

**WOODBRIAGE TOWNSHIP SCHOOL DISTRICT
WOODBRIAGE, NEW JERSEY**

**STUDENT LEARNING OBJECTIVES REQUIREMENTS FOR
RECEIVING CREDIT IN HIGH SCHOOL COURSES
September 2018**

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 student learning objectives.

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 student learning objectives.

The New Jersey State Department of Education requires that all school districts share with parents and students the learning objectives 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 student learning objectives for all courses offered in grades nine through twelve in our three high schools.

We are sharing these lists of stated student learning objectives 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, Honors, R, and S) included for your convenience in identifying courses.

Robert Zega, Ed.D.
Superintendent of Schools

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COLONIA HIGH SCHOOL

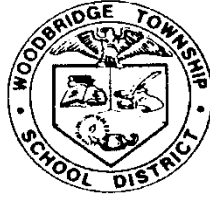
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VISION STATEMENT

The Woodbridge Township School District seeks to engage the entire community in instructing and inspiring our students to be successful and significant beyond our classrooms

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.

CORE BELIEFS

- Great teachers + continuously effective, engaging instruction = increased student achievement.
 - All children can learn, but learning takes effort.
- Every lesson should be a positive learning experience for every child.
 - Every child deserves our best every day.
 - We are here to help children.
 - We need to give our children what they need.

Woodbridge Township School District Goals

2018-2019

- 1) Increase participation and performance on HS tests:
 - a. Increase the number of HS students who score a “3” or higher on AP tests.
 - b. Increase the number of HS students who score a 1000 or higher on the SAT.
 - c. Increase the number of HS students who score a 21 or higher on the ACT.
- 2) Ensure that all of our students are performing at grade level.
- 3) Increase career opportunities for students who do not plan on attending college.
- 4) Maximize the number of students who gain acceptance to their first choice college.
- 5) Apply practical technology to engage students and enhance learning.
- 6) Use the teacher evaluation system to improve classroom instruction.
- 7) Increase our digital curriculum.
- 8) Improve each school’s HIB self-assessments.
- 9) Provide more opportunities for student, staff, and community input.
- 10) Expand our curriculum to provide the most engaging, rigorous and meaningful student learning experiences.
- 11) Reduce the amount of chronic absenteeism in elementary and middle school.
- 12) Cultivate the partnership between the Woodbridge Public Libraries and the school district

ENGLISH

ENGLISH 1 (Honors, R/S)

Reading

- Explain text features that contribute to comprehension and learning in a variety of contexts.
- 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.
- Select appropriate electronic media for research and evaluate the quality of the information received.

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.
- 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:
 - problem solution essay
 - autobiographical narrative
 - compare and contrast essay
 - research simulation task
 - descriptive essay
 - literary analysis
 - research paper
- 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.
- Demonstrate growth by using technology to produce, share and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- Reflect on their own writing progress and growth over time..

Speaking

- Support a position, acknowledging opposing views.
- Present ideas and opinions spontaneously in response to a topic or other speakers.

ENGLISH

- 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.
- 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, 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 ideas 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 propagandist 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.

ENGLISH

- 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.
- Determine two or more central ideas of a text and analyze their development over the course of the text, including determining where the text leaves matters uncertain.
- Analyze a complex set of ideas or sequences of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

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:
 - argumentative essay
 - parody of a particular narrative style (fable, myth, short story, etc.)
 - report
 - critique
 - response to literature
 - poetry
 - business correspondence
 - college application 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.

ENGLISH

- 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.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasoning, and evidence
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant or specific purpose and audience.
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.
- 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.

ENGLISH

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, 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.
- 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.

ENGLISH

- 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.
- Determine two or more central ideas of a text and analyze their development over the course of the text, including determining where the text leaves matters uncertain.
- Analyze a complex set of ideas or sequences of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

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.
- 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:

ENGLISH

- literary research paper
- critique
- poetry
- college application essay
- argumentative 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.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasoning, and evidence
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant or specific purpose and audience.
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.

ENGLISH

- 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.

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 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.

ENGLISH

- Research, write, and revise a speech for presentation.
- Build a portfolio to represent achievements in English and to demonstrate self-reflection.

ENGLISH 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.
- 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

- Respond to a text by employing personal experiences and critical analysis.
- Differentiate between key ideas and supporting details in reading.
- Locate the thesis statement in reading assignments.
- 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.

ENGLISH

- 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

- Compose a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
- Paraphrase, summarize and respond to complex texts.
- Apply the conventions of Standard English in writing and speaking and evaluate the content, organization and language use of texts.
- Demonstrate ability to write in various modes: personal narrative, expository, analytical, descriptive, argumentative.
- Demonstrate the phases of writing: draft, revision, and final copy.
- Demonstrate various patterns of organization and use the organizational pattern that suits the identified purpose and audience.
- show effective control of mechanics: paragraphing, punctuation, spelling.
- Synthesize source material into a documented essay.
- follow MLA rules for documentation.
- 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.
- 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.

ENGLISH

- 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.
- 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

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.

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.

THE GRAPHIC NOVEL (S)

- Critically read and analyze literary and artistic elements in other graphic novels by applying the information learned in the core text.
- Understand beliefs, including our own, societal, and the belief systems within foreign cultures. Students will gain a better understanding of Iran and its people.
- Understand what morality and duality are and how it is applied in the text. The students will see Batman as a more complex character, rather than just a superhero, and how the graphic novel tackles a real event in the Cold War.
- Critically analyze a major historical event using a different point of view, and understand the issues surrounding Jewish individuals in a Nazi-driven society.
- Understand beliefs, including our own, societal, and the belief systems within foreign cultures. Students will gain a better understanding of Pakistan, its people, and Muslim culture. Students will also gain a stronger appreciation for a female protagonist.

ENGLISH

- Comprehend the history and evolution of anime in Japanese culture, master understanding of Anime/Manga style and tropes to present a student-centered research analysis to the class, analyze allusions to Japanese myth and world myth in contemporary texts.
- Infer a character's psychology in a work of literature, comprehend a complex text through identifying the use of literary elements, analyze how an author can use genre to analyze history and global politics
- Create a student-generated graphic novel/comic book/project that contains literary elements that have been discussed from this semester.

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.
- 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.

JOURNALISM III (R)

- Apply effective and collaborative team communication and management skills to complete the video process from pre-production script development through the production capture of quality video image and audio.
- Demonstrate knowledge of the three phase production processes by creating **scripts**, formats, **storyboards**, timelines, **schedules** and if possible **budgets**.

ENGLISH

- Identify the target **audience** (script, narration, storyboard & shooting script).
- Select and execute the proper framing of a video shot; demonstrate ability to create different **compositions**.
- Demonstrate an ability to conduct a thorough and fair **interview** of a subject.
- Setup & control the appropriate lighting on location in a safe manner.
- Identify the basic elements of a quality **audio** signal.
- Identify, select and use appropriate audio (microphone) techniques.
- Evaluate & select original footage as dictated by the scene/script message; choose the editing style that best meets the script format.
- Capture digital video and edit videos with a standard **editing software**.
- Perform the match-cut unobtrusive edit by shooting in **sequences**, and cutting within the scene, on the action & between the actions for continuity.
- Use and manipulate transitions and effects in editing software.
- Apply special effects using the effect controls.
- Demonstrate how **copyright** laws affect your ability to use and reproduce others' work.
- Research, study and advocate the **First Amendment**.
- **Publish** video work to the web through **media-sharing** websites and writing reflective **blogs**.

LITERATURE and FILM (R)

- Understand and analyze the art of fiction in film
- Analyze the languages of film
- Understand and analyze the technology of film
- Study and analyze film history
- Analyze and understand the role films play in the business world
- Analyze theories of film
- Study and analyze various genres of film
- Study and analyze various symbolic representations in film
- Compare and contrast various films with their print versions and make distinct comparisons between the two genres
- Demonstrate critical reading and writing process skills
- Research, analyze, and present information about various aspects of film

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 philology.
- Understand the contributions of the following schools of philosophical thought: the Greek philosophers, cynicism, skepticism, Epicureanism, 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.

ENGLISH

PREPARATION COURSE IN VERBAL FOR THE SAT/ACT* (Honors, R/S)

- 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.
- 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.
- Identify, describe, evaluate, and synthesize the central ideas in informational texts.
- Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, and reasoning.
- 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.

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.
- Create a Ted Talk presentation by researching a topic and utilizing technology as a vehicle to present

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MATHEMATICS

ALGEBRA I (H, R, 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 the following properties: identity, distributive, multiplicative inverse, additive inverse, associative, and commutative.
- Interpret and evaluate functions; determine domain and range.
- Simplify polynomial and rational expressions involving addition, subtraction, multiplication and division.
- Solve linear equations in one variable over the set of real numbers and apply to word problems.
- Factor polynomials completely.
- 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.
- Solve systems of linear inequalities.
- Simplify radical expressions; add, subtract, and multiply radicals and solve radical equations.
- Identify and apply properties of exponents.
- Write, graph, and interpret exponential growth and decay functions.
- Solve quadratic equations using square roots, factoring, completing the square, and quadratic formula.
- Identify transformations of graphs.
- Find probabilities.
- Use graphing calculators for reinforcement and efficiency when determining graphs, linear regressions, intercepts, intersections, zeros, intercepts, and vertices.

ALGEBRA II (H, R, S)

- Perform arithmetic operations with complex numbers
- Use complex numbers in polynomial identities and equations
- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems
- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions
- Create equations that describe numbers or relationships
- Understand solving equations as a process of reasoning and explain the reasoning
- Represent and solve equations and inequalities graphically
- Analyze functions using different representations
- Interpret functions that arise in applications in terms of a context
- Analyze functions using different representations
- Build a function that models a relationship between two quantities
- Build new functions from existing functions
- Construct and compare linear, quadratic, and exponential models and solve problems
- Build new functions from existing functions
- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions

MATHEMATICS

- Prove and apply trigonometric identities
- Analyze functions using different representations
- Summarize, represent, and interpret data on a single count or measurement variable
- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies
- Use probability to evaluate outcomes of decisions

CALCULUS (C, H)

- 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.

MATHEMATICS

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.
- 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.

COLLEGE ALGEBRA & TRIGONOMETRY (S)

- Graph and write equations of lines using: two ordered pairs; the slope and a point, x & y intercepts; the slope and y -intercept.
- Graph and write equations of parallel and perpendicular lines.

MATHEMATICS

- Graph linear inequalities in two variables.
- Solve absolute value equations and inequalities.
- Factor polynomials.
- Graph Polynomials.
- Use transformations to shift graphs.
- Apply the definition and rules of exponents to simplify expressions.
- Simplify expressions involving square roots.
- Add and subtract complex numbers.
- Evaluate complex numbers with values of i .
- Simplify rational expressions.
- Solve quadratic equations by factoring, completing the square, and using the quadratic formula
- Perform fundamental operations on polynomials and factoring.
- Perform operations with rational and radical expressions, including complex numbers.
- Solve quadratic, radical, and rational equations.
- Solve quadratic and rational inequalities.
- Simplify expressions involving rational exponents and radicals.
- Understand the meaning of relation and function.
- Identify the domain and range of a function, as well as the graph.
- Find the composition of two functions.
- Find the inverse of a function.
- Simplify exponential and logarithmic expressions.
- Solve and Graph exponential and logarithmic equations.
- Solve Triangles using Right Triangle Trigonometry, Law of Sines, and Law of Cosines.
- Graph Trigonometric Functions
- Solve Trigonometric Equations
- Solve for Angle Measures using The Unit Circle, Sum and Difference Formulas, Double-Angle & Half-Angle Formulas
- Verify Trigonometric Identities
- Graph Trigonometric Functions
- Solve real world applications

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.
- 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.

MATHEMATICS

- 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.

COMPUTER SCIENCE PRINCIPLES (AP)

Big Idea I: Creativity. The student can ...

- apply a creative development process when creating computational artifacts.
- create a computational artifact for creative expression.
- create a computational artifact using computing tools and techniques to solve a problem.
- create a new computational artifact by combining or modifying existing artifacts.
- collaborate in the creation of computational artifacts.
- analyze the correctness, usability, functionality, and suitability of computational artifacts.
- use computing tools and techniques for creative expression.

Big Idea II: Abstraction. The student can ...

- describe the variety of abstractions used to represent data.
- explain how binary sequences are used to represent digital data.
- develop an abstraction when writing a program or creating other computational artifacts.
- use multiple levels of abstraction to write programs.
- identify multiple levels of abstractions that are used when writing programs.
- use models and simulations to represent phenomena.
- use models and simulations to formulate, refine, and test hypotheses.

Big Idea III: Data. The student can ...

