



Fishers High School

Essential Learning Outcomes

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 the 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:

- Analyze what a **text says both explicitly** and implicitly (e.g., **inferences and interpretations**) by citing strong and thorough **textual evidence** in different genres of literature.
- Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.
- Use context to determine or clarify the meaning of words and phrases and analyze nuances in the meaning of words with similar denotations.
- Write a variety of compositions in response to literature (constructed response, extended essay, etc.)

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.
- Demonstrate critical reading of complex nonfiction texts, explaining how each part of the text contributes to the meaning of the whole work.
- Summarize academic texts to support academic writing and research.
- Synthesize research information to develop and support original claims.
- Use scholarly resources to find appropriate evidence for academic research.
- Demonstrate knowledge of APA and proficient use of MLA citation formats.

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:

- Develop an interest and select a topic.
- Seek information to support the topic/subject area.
- Write a review of the literature around the topic of interest.
- Establish a methodology and design data collection based on subject area for gathering information/data
- Analyze findings.
- Process and share results in the form of a research paper
- Present process and findings to a panel using visuals.

ENL Department: Essential Learning Outcomes

ENL Basic Math

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

- Identify key math language that is used during lessons as well as assignments in spoken and written form
- Demonstrate proficiency in basic math fluency skills (addition, subtraction, multiplication, and division)
- Engage in lessons using the appropriate English language both in Basic Math and Algebra I classes

- Become proficient in the use of number sense, PEMDAS, one step and two step problems, and graphing
- Identify and comprehend key language within a word problem to help solve

ENL Basic Literacy/Beginning

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

- Ask, answer, and write wh-questions correctly using a word bank
- Respond to yes and no questions posed by a group using complete sentences
- Label charts, graphs, timelines, or cycles to describe a topic
- Recognize sequence statements and illustrations that describe a topic
- Follow a schedule and describe how to locate various places in the school
- Relate points of view, pros and cons, with visual support (e.g., posters, photographs)
- Compare and contrast two ideas using content and academic vocabulary
- Represent one's ideas and opinions using various media
- Use nonverbal signals to demonstrate engagement in conversations
- Communicate need for clarity of messages in all content areas, as needed

ENL Intermediate

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

- Pose and respond to Wh-questions that relate to a topic using a variety of sentence types
- Connect causes to effects in a series of statements and short readings
- Sequence processes, cycles, or procedures in short extended discourse and readings
- Recognize and develop the pros or cons of issues from short oral statements
- Summarize content-related material in both writing and speaking
- Include important information and related details in both writing and speaking
- Choose words and phrases to provide precise details, descriptions, comparisons and ordered procedures
- Develop compositions with an introduction, body, and conclusion paragraphs
- Justify reasoning with evidence and opinions
- Communicate need for clarity of messages in all content areas, as needed

ENL Advanced

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

- Identify details from oral discussions (e.g., when, who, where, what, and why)
- Interpret cause and effect from oral discourse and readings
- Classify claims and evidence from oral presentations and readings
- Develop organized compositions with an introduction, body, and conclusion paragraphs and a variety of sentence types.
- Create narrative and informational extended text of past events or experiences (e.g., lab reports, current events)
- Paraphrase and summarize content related ideas in large and small group discussions
- Identify persuasive language across content areas and recognize multiple points of view on any given issue
- Organize and sequence information according to content-specific expectations
- Communicate need for clarity of messages in all content areas, as needed

AP English Language & Composition

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

- Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
- Identify and explain claims and evidence within an argument.
- Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.
- Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.
- Recognize and explain the use of methods of development to accomplish a purpose.
- Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
- Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
- Develop a paragraph that includes a claim and evidence supporting the claim.
- Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- Qualify a claim using modifiers, counterarguments, or alternative perspectives.
- Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.
- Write sentences that clearly convey ideas and arguments.
- Use established conventions of grammar and mechanics to communicate clearly and effectively.

AP English Literature & Composition

- Write a thesis with precise observations and a complex insight.
- Write a universal theme statement that is complex/nuanced.
- Identify textual details that reveal complexities (simile, metaphor, personification, allusion, imagery, symbol, diction, point of view, syntax, details, structure, contrasts, setting, character: development, relationships, etc.).
- Establish a line of reasoning to defend a valid interpretation of a text.
- Select and use relevant and sufficient evidence to support a line of reasoning.
- Explain how the complexities of a text (character, setting, structure, narration) contribute to the meaning of the work as a whole.
- Demonstrate control over the elements of composition to communicate clearly.

