



## Fishers High School

# Essential Learning Outcomes

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These are the **essential learning outcomes (ELOs)** for several courses at Fishers High School. These ELOs are *skill-based outcomes* and *non-negotiable areas of proficiency* to be attained by *ALL students*. This set of ELOs was developed as a part of our work as a professional learning community, specifically answering PLC question #1: **“What is it we want our students to know & be able to do?”** Here is the process by which ELOs were created:

- Teacher collaboration teams developed & submitted ELOs for their particular course(s).
- Dept. Instructional Leaders reviewed ELOs for each course group’s submission, looking for (1) vertical alignment, and (2) connections to state academic standards, college & career readiness (SAT) skills, and IDOE employability skills. Instructional Leaders then sent feedback to groups for possible revision.
- Administrators reviewed ELOs and compiled them into a comprehensive school list.

These essential learning outcomes (ELOs) will ground our professional learning community work. Additionally, departments will eventually work towards creating more comprehensive documents centered around these essential learning outcomes.

## English Department: Essential Learning Outcomes

### English 9 Writing / Honors English 9 Writing

By the end of this course, students will be able to:

- Focus their writing on an **assertion/claim**.
- Include and **embed evidence** with lead-ins that connects to their assertion.
- **Organize** their writing using MLA formatting, proper conventions, and paragraphing.
- Use rhetorical **appeals** (logos, ethos, pathos).
- Use **action verbs** and other **strong words** with a specific **connotation** in order to deliver a message.
- Use **figurative language** like imagery, metaphors, etc.
- Move beyond summary to analysis by providing **explanations** and **evaluations**.
- Use **proper grammar** (avoid run-ons and use correct punctuation and capitalization) and write using a **variety of sentence structures**.
- Write with an awareness of audience by establishing an appropriate **tone**.
- Convey their message with a clear **purpose** (to inform, to persuade, etc).

### English 9 Literature / Honors English 9 Literature

By the end of this course, students will be able to:

- Cite textual evidence to support analysis of what a text says, and of inferences & interpretations.
- Determine an author's purpose in a text, and analyze what specific language choices an author makes to effectively convey that purpose.
- Use context to determine or clarify the meaning of words and phrases and analyze nuances in the meaning of words with similar denotations.

Link to [Essential Skills Chart](#)

### English 10/English 10H

By the end of this course, students will be able to:

- Demonstrate close, critical reading of complex literary and nonfiction texts, leading to a deeper understanding of the explicit and implicit meanings of the works. ([Pre-AP ELO 1](#))
- Interpret the relevant details and features of a work and explain their relationship to the meaning of the work as a whole. ([Pre-AP ELO 2](#))
- Demonstrate proficiency of the conventions of standard English and explain how authors may use or defy these conventions to achieve different stylistic effects. ([Pre-AP ELO 3](#))
- Engage in the recursive research process to gain knowledge and synthesize evidence to make informed decisions and enhance understanding of a topic. ([Pre-AP ELO 4](#))
- Design and deliver varied presentations according to their subject, purpose, audience, and occasion. ([Pre-AP ELO 5](#))

### English 12 Ivy Tech (Dual-Credit)

By the end of this course, students will be able to:

- Demonstrate analytical reading through their writing/projects.
- Synthesize research information to develop and support original claims.
- Use academic sources appropriately and academically including proper citation.

## Speech and Media

By the end of this course, students will be able to:

- Learn how to construct and deliver a complex argument extemporaneously.
- Develop the many competencies of formal public speaking and listening.
- Develop techniques for reducing speech anxiety and becoming excellent audiences.
- Learn how to use the spoken word vividly, aptly, precisely, and movingly.
- Learn how to form the spoken word out of and in response to the audience and the occasion.
- Distinguish between the instrumental skills of speech and its role in cultivating our humanity, our membership in community, and our deliberative wisdom..
- Learn how to cite, summarize and paraphrase sources correctly.

## AP Research

By the end of this course, students will be able to:

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## ENL Program

By the end of this course, students will be able to:

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## Exceptional Learners Department: Essential Learning Outcomes

### Applied Basic Skills

By the end of this course, students will be able to:

- Demonstrate money management skills, which include paying bills, managing a checking & savings account, and differentiating coins & bills.
- Independently identify appropriate sources of assistance, ask for help, seek answers, and demonstrate positive decision-making skills.
- Independently demonstrate appropriate technology use for information location, map location, email management, seeking employment, developing resumes, and online job applications.
- Demonstrate time management skills, including budgeting time for chores, scheduling & keeping appointments, setting alarms, and cooking.
- Independently participate in community-based outings to generalize skills learned within the classroom.

### FOCUS

By the end of this course, students will be able to:

- Independently identify and use appropriate time management techniques to strengthen task persistence skills.
- Independently and consistently apply organizational strategies and techniques they have determined to be a best fit for them to manage work completion, study planning, school and non-school activities, and graduation requirements.
- Demonstrate self-advocacy for their social/emotional and academic needs by identifying appropriate sources of assistance, knowing when assistance is needed, and seeking assistance as soon as indicators appear.
- Internalize and effectively apply self-determination strategies, such as self-monitoring, goal setting and attainment, decision making, prioritizing and personal responsibility in various academic and social arenas, throughout the school day.
- Demonstrate an understanding of the information in their IEPs regarding accommodations and annual goals.
- Take greater initiative and more responsibility for their academics and learning.

### Organization Resource and Resource +

By the end of this course, students will be able to:

- Independently identify and use appropriate time management techniques to strengthen task persistence skills.
- Independently and consistently apply organizational strategies and techniques they have determined to be a best fit for them to manage work completion, study planning, school and non-school activities, and graduation requirements.
- Demonstrate self-advocacy for their social/emotional and academic needs by identifying appropriate sources of assistance, knowing when assistance is needed, and seeking assistance as soon as indicators appear.
- Internalize and effectively apply self-determination strategies, such as self-monitoring, goal setting and attainment, decision making, prioritizing and personal responsibility in various academic and social arenas, throughout the school day.
- Take greater initiative and more responsibility for their academics and learning.

## English Resource

By the end of this course, students will be able to:

- Learn and apply strategies to achieve success/mastery of IEP Goals and ELA standards for their general education English course.
- Learn and develop strategies to improve performance on PSAT/SAT (ASVAB) and across curricular assessments.
- Increase reading stamina, improve reading fluency, apply comprehension strategies, and develop confidence in reading.
- Apply employability skills through tracking data progress and will practice self-advocacy with written communication through reflection on their learning and correspondence with teachers.
- Become proficient users of available technology tools to support reading comprehension and written expression.

## Reading and Writing Essential Learning Outcomes

By the end of this course, students will be able to:

- Develop a toolbox of strategies to become proficient readers, analytical writers, and effective communicators.
- Apply reading and writing strategies to build skills and support their success across the curriculum and in lifelong academic, vocational, and social pursuits.
- Develop a critical lens through which they will examine, compare, and evaluate claims as they are presented in the world around them (news, social media, etc.)
- Become proficient users of available technology tools to support reading comprehension and written expression.