- find patterns and test hypotheses about digitally processed information to gain insight and knowledge.
- collaborate when processing information to gain insight and knowledge.
- explain the insight and knowledge gained from digitally processed data by using appropriate visualizations, notations, and precise language.
- extract information from data to discover and explain connections or trends.
- determine how large data sets impact the use of computational processes to discover information and knowledge.
- analyze how data representation, storage, security, and transmission of data involve computational manipulation of information.

Big Idea IV: Algorithms. The student can ...

- develop an algorithm for implementation in a program.
- express an algorithm in a language.
- explain the difference between algorithms that run in a reasonable time and those that do not run in a reasonable time.
- explain the difference between solvable and unsolvable problems in computer science.
- explain the existence of undecidable problems in computer science.
- evaluate algorithms analytically and empirically for efficiency, correctness, and clarity.

Big Idea V: Programming. The student can ...

- develop a program for creative expression, to satisfy personal curiosity, or to create new knowledge.
- develop a correct program to solve problems.
- collaborate to develop a program.
- explain how programs implement algorithms.
- use abstraction to manage complexity in programs.

MATHEMATICS

- evaluate the correctness of a program.
- employ appropriate mathematical and logical concepts in programming.

Big Idea VI: Internet. The student can ...

- explain the abstractions in the Internet and how the Internet functions.
- explain characteristics of the Internet and the systems built on it.
- explain how the characteristics of the Internet influence the systems built on it.
- identify existing cybersecurity concerns and potential options to address these issues with the Internet and the systems built on it.

Big Idea VII: Impact. The student can ...

- explain how computing innovations affects communication, interaction, and cognition.
- explain how people participate in a problem-solving process that scales.
- explain how computing has impacted innovations in other fields.
- analyze the beneficial and harmful effects of computing.
- explain the connections between computing and real-world contexts, including economic, social, and cultural contexts.
- access, manage, and attribute information using effective strategies.
- evaluate online and print sources for appropriateness and credibility.

ELEMENTARY STATS (R, S)

- Compute the measures of central tendency and dispersion.
- Construct, do calculations with, and graph frequency distribution.
- Understand and calculate probabilities.
- Understand probability distributions, including binomial distribution.
- Compute probabilities as related to normal distributions.
- Apply the Central Limit Theorem.
- Understand the nature of hypothesis testing and estimation.
- Draw statistical inferences about one population concerning the mean, the standard deviation or variance, and proportions.
- Draw statistical inferences about two populations concerning the mean, the standard deviation or variance, and proportions.
- Calculate the linear correlation coefficients and the regression lines.
- Draw statistical inferences concerning multinomial experiments and contingency tables.

GEOMETRY (H, R, 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.
- 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.

MATHEMATICS

- 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.

MOBILE APPLICATIONS 101 (S, R)

- Describe mobile platforms and development environments.
- Design algorithms and develop solutions using basic programming skills including sequence, selection, iteration, functions and lists.
- Understand the concepts of user interface and event-driven programming.
- Build mobile applications using a visual programming language.
- Test mobile applications on mobile devices and deploy the applications to mobile devices.
- Describe the current mobile market.
- Explain the differences among mobile platforms and applications.
- Describe the different development environments.
- Use App Inventor environment to build, test and deploy a simple mobile application.
- Explain the concepts of user interface and event-driven programming.
- Explain the concepts of properties and variables.
- Use and change properties of components.
- Define and use variables.
- Describe canvas coordinate system.
- Create animation applications with Clock.Timer event.
- Evaluate Boolean expressions and use Boolean operators.
- Use if and if-else statements.
- Use nested if-else statements.
- Describe the difference between selections and iterations.
- Use for each statements.
- Use while statements.
- Create list variables and make a list.
- Use indexes to select the items from a list and to traverse a list.
- Add an item to a list and remove an item from a list.
- Use built-in functions.
- Create their own functions.
- Understand the difference between the definition of a function and the call of a function.
- Use parameters in functions.

INTRODUCTION TO COMPUTER SCIENCE/MATHEMATICAL PROBLEM SOLVING (H)

- 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.

MATHEMATICS

- 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.

MATH4LIFE S

- Define vocabulary of business organization and compute financial responsibility of business ownership based on ratios
- Analyze stock data to follow the progress of a corporate stock and predict trends
- Determine the value of a trade from stock market ticket information
- Understand the process of buying and selling shares of stocks, compute fees and gains and losses from stock trades
- Apply Mathematics to model a business, examine potential future success or failure, and determine actions to mold and shape its future
- Represent real world situations with equations and utilize data that has been derived from the equations
- Generate and interpret graphs to maximize profit
- Define checking account, saving account, and credit card terminology
- Calculate the future value of an investment
- Compare and analyze lending institutions
- Calculate and understand finance charges on credit cards and loans
- Calculate payments for buying and financing a car
- Research the process of applying for a job.
- Compute hourly pay, overtime pay, weekly earnings, semi-monthly earnings, and biweekly earnings.
- Compare the advantages and disadvantages of pay based on production and compute pay based on percent commission
- Calculate the value of employee benefits
- Compute federal income taxes using a tax table and tax schedules
- Interpret and analyze the information on a pay stub, W-2 form, and 1099 form.
- Complete Form 1040EZ and Form 1040A
- File Form 1040 with itemized deductions
- Contrast a tax credit and a tax deduction
- Calculate moving/leasing expenses
- Research renting/purchasing a home and the basics of rent/mortgage costs
- Research the costs of utility bills (electric, gas, oil, and water) and electronic utility expenses (cell phone, internet, and cable)
- Analyze the different graphical displays and the steps involved in budget creation in order to develop a useful budget.

MATHEMATICS

PRECALCULUS (C, H, R, S)

- 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.

PREPARATION COURSE IN MATHEMATICS FOR THE SAT (H, R, S)*

- 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

MATHEMATICS

- 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

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.

SCIENCE

- List the human organ systems and discuss the functions of the major components of each system.
- 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.
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- 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.

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.

SCIENCE

- 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.
- 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.
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SCIENCE

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

ENVIRONMENTAL SCIENCE (R, 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.
- Relate ecological principles to the characteristics of the biosphere and Earth's geophysical systems.
- Discuss biodiversity and population dynamics.
- Relate human activities to changes and management of the earth's water, air and land resources including applications to agriculture.
- 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.

SCIENCE

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.

FORENSICS (R, S)

- Demonstrate district safety procedures in the 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.
- Describe the various approaches used in the interview and interrogation process.
- Demonstrate proper forensic laboratory techniques used in the collection and analysis of various types of trace evidence.
- Discuss high profile cases that relate to the topics presented in class.
- Discuss the processes used in the investigation of the three major categories of cybercrimes.
- Identify and explain the techniques used in criminal profiling.
- Identify the major developments in the history of forensic science.
- Correctly apply the techniques learned in class to the analysis of crime scenes.
- Discuss careers associated with the field of forensic science.

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.
- Apply 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.

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.

PHYSICS (R)

- Demonstrate the safe and effective use of laboratory equipment as well as safe practices in a lab environment.
- Demonstrate an understanding of the fundamental concept of measurement as well as its practical application in the lab and real life.
- 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 linear, curvilinear, and rotational motion.
- Show an understanding of work, energy, conservation laws, and power.
- 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.
- Demonstrate an understanding of wave mechanics for both matter waves and electromagnetic waves.
- Demonstrate an understanding of simple harmonic motion and its application to pendulums and oscillating masses.
- Exhibit an understanding of Newton's Law of Gravitation and demonstrate how it applies to planetary masses.
- Illustrate an understanding of heat, temperature measurement, the kinetic theory, and thermodynamics in terms of interactive discussions, labs, and problem solving.
- Demonstrate a practical familiarity with electronics in terms of Coulomb's Law, charge, field, potential difference, conductors and capacitors.
- Give evidence of understanding electrostatics in terms of basic DC circuits.
- Indicate an understanding of permanent and electromagnetic effects both quantitatively and qualitatively as related to forces and fields associated with moving charges.
- Be able to explain and demonstrate the practical application of electromagnetism in terms of motors, generators and charged particle management.
- Show an understanding of geometric optics when dealing with reflections and refractions.
- Demonstrate awareness and basic understanding of modern physics topics including: atomic models, scattering, photons and photoelectric effect, wave particle duality, nuclear physics and special relativity.

PHYSICS (S)

- Safety: Students will operate safely in the classroom and laboratory environment.
- Metric System and Measurement: Students will demonstrate a working knowledge of the metric system and show an operational understanding of the concepts of measurement and related laboratory skills, including dimensional analysis and significant figures.
- Experimentation: Students will be able to plan an experiment; collect, analyze and evaluate data; and reach appropriate conclusions.
- Mechanics: Students will demonstrate an understanding of mechanics, including kinematics, Newton's Laws, and the conservation laws.
- Thermodynamics: Students will demonstrate an understanding of the conservation laws by using them individually and collectively in relevant exercises.
- Waves: Students will show an understanding of the characteristics of a wave phenomena and a wave behavior.

SCIENCE

- Light: Students will exhibit understanding of the nature and behavior of light via wave or particle models.
- Electrostatics: Students will show basic knowledge of electrostatics.
- Electricity: Students will demonstrate an understanding of electric current and simple circuits.
- Magnetism: Students will demonstrate quantitative understanding of magnetism, electromagnetism, and electromagnetic induction.
- Atomic Structure: Students will show and understanding of the principals of atomic structure and radioactivity.

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

SCIENCE RESEARCH I (R)

- 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. (Science Research 3)

SCIENCE RESEARCH IV (C)

- Operate safely in all phases of scientific research including classroom, laboratory and presentation aspects of the course.
- Utilize the components of the scientific methods
- 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 Internet resources to obtain information for research projects
- Compose and revise a research paper detailing an independent science research project in a format suitable for publication in a research journal.
- Submit findings of an independent science research project to an approved online science competition.
- Utilize laboratory technology to collect and analyze data.
- Participate in a Woodbridge Township District Science Symposium as a facilitator and evaluator.
- Demonstrate College and Career Readiness by working independently while adhering to set deadlines related to research project and classroom assignments.
- Apply learned concepts from Science Research I, II, and III to mentor and assess science students.
- Apply learned concepts from Science Research I, II, and III to assist science faculty members by creating educational materials and providing training in the use of research methods and electronic data acquisition technology.

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.

SOCIAL STUDIES

- Trace the growth of competition and interdependence in national and world markets.
- Identify private and state roles in economic activity.

FACING HISTORY AND OURSELVES (R/S)

- Explain the importance of listening to diverse viewpoints in order to form their own thinking.
- Recognize that their own identity is shaped by many factors in their environment.
- Evaluate the influence of culture on how they see themselves and how other see them.
- Recognize that one's identity is linked to different communities.
- Become familiar with Helen Fein's concept of "universe of obligation."
- Apply the concept of universe of obligation to a variety of situations, both in their own lives and in other situations in the world.
- Understand the relationship among identity, community and individuals' definitions of their universe of obligation
- Describe the myths associated with the social construct of race.
- Trace how racial stereotypes evolved from these myths.
- Recognize that although race is a social construct and a biological fiction, this does not negate the powerful social attitudes and behaviors that operate in daily life because people continue to believe that race is rooted in biology.
- Identify some of the common flaws in racial thinking that emerged in the nineteenth century
- Apply the concept of identity to issues of group membership in history
- Learn some of the historical origins of myths about race and role and how science played a role in creating modern-day stereotype
- Create working definitions for the terms racism, nationalism, and anti-Semitism.
- Identify examples of anti-Semitism at different points in German history from 1700 through 1900 in order to analyze how anti-Semitism changed and remained the same throughout this time.
- Determine the factors, such as religion, economics, nationalism, or racism that encouraged anti-Semitic ideas, behavior, and policies.
- Demonstrate how anti-Semitism influenced the lives of individual Jews and describe the different ways these individuals confronted anti-Semitism.
- Explain the consequences for a group of people who are forced to live outside a nation's universe of obligation
- Understand the historical, religious and cultural background of the Armenian people.
- Identify how religion, history, and national identity are used to create distinctions between "we" and "they."
- Learn about the challenges minorities faced when demanding equality in a traditional society through an examination of Armenian demands for civil rights in the Ottoman Empire.
- Examine primary and secondary sources to learn about the range of choices available to individuals, groups, and nations in response to the Armenian Genocide.

- Understand the dilemmas facing individuals, groups, and nations responding to genocide in a time of war.

- Consider and evaluate their own actions when confronted with information about acts of injustice in their community.
- Apply the core concepts of historical understanding to a greater range of primary-source documents.
- Develop an understanding of the events that led to the formation of the Weimar Republic in Germany.
- Gain an understanding of the political, economic, social, artistic and cultural trends during the Weimar Republic
- Recognize the actions that allowed Hitler to assume dictatorial control of the German government.
- Connect the choices made by individuals and groups to Hitler's rise to power.

