognize the characteristics for easily read Web pages.
- Describe the resources needed to create a Web site.

WEB DESIGN/BUSINESS COMMUNICATIONS (S)

- Develop an understanding of the terminology and principles of web design
- Develop critical thinking skills related to web design.
- Create a web page using different web servers and MS Word.
- Learn how to incorporate hyperlinks and graphics.
- Develop an understanding of HTML programming language.
- Learn how to send and receive e-mail
- Develop a portfolio of web pages to demonstrate their mastery of web design.

WOODWORKING 1 (S)

- Demonstrate safe work habits.

21ST CENTURY LIFE AND CAREERS

- Demonstrate the use and care of the following planes: bench, jointer, jack, and block.
- Demonstrate the use and care of the following measuring tools: steel rule, marking gauge, try square, framing square.
- Demonstrate the use and care of the following hand-saws: crosscut, rip, black dovetail, coping.
- Demonstrate the use and care of a 3/8" electric hand drill.
- Describe employment opportunities within the woodworking field.
- Demonstrate how to joint an edge on the jointer.
- Demonstrate how to rip and crosscut using the table saw.
- Operate the band saw.
- Calculate board feet.
- Demonstrate proper use and care of the following electric portable sanders: block, vibrating, and belt.
- Demonstrate the uses of common construction and cabinet woods.
- Demonstrate a working knowledge of the common fasteners (nails and wood screws), gluing methods, glues and adhesives.
- Demonstrate a working knowledge of the common methods of joining wood together.
- Demonstrate a working knowledge of finishing methods.
- Know the type of lumber used in the wood industry.
- Use and care of the radial arm saw and router.
- Design a functional woodworking object.

WOODWORKING 2 (S)

- Demonstrate safe and efficient work habits.
- Demonstrate the proper setup for crosscutting and ripping on the table saw.
- Demonstrate the proper setup of the band saw to cut curves, re-sawing, and compound angles.
- Demonstrate the proper setup of the radial arm saw for ripping and crosscutting wood.
- Demonstrate the proper setup of the drill press.
- Demonstrate the proper setup and use of the jointer to edge plane and face plane.
- Demonstrate the proper setup of the router for internal edging, exterior edging, and adjusting the depth of the cut.
- Demonstrate the proper setup of the portable cut-off saw for ripping, crosscutting, and the difference in blade depth.
- Describe principles of fabrication or tooling for wood-products manufacturing.
- Explain the fundamental operations/processes of lumber and the wood-products industries.
- Describe career opportunities and industrial expectations in the lumber, wood research, and wood-products industries.
- Demonstrate skill in the use of various power tools.
- Demonstrate the proper application of various types of joinery.
- Demonstrate proper woodworking assembling techniques.
- Demonstrate the proper use of various finishes and finishing supplies to produce a desired texture.
- Perform a variety of basic, acceptable industrial processes in designing, creating, making a chosen project or participating in a laboratory activity.

WOODWORKING 3 (S)

- Demonstrate safe and efficient work habits.
- Demonstrate proper care and advanced techniques using portable electric woodworking tools.
- Demonstrate proper care and advanced techniques for using stationary woodworking power machines.

21ST CENTURY LIFE AND CAREERS

- Demonstrate knowledge of the shop safety program.
- Explain how to apply for industrial positions in the field of woodworking.
- Demonstrate the proper process used to develop a woodworking project.
- Evaluate career choices in the wood industry based on personal qualifications, skills, interests, and values.
- Set up the circular saw to demonstrate:
 - cutting a through dado
 - cutting a blind dado
 - multiple cuts
 - use of a standard dado head
 - cutting a mortise and tenon
 - cutting a taper with a jig
- Demonstrate the following operation of the spindle shaper bushing:
 - cutting a rabbet using a fence
 - cutting without a fence
 - cutting a raised panel
- Demonstrate the following lathe operations:
 - turning between centers
 - turning using a face plate
 - turning on the outboard side
 - turning chisels; safety and technique
- Demonstrate green wood turning techniques.

WORLD LANGUAGES

CHINESE I (R/S)

- Demonstrate comprehension of spoken Chinese on topics introduced in the course.
- Write new introduced characters with correct stroke order.
- Be aware of the origins of some Chinese characters.
- Distinguish 5 tones.
- Use vocabulary and language structures in oral and written communications that a native speaker of the language could understand.
- Answer appropriately to questions and respond to commands.
- Convert statements to questions or questions to statements correctly.
- Demonstrate the ability to gather information from various cultural readings.
- Use time words and question words appropriately.
- Write a well-developed paragraph on a specific topic.
- Demonstrate understanding of greetings that should be used for older people, family, and friends.
- Create authentic dialogues based on a given scenario for effective communication in real life interactions.
- Demonstrate knowledge of activities and general lifestyles of Chinese students.
- Appreciate Chinese calligraphy, food, festivals, and customs.

CHINESE II (R/S)

- Demonstrate comprehension of spoken Chinese topics introduced in the course.
- Use vocabulary and structures in oral and written communications that a native speaker of the language can understand.
- Indicate time sequence using appropriate time words.
- Identify character stroke order for new characters.
- Demonstrate ability to gather information from assigned cultural topics.
- Create and present authentic dialogues.
- Write a well organized journal entry.
- Determine questions words and convert statements/questions into questions/statements.
- Apply grammatical structures which demonstrate an understanding of the Chinese language system.