*\*\*Mastery of these skills will increase self-advocacy and independence of our students, as they gain confidence in their ability to critically read and analyze information.*

## Math Basic Skills Alg 2 and Alg 211/12 Essential Learning Outcomes

By the end of this course, students will be able to:

- Identify, describe, interpret, and represent functions.
- Identify and represent function transformations graphically and algebraically.
- Solve, graph, and interpret systems in 2 and 3 variables (3 variables solving ONLY).
- Solve, graph, interpret, and transform quadratic functions.
- Solve, sketch, and find zeros of polynomial functions.

## Math Basic Skills Geometry Essential Learning Outcomes

By the end of this course, students will be able to:

- Identify, describe, interpret, and represent conditional Statements (If/then, hypothesis/conclusion, converse, biconditional, and truth values)
- Identify and represent parallel line properties (alternate interior, alternate exterior, corresponding, and same-side interior angles)
- Identify congruent triangles (SSS, SAS, AAS, ASA, and HL)
- Identify which algebraic methods are needed to solve various geometric problems.

### **Math Resource Essential Learning Outcomes**

By the end of this course, students will be able to:

- Identify, describe, interpret, and write an equation of a line from a graph and slope/point
- Independently solve systems of equations with 2 variables.
- Independently identify and use available resources to aid in their understanding of concepts covered within their math classes.
- Independently identify, understand and find linear, quadratic, and exponential relationships.
- Independently identify and advocate for their needs and accommodations.
- Solve, graph, interpret, and transform quadratic functions.
- Solve, sketch, and find zeros of polynomial functions.

### **Applied Math Essential Learning Outcomes**

By the end of this course, students will be able to:

- Demonstrate the ability to count money, use the next dollar strategy to know how much money they need to pay for an item, and manage their own money.
- Demonstrate the ability to measure length and weight of items, calculate area and perimeter, and identify and use measurement tools.
- Generalize all things learned in the classroom within the community.
- Demonstrate their ability to create and follow a schedule and calendar, tell time, and calculate elapsed time.

### **Applied English Essential Learning Outcomes**

By the end of this course, students will be able to:

- Independently fill out personal information on a job application/resume.
- Fill in personal information on a resume. Students can produce words on a page that are congruent with the thoughts in their head.
- Identify various signs in the community and express what each one means. (Observable in CBO's)
- Make text-to-self connections, while relating the plot or characters of a story to those of their own life.

### **Applied Personal Finance Essential Learning Outcomes**

By the end of this course, students will be able to:

- Independently manage personal budget by monitoring income and spending
- Use math skills to determine if they have enough money to purchase an item
- Shop at a grocery store by following a shopping list and following a predetermined budget
- Follow a classroom economy that involves simulated paychecks, bills, and purchases

### **Applied Current Events Essential Learning Outcomes**

By the end of this course, students will be able to:

- Maintain knowledge of current social, political, and world events
- Check a variety of news sources for reliable information
- Using a variety of resources to research events happening in the world

## Applied Social Studies Essential Learning Outcomes

By the end of this course, students will be able to:

- Follow directions from a map or GPS in order to get somewhere independently.
- Know who is a part of our local government and what they do for our community.
- Know qualities of a good citizen and what a good citizen should do for the community.
- Understand when they can vote and how to vote, what jury duty is, and how we can appropriately use our freedom of speech.

# Mathematics Department: Essential Learning Outcomes

## Algebra 1

By the end of this course, students will be able to:

- Solve one-variable equations and inequalities and interpret the solution in a real world context.
- Understand the Rule of 4 to approach a problem using a graph, a table of values, analyze numerically and algebraically.
- Interpret and recognize standard form, point-slope form, and slope-intercept form of linear equations and models.
- Solve a system of equations using a real world situation.
- Add, subtract, and multiply polynomials.
- Solve a quadratic equation by factoring or using the quadratic formula.
- Apply a quadratic model to maximum height problems and other scenarios.

## Geometry

By the end of **SEMESTER ONE**, students will be able to:

- Write & analyze conditional statements (if-then form, hypothesis & conclusion, converses, biconditionals, and truth values).
- Identify & apply properties of parallel lines and special angle pairs (alternate interior, alternate exterior, corresponding, and same-side interior).
- Recognize & apply sufficient conditions for congruent triangles (SSS, SAS, AAS, ASA, and HL).

By the end of **SEMESTER TWO**, students will be able to:

- Recognize & apply sufficient conditions for similar figures, specifically triangles (SSS, SAS, and AA).
- Calculate measurements in right triangles utilizing the Pythagorean Theorem, special right triangles, and/or trigonometry.
- Identify & apply properties related to circles (radius to a tangent, inscribed angles, and central angles).

*\*emphasis will be placed on integrating algebra into the course.*

## Honors Geometry

By the end of **SEMESTER ONE**, students will be able to:

- Solve problems with systems of equations and factoring using algebra.
- Construct two column proofs using deductive reasoning. Proofs will focus on parallel lines and congruent triangles.
- Use properties of parallel lines to construct proofs and solve problems.

By the end of **SEMESTER TWO**, students will be able to:

- Use properties of quadrilaterals to solve problems and classify shapes.
- Use the Pythagorean Theorem and trigonometry to solve problems.
- Name similar figures and use proportions to solve problems.
- Find the volume and surface area of 3-dimensional objects.



## Algebra 2

By the end of this course, students will be able to:

- Write the Domain and Range of a function in interval notation given a graph.
- Describe the transformations of a function given an equation.
- Represent, solve, and (interpret) solution a real-world systems scenario.
- Analyze a given quadratic function by determining its key features: intercepts, vertex, line of symmetry, end behavior (up or down), domain, and range.
- Build polynomials given the x-intercept.
- Determine x-intercepts given a polynomial.

## Algebra 2 - 10

By the end of this course, students will be able to:

- Identify, describe, interpret, and represent functions.
- Identify and represent function transformations graphically and algebraically.
- Solve, graph, and interpret systems with two and three variables (3 variables solving ONLY).
- Solve, graph, interpret, and transform quadratic functions.
- Solve, sketch, and find zeros of polynomial functions.

## Precalculus / Honors Precalculus

By the end of this course, students will be able to:

- Master the use of function notation and the Rule of 4, which is analyzing a problem numerically, graphically, algebraically, and the use of tables.
- Graph parent functions and their families of various transformations.
- Use the language of Mathematics to describe the behavior of polynomial functions; specifically zeros, turning points, extrema, and end behavior.
- Use the properties of logarithms to simplify and evaluate logarithmic expressions.
- Graph and analyze logarithmic and exponential functions.
- Find the exact values, graph, and describe the behavior of trig. functions for real applications.