SOCIAL STUDIES

- Identify the conditions that put democracy at risk and safeguards that can protect democratic institutions to prevent the rise of dictatorships.
- Recognize policies and practices in Nazi Germany that created distinctions between “pure” Germans and other people living in Germany.
- Identify the consequences of these distinctions on the lives of “ordinary” Germans and those who were no longer protected by German citizenship.
- Understand how minority groups become vulnerable when they lack basic civic rights.
- Define the term propaganda.
- Critically view and analyze different forms of propaganda.
- Understand how propaganda can shape the decisions people make.
- Make comparisons and contrasts between the uses of Nazi propaganda in the 1930s and the manipulation of images in the media today
- Understand the role of propaganda in the education of German youth in Nazi Germany.
- Consider how schools prepare students for their roles as citizens in a democracy
- Connect the policies of the Nazi Regime to the everyday choices made by German citizens during the 1930’s.
- Recognize the role conformity, obedience, fear and terror played in the transformation of a democracy into a totalitarian state.
- Make informed judgments about bystander behavior within the context of Nazi society in the 1930’s.
- Consider the ethical obligations of the international community to help groups facing discrimination and mass violence.
- Contemplate the ethical dimensions of acting against injustice both for German citizens at the time and their own lives today
- Understand the concepts of obedience and conformity.
- Examine how obedience and conformity influenced choices made by Germans during the Holocaust.
- Consider how the issues of obedience and conformity are relevant to our lives today
- Examine how various factors, including obedience and conformity, influenced the choices made by Germans during the Holocaust.
- Identify the stages of mass murder, as defined by prominent Holocaust scholar Raul Hilberg.
- Learn how the Nazis planned and carried out mass murder across Europe.
- Process the video footage of the Final Solution on an intellectual, emotional, and ethical level
- Think about the roles that bystanders and perpetrators played in the mass murder of Jews and other victims.
- Consider several theories scholars use to explain German participation in the Holocaust.
- Begin to reflect on the ethical implications of the enormity of the crimes perpetrated by the Nazis
- Confront the monumental suffering and loss experienced by victims of the Holocaust.
- Understand the meaning of a “choiceless choice” and apply it to their examination of testimonies of Jews who survived the Holocaust.
- Consider the challenges understanding and remembering the Holocaust.
- Complicate their thinking about how difficult it was for Jews to resist the Nazis’ campaign of mass murder
- Students will be able to define the concept of resistance and understand the term “Jewish partisan.”
- Students will understand that the Jewish partisans played an important role in the resistance movement during the Holocaust.
- Students will understand that circumstances can complicate our ethics and identity and can influence the choices we make.
- Consider how justice might be achieved post-genocide or other acts of violence and injustice, especially through the use of international trials like those established at Nuremberg.
- Identify the purpose of the Nuremberg trials.

SOCIAL STUDIES

- Analyze issues of guilt and responsibility of those tried in Nuremberg
- Define human rights.
- Identify main ideas in the Universal Declaration of Human Rights.
- Apply the legacy of the Holocaust on international ideas about human rights
- Gather the information on the 'Eight Stages of Genocide.'
- Master the facts of a genocide that occurred during 20th century.
- Develop an action plan to prevent genocide
- Recognize the legacy of the Nuremberg Trials on international human rights law today.
- Understand the meaning of the term genocide as defined by Raphael Lemkin in the UN Convention on the Prevention and Punishment of the Crime of Genocide.
- Identify actions that can be taken to prevent and stop genocide today
- Identify ways that people protect and nurture human rights today.
- Understand factors that motivate people to “choose to participate.”
- Gain awareness that choosing to participate is something we are all capable of doing.
- Locate the possibilities for their own sense of civic agency in the world today through their understanding of activism
- Examine the links between one’s name and his or her identity.
- Create a class identity chart.
- Develop an understanding of the challenges and opportunities the Chinese Americans faced by examining the images of the Chinese in films during the 1920s and 1930s.
- Recognize and explore the struggle of the Chinese and other immigrant groups to secure a place for themselves in American society as Americans
- Examine both the unique and common challenges immigrants faced in the United States.
- Consider the power of language to include and exclude.
- Examine how individuals adjust to life in the United States
- Explore how immigrants have come to be marginalized, invisible and the subject of protest both historically and today.
- Practice different ways of analyzing and talking about controversial issues like immigration.
- Learn more about one group, migrant farmworkers, (made up predominantly but not exclusively of immigrants) and the conditions in which they live.
- Examine the role of day laborers in the economy of U.S. towns and cities
- Analyze the issues facing and raised by current immigrants to the U.S. (primarily from Mexico).
- Compose a written account of an event in the civil rights movement.
- Interpret a photograph of the civil rights movement.
- Demonstrate a chronology of the civil rights movement
- Students will be able to develop a working definition of such key concepts as racism and segregation
- Students will be able to identify the consequences of dividing people by race
- Evaluate how individuals and groups in a democracy organize to correct injustices
- Compare the Supreme Court’s interpretation of the 14th Amendment in *Plessy v. Ferguson* (1896) with that in *Brown v. Board of Education* (1954).
- Construct examples of how the NAACP chose to use the courts to attack segregation
- Synthesize how they would try to right a wrong or stop an injustice with methods and alliances.
- Examine the decisions people made in Little Rock, Arkansas in 1957 in response to *Brown v. Board of Education* and comprehend the short-term and long-term consequences of those decisions.
- Explore the choices of individuals and groups during the crisis in Little Rock in 1957.
- Confront and process emotionally difficult visual images and subject matter, and also analyze multiple perspectives of a major international historical event.
- Develop a fundamental understanding of the significance of this event within the historical context of the time period.

SOCIAL STUDIES

- Explore their personal reactions, as well as contemporary responses to the brutal murder of a fourteen-year old African American boy in 1955.
- Understand the goals of the nonviolence movement, especially the concept of the Beloved Community.
- Understand the rationale of using nonviolence as a strategy to achieve the Beloved Community.
- Distinguish just from unjust laws.
- Consider how the philosophy of nonviolence can inform responses to injustice and violence.
- Evaluate how and why the civil rights movement changed in the mid to late 1960s.
- Identify the issues and activists central to shaping the civil rights movement after de jure segregation ended and voting rights were secured through federal legislation and court rulings.
- Conclude that the civil rights movement was a complex time in United States history and that the nation is still living with the consequences of its legacy
- Recognize the relationship between hate speech and acts of violence.
- Assess the extent to which those that spread hate, morally and ethically are responsible for violence.
- Apply when they should be legally held responsible.
- Synthesize the historical social, political, and economic climate of our country when hate crimes have occurred.
- Evaluate why people join groups that advocate hate and violence.
- Recognize the relationship between hate speech and acts of violence.
- Assess the extent to which those that spread hate, morally and ethically are responsible for violence.
- Apply when they should be legally held responsible.
- Synthesize the historical social, political, and economic climate of our country when hate crimes have occurred.
- Compare and contrast differing sets of ideas, personalities, behaviors, and institutions.
- Understand the struggle for racial and gender equality and for the extension of civil liberties.
- Explore community structures that support diversity and resist intolerance.
- Examine the forces that influence people toward prejudice.
Understand how hate groups target individuals and groups within a community
- Identify a youth or street gang.
- Explain why citizens are concerned about gang violence and the influence of gangs in the United States
- Understand why teenagers are tempted to join gangs.
- Create ideas on how to prevent children from joining gangs
- Examine multiple definitions of terrorism and identify areas of agreement and disagreement,
- Categorize violent acts which can be categorized as terrorist acts, as well as those which are not according to a UN definition of terrorism,
- Interpret and analyze multiple sources of evidence about acts of violence to determine if they can be labeled as “terrorist” acts, and
- Make informed decisions regarding how terrorist acts do or do not constitute violations of international law, and how perpetrators of such terrorist acts should be addressed with the justice system.
- Students will examine a terrorist event and justify the choices and consequences of the involved groups
- Determine how the tactics of terrorists have changed from the early 1990s to early 2000s.
- Evaluate the response of the United States to various terrorist attacks upon it
- Conduct a free-writing exercise explaining everything they know about the terrorist acts that took place in the United States on September 11, 2001.
- Analyze the events of September 11th and determine if state and federal officials responded appropriately.
- Compare and contrast news articles about the 1993 World Trade Center attack to the 2001 attacks and determine what lessons were learned from both.
- Examine other terrorist groups around the world and compare their goals to the goals of Al Qaeda.

SOCIAL STUDIES

- Research news articles comparing September 11th to Pearl Harbor and judge whether or not these comparisons are accurate.
- Examine other terrorist attacks in American history, both foreign and domestic, and then compare them to the events of September 11, identifying both similarities and differences.
- Create a timeline identifying and analyzing various terrorist acts throughout history.
- Identify and analyze the qualities and actions of heroes
- Examine the Amerithrax case as an example of the impact of biological weapons of mass destruction, and how the U.S. government has changed as a result.
- Determine how the Amerithrax attacks have had a long-term impacted the Americans, New Jersians, and survivors, and how their lives have been altered
- According to the Harvard School of Public Health study, what was the most urgent health problem facing the United States in November 2001?
- What precautions did Americans take with regard to opening their mail during the Amerithrax attacks?
- How did the anthrax attack of 2001 impact the people living in New Jersey?
- Why do you think the people of Trenton/Princeton-area (New Jersey) and Washington, D.C. respond with greater fear and concern than did people in Boca Raton, Florida?
- Describe the long-term difficulties the anthrax survivors are experiencing as a result of this type of terrorism. What can be done to help them?
- Students will evaluate responses of bystanders to acts of discrimination in a post-9/11 world.
- Students will consider how acts of terrorism may lead to prejudice and discrimination.
- Explain how personal experiences of loss and grief can affect individuals, a community and a nation.
- Discuss various ways to cope and heal from loss and grief.
- Discuss ways to help others cope with loss and grief in the aftermath of violence.
- Identify creative methods as vehicles for coping and remembrance
- Students will understand critical people and events and the primary question of *The Sunflower*.
- Students will learn about the historical backgrounds of a number of respondents to Wiesenthal's question.
- In small groups, students will analyze and evaluate the responses of one respondent.
- In the large class group, students will share their understanding and evaluation these responses, and make connections with their personal answers regarding this question of forgiveness
- Understand how historical memory shapes the present.
- Analyze the reasons why individuals and groups construct monuments.
- Develop a working definition of "monument."
- Understand that artists, through their works reflect the attitudes and ideas of the time and place in which they live.
- Reflect on the issues that are addressed in monuments to the Holocaust.
- Create their own monument and reflect on its meaning.

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.

SOCIAL STUDIES

- 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. 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.

MACROECONOMICS (AP)

- Recognize the basic economic concepts including: scarcity, choice, opportunity cost, specialization, supply and demand, business cycles, unemployment, inflation, and economic growth.
- Demonstrate an understanding of the role that supply and demand play in determining production and distribution in a market economy.
- Analyze the methods of measurement for economic performance using national income accounting, inflation, and unemployment.
- Assess the effectiveness of fiscal and monetary policies on aggregate demand and maintaining a full employment economy.
- Evaluate the importance of the Federal Reserve and its uses of monetary policy to strengthen the economy.
- Analyze the role of money and financial institutions in a market economy.
- Compare and contrast the Keynesian, Classical, Monetarists, and Rational Expectations economic theories.
- Comprehend the causes and effects of historical trends in and of the United States business cycle.
- Recognize the changes in labor productivity and technology.
- Apply economic models and concepts to current debates surrounding international trade and finance.
- Explore the interrelationship between international trade and domestic policies.

MICROECONOMICS (AP)

- Explain how scarcity and choice are central to the study of economics.
- Understand the importance of opportunity cost in individual choice and decision making.
- Understand what makes macroeconomics different from microeconomics.
- Analyze the difference between positive economics and normative economics.
- Analyze the importance of trade-offs in economic analysis.
- Interpret how the production possibilities curve tells us about efficiency, opportunity cost, and economic growth.
- Explain the sources of economic growth- increases in the availability of resources and improvements in technology. Analyze how trade leads to gains for an individual or an economy.