CHINESE III (R/S)

- Integrate the four language skills of listening, speaking, reading and writing into both real-life and simulated scenarios.
- Acquire language ability using the three modes of communication – interpretive, presentational, and interpersonal modes.
- Incorporate authentic linguistic materials and realia to enhance communicative skills.
- Interact with appropriate responses in different social cues and settings.
- Identify common and distinct structures of the Chinese language.
- Demonstrate the ability to compare various cultural topics.
- Create a multimedia-rich presentation on targeted themes.
- Identify character stroke order for new characters.

FRENCH I (R)

- Demonstrate comprehension of spoken French on topics introduced in the course.
- Use vocabulary and structures in oral and written communications that a native speaker of the language can understand.
- Answer questions and respond to commands.
- Demonstrate the ability to gather facts from assigned reading material and re-state the information in the language.
- Write a well-developed paragraph on a specific theme.

WORLD LANGUAGES

- Recognize and use correctly formal vs. informal “you” and greetings that should be used for older people, family, and friends.
- Identify common patterns of daily life and of information necessary for successful travel in France.

FRENCH I (S)

- Demonstrate comprehension of spoken French on topics introduced in the course.
- Use vocabulary and structures in oral and written communications that a native speaker of the language can understand.
- Answer questions and respond to commands.
- Demonstrate the ability to gather facts from assigned reading material.
- Write several connected sentences on a specific theme.
- Recognize cultural patterns such as formal vs. informal “you.”
- Demonstrate understanding of greetings that should be used for older people, family, and friends.
- Identify patterns of traditional daily life and of information necessary for successful travel in France.

FRENCH II (R)

- Demonstrate comprehension of spoken French on topics introduced in the course.
- Use vocabulary and structures in oral and written communications that a native speaker of the language can understand.
- Identify present, past, and future (aller) time modes in written or conversational material.
- Demonstrate ability to gather information from assigned reading or listening passages.
- Write several well developed paragraphs on a specific theme; use language which demonstrates understanding of the grammatical elements of the language.
- Demonstrate knowledge of teenage activities and general lifestyles of the French-speaking people.

FRENCH II (S)

- Demonstrate comprehension of spoken French on topics introduced in the course.
- Use vocabulary and structures in oral and written communications that a native speaker of the language can understand.
- Identify present, past, and future (aller) time modes in written material.
- Demonstrate ability to gather information from assigned reading passages.
- Write well-developed paragraph on a specific theme; use language which demonstrates understanding of the grammatical elements of the language.
- Demonstrate knowledge of teenage activities and general lifestyles of the French-speaking people.

FRENCH III (R)

- Read new material using standard French pronunciation.
- Use correctly the present, past, future time modes and subjunctive mood.
- Use vocabulary and structures in communications that a native speaker of the language can understand.
- Write a guided one-page composition or letter on a topic that has been introduced in the text.
- Demonstrate understanding of sustained conversations or reading passages in the language on topics that have been introduced in the text.
- Demonstrate knowledge of the practical information essential for touring a French-speaking country.

WORLD LANGUAGES

FRENCH III (S)

- Read new material which follows the French sound system using pronunciation that a native speaker of French can understand.
- Use correctly in writing the present, past, future time modes, subjunctive mood and be able to identify “if” conditions.
- Use vocabulary and structures in communications that a native speaker of the language can understand.
- Write a paragraph or short letter on a topic that has been introduced in the text.
- Demonstrate understanding of sustained reading passages in the language on topics that have been introduced in the text.
- Demonstrate knowledge of the practical information essential for touring a French-speaking country.

FRENCH IV (R)

- Demonstrate control of basic vocabulary and structures in oral or written communication.
- Write a cohesive one-page composition or letter on a general topic.
- Demonstrate understanding of conversations or reading passages in the language on any general topic.
- Demonstrate understanding of modern French societal patterns and typical lifestyles.

FRENCH (AP)

- Demonstrate the ability to express ideas orally with accuracy and fluency.
- Demonstrate the ability to comprehend formal and informal spoken French.
- Demonstrate a knowledge of vocabulary and structure sufficient to read modern and classical literature, newspapers, and magazine articles.
- Demonstrate the ability to write expository passages.

SPANISH I (R)

- Demonstrate comprehension of spoken Spanish on topics introduced in the course.
- Use vocabulary and structures in oral and written communications that a native speaker of the language can understand.
- Answer questions and respond to commands.
- Demonstrate the ability to gather facts from assigned reading material and re-state the information in the language.
- Write a well developed paragraph on a specific theme.
- Recognize and use correctly formal vs. informal “you” and greetings that should be used for older people, family, and friends.
- Identify common patterns of daily life and of information necessary for successful travel in Spanish-speaking countries.

SPANISH I (S)

- Demonstrate comprehension of spoken Spanish on topics introduced in the course.
- Use vocabulary and structures in oral and written communications that a native speaker of the language can understand.
- Answer questions and respond to commands.
- Demonstrate the ability to gather facts from assigned reading material.
- Write several connected sentences on a specific theme.
- Recognize cultural patterns such as formal vs. informal “you.”
- Demonstrate understanding of greetings that should be used for older people, family, and friends.
- Identify patterns of traditional daily life and of information necessary for successful travel in Spanish-speaking countries.