## College Algebra

By the end of this course, students will be able to:

- Simplify functions. \*\*
- Graph functions. \*\*
- Solve equations. \*\*
- Transform functions. \*\*

\*\* *Linear, power and polynomial, rational, logarithmic and exponential, and radical.*

## Finite Math

By the end of this course, students will be able to:

- Apply combinatorics (counting) in context.
- Use Diagrams in context.
- Recognize when to use tree diagrams and use them in context.
- Recognize when to use a Bernoulli trial and apply it in context.
- Describe the relationship between systems of equations and matrices & solve systems using matrices.
- Minimize and maximize linear systems.
- Solve repeated trial experiments using matrices.

## Probability/Statistics

By the end of this course, students will be able to:

- Demonstrate an understanding through various applications of the following:
  - Data sampling
  - Experimental design
  - Contingency tables
  - Probability of independent and mutually exclusive events
  - Probability distribution function for a discrete random variable & continuous random variable.
  - Data variation
  - Descriptive statistics
  - Measures of central tendency & spread of data

## Quantitative Reasoning

By the end of this course, students will be able to:

- Interpret and communicate quantitatively appropriate to the context and intended audience. (**Communication** Goal)
- Make sense of problems, develop strategies to find solutions and persevere in solving them. (**Problem Solving** Goal)
- Reason, model, and draw conclusions or make decisions with mathematical, statistical, and quantitative information. (**Reasoning** Goal)
- Critique and evaluate quantitative arguments that utilize mathematical, statistical, and quantitative information (*e.g., advertising, internet postings, consumer info, political arguments*). (**Evaluation** Goal)
- Use appropriate technology in a given context. (**Technology** Goal)

## Calculus

By the end of this course, students will be able to:

- Write models for real-world applications of linear and exponential functions.
- Apply and interpret change, average Rate of Change, and relative Rate of Change.
- Focus on theory of limits, continuity, and the definition of a derivative.
- Apply the rules of differentiation to real-world problems to maximize profit and minimize cost.
- Accumulate change and applications using the definite integral.
- Construct antiderivatives analytically, graphically, and numerically.

## Calculus AB

By the end of this course, students will be able to:

- Demonstrate conceptual understanding of all limits & how ALL of calculus stems from limits.
- Demonstrate conceptual understanding of derivatives.
- Demonstrate conceptual understanding of integration.

## Calculus BC

By the end of this course, students will be able to:

- Demonstrate conceptual understanding of all limits & how ALL of calculus stems from limits.
- Demonstrate conceptual understanding of derivatives.
- Demonstrate conceptual understanding of integration.
- Demonstrate conceptual understanding of series for approximation.

# Social Studies Department: Essential Learning Outcomes

## World History

By the end of this course, students will be able to:

- Identify the meaning or purpose of an author's argument. (*related: close reading, sourcing, annotation*)
- Construct meaningful & persuasive arguments of the past by (1) using relevant evidence from primary & secondary sources and (2) drawing connections to the present. (*related: thesis/essay writing*)
- Compare and contrast two or more documents, situations, or arguments.
- Engage in the inquiry process to ask questions and make arguments. (*related: asking good questions*)
- Identify & analyze the long-term and short-term causes & effects of historical events.
- Identify the geographic, economic, political, and historical circumstances of an event, as well as interpreting similarities in events across time periods & regions.
- Grow in appreciation and awareness of others' culture, as well as in one's ability to collaborate and integrate cultural knowledge for human flourishing (*related: open-mindedness, growth mindset, etc.*)

## AP World/European History

By the end of this course, students will be able to:

- Write an argumentative thesis with a clear line of reasoning, and develop that argument in essay form using specific, relevant, historical examples.
- Be able to source documents - identifying historical situations, intended audience, purpose and POV.
- Correctly use contextualization - understanding an event or process in a broader historical context
- Analyze primary and secondary-source documents.
- Employ multiple-choice test-taking strategies for stimulus-based questions.
- Demonstrate understanding of the major processes of world history.

## US History

By the end of this course, students will be able to:

- Demonstrate understanding of historical context when analyzing texts & situations.
- Extrapolate core ideas from longer primary & secondary sources (reading endurance).
- Evaluate the author's claims with evidence from the text.
- Build an argument and support it with evidence from a text.
- Identify & explain historical events, developments & processes.

## AP US History

By the end of this course, students will be able to:

- Identify & explain historical events, developments & processes.
- Analyze sourcing and arguments of primary and secondary sources.
- Articulate a historically defensible claim or argument using specific & reasoned evidence as support.
- Use historical processes (comparison, causation, continuity and change over time).
- Analyze patterns and connections between and among historical developments & processes.

## Psychology

By the end of this course, students will be able to:

- Evaluate methodology and ethics in research, using specific psychology terminology.
- Hone note-taking skills to build reading comprehension while summarizing key points and applying content-specific vocabulary.
- Effectively apply multiple approaches from the field using psychology to relevant course topics.
- Accurately apply course vocabulary to real-life situations.

## AP Psychology

By the end of this course, students will be able to:

- Build confidence and efficiency in college-level reading comprehension.
- Evaluate methodology and ethics in research, using specific psychology terminology.
- Hone note-taking skills to build reading comprehension while summarizing key points and applying content-specific vocabulary.
- Effectively apply multiple approaches from the field using psychology to relevant course topics.
- Accurately apply course vocabulary to real-life situations.
- Demonstrate technical writing skills by completing a research study that follows International Baccalaureate guidelines.

## AP US Government & Politics

By the end of this course, students will be able to:

- Apply political concepts and processes to scenarios in context.
- Analyze and apply Supreme Court decisions to new contexts and scenarios.
- Analyze and interpret quantitative data represented in tables, charts, graphs, maps, infographics, etc.
- Read, analyze, and interpret foundational documents and other text-based & visual sources.
- Develop an argument in essay format based on sound reasoning and supported with evidence.

## ACP US Government

By the end of this course, students will be able to:

- Understand the process of American politics, including the following:
  - Who the relevant actors are in contemporary American politics.
  - What the sources of conflict are and what is at stake for those actors in resolving conflicts.
  - How citizens and politicians pursue their goals in light of their differences, as well as why compromise is often necessary for policy.
  - Change, and what factors make compromise more or less likely.
  - How the rules that determine how decisions are made in government have their own independent impact on outcomes.
  - How the ability to determine political rules empowers the people who make the choices.
- Demonstrate understanding of the basic structure and laws that define America's national government and politics, as well as contemporary issues and debates in American politics.
- Cite examples of how political science research provides insight into why things happen as they do in American elections and in the policy-making process in Washington.

## **American Experience (*interdisciplinary US History + AP English Language & Composition*)**

By the end of this course, students will be able to:

- Understand and analyze America's founding principles (ex. Paradox of Liberty).
- Understand and analyze the causes and effects of historical events and various -isms (ex. colonialism, sectionalism, nativism, imperialism, fascism, nationalism, etc.).
- Read and comprehend a variety of texts from different time periods.
- Determine the purpose and main idea from a variety of texts written in different time periods.
- Cite evidence to support arguments.
- Understand and analyze various charts, graphs, and political cartoons as they relate to their historical context and the author's or artist's purpose.
- Express clarity of thought in speaking and writing activities and assessments.