SOCIAL STUDIES

- Calculate absolute and comparative advantage and determine the difference between them.
- Assess how comparative advantage leads to gains from trade in the global marketplace.
- Understand what a competitive market is and how it is described by the supply and demand model.
- Explain the demand curve.
- Differentiate between movements along the demand curve and changes in demand.
- Describe the factors that shift the demand curve.
- Explain the concept of a supply curve.
- Analyze the difference between movements along the supply curve and changes in supply.
- Identify the factors that shift the supply curve.
- Demonstrate how supply and demand curves determine a market's equilibrium price and equilibrium quantity.
- Describe how price moves the market back to equilibrium in the case of a shortage or surplus.
- Analyze how equilibrium price and quantity are affected when there is a change in either supply or demand.
- Express how equilibrium price and quantity are affected when there is a simultaneous change in both supply and demand.
- Explain why the market price falls if it is above the equilibrium price.
- Explain why the market price rises if it is below the equilibrium price.
- Explain the meaning of price controls.
- Analyze how price controls can create problems and make a market inefficient.
- Identify why economists are often skeptical of attempts to intervene in markets.
- Debate who benefits and who loses from price controls.
- Examine the meaning of quantity controls.
- Explain how quantity controls create problems and can make a market inefficient.
- Identify who benefits and who loses from quantity controls and why they are used despite the problems they create.
- Identify how the income and substitution effects explain the law of demand.
- Understand the definition of elasticity.
- Analyze the importance of price elasticity of demand.
- Calculate the price elasticity of demand.
- Explain the difference between elastic and inelastic demand.
- Analyze the relationship between elasticity and total revenue.
- Calculate the changes in the price elasticity of demand along a demand curve.
- Analyze how the cross-price elasticity of demand.
- Explain the meaning and importance of income elasticity of demand.
- Evaluate the significance of the price elasticity of supply.
- Understand the factors that influence the size of these various elasticities. Understand the factors that determine price elasticity of demand.
- Explain the meaning of consumer surplus and explain its relationship to the demand curve.
- Explain the meaning of producer surplus and its effect on the supply curve.
- Explain the meaning and importance of total surplus and how it can be used to illustrate efficiency in markets.
- Explain how taxes will affect total surplus and can create deadweight loss.

SOCIAL STUDIES

- Explain how consumers make choices about the purchase of goods and services.
- Understand why consumers' general goal is the maximize utility.
- Analyze why the principal of diminishing marginal utility applies to the consumption of most goods and services.
- Synthesize the use of marginal analysis to find the optimal consumption bundle.
- Analyze the importance of the firm's production function.
- Analyze the relationship between the quantity of inputs and the quantity of output.
- Evaluate why production is often subject to diminishing returns to inputs.
- Understand the various types of costs a firm faces.
- Understand how a firm's costs generate marginal cost curves and average costs curves.
- Analyze why a firm's cost differs between the short run and the long run.
- Determine how a firm can enjoy economies of scale.
- Identify how firms determine the optimal input mix.
- Determine the cost-minimizing rule for hiring inputs.
- Understand the meanings and dimensions of market structures.
- Examine the four principle types of market structures – perfect competition, monopoly, oligopoly, and monopolistic competition.
- Explain the difference between explicit and implicit cost and their importance in decision making.
- Evaluate the different types of profit: economic, accounting and normal.
- Calculate profit.
- Understand the principle of marginal analysis.
- Determine the profit maximizing level of output using the optimal output rule.
- Examine how a price-taking firm determines its profit-maximizing quantity output.
- Assess whether or not a competitive firm is profitable.
- Evaluate a perfectly competitive firm's situation using a graph.
- Calculate a perfect competitor's profit or loss.
- Evaluate how a firm decides whether to produce or shut down in the short run.
- Explain why industry behavior differs between the short-run and the long-run.
- Examine how an industry determines the supply curve in both the short and long runs.
- Analyze how a monopolist determines the profit-maximizing price and quantity.
- Determine whether a monopoly is earning a profit or a loss.
- Explain the effects of the difference between perfect competition and monopoly on society's welfare.
- Analyze how policy-makers address the problems posed by monopolies.
- Analyze the meaning of price discrimination.
- Examine why price discrimination is so prevalent when producers have market power.
- Explain why oligopolists have an incentive to act in ways that reduce their combined profit.
- Analyze why oligopolies can benefit from collusion.
- Examine how our understanding of oligopoly can be enhanced by using game theory.
- Explain the concept of the prisoners' dilemma.
- Analyze how repeated interactions among oligopolist can result in collusion in the absence of any formal agreement.
- Explain the legal constraints of antitrust policy.
- Understand the factors that limit tacit collusion.

SOCIAL STUDIES

- Analyze the cause and effect of price wars, product differentiation, price leadership, and non-price competition.
- Explain how prices and profits are determined in monopolistic competition, both in the short-run and the long-run.
- Analyze how monopolistic competition can lead to inefficiency and excess capacity. Assess the importance of oligopoly in the real world.
- Examine how factors of production-resources like land, labor, and capital are traded in factor markets.
- Analyze how factor markets determine the factor distribution of income.
- Evaluate how the demand of a factor of production is determined.
- Determine supply and demand in the markets for land and capital.
- Analyze how to find equilibrium in the land and capital markets.
- Evaluate how the demand for factors leads to the marginal productivity theory of income distribution.
- Analyze the way in which a worker's decision in time preference gives rise to labor supply.
- Explain how to find equilibrium in the labor market.
- Analyze the labor market applications of the marginal productivity theory distribution.
- Evaluate the sources of wage disparities and the role of discrimination.
- Identify what externalities are and why they can lead to inefficiency in a market economy.
- Examine why externalities often require government intervention.
- Explain the difference between positive and negative externalities.
- Evaluate the importance of the Coase Theory, which explains how private individuals can sometimes remedy externalities.
- Analyze how external benefits and costs cause inefficiency in the markets for goods.
- Explain the policies that governments use to address externalities.
- Analyze how public goods are characterized and explain why markets fail to supply efficient quantities of public goods.
- Identify what common resources are and why they are over-used.
- Explain the meaning of artificially scarce good and why they are under-consumed.
- Analyze how government intervention in the production and consumption of these types of goods can make society better off.
- Assess why finding the right level of government intervention is often difficult.
- Identify the three major antitrust laws and how they are used to promote competition.
- Explain how government regulation is used to prevent inefficiency in the case of a natural monopoly.
- Analyze the pros and cons of using marginal cost pricing and average cost pricing to regulate prices in natural monopolies.
- Identify and explain poverty and describe its causes and consequences.
- Analyze how income inequality in America has changed over time.
- Evaluate how Social Security and similar programs affect poverty and income inequality.

PSYCHOLOGY (R)

- Develop scientific attitudes and skills, including critical thinking, problem solving, and an appreciation for scientific methodology in psychology.
- Recognize the diversity of individuals who advance the field of Psychology.
- Create multicultural and global perspectives that recognize how diversity is important to understanding psychology.

SOCIAL STUDIES

- Develop an awareness that psychological knowledge, like all scientific knowledge, evolves rapidly as new discoveries are made.
- Acknowledge that psychology explores behavior and mental processes of both human and non-human animals.
- Build an appreciation for ethical standards that regulate scientific research and professional practice.
- Understand that different content areas within psychological science are interconnected.
- Develop an ability to relate psychological knowledge to everyday life.
- Acquire knowledge of the variety of careers available to those who study psychology
- Develop an appreciation that psychological science and knowledge can be useful in addressing a wide array of issues, from individual to global levels.
- Generate an awareness of the importance of drawing evidence-based conclusions about psychological phenomena.
- List and explain the major steps involved in operant and classical conditioning and demonstrate either form.
- 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...

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PSYCHOLOGY (AP)

- Trace the emergence of scientific psychology in the nineteenth century from its roots in philosophy and physiology to the major subfields 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 of behavior.
- Evaluate research on different levels of consciousness and the various altered states.
- Differentiate between learned and unlearned behavior and describe the basic learning processes of classical and operant conditioning and cognitive learning.

SOCIAL STUDIES

- Describe the theories of memory processing and the factors that enhance or impede memory. Cite the components of thought, the role of language on thought, and describe ways of promoting creativity.
- Explore biological and social factors that motivate behavior, and biological and cultural factors that influence emotion. Discuss the physiological and psychological reactions to stress, and methods for coping with stress.
- List the methods for studying development. State the physical, social, cognitive, and moral changes in infancy, childhood, adolescence, and adulthood utilizing a lifespan approach.
- Understand the major theories and approaches to personality: psychoanalytic, psychodynamic, humanistic, social-cognitive, trait, and behavioral. List developments in the study of the self, including positive psychology.
- Discriminate among the variety of tests and methods of assessing behavior and become aware of the ethical principles involved. Understand the scope and nature of intelligence and be aware of the controversies in IQ testing.
- Define abnormal behavior which encompasses the criteria identified in the *Diagnostic and Statistical Manual* published by the American Psychiatric Association. Classify disorders according to the *DSM* format such as anxiety, somatoform, dissociative, mood, personality, and schizophrenia.
- Identify and explain the treatment for mental disorders used by therapists from various psychological perspectives.
- Evaluate the impact of social factors on attributions of behavior such as social thinking, social influence, and prosocial and antisocial thinking and behavior.

SOCIOLOGY (R)

- Describe and apply the various research designs and methods (i.e. quantitative, qualitative, surveys, observations, interviews and experiments) used by sociologists.
- Differentiate among facts, concepts and judgments.
- Define and explain how culture influences human life.
- Define ethnocentrism and recognize the human tendency toward ethnocentrism and the need to view other cultures in relativistic terms.
- Identify and describe the norms and roles which regulate human behavior.
- Cite examples of how humans are shaped by their social environment as well as by their biological inheritance.
- Describe the process of socialization and its effect on the individual, family and groups.
- Define deviance and describe how societies respond to the challenge by deviance to society.
- Explain the correlations among social class, ethnicity, race, gender, age, and health and indicate their respective roles in social problems.
- Identify the major social institutions and explain how they perform basic societal functions.
- Examine the development and urbanization of modern populations.
- Explain how collective behaviors and societal changes occur.
- Prepare research projects according to the stylistic conventions of the American Sociological Association (ASA).

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U.S. GOVERNMENT and POLITICS (AP)

- Compare how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S.
- Explain how democratic ideals are reflected in U.S. foundational documents.
- Compare and interpret Federalist and Anti-Federalist views on central government and democracy as reflected in U.S. foundational documents.
- Explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal government greater power formally reserved to the states.
- Describe the impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.
- Explain how the issues raised in the ratification debate continue to be expressed today in ongoing philosophical disagreements about democracy and governmental power.
- Describe the constitutional principles of separation of powers and “checks and balances.”
- Explain the implications of separation of powers and “checks and balances” for the U.S. political system.
- Describe how the distribution of powers among the three federal branches and between national and state governments impacts policy making.
- Describe how the constitution allocates power between national and state governments.
- Explain how the appropriate balance of power between national and state governments has been interpreted differently over time.
- Explain the extent to which the Supreme Court’s interpretation of the First and Second Amendments reflects a commitment to individual liberty.
- Explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety.
- Explain the extent to which states are limited by the due process clause from infringing upon individual rights.
- Explain the implications of the doctrine of selective incorporation.
- Explain how constitutional provisions have supported and motivated social movements and policy responses.
- Explain how the Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights.
- Describe the relationship between core beliefs of U.S. citizens and attitudes about the role of government.
- Explain how cultural factors influence political attitudes and socialization.

SOCIAL STUDIES

- Explain how U.S. political culture influences the formation, goals, and implementation of public policy over time.
- Compare how political ideologies vary on the role of government in regulating the marketplace.
- Compare how political ideologies vary with regard to the government's role in addressing social issues.
- Describe the elements of a scientific poll.
- Explain how public opinion polling and polling results impact elections, political behavior, and policy process.
- Evaluate the quality and credibility of claims based on public opinion data.
- Describe the media's role as a linkage institution.
- Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.
- Describe the linkage functions of political parties and explain how parties impact the electorate and the government.
- Explain why and how political parties change and adapt.
- Explain how structural barriers impact third-party and independent-candidate success.
- Describe the benefits and potential problems of interest-group influence on elections and policy making.
- Explain how various political actors influence public policy outcomes.
- Describe the voting rights protections in the Constitution and in legislation.
- Describe roles that individual choice and state laws play in voter turnout in elections.
- Describe factors that influence voter choices.
- Describe different models of voting behavior.
- Explain how the different processes work in a U.S. federal election.
- Explain how campaign organizations and strategies affect the election process.
- Explain how the organization, finance, and strategies of national political campaigns affect the election process.
- Evaluate the extent to which the Electoral College facilitates or impedes democracy.
- Describe the powers and functions of Congress.
- Compare the Senate and House of Representatives in terms of how constituencies, lawmaking authority, and chamber rules and roles affect the policy-making process.
- Explain how congressional behavior is influenced by the election processes, partisanship, and divided government.
- Explain how Congress uses its oversight power in its relationship with the executive branch.
- Explain how presidential powers or functions can promote policy agenda.
- Explain how the president's agenda can create tension and frequent confrontations with Congress.
- Explain how presidents have interpreted and justified their use of formal and informal powers.
- Explain how communication technology has changed the president's relationship with the national constituency and the other branches.
- Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration.
- Explain the principle of judicial review and how it checks the power of other institutions and state governments.
- Explain how the exercise of judicial review in conjunction with life tenure can lead to controversy about the legitimacy of the Supreme Court's power.
- Describe ways other branches of government can limit the Supreme Court's power.
- Explain how the bureaucracy carries out the responsibilities of the federal government.
- Explain how the federal bureaucracy uses delegated discretionary authority for rulemaking and implementation.
- Explain the extent to which governmental branches can hold bureaucracy accountable given the competing interests of Congress, the president, and the federal courts.