WORLD LANGUAGES

SPANISH II (R)

- Read the material of the course using pronunciation that a native speaker of Spanish can understand.
- Identify present, past, and future time modes in written or conversational material.
- Use vocabulary and structures in communications that a native speaker of the language can understand.
- Demonstrate ability to gather information from assigned reading or listening passages.
- Write a paragraph that expresses an idea; use language which demonstrates understanding of the grammatical elements of the language.
- Demonstrate knowledge of activities and general lifestyles of the Spanish-speaking people.

SPANISH II (S)

- Read the material of the course using pronunciation that a native speaker of Spanish can understand.
- Identify present, past, and future time modes in written material.
- Use vocabulary and structures in communications that a native speaker of the language can understand.
- Gather information from assigned reading passages.
- Write a paragraph on a specific theme; use language which demonstrates understanding of the grammatical elements of the language.
- Demonstrate knowledge of activities and general lifestyles of the Spanish-speaking people.

SPANISH III (R)

- Read the material of the course using pronunciation that a native speaker of Spanish can understand.
- Use vocabulary and structures in communications that a native speaker of the language can understand.
- Use correctly the simple present, past, and future time modes; be able to identify and use compound present, past, and future time modes and the subjunctive mode.
- Identify and use command forms correctly.
- Write a guided one-page composition for letter on a topic that has been introduced in the text.
- Demonstrate understanding of sustained reading or listening passages on material that has been introduced in the text.
- Demonstrate knowledge of the practical information essential for touring a Spanish-speaking country.

SPANISH III (S)

- Read the course material using pronunciation that a native speaker of Spanish would understand.
- Use vocabulary and structures in communications that a native speaker of the language can understand.
- Use correctly the simple present, past, and future time modes; be able to identify and use compound present, past, and future time modes and the subjunctive mode.
- Use command forms orally or recognize them in writing.
- Write a paragraph or short letter on a topic that has been introduced in the text.
- Demonstrate understanding of sustained reading on topics that have been introduced in the text.
- Demonstrate knowledge of the practical information essential for touring a Spanish-speaking country.

SPANISH IV (R)

- Demonstrate control of basic vocabulary and structures in oral and written communications.
- Write a cohesive one-page composition or letter on a general topic.

WORLD LANGUAGES

- Demonstrate understanding of conversations or reading passages in the language on any general topic.
- Demonstrate understanding of traditional Spanish societal patterns and typical modern lifestyles.

SPANISH (AP)

- Demonstrate ability to express ideas orally with accuracy and fluency.
- Demonstrate the ability to comprehend formal and informal spoken Spanish.
- Demonstrate knowledge of vocabulary and structure sufficient to read modern literature, newspapers, and magazines.
- Demonstrate the ability to write expository passages.

VISUAL AND PERFORMING ARTS

Art

AP STUDIO ART

- Promote self-esteem as an outlet for emotion and an appreciation of art.
- Demonstrate originality.
- Develop aesthetic awareness and develop a personal set of aesthetic values.
- Demonstrate superior media specific, perceptual and technical skills.
- Produce original works demonstrating competency in media specific techniques.
- Demonstrate superior work habits in care and use of tools and equipment.
- Demonstrate superiority in a studio setting.
- Produce professionally finished work.
- Work cohesively as an individual as well as in a group in an advanced studio setting both inside and outside of the classroom.
- Manage time and studio work habits in order to meet deadlines in and outside of classroom.
- Develop twenty-five to thirty pieces of original artwork over the course of the school year.
- Produce a completed Drawing, 2-D or 3-D design portfolio.
- Demonstrate art heritage through the study of art past and present.
- Demonstrate the ability to use technology as a tool when researching or creating.
- Enhance critical thinking and problem-solving skills on a superior level.
- Demonstrate an awareness of and adherence to known health and safety practices.

CERAMICS 1 (S)

- Demonstrate enhanced sense of self-esteem through the development and display of acquired techniques.
- Enhance aesthetic awareness and develop a personal set of aesthetic values.
- Develop media specific perceptual and technical skills.
- Acquire familiarity with tools and materials used in ceramic production.
- Formulate a personal philosophy concerning ceramics as a utilitarian craft and decorative art.
- Produce original works which demonstrate competency in media specific techniques.
- Develop criteria for evaluating and critiquing a work of ceramic art as an object and for its historical and cultural value.
- Enhance critical-thinking and problem-solving skills.
- Manage time and studio work habits in order to meet deadlines.
- Treat tools and materials with respect and engage in proper health and safety practices.

CERAMICS 2 (S)

- Demonstrate enhanced sense of self-esteem through the development and display of acquired techniques.
- Enhance aesthetic awareness and develop a personal set of aesthetic values.
- Develop advanced abilities with tools and materials used in ceramic production.
- Refine personal philosophy concerning ceramics as a utilitarian craft and decorative art.
- Produce original works which demonstrate mastery of advanced media specific techniques.
- Develop criteria for evaluating and critiquing a work of ceramic art as an object and for its historical and cultural value.
- Develop advanced critical-thinking and problem-solving skills.
- Manage time and studio work habits in order to meet deadlines.
- Treat tools and materials with respect and engage in proper health and safety practices.

DANCE 1 (S)

- Become aware of dance technique and execute skills with proper alignment and correct style.
- Improve body awareness and control.