## **Geography & History of the World**

By the end of this course, students will be able to:

- Read and comprehend core ideas from primary and secondary sources, as well as image analysis. Increased emphasis on SAT skills.
- Develop an organizational structure to be successful (ex. Writing down assignments, keeping a geography notebook/folder, Canvas reminders, etc.).
- Identify, distinguish between, and define the 5 themes of geography.
- Demonstrate proper note taking, including making annotations, finding main ideas, understanding primary terminology, and from orally delivered content.

## **U.S. Government**

By the end of this course, students will be able to:

- Analyze founding American government documents and contemporary examples of American political values including liberty, security, justice, equality, and the rights of individuals
- Identify and explain the major American political ideologies and beliefs
- Discuss the importance of political participation in the United States and summarize the different ways that people can participate in the political process
- Appraise and assess how the three branches of government in the United States interact with each other to create a system of checks and balances
- Compare and contrast Supreme Court cases and apply them to modern-day situations

# Science Department: Essential Learning Outcomes

## Biology / Honors Biology

**SKILL & PROCESSING OBJECTIVES:** By the end of this course, students will be able to:

- Construct, interpret, and analyze data, graphs, and charts.
- Effectively present information in both informal and professional settings.
- Read and comprehend scientific passages.
- (*Honors Biology ONLY*) Analyze data, pose scientific questions and construct explanations, construct and perform investigations, create arguments from evidence, and communicate information.

**CONTENT OBJECTIVES:** By the end of this course, students will be able to:

- Students will be able to comprehend and organize the complexity of life stemming from simple structures (Levels of Organization) (*Levels of Organization*)
- Students will be able to explain how one part of a system connects and determines the outcome of the next part of the system (*Biological Systems*)
- Students will be able to differentiate the role that nature plays in determining traits as well as the role of random occurrences (*The Role of Natural Selection and the Role of Chance*)
- Students will be able to recognize how biological organisms' structures ultimately determine the function of those structures (*Structure Determines Function*)

## Chemistry / Honors Chemistry

By the end of this course, students will be able to:

- Identify the correct equipment to use for various procedures and take accurate measurements.
- Analyze data, charts, and figures to make predictions and support arguments.
- Use ratios to make predictions involving amounts of substances.
- Describe the composition of an atom and predict the amounts of subatomic particles in the atom.
- Describe the chemical composition of various substances and explain how the properties of the substance are related to its composition.
- Identify the type of compound and predict the name and formula of compounds.
- Predict the type of reaction that occurs and the products of the reaction.
- (*Honors Chemistry ONLY*) Identify and quantify energetic changes in substances.

## Anatomy

By the end of this course, students will be able to:

- Pose & refine questions that lead to questions (for descriptions & explanations of how the natural & designed worlds work) and that can be scientifically-tested.
- Use and construct conceptual models to develop questions, predictions, and explanations; analyze & identify flaws in systems; build & revise scientific explanations; and communicate ideas.
- Construct & perform investigations, *collaboratively and individually*, through the research process.
- Analyze & interpret data to derive meaning, identifying sources of error in the investigations and calculating the degree of certainty in the results.
- Use reasoning & argument based on evidence to compare and evaluate competing ideas & methods.
- Communicate information & ideas effectively, both orally and in writing, using a variety of mediums (*ex. Tables, diagrams, graphs, models, equations*)

## Physics

By the end of this course, students will be able to:

- Read, understand and manipulate a linear algebraic equation.
- Read a passage, comprehend and use scientific terms and infer their use in various applications.
- Use critical thinking and problem skills to identify, evaluate and solve multi-step problems.

## Earth Science

By the end of this course, students will be able to:

- Use infographics (*reading graphs, charts, maps*) to make informed decisions.
- Independently solve problems in a variety of contexts.
- Correctly read and interpret directions, follow procedures, and use time management and self-discipline skills to reach deadlines.

## Intro to Engineering Design

By the end of this course, students will be able to:

- Create, use, and update Gantt charts while completing projects.
- Master an engineering design process & focus on different parts, ultimately completing large projects utilizing all parts of the process.
- Create and use proper engineering drawings.
- Document a project using a consistent method over the course of several projects.
- Utilize 3D modeling, through a software package, in numerous projects
- Read a passage, comprehend and use scientific terms and infer their use in various applications.
- Use critical thinking and problem skills to identify, evaluate and solve multi-step problems.

## Advanced Life Science

By the end of these courses, students will be able to:

- Analyze experimental data and evaluate and interpret graphs.
- Analyze scientific writing and evaluate conclusions using evidence.

## Principles of Engineering

By the end of this course, students will be able to:

- Apply simple machines (gears and pulleys) to complete and document projects.
- Apply electrical, hydraulic, and pneumatic systems to complete projects.
- Use robotics-building and -testing to control machines.
- Document knowledge of research into engineering and other technical careers, including educational options for these careers.
- Analyze, using classifications and calculations, static truss systems.
- Apply computer programming to real-world robotics.
- Read a passage, comprehend and use scientific terms and infer their use in various applications.
- Use critical thinking and problem skills to identify, evaluate and solve multi-step problems.

## World Language Department: Essential Learning Outcomes

### French/Spanish: Level 1

By the end of this course, students will be able to:  
Read and respond to questions in simple, logical responses.

### Spanish: Level 2 Honors

By the end of this course, students will be able to:

- 100% of the Spanish 2 Honors students will be able to sustain a conversation on familiar topics for 5 minutes.

### Spanish: Level 3/3H

By the end of this course, students will be able to:

- Respond to questions as well as translate sentences in the target language with grammatical accuracy with focus on agreement.

### ASL

By the end of this course, students will be able to:

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### AP/IB French & German

By the end of this course, students will be able to do the following **in the target language**:

- communicate clearly and effectively in a range of contexts and for a variety of purposes
- understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences
- understand and use language to express and respond to a range of ideas with fluency and accuracy
- identify, organize and present ideas on a range of topics
- understand, analyze and reflect upon a range of written, audio, visual and audio-visual texts



# P.E. / Health / Nutrition Department: Essential Learning Outcomes

## Physical Education

By the end of this course, students will be able to:

- Understand the benefits of healthy living through physical exercise, nutrition, and participation.
- Apply their understanding of the benefits of physical living through their work ethic during in-class workouts and participating in activities and games.
- Perform workout exercises with proper technique.
- Create a workout plan to use on their own after they leave class and throughout life.

## Health

By the end of this course, students will be able to:

- Understand the importance of social health and the benefits of being involved on a team or club.
- Understand the importance of physical health and the benefits it has on their overall health.
- Understand mental health and apply it to their daily routines.
- Use infographics (*nutrition labels, BMI index, bar graphs, timelines*) to make informed decisions.
- Build an argument and support it with evidence from a text.