SOCIAL STUDIES

U.S. HISTORY I (R)

- Analyze how the British North American colonies were influenced by the motivations of religious, political and economic freedom.
- Determine the extent to which slavery impacted the development of America.
- 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 the ways in which prevailing attitudes, socioeconomic factors, and government actions in the North and South led to the Civil War.
- Analyze war as a solution to seemingly insurmountable differences.
- Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
- Examine how industrial growth led to the need to social, governmental and labor reforms.
- Evaluate the impact of industrialization, immigration, and urbanization on society during the late 19th century.

U.S. HISTORY I (S)

- Determine how the British North American colonies were influenced by the motivations of religious, political and economic freedom.
- 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.
- Outline the transformation of American society through industrialization, urbanization, and immigration.
- Trace the development of the west in the second half of the 19th century and its impact on the inhabitants.

U.S. HISTORY II (R)

- Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption, and in promoting social justice.
- Analyze the causes of World War I, the United States policy of neutrality, and why the United States eventually entered the war.
- Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business, the consumer, American culture, women and minority groups.
- Analyze the causes of the Great Depression, and how the actions and policies of the United States government contributed to it.
- Assess the effectiveness of the FDR administration's government policies during the New Deal period.

SOCIAL STUDIES

- Compare and contrast the factors contributing to a rise in various authoritarian forms of government and ideologies (i.e. fascism, communism, and socialism).
- Examine why the United States entered World War II, its military strategies in Europe and the Pacific, and the efforts on the Home Front to mobilize for war.
- Assess the impact the Holocaust had on the individual, and on the creation of international organizations to protect human rights.
- Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis and the Vietnam War.
- Determine how social movements (i.e. Civil Rights Movement, Women's Rights Movement) effected social legislation in the United States.
- Analyze foreign and domestic challenges that the United States faced in the 1980s and 1990s.

U.S. HISTORY II (S)

- Explain what Progressives hoped to achieve through political reforms.
- Understand how the United States military contributed to the Allied victory in World War I.
- Compare the different effects of the economic boom of the 1920s on the urban and rural America.
- Discuss the impact of the Great Depression on rural and urban America.
- Assess the effect Franklin D. Roosevelt had on the American people after becoming president.
- Summarize the actions taken by aggressive regimes in Europe and Asia before World War II.
- Explain why the United States entered World War II and the impact its involvement had on the outcome of the war.
- Examine how the United States and the international community responded to the Holocaust.
- Outline worldwide Cold War conflicts that erupted in Eastern Europe, the Middle East, and other places.
- List the successes of the various social movements (i.e. Civil Rights Movement, Women's Rights Movement) during the 1960s and 1970s.
- Evaluate the steps taken to address various problems in the 1980s and early 1990s.

U.S. HISTORY I (AP)

- Compare causes and/or effects, including the difference between short-term and long-term effects, and analyze and evaluate the interaction of multiple causes and/or effects.
- Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.
- Analyze and evaluate historical patterns of continuity and change over time, and connect these patterns to larger historical processes and themes.
- Explain ways that historical events and processes can be organized within blocks of time, and analyze and evaluate competing models of periodization of American History.
- Compare related historical developments and processes across place, time, and/or different societies, or within one society.
- Explain and evaluate multiple and differing perspectives on a given historical phenomenon.
- Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, and global processes occurring at the same time.
- Craft historical arguments using the analysis, interpretation, and synthesis of existing historical evidence.
- Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context to make supportable inferences and draw appropriate conclusions.

SOCIAL STUDIES

- Analyze diverse historical interpretations, and evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time.
- Combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past, and apply insights about the past to other historical contexts and circumstances, including the present.
- Examine how the contact between Native Americans and peoples from Europe and West Africa created a new world on the North America continent from 1491-1607.
- Identify and evaluate the distinctive colonial and native societies that emerged as Europeans and American Indians maneuvered and fought for dominance, control, and security in North America from 1607-1754.
- Analyze how British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity, 1754-1800.
- Assess the ways in which the new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes from 1800-1848.
- Identify the factors that led to the Civil War, including expansion, population growth, and regional tensions especially over slavery, and examine how the course and aftermath of this war transformed American society, 1844-1877

U.S. HISTORY II (AP)

- Compare causes and/or effects, including the difference between short-term and long-term effects, and analyze and evaluate the interaction of multiple causes and/or effects.
- Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.
- Analyze and evaluate historical patterns of continuity and change over time, and connect these patterns to larger historical processes and themes.
- Explain ways that historical events and processes can be organized within blocks of time, and analyze and evaluate competing models of periodization of American History.
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- Craft historical arguments using the analysis, interpretation, and synthesis of existing historical evidence.
- Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context to make supportable inferences and draw appropriate conclusions.
- Analyze diverse historical interpretations, and evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time.
- Combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past, and apply insights about the past to other historical contexts and circumstances, including the present.
- Examine the significant economic, political, diplomatic, social, environmental, and cultural changes brought about by the transformation of the United States from an agricultural to an increasingly industrialized and urban society in the period from 1865-1898.
- Assess the profound domestic and global challenges faced by an increasingly pluralistic United States as it debated the proper degree of government activism and sought to define its international role in the period from 1890-1945.
- Evaluate the ways in which the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals, in the aftermath of World War II, 1945-1980.

SOCIAL STUDIES

- Analyze the new challenges and possibilities faced by the United States as it transitioned into the 21st century, including renewed ideological and cultural debates, a redefinition of its foreign policy, and its adaptation to economic globalization and revolutionary changes in science and technology, 1980-present.

AP WORLD HISTORY

- Craft historical arguments from historical evidence
- Demonstrate mastery of chronological reasoning
- Compare related historical developments and processes across place, time, and/or different societies
- Explain and evaluate multiple and differing perspectives on a given historical phenomenon
- Describe, analyze, evaluate, and create diverse interpretations of the past—as revealed through primary and secondary historical sources—through analysis of evidence, reasoning, contexts, points of view, and frames of reference
- Explain the interaction between humans and the environment by focusing on demography, disease, migration, and patterns of human settlement
- Recognize the role of technology in helping humans adapt to their environment
- Trace the development and interaction of cultures as affected by religious, philosophical and ideological beliefs
- Analyze the role that science and technology played in shaping the relationship of cultures
- Evaluate the role that art and architecture played in shaping the development human societies
- Trace the development of political structures and empires
- Examine the development of nations and explain the role that nationalism played in creating nation states and initiating wars
- Research the revolts and revolutions that have had a significant impact on world history
- Examine major regional, trans-regional, and global structures and organizations
- Trace the efforts people have made to exploit their environment to produce, distribute, and consume desired goods and services across time and space
- Identify major trends in labor systems and modern industrial society
- Analyze the ideologies, values, and institutions of capitalistic and socialistic economic systems
- Trace the development and transformation of social structures in terms of gender roles, family, racial and ethnic constructions, and social and economic classes

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.

SOCIAL STUDIES

- 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 (R)

- 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.

21ST CENTURY LIFE AND CAREERS

- Demonstrate the ability to make piping drawings in both detailed and schematic form.
- 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 (R)

- 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.

ADVANCING WITH APPLE (R)

- Teach and improve technology skills
- Teach and improve digital citizenship
- Teach and improve critical thinking skills
- Teach and improve public speaking skills
- Teach and improve presentation skills
- Teach and improve data input skills
- Teach and improve word processing skills
- Teach and improve troubleshooting skills
- Students will actively participate in an online learning community
- Students will be digital responsibility
- Student will learn graphic design skills
- Student will learn digital formatting skills
- Students will learn how to become a 21st century learner

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.

21ST CENTURY LIFE AND CAREERS

- 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.
- 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.

BUSINESS ORGANIZATION AND MANAGEMENT (C)

- Identify and explain current business trends and how to cultivate a business in diverse, global environments.
- Understand how businesses use the internet to open new markets, improve internal operations, and compete.
- Demonstrate knowledge of how to conduct business in an ethical and socially responsible way
- Demonstrate knowledge of business ownership.
- Demonstrate an understanding of human resource management and motivating employees to produce quality goods and services.
- Demonstrate knowledge of marketing and developing and implementing customer-oriented marketing plans.
- Demonstrate an ability to use Blackboard well enough for full participation in both onsite and online courses at Berkeley College.
- Create and organize an archive of work in a presentation e-portfolio.

21ST CENTURY LIFE AND CAREERS

- Develop Career Management skills in written communication, information literacy, goal setting, and interviewing skills.

CAREERS (R, S)

- Conduct research to gain in-depth knowledge of career clusters that link to school subjects students are interested in
- Gain a more thorough understanding of personal attributes and abilities and learn about career options related to these skills
- Understand feedback generated from personal interest and ability inventories and connect the information to students' career choices
- Identify students' work skills
- Gather career industry data such as geographic and demographic factors, education, working conditions, career responsibilities, career opportunity outlook and compensation
- Analyze career industry data to find suitable careers
- Demonstrate comprehensive knowledge of various career clusters by holding a classroom career fair
- Understand the informational career interview process
- Gather data on 2-year colleges or 4-year colleges and universities and the programs they offer
- Become familiar with technical and trade school programs
- Learn about the factors to consider when choosing a post-secondary educational training
- Research post-secondary educational training that match students' personal and academic preferences
- Create basic resume and profile for On-line job resources
- Identify networking sources, and job opportunities through a variety of mediums
- Develop interviewing skills by creating check lists, mock interviews, and follow up letters
- Understand the key to choosing the right job and navigating a career path

COLLEGE AND CAREER READINESS (R,S)

- Teach and improve technology skills
- Teach and improve critical thinking skills
- Teach and improve communication skills (oral, written and listening)
- Teach and improve social skills
- Teach and improve time management skills
- Teach and improve study skills
- Teach and improve leadership skills
- Teach and improve accepting personal responsibility
- Conduct research to gain in-depth knowledge of career clusters that link to school subjects students are interested in
- Gain a more thorough understanding of personal attributes and abilities and learn about career options related to these skills
- Understand feedback generated from personal interest and ability inventories and connect the information to students' career choices
- Identify students' work skills
- Gather career industry data such as geographic and demographic factors, education, working conditions, career responsibilities, career opportunity outlook and compensation
- Analyze career industry data to find suitable careers
- Demonstrate comprehensive knowledge of various career clusters by holding a classroom career fair

21ST CENTURY LIFE AND CAREERS

- Understand the informational career interview process
- Gather data on 2-year colleges or 4-year colleges and universities and the programs they offer
- Become familiar with technical and trade school programs
- Learn about the factors to consider when choosing a post-secondary educational training
- Research post-secondary educational training that match students' personal and academic preferences
- Create basic resume and profile for On-line job resources
- Identify networking sources, and job opportunities through a variety of mediums
- Develop interviewing skills by creating check lists, mock interviews, and follow up letters
- Understand the key to choosing the right job and navigating a career path

CATERING 4: 1 (R)

- 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 (R)

- 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 PREPARATORY 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.
- 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.

CREATIVE FASHION AND CONSTRUCTION 1 (S)

- Apply principles of line, color, and design in order to dress better.

21ST CENTURY LIFE AND CAREERS

- 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.
- 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.

21ST CENTURY LIFE AND CAREERS

- 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 (R)

- 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.
- 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 (R)

- 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.

DIGITAL PRESENTATIONS (R, S)

- Manage the PowerPoint environment.

21ST CENTURY LIFE AND CAREERS

- Create a slide presentation.
- Work with graphical and multimedia elements in Microsoft PowerPoint.
- Create charts and tables in Microsoft PowerPoint.
- Apply transitions and animations to slideshows.
- Demonstrate proper language arts skills, including proofreading and editing skills
- Apply critical thinking skills to all assigned activities.
- Create an electronic portfolio.
- Demonstrate skills and knowledge necessary for entry level computing positions.
- Collaborate on presentations.
- Prepare presentations for delivery.
- Deliver presentations.

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.

DREAMWEAVER (R)

- Identify the purpose, audience, and audience needs for a website.
- Make website development decisions based on analysis and interpretation of design specifications to include knowledge of standard copyright rules and website accessibility standards.
- Demonstrate knowledge of basic HTML tags.
- Demonstrate general and Dreamweaver specific knowledge of best practices for designing a website.
- Produce website designs that work equally well on various operating systems and browser versions/configurations.
- Demonstrate knowledge of page layout design concepts and principles.

21ST CENTURY LIFE AND CAREERS

- Communicate with others (such as peers and clients) about design and content plans.
- Identify elements of the Dreamweaver interface.
- Add content using Dreamweaver to include title, text, images, rich media, hyperlinks, etc.
- Identify possible career paths in the web design field.
- Create and maintain an electronic portfolio of published work samples.
- Evaluate and maintain a website using Dreamweaver.