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 t*

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:

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

their ability to critically read and analyze information.

Math Basic Skills Alg 2 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.
- Interpret and recognize standard form, point-slope form, and slope-intercept form of linear equations and models.
- Solve a system of equations.
- Add, subtract, and multiply polynomials.
- Factor binomials and trinomials.
- Solve a quadratic equation.
- Apply a quadratic model to maximum height problems and other scenarios.

Geometry

All year, students will be able to:

- Read, interpret, and apply terminology and notation for points, segments, lines, planes, angles, triangles, quadrilaterals and circles in geometric problem solving

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).

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 **SEMESTER ONE**, students will be able to:

- Solve 2 variable systems of equations with and without technology
- Solve and Graph quadratic functions with and without technology
- Solve and graph polynomial functions with and without technology

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

- Use data displays to find probability
- Find measures of central tendency and spread
- Identify characteristics, interpret applications, and graph exponential functions
- Simplify, perform operations and find domain restrictions of rational expressions
- Solve radical and rational equations

Honors Algebra 2

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

- **Solving**
 - Solve equations and inequalities (linear, absolute value, quadratic, radical)
 - Solve two-variable and three-variable systems of equations
 - Solve quadratic application problems
- **Functions and Expressions**
 - Describe and graph transformations from parent functions
 - Graph functions and identify their key characteristics (linear, quadratic, polynomial). Use interval notation as appropriate
 - Write equations of functions given characteristics (linear, quadratic, polynomial)
 - Perform operations with complex numbers
 - Divide polynomials
 - Determine factors and zeros of polynomials using the factor theorem , remainder theorem, and rational root theorem
 - Simplify radical expressions and evaluate expressions with rational exponents

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

- **Solving**
 - Solve equations (exponential, logarithmic, rational)
 - Solve exponential and logarithmic application problems
 - Solve distance-rate-time and work problems
- **Functions and Expressions**
 - Graph and identify features of functions (exponential, logarithmic, rational)
 - Perform operations with functions
 - Find the inverse of a function
 - Simplify and perform operations with logarithmic and rational expressions
- **Sequences and Series**
 - Write explicit and recursive rules for arithmetic and geometric sequences
 - Find the sum of arithmetic and geometric series
 - Use sigma notation to represent sums
- **Probability and Data**
 - Find the probability or conditional probability of an event
 - Describe the distribution given a dotplot or histogram
 - Find the measures of center and spread for quantitative data

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.
- Identifying domain of a function.
- Use the language of Mathematics to describe the behavior of polynomial functions; specifically zeros, turning points, extrema, and end behavior.
- 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 the course,

- Determine, evaluate, and graph functions using techniques of transformations.
- Simplify and perform operations on complex numbers.
- Solve radical equations including equations that contain two or more radicals.
- Solve rational and absolute value equations and inequalities.
- Solve quadratic equations and inequalities using multiple techniques, solve equations that are quadratic in form using u-substitution, and determine the vertex to graph a quadratic function.
- Apply the properties of logarithms to solve exponential and logarithmic equations.
- Solve polynomial equations and sketch polynomial functions
- Sketch exponential and logarithmic functions.
- Sketch rational functions using intercepts and asymptotes.
- Determine composite and inverse functions.
- Use function notation, determine domain of functions, find properties of functions (increasing, decreasing, maximum and minimum) and simplify difference quotients.
- Solve a variety of application problems in the above areas.

Finite Math

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

- Apply combinatorics (counting) 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:

- Accomplish 4 Scientific Practices put forth by College Board:
 - Accuracy in Concept Application
 - Identify and Evaluate Research Method and Design
 - Data Interpretation from relevant study summaries
 - Develop and justify psychological arguments using evidence

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.

AP Human Geography

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

- Build confidence and efficiency in college-level reading comprehension.
- Hone note-taking skills to build reading comprehension while summarizing key points and applying content-specific vocabulary.
- Accurately apply course vocabulary to real-life situations.

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.
- 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.

Forensics

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

- Ask questions
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Use mathematics and computational thinking
- Construct explanations
- Engage in an argument from evidence
- Obtain, evaluate and communicate information

World Language Department: Essential Learning Outcomes

Spanish Level 2

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

- Identify vocabulary words in thematic contexts and comprehend the meaning of targeted vocabulary when encountered in short written texts.
- Accurately use appropriate vocabulary to answer questions in predictable classroom and real-life scenarios in simple sentences related to thematic units.