## Advanced Physical Conditioning (APC)

By the end of this course, students will be able to:

- Understand the importance of proper strength training, speed training, nutrition, and healthy living.
- Apply their understanding of athletic strength training during class, athletic practices, etc.
- Students will demonstrate growth in their physical fitness, including their strength, speed & power.
- Students will read and analyze articles and will respond with both a paraphrased summary of the text, as well as personal application.

## Sports Medicine

By the end of this course, students will be able to:

- Explore careers in Sports Medicine.
- Describing the roles of athletic administrators in the athletic-training realm.
- Read and analyze scenarios that could result in legal actions for athletic trainers and coaches.
- Using current research articles, prescribe an eating and supplement plan that includes adequate and appropriate caloric and nutrient intake, as well as healthy and legal supplement use.
- Remain calm & demonstrate steps to care for a victim when faced with an injury or emergency.
- Be able to identify signs of injury, perform diagnostic special tests, give a confident diagnosis based on signs and tests, and make recommendations for treatment.

### **FACS: Child Development**

By the end of this course, students will be able to:

- Explain how gender, ethnicity, culture, and life events impact child development.
- Evaluate physical, emotional, and environmental factors of prenatal development and birth in relation to the health of parents and children.
- Examine biological processes related to conception, prenatal development, birth, and health.
- Analyze legal, moral, and ethical impacts of technology related to the birth of a child.
- Assess the effects of pre-pregnancy prenatal nutrition on health and wellness of mother & child.
- Investigate impacts and relationships of heredity and environment on prenatal development.
- Apply current and emerging research on human growth and development, including brain nutrition, to assess nurturing practices.

### **FACS: Fashion & Textiles**

By the end of this course, students will be able to:

- Explain the relationship between sociological environment and the development of patterns of dresses and adornment.
- Analyze the importance of clothing in the context of cultural, social, and psychological implications.
- Explain the utilitarian role of clothing and its relationship to fashion.
- Examine the manufacturing processes for today's clothing, as well as forecasting and trending in the textile and apparel industry.
- Analyze the impact of social media on fashion merchandising and marketing.
- Recognize design elements and principles.

### **FACS: Interpersonal Relationships**

By the end of this course, students will be able to:

- Distinguish codes of conduct & their impacts on relationships in career, community, and family settings.
- Consider the effects of self-esteem and self-image on relationships in career, community, and family settings.
- Analyze purposes & expectations of various types of relationships in career, community, and family settings.
- Describe basic components of the communication process, and evaluate and apply attitudes that contribute to effective communication in career, community, and family settings.
- Demonstrate effective responses to conflict & harassment in career, community, and family settings.
- Implement strategies to increase tolerance of individual or group differences; prevent bullying, violence, and abuse; and encourage peaceful resolution of conflict.

## FACS: Housing & Interior Design

By the end of this course, students will be able to:

- Assess how housing helps people meet their needs. Analyze human factors that impact housing choices. Summarize how housing needs change over the lifespan. Examine ways housing affects quality of life.
- Relate historical events to housing. Summarize housing characteristics common to various cultures & regions. Research and describe the effects of technology on current and future housing trends. Summarize the role of the government in housing decisions.
- Analyze the psychological impact & meaning of different colors & how it influences human behavior.
- Analyze and describe the relationships between colors on the color wheel. Evaluate the use of color harmonies in planning interior designs.
- Evaluate the use of the elements of design in residential and commercial interiors. Analyze the psychological impact of the elements of design on people. Analyze the effects the elements of design have on aesthetics and function.
- Evaluate the use of the principles of design in residential and nonresidential interior environments. Demonstrate effective use of decision-making skills in applying principles of design & space to residential and nonresidential interior environments. Analyze the effects of sensory design.
- Identify types of architectural drawings in a set of house plans and why they are used.
- Interpret architectural drawings including the use of schedules and applications.
- Apply principles of space utilization, zoning, and traffic patterns in planning and furnishing housing. Organize Space by grouping rooms by function. Analyze ways to arrange furniture effectively.

## FACS: Advanced Child Development

By the end of this course, students will be able to:

- Examine roles and responsibilities of the family unit, caregivers and educators for nurturing children, providing a stimulating environment, transmitting societal expectations, culture & traditions to children.
- Choose positive guidance and discipline practices that promote child growth and development.
- Examine physical, intellectual, emotional, social & moral domains of human growth and development.
- Assess strategies that promote physical, emotional, social, intellectual, cultural, and moral development of children.
- Examine characteristics, needs, and interventions related to children with special needs, such as those who are academically gifted; have learning emotional, and physical difficulties; and experience developmental delays.
- Examine laws and legal issues that impact children, parents, caregivers, child educators, and child nurturing practices.
- Determine strategies for advocating on behalf of children and families in areas such as childcare, prevention of child abuse and neglect, and parental support.
- Analyze components of an integrated curriculum that incorporate a child's language, learning styles, home experiences and cultural values. Access, evaluate, and utilize current and emerging research related to child growth and development related to early childhood practices and procedures.

### **FACS: Principles of Teaching (Dual Credit)**

By the end of this course, students will be able to:

- Reflect on personal reasons for entering the teaching professions and create an education philosophy.
- Review the history of American education and identify the philosophical foundations of education and their global roots.
- Analyze current teacher licensure, education liability/confidentiality and the purpose and responsibilities of the public education system in a democratic society. Compare and contrast with the role of public education in other countries.
- Observe in the classroom the cultural, family and environmental factors that affect students in schools.
- Explain how schedules, activities, routines and transitions promote learning.
- Describe curriculum and instruction models. Examine ways student learning is influenced by teaching strategies.
- Differentiate between various types of assessments and analyze relevant standards in instructional planning and assessment.
- Explain the significance of the research and rationale for inclusive education.

### **FACS: Nutrition and Wellness**

By the end of this course, students will be able to:

- Apply nutrition principles to health and wellness choices across the lifespan.
- Analyze food and nutrition information, proper portion sizes, functions of nutrients, food labels to make health and wellness choices.
- Evaluate the nutritive value and costs of snacks, fast food and balanced meals.
- Explain food borne illness and demonstrate how to prevent it by applying the concept; “clean, separate, cook and chill”.
- Demonstrate basic abilities to safely use and maintain equipment within the kitchen.
- Demonstrate abilities to prepare nutritious foods using a variety of basic methods and techniques.
- Demonstrate ability to increase and displace recipe measurements based on desired yield.