ENTREPRENEURSHIP (R, S)

Students will be able to:

- Describe how entrepreneurs contribute to society.
- Identify key traits and characteristics often identified with successful entrepreneurs.
- Evaluate business trends and see how trends create opportunities.
- Discuss the global challenges that face entrepreneurs today and in the future.
- Explain the steps of testing an opportunity and writing a business plan.
- Research and analyze a business' target markets.
- Compare advantages and disadvantages of the different forms of business ownership.
- Identify legal and governmental issues affecting a business.
- Identify the factors involved in choosing a business location and setting up the space for efficiency and success.
- Explain the steps of marketing planning and the strategies of product, place, and people.
- Discuss price strategy and how it enables a business to make a profit, meet the competition's prices, and establish an image.
- Explain the product development and the distribution process.
- Identify the day-to-day operations of the business, as well as management of people.
- Identify various ways to obtain financing for startup growth.

INTRODUCTION TO COMPUTER HARDWARE & SOFTWARE (R)

- Describe a computer system
- Understand the components that comprise a personal computer and how to consider upgrade components.
- Identify the names, purposes and characteristics of the following:
 - Computer cases
 - Computer power supplies
 - Motherboards
 - CPUs
 - Cooling systems
 - ROM and RAM
 - Adapter cards
 - Storage drives
 - Internal cables
 - Ports and external cables
 - Input devices
 - Output devices
 - System resources
- Work in a safe manner to protect users, technicians, and equipment
- Understand all safety guidelines to prevent injuries to yourself and others
- Protect equipment from ESD damage
- Prevent power issues that can cause equipment damage or data loss
- List the products and supplies that require special disposal procedures
- Describe the SDS for safety issues and disposal restrictions to help protect the environment
- Use the correct tools for the task

21ST CENTURY LIFE AND CAREERS

- Clean components safely
- Use organizational tools during computer repairs
- Open a computer case
- Install the following computer components:
 - Power supply
 - CPU, heat sink, and CPU cooling fan
 - RAM on the motherboard
 - Motherboard into the computer case
 - Internal computer drives
 - Internal adapter cards
- Connect all internal cables
- Connect external cables to peripheral devices
- Identify beep codes that signify hardware malfunctions
- Change system settings using the BIOS setup program
- Understand that preventive maintenance reduces hardware and software problems
- Back up the data on a computer before beginning any repair
- Describe the Cisco troubleshooting steps and how to implement them
- Document every troubleshooting step, even if it fails. The documentation is a useful resource for other technicians
- Define the purpose of an operating system
- Compare and contrast the different types of operating systems
- Select an operating system based on needs
- Set-up and prepare hard drives for operating system installation
- Set-up an operating system using default settings and using custom installation options
- Access operating system configurations
- Explore file extensions and attributes
- Manipulate file sharing and security
- Modify a default graphic user interface
- Access administrative tools
- Add / remove third party software from an operating system
- Create an operating system preventive maintenance plan
- Use CLI commands to complete tasks and navigate the file system
- Allocate system resources on a host computer to run virtual machines VM's run operating systems and provide users with greater system functionality)
- Define a network
- Describe the different types of networks and their characteristics
- Explore basic networking concepts and technologies
- Identify the names, purposes and characteristics of hubs, routers, switches, wireless access points, multipurpose network devices, and cables
- List Ethernet standards
- Describe LAN topologies
- Describe the networking data models (TCP/IP model and OSI model)
- Configure NICs and modems
- Identify the names, purposes and characteristics of analog telephone technologies, ISDN types, DSL types, power line communication, broadband technologies, and VoIP technologies
- Identify preventive maintenance tasks for networks
- List the Cisco troubleshooting steps and how to implement them for network troubleshooting
- Laptops and mobile devices are lightweight and can operate on battery power
- Understand that laptops use the same types of ports as desktop computers so that peripheral devices can be interchangeable. Mobile devices can also use some of the same peripheral devices

21ST CENTURY LIFE AND CAREERS

- Identify essential laptop and mobile input devices, such as a keyboard and track pad, and understand the touchscreens can be used as input devices
- Compare the internal components of mobile devices to the internal components of desktops. Most importantly, that internal components of mobile devices are usually connected to the circuit board to keep the device compact and light weight
- List the laptops feature function keys that can be pressed in combination with the Fn key. The functions performed by these keys are specific to the laptop model
- Understand that laptop docking stations and port replicators can increase the functionality of laptops by providing the same types of ports that are featured on desktop computers. Some mobile devices use docking station to charge or use peripheral devices
- Compare and contrast laptops and mobile devices LCD vs LED screens
- Configure the power settings of laptop batteries to ensure that power is used efficiently
- List and describe the laptop and mobile device wireless technologies, including Bluetooth, Infrared, Wi-Fi and the ability to access Cellular WANs
- Add memory to laptops in order to increase performance, make use of flash memory to increase storage capacity, or increase functionality by using expansion cards
- Describe Mobile, Linux, and OS X operating systems
- Explain the similar GUIs that Android and iOS both have for apps
- Understand email accounts are closely tied to mobile devices and provide many different synchronization service
- Set passcode locks on mobile devices for security
- Remotely backup mobile device data to the cloud
- Synchronize data on iOS devices using iTunes
- Synchronize data on Android devices
- Remotely lock or wipe-out mobile device data from a device that has been lost or stolen
- Install antivirus software on mobile devices
- Identify types of printers and their characteristics
- Install and configure a printer
- Review maintenance for printers
- List the Cisco troubleshooting steps for printers and how to implement them
- List and describe security threats
- Identify security procedures
- Describe preventive maintenance techniques for maintaining security
- List the Cisco troubleshooting steps for security and how to implement them
- Explain the characteristics of an IT Professional (including good communication skills, Netiquette, understanding a customer's SLA, cyber laws and software licenses)
- Identify ethical and legal concepts of working with customer property
- Describe the call center environment
- Implement advanced troubleshooting skills (including advanced diagnostic questions to ask when gathering information about a computer hardware or software problem)

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.
- Investigate how agencies that regulate financial markets protect investors.

21ST CENTURY LIFE AND CAREERS

- 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

FIREWORKS/FLASH (R)

- Understand and identify elements of Adobe Fireworks user interface and demonstrate knowledge of their functions.
- Manipulate and transform images using Adobe Fireworks.
- Demonstrate knowledge of preparing images for web, print, and video.
- Identify rich media content that is relevant to the purpose of the media in which it will be used (websites, mobile devices, and so on).
- Understand options for producing accessible rich media content.
- Demonstrate knowledge of standard copyright rules (related terms, obtaining permission, and citing copyrighted material).
- Understand project management tasks and responsibilities.
- Communicate with others (such as peers and clients) about design and content plans
- Identify general and Flash-specific techniques to create rich media elements that are accessible and readable.
- Understand and identify elements of Adobe Flash Interface.
- Identify best practices for managing the file size of a published Adobe Flash document.
- Publish and export Adobe Flash documents.
- Identify possible career paths in the web design field.
- Create and maintain an electronic portfolio of published work samples.

HOME IMPROVEMENT (S)

- Practice proper safety procedures.

21ST CENTURY LIFE AND CAREERS

- 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.

MICROSOFT EXCEL (R, S)

- Manage the worksheet environment.
- Create cell data.
- Format cells and worksheets.
- Manage worksheets and workbooks.
- Apply formulas and functions.
- Present data visually.
- Share worksheet data with other users.
- Analyze and organize data.

MICROSOFT WORD (R, S)

- Manage the Microsoft Word environment.
- Organize and arrange text.
- Format content using Microsoft Word.
- Apply word functions to documents.
- Apply page layout and reusable content.
- Include illustrations and graphics in a document.
- Structure documents.
- Customize the appearance and behavior of Word 2010.
- Apply references and hyperlinks.
- Maintain, collaborate and share documents with others.
- Integrate and import data from other sources.
- Demonstrate proper language arts skills, including proofreading and editing skills
- Apply critical thinking skills to all assigned activities.
- Create an electronic portfolio.
- Demonstrate skills and knowledge necessary for entry level computing position

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.

PRINCIPLES OF BUSINESS (R/S)

- Describe economic decisions and systems, economic activity, and interdependency of the global economies.
- Explain social responsibilities of business and government.
- Identify types of business organizations, entrepreneurship, and small business management.
- List the activities of human resources.
- Describe the steps in the career planning process.
- Identify marketing basics, and developing effective products and services.
- Describe the components of Management information systems, and the importance of e-commerce.

21ST CENTURY LIFE AND CAREERS

- List and describe the steps of creating a budget, describe the different types of budget, and financial statements.
- Explain the forms and the activities involved in production
- Identify types of risks in business risks, and the insurable and uninsurable risks.
- Identify consumer buying decisions, consumer rights and responsibilities, and consumer protection.
- Explain money management and financial planning, including budgeting techniques.
- List banks/financial institutions, and their services.
- Identify credit fundamentals, cost of credit, and protection of credit rights.
- List and describe the different types of insurances.

PRINCIPLES OF MARKETING (R/S)

- Understand the impact of marketing across the globe and how marketing affects the economy.
- Create an effective marketing plan using the 4 P's of Marketing.
- Determine how a company perceives itself and the world around it to create a marketing plan for reaching its goals.
- Analyze and understand the different levels of customer decision making in order to perform the steps of a sale.
- Why product information and knowledge of the competition is so important.
- Assist customers in making a decision and closing the sale.
- Building long term customer relationships.
- Design a promotional campaign by using a successful combination of personal selling, advertising, direct marketing, sales promotion, and public relations.
- Show mastery of visual merchandising by constructing displays that appeal to the customer.
- Apply the rules of artistic design as visual merchandiser in order to satisfy the target market.
- Design effective media strategies when reaching targeted customers.
- Develop successful channels of distribution to reach customers in the consumer and industrial markets.
- Generate an inventory storage system that allows a business to keep its products in a safe location until they are needed or ready to be sold.
- Create an effective pricing strategy in order to maximize profit while maintaining a good relationship with your customers.
- Develop an effective marketing research study to create a business plan, solve problems, and make decisions about products.
- Apply appropriate marketing strategies to help sustain product sales throughout product life cycle.
- Promote, and protect a company image and personality through branding.
- Develop packaging and labels to help sell a product.
- Choose an appropriate warranty plan for specific products and business.
- Develop an appropriate credit product to promote and increase sales of a product or business.

PROFESSIONAL FOODS 3 (R)

- 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.

21ST CENTURY LIFE AND CAREERS

- Portion and store meat, poultry, and fish.
- Buy, prepare, and store eggs, milk, and cheese correctly.
- 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.

SPORTS MARKETING (R/S)

- Understand the basics of marketing and the marketing mix as they relate to sports and entertainment.
- Recognize the importance of putting customers' needs as the primary focus during planning, production, distribution, and promotion of a product.
- Relate business concepts such as economics, finance, risk management, and ethics to the field of sports and entertainment marketing.
- Discuss the impact that major international events, global politics, cultural trends, diversity, and tourism have on sports and entertainment marketing.
- Understand the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions in the sports and entertainment fields.
- Discuss the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix for a sports or entertainment event.
- Explain how legal/ethical issues and social media/technology impact the role of channel management and global sports and entertainment distribution.
- Apply the economics of supply and demand, pricing strategies, and market conditions to the sports and entertainment industry.
- Communicate information about products, services, images, and/or ideas through promotion, advertisement, publicity, and personal selling of sports and entertainment.

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.

21ST CENTURY LIFE AND CAREERS

- Develop skills in getting along with a variety of people, taking responsibility and developing self-confidence.

VIDEO GAME DESIGN (R)

- Use GameSalad Creator as a gameplay development, interface design, and prototyping tool.
- Compare Windows creator and Mac Creator—and understand how each version of the software can be used to create desktop, mobile, and online (HTML5) games.
- Create games for distinct platforms and operating systems—such as Android and iOS (mobile).
- Understand the significance of online gaming using HTML5.
- Utilize specific features of GameSalad Creator that lend themselves to social and serious game development.

WEB and BEYOND...GOOGLE DOCS (R)

- Use District-assigned Google account to access Google Drive
- Create, edit, manage, and share word processing documents, spreadsheets, and presentations
- Download Microsoft Office files into Google Drive
- File management
- Communicate using Email using proper business etiquette
- Create and use forms
- Share and collaborate files with others
- Enhance organization skills by creating and maintaining a calendar
- Practice Internet safety
- Create an electronic portfolio as a website in Google Sites.