VISUAL AND PERFORMING ARTS

- Develop an awareness of the four components of fitness: flexibility, coordination, strength, and endurance
- Move isolated body parts and perform intricate movement patterns.
- Learn and demonstrate choreographed dance patterns.
- Create and choreograph a personalized dance piece.
- Experience history, choreography and performance dance styles.
- Identify, translate, define, and demonstrate terminology, movement phrases, and styles of dance greats throughout the 20th century.
- Read several writings on the significance of dance throughout the 20th century.

DIGITAL PHOTOGRAPHY (S)

- To master the digital imaging skills and incorporate techniques and ideas based on research into artist, art improvements, and advertising photography.
- To master the mechanics of optics and camera option in the studio and on location.
- To operate the digital camera, optics, and image capture.
- To manage digital capture, digital workflow, and manage personal time schedules to understand the complexities of an advertising shoot. All categories of commercial photography will be explored.
- Continue to develop computer skills, software programs, utilize creative image manipulation (Macromedia Fireworks), and learn to use verbal analytical vocabulary to critique peers' work.
- To research photography web sites and to develop insight into digital imagery
- Develop photographs that demonstrate the principles of art and the elements of design.
- Learn the history and appreciation of photography and its' use of artistic vocabulary in analyzing prints.
- Maintain a journal for research.
- Develop professional work habits for all projects.
- To prepare a professional presentation of a portfolio and classroom presentation using either slide shows or classroom software (Vision).

INTRODUCTION TO VISUAL ART (S)

- Promote self-esteem as an outlet for emotion
- Use the principles of design to promote composition.
- Demonstrate knowledge of color theory.
- Demonstrate knowledge of composition.
- Demonstrate the ability to draw representatively.
- Depict a 3-D object on a 2-D surface including light and shadow.
- Demonstrate one and two-point perspective.
- Demonstrate good work habits in the care and use of tools and materials.
- Demonstrate studio experience in the Visual Art areas.
- Make decisions, demonstrate creativity and perceptual awareness.
- Demonstrate studio experience in visual arts.
- Show individual responsibility to meet deadlines (class, home, art exhibits).
- Demonstrate art heritage through the study of art past and present.
- Demonstrate the ability to use technology as a tool when researching or creating.
- Learn that the study of art is valuable and enriching and transcends the stages of their lives.
- Demonstrate an awareness of and adherence to known health and safety practices.

THEATER ARTS 1 (S)

- Provide an introduction to domain-specific vocabulary regarding theatrical performance and the ability to distinguish among artistic styles, trends and movements.
- Analyze descriptions, dialogue, and actions.

VISUAL AND PERFORMING ARTS

- Participate in theatrical presentations, create dramatic action, and describe and analyze the components of theatrical design and production.
- Investigate the structure of plays, assess character motivations, and explain the relationship between performance, technical design and management.
- Critique, compare and evaluate various theatrical works using description, analysis, interpretation and evaluation.
- Examine the influence of technology and culture on the arts, as well as social and political environmental changes.

THEATER ARTS 2 (S)

- Discern the value of works or art, based on historical significance, craftsmanship and cultural context using contemporary methodologies.
- Create original interpretations of roles, collaborate in the design and production of a theatrical work, plan and rehearse dramatic scenes, explore the variety of careers in theater.
- Explore the process of character analysis, analyze the structure of plays from social, historical and political contexts, and develop a concept of theatrical production.
- Explain basic physical and chemical properties in components of theater such as: light, color, pigment, scenic construction, costumes, electricity, paint, and makeup.
- Examine, categorize and analyze the theatrical traditions of many cultures using historical and cultural backgrounds.
- Reflect upon various art forms and cultural resources as preservers of cultural heritage.

THEATER ARTS ORATORY (R)

- Develop the skills for communicating with peers, elders and for clarifying and formulating ideas.
- Confidently present three major speech forms (demonstration, informative, persuasive) to an audience.
- Research, write, and revise a speech for presentation) using the podium, props, and a microphone) for different audiences.
- Explore published materials (written, visual, and audio) to identify key, successful presentation techniques.
- Create original interpretations of scripted pieces demonstrating a range of appropriate speech styles.
- Monitor the progression of presentation skills through self and peer evaluation.

VISUAL ART 2-D (S)

- Promote self-esteem as an outlet for emotion and an appreciation of art.
- Demonstrate originality.
- Develop good composition on a 2-dimensional surface.
- Demonstrate good use of design elements and principles of art.
- Demonstrate knowledge of specific tools and materials.
- Demonstrate good work habits in care and use of tools and equipment.
- Demonstrate competence in a studio process.
- Produce professionally finished work.
- Work cohesively as an individual as well as in a group when regarding the art room as their studio.
- Demonstrate art heritage through the study of art past and present.
- Demonstrate the ability to use technology as a tool when researching or creating.
- Learn that the study of art is valuable and enriching and transcends the stages of their lives.
- Demonstrate an awareness of and adherence to known health and safety practices.

VISUAL AND PERFORMING ARTS

VISUAL ART 3-D (S)

- Promote self-esteem as an outlet for emotion and an appreciation of art.
- Demonstrate originality.
- Develop aesthetic awareness and develop a personal set of aesthetic values.
- Develop media specific perceptual and technical skills.
- Acquire familiarity with tools and materials used in three-dimensional production.
- Produce original works which demonstrate competency in media specific techniques.
- Demonstrate good work habits in care and use of tools and equipment
- Demonstrate competence in a studio process.
- Produce professionally finished work.
- Manage time and studio work habits in order to meet deadlines.
- Demonstrate art heritage through the study of art past and present.
- Demonstrate the ability to use technology as a tool when researching or creating.
- Enhance critical thinking and problem-solving skills.
- Demonstrate an awareness of and adherence to known health and safety practice.