### **FACS: Advanced Nutrition and Wellness**

By the end of this course, students will be able to:

- Synthesize physiological functions of the major nutrients, requirements and food sources.
- Analyze variations in daily dietary requirements of each nutrient in order to meet nutrition needs across the lifespan and for special dietary needs.
- Predict outcomes to nutrition challenges related to eating disorders, fad diets, and other factors relating to nutrition. Apply information about current nutrition and food trends and issues, such as “farm to table” food availability, organic food and holistic eating practices.
- Discover various international cuisines and their influence on eating patterns.
- Demonstrate proper food preparation skills, selection and storage of food.
- Select and apply safety and sanitation practices that promote personal safety, food safety, and prevention of food borne illnesses.
- Examine impacts of science and technology on nutrition and foods.

## Business & Comp. Science Department: Essential Learning Outcomes

### Business Courses

By the end of these courses, students will be able to:

- Effectively Communicate: Apply skills to clearly, effectively, and convincingly express ideas and messages to others appropriate to the environment. Based on data from 2022-203, our focus will be on improving Verbal Communication and Non-Verbal Communication, while continuing to develop curriculum to improve student ability to pitch.
- Students will improve in the following essential areas of pitching/presenting:
  1. Storytelling/The Hook
  2. Verbal Communication
  3. Non-Verbal Communication
  4. Pitch Effectiveness
  5. Presentation Design
  6. Understanding Audience
  7. Pace / Effective Use of Time

### Computer Science Courses

By the end of this course, students will be able to:

- Demonstrate willingness to work and learn continually, while applying new knowledge in a variety of contexts.
- Demonstrate self-control, perseverance, time management, organization, adaptability, and professionalism for school and the workplace.
- Apply effective communication skills, demonstrate problem solving, and make informed decisions.
- Regulate their emotions effectively.
- Collaborate well with others.
- Demonstrate an ability to network with others through social awareness and cultural sensitivity.

### Economics Courses

By the end of this course, students will be able to:

- Differentiate between business organizations
- differentiate between different market structures.

# Guidance Department: Essential Learning Outcomes

## Counseling (two groups with the same ELO)

Students will be able to:

- Seniors
  - Graduation requirements are shared with each student
    - Review required Credits
    - Review Graduation Pathways
  - Create an action plan to postsecondary plan and the steps to get there.
    - Help students that are undecided on what they want to do
  - Resources for future support.
    - Each student has access to sign up for a future meeting with their counselor
  - How to apply to college.
    - Seniors understand what they need to do to apply to college
    - How to send a transcript
    - How to send your test scores
    - How to request a letter of recommendation
    - How to share your dual credits
  - How to pay for your postsecondary education
    - Scholarships
    - Financial Aid
- Juniors
  - Complete Naviance activities
    - Create or update your resume
    - Sign up for college visits
    - Complete a scholarship search
    - Complete the Super Match
    - Add colleges to Colleges I'm Thinking About
- Sophomores
  - Complete Naviance activities
    - Create or update your resume
    - Complete the College Super Match college search
    - Learning and Productivity Assessment - fall
    - Meet with students interested in 2-year JEL/ABC programs (primarily Cosmetology, Vet, and Auto) prior to scheduling to give time to get applications completed
- Freshmen
  - Create a 4-year plan
  - Make a 10<sup>th</sup> grade schedule
  - Identify a diploma type
  - Understand Pathways
  - Check for student involvement in extracurricular activities
  - Grade review and implementation of supports based on needs
    - Provide tutoring resources.
    - What to do when you are struggling?

# Performing Arts Department: Essential Learning Outcomes

## Beginning Orchestra (Concert & String)

By the end of this course, students will be able to:

- Read notes on the staff with key signatures up to two sharps and one flat.
- Read rhythms, including triplet variations.
- Read symbols, vocabulary, and roadmap as it pertains to their appropriate grade of music.
- Demonstrate correct bow technique to produce a good tone.
- Demonstrate correct left-hand setup for clear note production and to begin shifting.
- Form precision listening skills and pitch making.
- Differentiate between legato, martele, detache, and detached; produce the appropriate bow strokes.
- Read and produce dynamics as it pertains to their appropriate level of literature played in class.
- Connect the appropriate emotion w/ the pieces being performed as appropriate for their ability level.

## Intermediate Orchestra (Philharmonic & Chamber)

By the end of this course, students will be able to:

- Read notes on the staff with key signatures up to three sharps and two flats.
- Read rhythms, including triplet variations.
- Read symbols, vocabulary, and roadmap as it pertains to their appropriate grade of music.
- Demonstrate correct left-hand setup to begin shifting.
- Demonstrate correct bow technique to produce a good tone.
- Understand the difference between playing an incorrect note and playing the correct note out of tune.
- Differentiate between hooked bowings and the different musical eras
- Read and produce dynamics as it pertains to their appropriate level of literature played in class.
- Connect the appropriate emotion w/ the pieces being performed as appropriate for their ability level.

## Advanced Orchestra (Symphony)

By the end of this course, students will be able to:

- Read notes on the staff with key signatures up to seven sharps and seven flats.
- Read rhythms, including more complex meters.
- Read symbols, vocabulary, and roadmap as it pertains to their appropriate grade of music.
- Demonstrate correct left-hand setup for advanced shifting.
- Demonstrate correct bow technique to produce a good tone.
- Make all necessary adjustments to be continuously in tune while playing.
- Use stylistically-appropriate playing for each musical era.
- Read and produce dynamics as it pertains to their appropriate level of literature played in class.
- Connect the appropriate emotion w/ the pieces being performed as appropriate for their ability level.

## Tech Theatre 1

By the end of this course, students will be able to:

- Use tools safely-Students will understand and be able to determine the appropriate tool for the job and how to use it safely and effectively.
- Construct various theatre flats and platforms- Students will know and be able to demonstrate the techniques used to construct the two basic components of theatrical scenery, those benign platforms and flats.
- Construction methods (temporary, semi-permanent, permanent)- Students will be able to determine which construction method to use according to the scene design and script.

## Theatre Arts I - IV

By the end of this course, students will be able to:

- Theatre I
  - Students will be able to connect to what a theater is by developing their basic theater vocab and rehearsing basic staging practices.
  - Students will be able to respond to their own and others' theatrical works by preparing and presenting a piece of theater.
  - Students will be able to perform a theatrical piece by interpreting a piece's basic acting skills and reflecting on the performance.
  - Students will be able to create a theatrical performance by connecting emotionally with their characters and researching the text or the time period they are performing.
- Theatre II
  - Students will be able to identify what makes a successful actor using the Techniques of Sanford Meisner and Uta Hagen.
  - Students will be able to perform scenes from theater history by using their understanding of that period and the ideals from that period.
  - Students will be able to reflect on others and their performance
  - Students will be able to perform a modern-day 5 min scene
- Theatre III
  - Students will be able to connect to 4 different theatre theories by rehearsing in that style of theatre
  - Students will be able to respond to their own and others' theatrical works by preparing and presenting a piece of theater.
  - Students will be able to perform a theatrical piece using a specific theory of theatre from Stanilavski, Brecht, Artaud, and Beckett
  - Students will be able to create a 5 min play that shows their understanding of all 4 theater theories we learn over the semester
- Theatre IV
  - Students will be able to connect their prior knowledge of Western theater to compare and contrast nonwestern forms of theater
  - Students will be able to respond to their own and others' theatrical works by preparing and presenting a theater piece.
  - Students will be able to perform Non-Western theater styles by learning about different cultural practices of theater
  - Students will be able to create a student directed and perform 10 min play using theater techniques they have learned through theaters 1 through 4

## Advanced Theatre Arts

By the end of this course, students will be able to:

- Students will be able to connect to a piece of theater while using advanced acting techniques
- Students will be able to respond to peers' performances in a professional and critical way
- Students will be able to perform advanced acting techniques in a scene or monologue
- Students will be able to create a 10 min play in a group that will later be performed



### Theatrical Direction

By the end of this course, students will be able to:

- Students will be able to connect their knowledge of acting and use it to influence their directing
- Students will be able to respond to their own and others' theatrical works by preparing and presenting a theater piece.
- Students will be able to perform a 15 min children's show
- Students will be able to create a one-act performance that is student-directed, designed, and performed for a live audience.