WEB and BEYOND...GOOGLE DOCS (S)

- Use District-assigned Google account to access Google Drive
- Create, edit, manage, and share word processing documents, spreadsheets, and presentations
- Download Microsoft Office files into Google Drive
- File management
- Communicate using Email using proper business etiquette
- Create and use forms
- Share and collaborate files with others
- Enhance organization skills by creating and maintaining a calendar
- Practice Internet safety

21ST CENTURY LIFE AND CAREERS

ADVANCED WOODWORKING (R)

- The purpose of this course is to prepare the already skilled woodworking student for apprentice job entry, Technical School, or Technical/ Industrial Education. This will be accomplished by combining units of study from Woodworking III with the following additional units of study. The focus will be structured so that students can better select an occupational path.

WOODWORKING 1 (S)

- Demonstrate safe work habits.
- 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.

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- 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 (R)

- 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.
- 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

AMERICAN SIGN LANGUAGE 1 (R/S)

- function as visual learners.
- use signing space appropriately.
- notice their hand movements in that space.
- create simple sentences using TTCQ word order.
- create signs using the five parameters.
- discuss the importance and function of the five parameters.
- use directionality efficiently.
- communicate with members of the Deaf community using basic greetings.
- explain verbally or in writing the meaning and significance of the following terms: glossing, non-manual signals, spatial referencing, Deaf VS deaf, Audism.
- make effort to mimic the target language and make effort to sign new vocabulary by continuing to incorporate new signs into meaningful exchanges. By the end of the second quarter students will be able to “voice off” for no less than 25 minutes during the lesson.
- enter and exit the room using an appropriate greeting in the target language. These greeting should be extended to all members with whom eye contact is made upon entering and exiting the room. Examples of such greeting are listed below: good morning, how are you?, what’s new?, how was your weekend?, have a good day, see you later, see you tomorrow, later
- share factual information on topics related to people, places, things, and recent experiences.
- demonstrate comprehension of both receptive and expressive fingerspelling, at a novice level of speed with a minimum of 85% accuracy.
- sign The Pledge of Allegiance with fluency, to match the affect of any speaker.
- recall and demonstrate the appropriate way to introduce Deaf and hearing peers.
- prove understanding of the meaning of Audism through short essays or pictures.
- demonstrate strategies for maintaining eye contact, interrupting, and getting someone’s attention.
- recall the importance of Non Manual Signs that are distinctive to ASL.
- explain the difference between Deaf and deaf.
- inquire about and share personal information about familiar topics 1.1 share factual information on topics related to people, places, things, recent experiences.
- recall and demonstrate the five parameters of ASL
- prove understanding of the meaning of Audism through short essays or pictures such as maintaining eye contact, interrupting, and getting attention.
- use the five parameters to accurately create signs for natural communication.
- recall the importance of NMS that are distinctive to ASL and begin to incorporate them into their communication.
- use numerical incorporation for age.
- review the concept of plurality in ASL - (repetition of the sign shows plural)
- demonstrate knowledge of turn taking.
- explain the difference between Deaf and deaf citing examples.
- Categorize words by iconicity, initialization, and handshapes
- mimic the target language and make effort to sign new vocabulary as they learn.
- “voice off” for no less than 45 minutes during the lesson.
- explore the concept of numerical incorporation related to calendar and schedules.
- demonstrate knowledge of turn taking
- “voice off” for no less than 45 minutes during the lesson.
- demonstrate respect for the target language by having hands and eyes ready to communicate. In order to do this hands should be free of all materials, food, devices and clear eye contact should be made with the speaker. Additionally, nothing should be in the mouth, such as chewing gum or other foods.
- recall and demonstrate the five parameters of ASL using comparisons to illustrate how changing one parameter can distort meaning and cause confusion.
- identify and explain the importance of culturally based behaviors, prove understanding of the meaning of Audism through short essays or pictures. such as maintaining eye contact, interrupting, and getting

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attention.

- discuss and demonstrate the importance of classifiers.
- explore the concept of numerical incorporation related to calendar and schedules.
- demonstrate knowledge of turn taking.
- conducted themselves in the target language 100% of the time during this unit.
- prove understanding of the meaning of Audism through short essays or pictures such as maintaining eye contact, interrupting, and getting attention.
- discuss the importance of Deaf President Now and its relevance today.
- accurately apply the concept of numerical incorporation to calendar and schedules.
- sign The Pledge of Allegiance with fluency, to match the recitation of any speaker.
- share opinions about and ideas about likes and dislikes regarding movies, subjects, and schedules
- prove understanding of the meaning of Audism through student created skits.
- demonstrate strategies for maintaining eye contact, interrupting, and getting someone's attention
- discuss the importance and function of the five parameters citing comparisons to illustrate understanding.
- explore the concept of numerical incorporation related to calendar and schedules.
- demonstrate the system of glossing.
- demonstrate knowledge of turn taking.
- notice their hand movements in that space in small group and on stage.
- fingerspell at a medium speed with a minimum of 90% accuracy both receptively and expressively.
- create sentences using TTCQ word order with a minimum of 80% accuracy.
- create signs using the five parameters with a minimum of 95% accuracy.
- use directionality efficiently.
- greet members of the Deaf community using basic greetings.
- memorize and recall verbally or in writing the meaning and significance of the following terms: glossing, non-manual signals, spatial referencing, Deaf VS deaf, Audism.
- make effort to mimic the target language and make effort to sign new vocabulary as they learn.
- "voice off" on a regular basis with one day a week in total immersion.
- inquire about and share personal information about familiar topics.
- demonstrate strategies for maintaining eye contact, interrupting, and getting someone's attention.
- employ the concept of numerical incorporation related to calendar and schedules.
- demonstrate turn taking.
- notice their hand movements in that space in small group and on stage.
- fingerspell at a medium speed with a minimum of 90% accuracy both receptively and expressively.
- create signs using the five parameters with a minimum of 95% accuracy.
- use directionality efficiently.
- greet members of the Deaf community using basic greetings.
- "voice off" on a regular basis with one day a week in total immersion.
- demonstrate mastery of both receptive and expressive fingerspelling at a novice level of speed.
- demonstrate strategies for maintaining eye contact, interrupting, and getting someone's attention.

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.

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- 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.

CHINESE IV (H)

- Demonstrate control of vocabulary and structures in oral and written communication that a native speaker of the language can understand.
- Comprehend authentic conversations and narratives presented.
- Write a well-organized essay on an explored topic.
- Utilize practical information that is essential for real-world situations.
- Acquire a broader knowledge of the Chinese culture, history and arts.
- Develop language proficiency and problem-solving abilities within meaningful contexts.
- Apply complex grammatical structures.
- Identify character stroke order for new characters.

CHINESE AP

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

WORLD LANGUAGES

- Demonstrate the ability to write expository pages.
- Demonstrate knowledge of vocabulary and structure sufficient to read modern literature, newspapers, magazines, and classical poetry.

FRENCH I (R)

- Appreciate francophone customs, foods and lifestyles.
- Ask and respond to simple questions, make requests and express preferences.
- Compare cultural practices among the francophone world.
- Create a multimedia-rich presentation on targeted themes to be shared virtually.
- Create authentic dialogues based on a given scenario for effective communication in real life interactions.
- Demonstrate comprehension of French on topics introduced.
- Exchange information using words, phrases and short sentences.
- Gather information from various culturally authentic materials.
- Identify familiar people, places and objects based on simple oral and written descriptions.
- Imitate appropriate gestures and intonation during greetings, leave-takings, and daily interactions.
- Name and label tangible cultural products.
- Present information from age and level appropriate, culturally authentic materials orally and in writing.
- Recite or dramatize simple songs and skits.
- Respond to commands and directions.
- Use vocabulary and language structures in oral and written communication.
- Write a well-developed paragraph on a specific topic.

FRENCH I (S)

- Appreciate francophone customs, foods and lifestyles.
- Ask and respond to simple questions, make requests and express preferences.
- Compare cultural practices among the francophone world.
- Create a multimedia-rich presentation on targeted themes to be shared virtually.
- Create authentic dialogues based on a given scenario for effective communication in real life interactions.
- Demonstrate comprehension of French on topics introduced.
- Exchange information using words, phrases and short sentences.
- Gather information from various culturally authentic materials.
- Identify familiar people, places and objects based on simple oral and written descriptions.
- Imitate appropriate gestures and intonation during greetings, leave-takings, and daily interactions.
- Name and label tangible cultural products.
- Present information from age and level appropriate, culturally authentic materials orally and in writing.
- Recite or dramatize simple songs and skits.
- Respond to commands and directions.
- Use vocabulary and language structures in oral and written communication.
- Write a well-developed paragraph on a specific topic.

FRENCH II (R)

- Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- Identify some unique linguistic elements in English and the target language.

WORLD LANGUAGES

- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
- Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes
- 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 time modes in written material and be able to identify the conditional mood.
- Demonstrate ability to gather information from assigned reading passages.
- Write well developed paragraph(s) 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)

- Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- Identify some unique linguistic elements in English and the target language.
- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
- Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

FRENCH III (R)

- Ask and respond to factual and interpretive questions of a personal nature or questions based on current topics reflected in the arts and media.
- Analyze authentic realia to explore broader themes of personal interest.
- Demonstrate ability to gather information from authentic reading passages through the use of cognates, recognition of neologisms and making inferences.
- Demonstrate proficiency through interpersonal activities on topics explored in the course.
- Demonstrate knowledge of social roles and responsibilities, environmental issues and historical events of the French-speaking world as reflected in the arts and media.
- Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials found in media and other sources related to targeted themes.
- Use digital tools for creative expression in presenting information.
- Use vocabulary and grammar structures in oral and written communications that a sympathetic speaker of the language can understand.

WORLD LANGUAGES

- Compare and contrast cultural practices and products in the target language and one's own culture.
- Identify the present, past, future time modes and the conditional and subjunctive mood in authentic literary and audio-visual selections.
- Write well-developed essays on specific themes while expressing their own opinions and experiences.

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 (H)

- Engage in meaningful debates or conversations on a variety of topics while providing well-informed, clear personal viewpoints.
- Employ greater confidence in dealing with familiar and unfamiliar topics, in rehearsed and unrehearsed situations.
- Show knowledge and appreciation of the achievements of the target culture in literature, science, fine arts, technology, and leisure activities.
- Compose a variety of connected texts such as summaries, descriptions, journal entries and short plays in order to articulate more complex ideas.
- Acquire a better understanding of the cultural heritage and contemporary lifestyles of the speakers of the target culture.
- Infer meaning from context, locate the main ideas as well as important details in connected paragraphs, and thematic readings.
- Show spontaneity in dealing with complex communication patterns, and employ increased speed and consistency in their interactions with native French speakers.
- Initiate a conversation and organize ideas and discourse in order to discuss a problem, express personal opinions, and reach a conclusion.
- Use culturally appropriate gestures, intonation, and language when interacting with people from the target culture in various social settings.

- Address contemporary issues in society by making connections among social, historical, political and philosophical aspects of the French-speaking world and one's own.
- Analyze critically literary texts, while scanning for specific language patterns in terms of form and content to show better comprehension of complex readings.
- Use vocabulary and grammar structures in both oral and written communication to articulate ideas clearly and effectively for a wide range of purposes (e.g. to motivate, persuade and instruct).

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.

WORLD LANGUAGES

SPANISH I (R)

- Demonstrate comprehension of topics introduced orally in the target language
- Apply and interpret vocabulary and structures of a native speaker in oral and written communications
- Reconstruct statements to questions or questions to statements correctly
- Comprehend formal and informal speech in the target language
- Express opinions and ideas orally in the target language
- Write a structured paragraph on a specific theme in the target language
- Produce authentic dialogues based upon a given scenario for effective communication in real life interactions
- Distinguish and compare Hispanic celebrations and customs to their personal cultural celebrations and customs
- Demonstrate the ability to gather information from various readings, websites or other authentic cultural artifacts (music, pop culture, media and news)
- Identify, compare or contrast orthographic differences in the target language
- Design and present multimedia projects on topics introduced throughout the course

SPANISH I (S)

- Demonstrate comprehension of topics introduced orally in the target language
- Apply and interpret vocabulary and structures of a native speaker in oral and written communications
- Reconstruct statements to questions or questions to statements correctly
- Comprehend formal and informal speech in the target language
- Express opinions and ideas orally in the target language
- Write a structured paragraph on a specific theme in the target language
- Produce authentic dialogues based upon a given scenario for effective communication in real life interactions
- Distinguish and compare Hispanic celebrations and customs to their personal cultural celebrations and customs
- Demonstrate the ability to gather information from various readings, websites or other authentic cultural artifacts (music, pop culture, media and news)
- Identify, compare or contrast orthographic differences in the target language
- Design and present multimedia projects on topics introduced throughout the course

SPANISH II (R)

- Demonstrate comprehension of topics introduced orally in the target language
- Demonstrate and respond to instructions given in the target language
- Continue to apply and interpret more vocabulary and more complex structures of a native speaker in oral and written communications
- Demonstrate and apply understanding of higher grammar constructions in the target language
- Deepen Comprehension of formal and informal speech in the target language
- Express and defend opinions and ideas orally and in writing in the target language
- Express and describe events and ideas that happened in the past
- Write various multiple-paragraph tasks, including but not limited to stories, legends, and persuasive themes
- Strengthen confidence in speaking skills in the target language through various oral exercises
- Design and present multimedia projects on topics introduced throughout the course
- Produce more complex authentic dialogues based upon a given scenario for effective communication in real life situations
- Explore the various types of dance and music in the Spanish world.
- Identify present, past, and future time modes in written or conversational material.