VISUAL ART MAJOR 3 (R)

- Promote self-esteem as an outlet for emotion.
- Demonstrate originality.
- Develop aesthetic awareness and develop a personal set of aesthetic values.
- Develop advanced media specific, perceptual and technical skills.
- Produce original works demonstrating advanced competency in media specific techniques.
- Demonstrate advanced work habits in care and use of tools and equipment.
- Demonstrate skilled competence in a studio process.
- Produce professionally finished work in both two and three-dimension.
- Manage time and studio work habits in order to meet deadlines.
- Work cohesively as an individual as well as in a group in an advanced studio setting both in and outside of the classroom.
- Demonstrate art heritage through the study of art past and present.
- Demonstrate the ability to use technology as a tool when researching or creating.
- Enhance critical thinking and problem-solving skills on a higher level.
- Demonstrate an awareness of and adherence to known health and safety practices.

VISUAL ART MAJOR 4 (R)

- Promote self-esteem as an outlet for emotion and an appreciation of art.
- Demonstrate originality.
- Develop aesthetic awareness and develop a personal set of aesthetic values.
- Develop advanced media specific perceptual and technical skills.
- Produce original works demonstrating advanced competency in media specific techniques.
- Demonstrate advanced work habits in care and use of tools and equipment.
- Demonstrate skilled competence in a studio process.
- Produce professionally finished work in both two and three dimension.
- Develop a sense of independence in preparation for AP Studio Art.
- Work cohesively as an individual as well as in a group in an advanced studio setting both inside and outside of the classroom.
- Demonstrate art heritage through the study of art past and present.
- Demonstrate the ability to use technology as a tool when researching or creating.
- Demonstrate an awareness of and adherence to known health and safety practices.

VISUAL AND PERFORMING ARTS

Music

BAND (R)

- Tune with other instruments in unison, octaves, and chords.
- Produce a clear tone with good support and intonation.
- Show understanding of basic time signatures and note values.
- Identify key signatures and perform the primary fingerings for each note.
- Perform basic tempo markings, dynamic markings, accent markings, and stylistic markings as part of a musician's basic musical vocabulary.
- Perform simple and more advanced band repertoire.
- Demonstrate, at public concerts, musical skills acquired during the school year.

CHORUS (S)

- Demonstrate the proper technique of singing through vocal production, i.e., phonation, vocal resonance, and breath control.
- Demonstrate a reading knowledge of the basic rhythms in music notation.
- Demonstrate the ability to sing an appropriate vocal line in three or four-part harmony.
- Demonstrate with some skill the recognition of musical notation and common musical terms.
- Demonstrate, at public concerts, musical skills acquired during the school year.
- Perform music of various world cultures.

CONCERT CHOIR (R)

- Demonstrate the proper technique of singing through vocal production; i.e., phonation, vocal resonance and breath control.
- Demonstrate a thorough knowledge of basic and multiple rhythms.
- Demonstrate the ability to sing an appropriate vocal line against two or three other voices, both accompanied and a cappella.
- Demonstrate a thorough knowledge of all music notation and the common musical terms.
- Perform in at least one world language.
- Demonstrate at public concerts, musical skills acquired during the school year.
- Attend all public functions at which the concert choir has been invited to represent the school and community.
- Demonstrate a basic knowledge of the stylistic characteristics of the historical period of music.
- Perform music of various world cultures.

HARMONY 1 (R)

- Demonstrate an understanding of basic music notation.
- Demonstrate knowledge of simple and complex rhythm exercises.
- Identify all 15 major keys and construct each major scale.
- Construct whole tone and chromatic scales.
- Find the relative minor key of each major scale and construct the natural minor form of the scale.
- Construct harmonic and melodic forms of minor scales.
- Identify modes; construct modes from a given pitch.
- Identify and construct perfect, major, minor, augmented and diminished intervals.
- Build triads on each scale step of a major scale.
- Identify and construct perfect, major, minor, augmented and diminished intervals.
- Recognize and construct first and second inversion triads.
- Recognize and construct first, second and third inversions of seventh chords.
- Analyze simple and complex four-part writing.
- Transpose short musical selections.
- Demonstrate the ability to take musical dictation.

VISUAL AND PERFORMING ARTS

HARMONY 1 (S)

- Demonstrate an understanding of basic music notation.
- Demonstrate knowledge of rhythm exercises that use whole, half, quarter, eighth and sixteenth notes and rests.
- Demonstrate understanding of dotted rhythms.
- Identify all 15 major keys and construct each major scale using accidentals.
- Construct whole tone and chromatic scales.
- Find the relative minor key of each major scale and construct the natural minor form of the scale.
- Construct harmonic and melodic forms of minor scales.
- Identify modes; construct modes from a given pitch.
- Identify and construct perfect, major, minor, augmented and diminished intervals.
- Build triads on each scale step of a major scale.
- Identify and construct major, major minor, half-diminished and diminished sevenths.
- Recognize first and second inversion triads.
- Recognize first, second and third inversions of seventh chords.
- Analyze a simple four-part arrangement.
- Transpose a simple melody line.
- Demonstrate the ability to take simple musical dictation.