### Advanced Percussion

By the end of this course, students will be able to:

- Identify and play a variety of rhythms, including simple, compound polyrhythmic, and polyrhythmic layering.
- Demonstrate the ability to read notation correctly, including rhythmic notation, melodic notation, and multi-ambiguous notation.
- Demonstrate nuanced expression, including dynamic reading/understanding, dynamic implementation, and perceived dynamic relative to an ensemble.
- Demonstrate an understanding and appreciation from the janissary period to the 21st century.
- Demonstrate an understanding of percussion advancement in the role from accompaniment to ensemble & solo
- Adapt from classical transcription to its own realm.
- Explain the origin of percussion throughout the globe, and explain percussion's role in different cultures.

### Beginning Band

By the end of this course, students will be able to:

- Perform simple melodies in concert keys of Bb, Eb, F, and Ab major, as well as G, C, or D minor.
- Count and perform the following rhythmic patterns in simple meters: one-beat groupings of eighth or sixteenth notes, eighth note triplets, dotted quarter and dotted eighth rhythms, quarter and eighth-note syncopation.
- Perform legato, staccato, and accented articulations in all music rehearsed in class.
- Perform with characteristic tone quality within a comfortable one-octave range on their instrument.
- Recognize, interpret, and apply common dynamic markings in their music, from pp to ff, crescendo/decrescendo, etc.
- Rehearse and perform music of grade 1.5 to 2.5 difficulty.

### Intermediate Band

By the end of this course, students will be able to:

- Perform simple melodies in concert keys of G, C, F, Bb, Eb, Ab, and Db major, as well as A, D, G, or C minor.
- Count and perform all of the rhythmic patterns from Beginning level, plus: quarter and eighth note rhythms in compound time, quarter note triplets, quarter and eighth note rhythms in mixed meter ( $\frac{5}{8}$  or  $\frac{7}{8}$ ), and cut time.
- Perform legato, staccato, marcato, accented articulations in all music rehearsed in class.
- Perform with characteristic tone quality within a larger two-octave range on their instrument.
- Articulate/describe the physical techniques required to produce varying dynamic markings.
- Rehearse and perform music of grade 3 to 4 difficulty.

### **Advanced Band**

By the end of this course, students will be able to:

- Perform melodies effectively in any major or minor key center.
- Count and perform all of the rhythmic patterns from Intermediate level, plus: polyrhythms, quintuplets and 7s, odd meters, other advanced rhythms that come up in the grade 5-6 repertoire.
- Perform any articulations commonly found in music for band.
- Perform with characteristic tone quality across the full range of their instrument.
- Accurately perform with clear, dynamic contrast as indicated or implied by the musical context.
- Rehearse and perform music of grade 4 to 6 difficulty.

### **Beginning Choir**

By the end of this course, students will be able to:

- Perform melodies in major keys using solfege syllables.
- Perform melodies containing stepwise motion as well as leaps of larger intervals including 3rds and 4ths using solfege syllables.
- Perform basic rhythmic patterns using the takadimi system.
- Analyze choral works for artistic meaning and musical challenges.
- Identify all musical symbols and vocabulary found in repertoire.
- Perform choreography with accuracy and artistic expression
- Perform beginning high school level repertoire with accurate pitches, rhythms and articulation as well as dynamic contrast.

### **Intermediate Choir**

By the end of this course, students will be able to:

- Perform melodies in both minor and major keys using solfege syllables.
- Perform melodies containing stepwise motion as well as leaps of larger intervals including 3rds, 4ths, and 5ths using solfege syllables.
- Perform intermediate level rhythmic patterns using the takadimi system.
- Analyze intermediate and advanced choral works for artistic meaning and musical challenges.
- Identify most musical symbols and vocabulary found in repertoire.
- Perform intermediate level choreography with accuracy and a high level of artistic expression
- Perform advanced high school level repertoire with accurate pitches, rhythms and articulation as well as dynamic contrast.

### **Advanced Choir**

By the end of this course, students will be able to:

- Perform melodies in both minor and major keys using solfege syllables.
- Perform melodies containing stepwise motion as well as leaps of larger intervals including 3rds, 4ths, 5ths, 6ths, and 7ths using solfege syllables.
- Perform complex rhythmic patterns using the takadimi system.
- Analyze advanced choral works for artistic meaning and musical challenges.
- Identify all musical symbols and vocabulary found in repertoire.
- Perform advanced choreography with accuracy and a high level of artistic expression
- Perform advanced high school and collegiate level repertoire with accurate pitches, rhythms and articulation as well as dynamic contrast.

# Visual Arts Department: Essential Learning Outcomes

## Introduction to 2D Art

By the end of this course, students will be able to:

- Demonstrate an understanding of the Elements and Principles
- Demonstrate **Artistic Process** by researching, brainstorming, planning, development & reflection.
- Thumbnail sketches are applied to Final Project (Composition)
- Document development process by photographing work
- Demonstrate understanding of presentation and care of finished project
- Demonstrate understanding of two-dimensional media and tools
- Demonstrate understand Color Theory by identifying and incorporating color schemes in work

## Drawing 1

By the end of this course, students will be able to:

- Demonstrate an understanding of the Elements and Principles.
- Demonstrate understand of Line-Weight and Contour
- Demonstrate understanding of Basic Forms (Cube, Cylinder, Sphere)
- Build and Demonstrate technical control of various media
- Demonstrate an understanding of basic facial proportions and structures (eyes, nose, mouth)
- Present work with a professional lens (craftsmanship/effort)
- Be introduced to art critique concepts and language

## Drawing 2

By the end of this course, students will be able to:

- Successfully incorporate elements and principles.
- Apply the Artistic Process (*brainstorming, planning, creation, reflection*) emphasizing planning & research.
- Apply knowledge of various painting media and techniques.
- Show a developing Student Voice by experimenting with composition, themes, styles, and materials.
- Research and examine historical and contemporary artists and artworks.
- Plan and create a series of artworks that explore a central theme, idea or concept.  
Reflect, assess, and present personal work and the work of others.