WORLD LANGUAGES

- Demonstrate the ability to gather information from various readings, websites, or other authentic cultural artifacts (music, pop culture, media and news).
- 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)

- Demonstrate comprehension of topics introduced orally in the target language
- Demonstrate and respond to instructions given in the target language
- Continue to apply and interpret more vocabulary and more complex structures of a native speaker in oral and written communications
- Demonstrate and apply understanding of higher grammar constructions in the target language
- Deepen Comprehension of formal and informal speech in the target language
- Express and defend opinions and ideas orally and in writing in the target language
- Express and describe events and ideas that happened in the past
- Write various multiple-paragraph tasks, including but not limited to stories, legends, and persuasive themes
- Strengthen confidence in speaking skills in the target language through various oral exercises
- Design and present multimedia projects on topics introduced throughout the course
- Produce more complex authentic dialogues based upon a given scenario for effective communication in real life situations
- Explore the various types of dance and music in the Spanish world.

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.
- 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.
- Demonstrate and respond to instructions given in the target language
- Continue to apply and interpret more vocabulary and more complex structures of a native speaker in oral and written communications
- Demonstrate and apply understanding of higher grammar constructions in the target language
- Deepen Comprehension of formal and informal speech in the target language
- Write various multiple-paragraph tasks, including but not limited to stories, legends, scripts and persuasive themes
- Demonstrate the ability to gather information from various readings, websites, or other authentic cultural artifacts (music, pop culture, sports, art, literature, community, politics, environment, media and news)
- Design and present multimedia projects on topics introduced throughout the course
- Produce more complex authentic dialogues based upon a given scenario for effective communication in real life situations

SPANISH III (S)

- Read the course material using pronunciation that a native speaker of Spanish would understand.

WORLD LANGUAGES

- Use vocabulary and structures in communications that a native speaker of the language can understand.
- 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.
- Demonstrate comprehension of topics introduced orally in the target language
- Strengthen confidence in speaking skills in the target language through various oral exercises
- Continue to apply and interpret more vocabulary and more complex structures of a native speaker in oral and written communications
- Express and defend opinions and ideas orally and in writing in the target language
- Express and describe events and ideas that happened in the past, will happen in the future and with more complex grammatical constructions
- Explore the geography, sports, artists, art, various types of dance, and music in the Spanish speaking world
- Write various multiple-paragraph tasks, including but not limited to stories, legends, scripts and persuasive themes

SPANISH IV (H)

- Demonstrate comprehension of topics introduced orally in the target language
- Demonstrate and respond to instructions given in the target language
- Continue to apply and interpret more vocabulary and more complex structures of a native speaker in oral and written communications
- Demonstrate and apply understanding of higher grammar constructions in the target language
- Deepen comprehension of formal and informal speech in the target language

- Express and defend opinions and ideas orally and in writing in the target language
- Deepen understanding of vocabulary and grammar in order to enter the workforce
- Demonstrate the ability to go on an interview in the target language
- Demonstrate the ability to write a resume in the target language
- Continue to express and describe events and ideas that happened in the past using more advanced grammatical constructions
- Demonstrate understanding of verbs that change meaning in the preterit
- Express comparisons using more complex comparative and superlative phrases
- Express and describe events and ideas that will happen or may happen in the future using more complex grammar
- Express and describe events that will have happened or would have happened by a specific period of time
- Express opinions and thoughts in hypothetical situations
- Demonstrate the ability to gather information from various readings, websites, or other authentic cultural artifacts (music, pop culture, sports, art, literature, community, politics, environment, media and news)
- Strengthen confidence in speaking skills in the target language through various oral exercises
- Design and present multimedia projects on topics introduced throughout the course
- Demonstrate abilities needed to make preparations for Advanced Placement
- Produce more complex authentic dialogues based upon a given scenario for effective communication in real life situations
- Explore the geography, sports, artists, art, various types of dance, and music in the Spanish speaking world

SPANISH (AP)

- Demonstrate ability to express ideas orally with accuracy and fluency.

WORLD LANGUAGES

- 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.

SPANISH FOR HERITAGE SPEAKERS LEVEL 1 (S)

- Demonstrate comprehension of topics introduced orally in the target language
- Comprehend formal and informal speech in the target language
- Express opinions and ideas orally in the target language
- Write a structured paragraph on a specific theme in the target language
- Initiate and participate effectively in arrangement of collaborative discussions (one-on-one, in groups, and teacher led), building on others ideas and expressing their own clearly and persuasively
- Distinguish and compare Hispanic celebrations and customs to their personal cultural celebrations and customs
- Demonstrate the ability to gather information from various readings, websites or other authentic cultural artifacts (music, pop culture, media and news)
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information
- Adapt speech to a variety of contexts and tasks, demonstrate a command of formal Spanish when indicated or appropriate
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience and a range of formal and informal tasks.
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest

SPANISH FOR HERITAGE SPEAKERS LEVEL 2 (S)

- Demonstrate comprehension of topics introduced orally in the target language
- Comprehend formal and informal speech in the target language
- Express opinions and ideas orally in the target language
- Write a structured paragraph on a specific theme in the target language
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led), building on others ideas and expressing their own clearly and persuasively
- Distinguish and compare Hispanic celebrations and customs to their personal cultural celebrations and customs
- Demonstrate the ability to gather information from various readings, websites or other authentic cultural artifacts (music, pop culture, media and news)
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information
- Adapt speech to a variety of contexts and tasks, demonstrate a command of formal Spanish when indicated or appropriate
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning. Alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience and a range of formal and informal tasks.
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.

VISUAL AND PERFORMING ARTS

ART

AP STUDIO ART DRAWING, AP STUDIO ART 2D, AP STUDIO ART 3D

- 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 (R, S)

- Become aware of dance technique and execute skills with proper alignment and correct style.

VISUAL AND PERFORMING ARTS

- Improve body awareness and control.
- 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.

DANCE 2 (R, S)

- Perform advanced floor technique, dance exercise, and traveling movement phrases with proper body alignment.
- Improve and Refine Flexibility, Strength, Coordination, Endurance and Control.
- Learn and demonstrate advanced choreographed dance patterns.
- Create and choreograph personalized pieces in different genres of dance by making use of the dance elements and choreography rubric.
- Make use of written self and peer critiques as well as explore writing about different aspects of Dance through journal entries
- Experience history, choreography and different dance styles through writing critiques about all of the areas of the performances (costumes, music, technique, and lighting).
- Refine dance skills by being able to Identify, translate, define, and demonstrate terminology, movement phrases, and styles of dance greats throughout the 20th century.
- Dive deeper into the lives of the choreographers discussed in Dance 1 S by writing a research paper and creating a vision board.

DIGITAL PHOTOGRAPHY (R, 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).

DIGITAL PHOTOGRAPHY 2 (R)

- Further enhance the skills learned in Digital Photography 1. Continue to maintain a professional project portfolio.
- Focus on the creation of the school yearbook.

VISUAL AND PERFORMING ARTS

- Understand the importance of deadlines when producing a time sensitive project.
- Demonstrate the ability to work collaboratively on a project (i.e. yearbook)
- Demonstrate interactive skills when collecting information for the yearbook (i.e. picture taking, interviews).
- To be able to manage a time schedule.

GRAPHIC DESIGN (S)

- Define and utilize the correct terminology for art and graphic design;
- Plan and execute a graphic design using the elements and principles of design;
- Work professionally with an artistic community and/or design team;
- Discover how typography works and use it effectively;
- Understand how to create an attractive layout that communicates a message successfully;
- Create original imagery for a design and use it effectively to create impact;
- Develop creative vision and visualization through the brainstorming process;
- Distinguish between strong and weak methods of design through the critique process;
- Acquire creativity and technology skills applicable to client-based, real world schemas;
- Present and demonstrate ideas from concept to finished product;

INTRODUCTION TO PRINTMAKING (S)

- Develop understanding of creating works of fine and wearable art
- Learn the historical, cultural and conceptual aspects of making prints
- Develop understanding of the 4 processes of printmaking; intaglio, silkscreen, relief and Drypoint
- Establish a project-based assessment to determine mastery of these skills

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.
- Participate in theatrical presentations, create dramatic action, and describe and analyze the components of theatrical design and production.

VISUAL AND PERFORMING ARTS

- 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 of 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.

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 ART 2-D PRACTICAL DESIGN (S)

- Focus on design
- Understand that art is a basic need for expression
- Understand art is a reflection of society
- Demonstrate knowledge regarding history of art/design and formal principles of design
- Demonstrate knowledge drawing for design and manipulation of non-traditional materials
- Plan a viable art career path

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.

VISUAL AND PERFORMING ARTS

- 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.

ART HISTORY (H, AP)

- Differentiate the components of form, function, content and/or context of a work of art.
- Explain how artist decisions about art making shape a work of art.
- Describe how context influences artistic decisions about creating a work of art.
- Analyze form, function, content and/or context to infer or explain the possible intentions for creating a specific work of art.
- Describe features of tradition and/or change in a single work of art or in a group of related works.

VISUAL AND PERFORMING ARTS

- Explain how and why specific traditions and/or changes are demonstrated in a single work or group of related works.
- Analyze the influence of a single work of art or group of related works on other artistic production.
- Identify a work of art.
- Analyze how formal qualities and/or content of a work of art elicits a response.
- Analyze how contextual variables lead to different interpretations of a work of art.
- Justify attribution of an unknown work of art.
- Analyze relationships between works of art based on their similarities and differences.

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.

PERCUSSION (R)

- Students will be able to perform exercises, etudes and literature, while exhibiting:
- Knowledge of grip and stroke on the snare drum, mallets, auxiliary instruments, drum set, and timpani.
- Correct sticking on the snare drum, mallets, auxiliary instruments, drum set, and timpani.
- Correct rhythms on the snare drum, mallets, auxiliary instruments, drum set, and timpani.
- Correct note reading on the mallets.
- Awareness of dynamics on the snare drum, mallets, auxiliary instruments, drum set, and timpani.
- Awareness of tempo on the snare drum, mallets, auxiliary instruments, drum set, and timpani.
- Awareness of key signature on the mallets.
- Awareness of proper tuning on the timpani.

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.

VISUAL AND PERFORMING ARTS

- 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.

HISTORY OF POPULAR MUSIC (R, S)

- This course introduces students to the various genres that make up popular music. An in depth look is taken at the history of popular music, analyzing trends and the political and social events that influenced them. Upon completion of the course, students will have a greater appreciation of popular music through increased knowledge of the fundamentals of music and the instruments that perform music today.
- He/she will also gain awareness of the different stylistic periods of music and the works of representative composers. Ultimately, students will develop an appreciation for the popular music of the past as well as learn about and identify common forms of popular music. No performance skills are required; emphasis is placed on listening.

MUSIC THEORY 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.

MUSIC THEORY 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.

VISUAL AND PERFORMING ARTS

- Demonstrate the ability to take simple musical dictation.

MUSIC THEORY 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.

MUSIC THEORY 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.
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- 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.

AP MUSIC THEORY

- Notate pitch and rhythm in accordance with standard notation practices
- Read and write in treble, bass, and movable C clefs
- Write, sing, and play major scales and all three forms of minor scales
- Recognize by ear and by sight all intervals within an octave
- Use the basic rules that govern music composition
- Harmonize a melody with appropriate chords using good voice leading
- Analyze the chords of a musical composition by number and letter name
- Transpose a composition from one key to another
- Express musical ideas by composing and arranging
- Understand and recognize basic musical forms: ternary, binary, rondo, etc.
- Write simple rhythmic, melodic, and harmonic dictation

MEN'S CHOIR (R)

- Demonstrate the proper technique of singing through vocal production; i.e., phonation, vocal resonance and breath control

VISUAL AND PERFORMING ARTS

- 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 (H)

- 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 (H)

- 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 (H)

- 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: AP CAPSTONE SEMINAR

- 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 (H)

- 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.

GIFTED AND TALENTED

- 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 9

- 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.
- Describe the causes and consequences of dating violence, recognize the warning signs, and identify the characteristics of healthy relationships.

HEALTH 10 DRIVER TRAINING THEORY

- 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

HEALTH 11

- 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.
- 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 12

- 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.

HEALTH

- 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.
- 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 9

- 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.

PHYSICAL EDUCATION 10

- 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.

PHYSICAL EDUCATION 11

- 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.
- 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.

PHYSICAL EDUCATION

PHYSICAL EDUCATION 12

- 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.

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