HARMONY 2 (R)

- Understand vertical considerations of voices and voice range in four-part writing.
- Identify and notate chords in open and closed positions.
- Write four parts from a triad.
- Recognize cross voicing and overlapping in a four-part setting.
- Hear and analyze the different types of motion between chords.
- Identify final and non-final cadences, and the two types of each.
- Label final cadences as perfect or imperfect.
- Resolve triads and seventh chords.
- Modulate by the use of the common chord.
- Recognize the introduction of major and minor chords by their dominant seventh chords.
- Recognize the augmented chord and its enharmonic changes that relate to other keys.
- Recognize the diminished chord and its enharmonic changes that relate to other keys.
- Recognize and write the following sixth chords: Neapolitan, French, Italian, and German.
- Transpose for band and orchestral instruments.

HARMONY 2 (S)

- Understand vertical consideration of voices and voice range in four-part writing.
- Identify and notate chords in open and closed positions.
- Write four parts from a triad.
- Recognize cross voicing and overlapping in a four-part setting.
- Hear and analyze the different types of motion between chords.
- Identify final and non-final cadences, and the two types of each.
- Label final cadences as perfect or imperfect.
- Resolve triads and seventh chords.
- Modulate by the use of the common chord.
- Recognize the introduction of major and minor chords by their dominant seventh chords.
- Recognize the augmented chord and its enharmonic changes that relate to other keys.
- Recognize the diminished chord and its enharmonic changes that relate to other keys.
- Recognize and write the following sixth chords: Neapolitan, French, Italian and German.

VISUAL AND PERFORMING ARTS

MEN'S CHOIR (R)

- Demonstrate the proper technique of singing through vocal production; i.e., phonation, vocal resonance and breath control
- Demonstrate a thorough knowledge of basic and multiple rhythms.
- Demonstrate the ability to sing an appropriate male vocal line against two or three other male voices, both accompanied and a cappella.
- Demonstrate a thorough knowledge of all music notation and the common musical terms.
- Perform in at least one world language.
- Demonstrate at public concerts, musical skills acquired during the school year.
- Attend all public functions at which the men's choir has been invited to represent the school and community.
- Demonstrate a basic knowledge of the stylistic characteristic of the historical period of music.
- Perform music of various world cultures.

ORCHESTRA (R)

- Name the parts of an instrument and demonstrate proper care of it.
- Demonstrate proper posture when playing.
- Demonstrate knowledge of basic note reading: including the letter names of the notes, what string they are played on, and the correct primary fingerings for the notes.
- Demonstrate knowledge of basic musical terms - clef, time signature, one and two-count rests, arco, pizzicato, down bow, up bow, slur, whole bow, repeat sign, first and second endings, and dynamic markings of piano and forte.
- Recognize and play the basic note values of whole note, dotted half note, half note, dotted quarter note, eighth note, and quarter note.
- Play a song with other students in class, in an ensemble or in a concert.

WOMEN'S CHOIR (R)

- Demonstrate the proper technique of singing through vocal production; i.e., phonation, vocal resonance and breath control.
- Demonstrate a thorough knowledge of basic and multiple rhythms.
- Demonstrate the ability to sing an appropriate female vocal line against two or three other female voices, both accompanied and a cappella.
- Demonstrate a thorough knowledge of all music notation and the common musical terms.
- Perform in at least one world language.
- Demonstrate at public concerts, musical skills acquired during the school year.
- Attend all public functions at which the women's choir has been invited to represent the school and community.
- Demonstrate a basic knowledge of the stylistic characteristic of the historical period of music.
- Perform music of various world cultures.

GIFTED AND TALENTED

GIFTED & TALENTED I (R)

- Apply the steps of the critical thinking process.
- Describe the advantages and disadvantages of group versus individual processes.
- Analyze selected social, economic, political, technical, or scientific issues.
- Demonstrate an ability to be culturally literate.
- Distinguish between fact and opinion as presented by authors, journalists, and editors of research materials.
- Evaluate both sides of an issue and be able to present cogent arguments for both sides from an ethics or philosophical perspective.
- Demonstrate an ability to use print and electronic sources for research.

GIFTED & TALENTED II (R)

- Apply the critical thinking process to social, political, economic, technical, or scientific issues.
- Distinguish between primary and secondary resources.
- Demonstrate an ability to be culturally literate.
- Demonstrate the ability to pose a significant and unambiguous research question.
- Evaluate both sides of an issue and be able to present cogent arguments for both sides from an ethics or philosophical perspective.
- Demonstrate the ability to communicate effectively.

GIFTED & TALENTED III (R)

- Explain how behaviors such as procrastination or perfectionism can affect the learning processes.
- Develop a research proposal and devise a plan to carry out the necessary research.
- Evaluate both sides of an issue and be able to present cogent arguments for both sides from an ethics or philosophical perspective.
- Demonstrate an ability to be culturally literate.
- Organize research materials into a coherent and dynamic whole.
- Demonstrate an ability to integrate previous evaluations into current projects.
- Demonstrate ability to communicate effectively.
- Relate how setting goals can lead to achievement.

GIFTED & TALENTED IV (R)

- Determine college choice based on significant criteria.
- Assess personal values, aptitudes, and interests as they relate to college and career choices.
- Evaluate both sides of an issue and be able to present cogent arguments for both sides from an ethics or philosophical perspective.
- Demonstrate an ability to be culturally literate.
- Apply primary and secondary research skills to an independent research project.
- Display the ability to manage time and resources in order to achieve success.