## Drawing 3

By the end of this course, students will be able to:

- Identify and apply the nuanced gesture and proportions in the construction of the human form
- Demonstrate deep understanding of human anatomy
- Synthesize ideas and Composite references to execute a unique work of art
- Engage with peers and their work through critique and reflection

## Drawing 4

By the end of this course, students will be able to:

- Demonstrate a deep understanding of perspective (1pt, 2pt, 3pt, 5pt.)
- Accurately Construct conceptual forms and manipulations in space
- Engage with peers and their work through critique and reflection
- Defend and justify creative decisions

## Introduction to 3D Art

By the end of this course, students will be able to:

- Demonstrate an understanding of Elements & Principles
- Understand and apply an understanding of Compositional Building and Strategies
- Apply the Artistic Process (brainstorming, planning, creation, reflection)
- Demonstrate understanding of Presentation & Care of Finished Product
- Demonstrate understanding of Construction, Modeling, and Carving – “Subtractive”
- Recognize & demonstrate the understanding of Craftsmanship
- Apply understanding of Tool/Safety/ Process

## Ceramics 1

By the end of this course, students will be able to:

- Ceramic Process and workflow
- Apply Planning skills.
- Demonstrate understanding of Stages of Clay and firing.
- Demonstrate understanding of Elements and Principles .
- Demonstrate understanding of Wedging.
- Demonstrate understanding of Hand Building: Coil, Pinch, Slab, Modeleing.
- Apply basic Surface Texture techniques.
- Glazing/ Underglaze.
- Document Experimentation, Revision, Process and Product.

## Ceramics 2

By the end of this course, students will be able to:

- Demonstrate understanding of Ceramic Process and workflow.
- Apply Planning skills.
- Demonstrate understanding of Stages of Clay and firing.
- Successfully incorporate of Elements and Principles
- Apply basic Surface Texture techniques
- Demonstrate understanding of Glazing/ Underglaze
- Explore Wheel Throwing process
- Execute Hand Building techniques: Coil, Pinch, Slab, Mold, Modeling
- Document Experimentation, Revision, Process and Product
- Present finished work and craftsmanship

## Ceramics 3

By the end of this course, students will be able to:

- Demonstrate understanding of Ceramic Process and workflow.
- Apply Planning skills.
- Demonstrate understanding of Stages of Clay and firing.
- Successfully incorporate Elements and Principles
- Apply advanced Surface Texture techniques
- Demonstrate understanding of Glazing/ Underglaze
- Explore Wheel Throwing process
- Execute Hand Building techniques: Coil, Pinch, Slab, Mold, Modeling
- Develop themes in work and apply in a series
- Document Experimentation, Revision, Process and Product
- Present finished work and craftsmanship

## Sculpture

By the end of this course, students will be able to:

- Apply Planning
- Demonstrate understanding of Process and workflow
- Demonstrate understanding Tools and Safety
- Demonstrate understanding of Elements and Principles
- Demonstrate understanding of Modeling, Carving, Casting, and Construction
- Experimentation, Revision, Presenting
- Document Experimentation, Revision, Process and Product
- Present finished work and craftsmanship

## Jewelry

By the end of this course, students will be able to:

- Demonstrate understanding of Composition building.
- Apply the Artistic Process (brainstorming, planning, creation, reflection)
- Successfully Demonstrate Safety using proper Tools and Processes.
- Demonstrate an understanding of Fabrication.
- Demonstrate an understanding of Filing / Sanding / Polishing.
- Demonstrate an understanding of Cold & Hot Connections.
- Riveting
- Soldering
- Apply understanding of Texturizing through the use of Annealing and Chasing.
- Demonstrate an understanding of Patinas.

## Visual Communications 1

By the end of this course, students will be able to:

- Demonstrate the understanding of the Artistic Process –
  - Research
  - Thumbnails
  - Documentation
  - Reflection
- Show successful incorporation of Elements & Principles in design using Adobe Illustrator.

## Visual Communications 2

By the end of this course, students will be able to:

- Demonstrate the understanding of the Artistic Process
  - Research
  - Thumbnails
  - Documentation
  - Reflection
- Show successful incorporation of Elements & Principles in design using Adobe Illustrator and Adobe Photoshop (editing for Ai).
- Reflect, assess and present personal work and the work of others.

## Intro to Digital Photography

By the end of this course, students will be able to:

- Use a camera: focus, exposure, focal length
- Demonstrate understanding of Elements and Principles.
- Apply workflow organizational techniques.
- Format and reformat digital files in various mediums and purposes.
- Recognize and verbalize reasons for creative decision making.
- Understand and utilize Adobe Bridge, Camera Raw and Photoshop in creating, enhancing, and manipulating images/photos.
- Understanding and utilizing composition rules.
- Develop ideas, create work, reflect on work, revise work.

## Digital Photography 1

By the end of this course, students will be able to:

- Take focused, properly exposed photographs utilizing a DSLR or Mirrorless camera in manual mode.
- Develop strong art compositions utilizing knowledge of elements, principles, and composition rules.
- Utilize and manipulate various types of light to control the composition, elements, moods, and quality of a photograph.
- Apply workflow organizational techniques.
- Format and reformat digital files in various mediums and purposes.
- Recognize and verbalize reasons for creative decision making.
- Understand and utilize Adobe Bridge, Camera Raw and Photoshop in creating, enhancing, and manipulating images/photos.
- Recognize and verbalize reasons for creative decision making.
- Explore using art to communicate student voice.
- Research, develop ideas, create artwork, reflect on artwork, revise artwork, present artwork, explain artwork.

## Digital Photography 2

By the end of this course, students will be able to:

- Develop ability to communicate individual voice and message through artwork.
- Continue to utilize a DSLR or Mirrorless camera in manual mode various types of lighting and settings take focused, properly exposed photographs.
- Apply workflow organizational technique including proper use of digital files in various formats.
- Utilize, research, experiment, and synthesis of new techniques in photo editing and manipulation in Adobe Bridge, Camera Raw and Photoshop to enhance the intended message/purpose of artwork.
- Practice the Creative Process in making artwork: *Research, develop ideas, create artwork, reflect on artwork, revise artwork, document process, present artwork, explain artwork.*

## AP Studio Art: 3D, 2D Art & Design (Drawing)

By the end of this course, students will be able to:

- Curate an AP portfolio that encompasses 15 images of sustained investigation with written explanation and 5 selected works documenting ideas, materials, and process.
  - Research and Experiment techniques, materials, processes
  - Develop Ideas
  - Analyze & Evaluate work
  - Document Process
  - Present Work
  - Write about ideas, processes, and media.
  - Maintain Open Mindset to enable growth as an artist.

## AP Art History

By the end of this course, students will be able to:

- Learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing individual works and interconnections of art-making processes and products throughout art history.