HEALTH

HEALTH 1

- Explain how contagious diseases are spread and outline the symptoms, means of prevention, and treatment of mononucleosis, tuberculosis, hepatitis, AIDS, and sexually transmitted diseases.
- Outline the educational preparation, duties involved, and personal qualities necessary for success in one health career.
- Demonstrate the ability to relieve airway obstruction, perform mouth-to-mouth resuscitation, explain how to stop bleeding, and give first aid care for poisoning, shock, and burns.
- Describe and demonstrate ways to access and present health information and ideas, and analyze the information for accuracy and reliability.
- Describe and demonstrate effective communication skills, decision-making skills, refusal skills, negotiation skills, and assertiveness in situations that influence adolescent health and safety.
- Analyze the causes of conflict and violent behavior in youth and adults, and describe nonviolent strategies for individuals and groups to prevent and resolve conflict.
- Describe the impact of crisis, stress, rejection, separation, and loss, and develop coping strategies for each.
- Classify chemical substances, describe the short and long term effects of their use, and analyze the impact of these substances on development, behavior, and activities.
- Identify and explain how to access resources for information, support, and treatment of problems related to the use and abuse of chemical substances.
- Describe the significant development milestones of each stage of human development, with an emphasis of the physical, emotional and social changes of adolescence.
- Describe the functioning of the human reproductive system and the physical and emotional changes that occur at puberty.
- Describe the responsibilities of parenthood, with an emphasis on teen parenthood, and discuss the impact of parenthood on parents, family members, and the child.
- Predict the consequences of conflict, harassment, bullying, vandalism and violence on individuals, families and community.
- Explain that a person's character and values are reflected in the way the person thinks, feels and acts.
- Analyze the impact of community or public service on individual and community core ethical values.
- Emphasize Lyme disease prevention and sensitivity for victims of Lyme disease.

HEALTH 2 DRIVER TRAINING THEORY (S)

- Analyze the highway system and display an awareness of other drivers.
- Describe and demonstrate the basic maneuvers and driving decisions needed and used in the operation of a vehicle.
- Describe and discuss traffic regulations and their usage during vehicle operation.
- Describe the parts, functions and capabilities of your automobile and other vehicles on the highway.
- Cultivate and display the proper attitude at all times while operating a vehicle, a comprehension of accident procedures, and an acceptance of the penalties set by the State.
- Upon completion of the four and 1/2 week program, demonstrate a knowledge of and/or skill in the course objectives listed through discussion and writing.

HEALTH 3

- Define mental health, outline ways of coping with stress, and give positive affirmation to self and others.
- Outline the cardiac risk factors and explain how they can be modified by diet, exercise, and the avoidance of chemical substances.

HEALTH

- Outline the cancer warning signs, list the foods included in an anti-cancer diet, and outline the measures to control cancer of various body systems.
- Outline the symptoms, means of prevention, and treatment of AIDS.
- Demonstrate the procedures for cardiopulmonary resuscitation.
- Define acquaintance rape and explain its causes and prevention.
- Develop strategies to support sexual abstinence, and compare and contrast methods of contraception used to reduce the risk of sexually transmitted diseases, HIV, and unintended pregnancy.
- Analyze sexual messages, images, and stereotypes presented in the media and discuss their impact on sexual behavior.
- Describe and discuss affection, love, commitment, and sexual attraction and the difference between having sexual feelings and acting on them.
- Design and evaluate a nutrition plan for a young adult with recommendations for healthy ways to lose, gain or maintain weight.
- Compare and contrast various diseases and health conditions that occur in adolescence and young adulthood with those occurring later in life, including cancer cardiovascular diseases, respiratory diseases, arthritis, osteoporosis, and Alzheimer's and discuss how some of these diseases and conditions can be prevented by following healthy lifestyle choices.

HEALTH 4

- Compare and contrast the differences among nuclear, extended, single parent, and blended families.
- Outline the stages of fetal development, pregnancy and labor, and compare the various methods of childbirth.
- Synthesize, interpret, and express information about health issues using valid resources, and adapt the information for different audiences.
- Analyze social situations and conditions that affect health and safety, and select and evaluate the appropriate skills for each situation.
- Analyze the causes of conflict in groups, families, and within the community, and demonstrate the appropriate skills for each situation.
- Analyze the impact of crisis, stress, rejection, separation, and loss on physical and emotional health, and develop coping strategies that consider the influence of family, culture, and personal experience.
- Develop a plan for lifelong wellness using data from health assessments, family history, nutritional information, and current health practices, and evaluate progress towards meeting health goals in the plan.
- Predict adult daily needs to maintain a healthy lifestyle, design a plan and budget based on those needs, and justify the plan.
- Classify chemical substances by their actions and analyze their impact on development, behavior, and activities.
- Identify and explain how to access resources for information, support, and treatment of problems related to the use and abuse of chemical substances.
- Discuss laws pertaining to the use, sale, and possession of alcohol, tobacco, and other drugs.
- Discuss theoretical models of human personality development.
- Describe the physical, emotional, and social changes that occur at each stage of human development, and the role of human sexuality throughout the life cycle.
- Describe how personal relationships evolve over time, focusing on changes in friendships, family, dating relationships, the engagement period, and marriage
- Analyze the responsibilities, joys, demands, and challenges of parenthood.
- Describe safe and effective parenting skills, and identify resources for information and help with parenting.

HEALTH

- Discuss issues regarding sexual orientation, sexual harassment, sexual assault, and domestic violence.
- Compare and contrast risk reduction and prevention strategies, including sexual abstinence, monogamy, and methods of contraception and prevention of AIDS.
- Identify resources that provide information, assistance, and care in addressing sexual and reproductive health and legal issues such as abortion.
- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that the students will be motivated to make an affirmative decision to register as donors when they become adults.

PHYSICAL EDUCATION

PHYSICAL EDUCATION I

- Develop strength, endurance, and necessary body control to meet individual and safety needs.
- Describe and demonstrate the skills in two team and one individual sport and be able to function in the sport either as a participant or as a spectator.
- Develop an interest in the use of physical activity and sports as lifetime and leisure activities by successful and enjoyable participation.
- Analyze participant and observer behavior for evidence of good sportsmanship.
- Assess personal levels of fitness; design a personal fitness plan considering current health and fitness status goals and interests, skill level, accessibility and costs; implement, monitor and evaluate the plan.
- Describe the characteristics of skilled performance in a variety of physical activities.
- Modify and combine movement skills using movement concepts, biomechanical principles, and rhythm to improve performance in physical activities.
- Perform the American Association for Health, Physical Education, Recreation and Dance Fitnessgram programs at an individual level of proficiency, which will be established as a result of pre-testing and post-testing. Specific skill proficiencies are to be measured and recorded as follows:
 - Cardiovascular Fitness; Muscle Strength
 - Muscular Endurance; Flexibility and Body Composition

PHYSICAL EDUCATION II

- Develop strength of the muscle groups in the shoulder area, trunk, legs and feet.
- Demonstrate self-control, self-discipline and self-direction.
- Describe and demonstrate the application of rules and strategies of various team and individual sports.
- Analyze participant and observer behavior for evidence of good sportsmanship.
- Assess personal levels of fitness; design a personal fitness plan considering current health and fitness status, goals and interests, skill level, accessibility and costs; implement, monitor and evaluate the plan.
- Describe the characteristics of skilled performance in a variety of physical activities.
- Modify and combine movement skills using movement concepts, biomechanical principles, and rhythm to improve performance in physical activities.
- Perform the American Association for Health, Physical Education, Recreation and Dance Fitnessgram programs at an individual level of proficiency, which will be established as a result of pre-testing and post-testing. Specific skill proficiencies are to be measured and recorded as follows:
 - Cardiovascular Fitness; Muscle Strength
 - Muscular Endurance; Flexibility and Body Composition

PHYSICAL EDUCATION III

- Develop strength in the major muscle groups.
- Demonstrate basic skills in three lifetime sports or leisure activities.
- Describe the rules and regulations of team and individual sports or leisure activities.
- Exhibit the ability to perform proper safety procedures.
- Demonstrate performance of basic tumbling moves and balances.
- Analyze participant and observer behavior for evidence of good sportsmanship.
- Assess personal levels of fitness; design a personal fitness plan considering current health and fitness status, goals and interests, skill level, accessibility and costs; implement, monitor and evaluate the plan.
- Describe and demonstrate the application of appropriate rules, strategies, and sportsmanship behaviors as a participant in and observer of physical activities.
- Describe the components of health-related fitness and how each contributes to wellness.

PHYSICAL EDUCATION

- Discuss and apply basic principles of training to fitness activities.
- Assess physiological indicators of exercise before, during, and after physical activity, and describe how these can be used to monitor and improve performance.
- Describe the characteristics of skilled performance in a variety of physical activities.
- Modify and combine movement skills using movement concepts, biomechanical principles, and rhythm to improve performance in physical activities.
- Perform the American Association for Health, Physical Education, Recreation and Dance Fitnessgram programs at an individual level of proficiency, which will be established as a result of pre-testing and post-testing. Specific skill proficiencies are to be measured and recorded as follows:
 - Cardiovascular Fitness; Muscle Strength
 - Muscular Endurance; Flexibility and Body Composition

PHYSICAL EDUCATION IV

- Develop strength of muscle groups, primarily those of the shoulder, arms, trunk, legs and feet.
- Analyze and apply movement concepts, biochemical principles, and rhythm to independently learn, assess, refine and combine movement skills used in physical activities.
- Apply the principles of physiology, kinesiology, and psychology to improve personal performance in physical activity.
- Discuss the physical and psychological benefits derived from health-related fitness activities.
- Describe how sports injuries can be prevented.
- Design and evaluate a personal fitness plan, taking into consideration fitness, health and nutritional status, age, interests, and abilities, and discuss how the plan may be adapted to injury, illness, or aging.
- Analyze participant and observer behavior for evidence of good sportsmanship.
- Assess personal levels of fitness; design a personal fitness plan considering current health and fitness status, goals and interests, skill level, accessibility and costs; implement, monitor and evaluate the plan.
- Perform the American Association for Health, Physical Education, Recreation and Dance Fitnessgram programs at an individual level of proficiency, which will be established as a result of pre-testing and post-testing. Specific skill proficiencies are to be measured and recorded as follows:
 - Cardiovascular Fitness; Muscle Strength
 - Muscular Endurance; Flexibility and Body Composition