Spanish Level 3

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

- request and provide information by asking and answering a few simple questions
- identify basic facts from memorized words and phrases in both texts and conversations
- present information about themselves which include likes and dislikes using a mixture of practiced or memorized words, phrases and simple sentences
- communicate with others from the target culture in familiar everyday situations using memorized language showing basic cultural awareness
- identify some typical cultural products, practices and traditions related to familiar everyday life
- connect content from other disciplines to Spanish
- identify differences and similarities between their community and cultures of the target language
- recognize the differences and similarities between their native language and Spanish
- use the target language both within and beyond the classroom to interact with their community and the world

French / Spanish Level 4

By the end of this course, students will be able to: exchange information, preferences, feelings, and/or opinions in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.

AP French / AP Spanish / AP German

By the end of this course, students will be able to: Students will understand and use language to express and respond to a range of ideas with fluency and accuracy within an interpersonal conversation* Our goal is to increase the idiomatic nature of our students' French/German/Spanish – to get them 'thinking in the language'

(*from IB Language B SL/HL standards).

ASL

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

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.
- Understand the importance of tracking progress by documenting their improvement.

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.
- Students will demonstrate the ability to:
 - Analyze Influences
 - Access Valid & Reliable Resources
 - Interpersonal Communication
 - Decision-Making
 - Goal-Setting
 - Self-Management
 - Advocacy for Self & Others

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 and evaluate their interest level in pursuing that career.
- 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.
- Be a confident and efficient note taker without a guided document to follow.

FACS: Child & Adolescent Development (Year Long)

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

- Explore the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence.
- Recognize theories of growth and development that focus on early and middle childhood through the adolescent years.
- Identify environments that promote healthy physical, social and emotional development from prenatal development-adolescence.
- Identify guidance techniques that promote prosocial behavior and positive behavior management.
- Identify and explore ways to support diverse children in their personal growth and development.
- Establish instructional goals that are developmentally appropriate.

FACS: Fashion & Textiles

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

- Internal and external factors that influence fashion, textile, and apparel choices; and the use of sound decision-making skills in selecting, purchasing, creating, and maintaining textiles and apparel
- Examine the manuf. processes for clothing, as well as forecasting and trending in the textile/apparel industry.
- ELEMENTS & PRINCIPLES OF DESIGN-elements and principles of color theory and design as applied to fashion, textiles, and wardrobe planning and selection
- CONSTRUCTION-techniques, equipment, tools, supplies, cost-analysis principles, and basic processes for construction, manufacturing, alteration, repair, and maintenance of textile products and apparel

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.
- 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: 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 decrease 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. Our focus for the 2025 - 2026 school year will be to concentrate on all of the skills involved with pitching & presenting. During each learning cycle, we will review each essential area and formally assess and reassess each student.
- 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 time management strategies through projects involving multiple concepts.
- Develop processes and programs designed to aid in classroom and personal organization.
- Apply effective communication skills, demonstrate problem solving, and make informed decisions.
- Collaborate well with others in group projects and research
- Put into practice and assess their time management, organization, and collaboration strategies through large projects and group work.

Introduction to Computer Science:

- Students will learn introductory knowledge into HTML and how to build basic home pages.
- Students will learn introductory knowledge on JavaScript and basic animation.

AP Computer Science Principles:

- Students will learn to apply computer science to solve problems through the development of algorithms and programs
- Students will be able to explain how computing innovations & computing systems (the internet) work, while exploring their potential impacts (digital information)
- Students will learn the power of pair programming & collaboration for ethical solutions to tomorrow's problems

Web Design & Database Development:

- Students will learn advanced knowledge on HTML and CSS and how to utilize them in building multipage websites.
- Students will be able to demonstrate simple object oriented programming and utilize Python to do simple and advanced data mining and project creation.

AP Computer Science 3:

- Students will learn a programming language (xCode, Kotlin, html/css) and identify a capstone project

Informatics:

- Technology Awareness - Students will have a general understanding of technology: they will recognize and be critical of technology and how it exists in their lives.
- Problem Solving - Students will have the ability to evaluate, process, and create solutions to real

world problems from computational, design, and sociotechnical perspectives.

- Teamwork - Students will have the ability to understand how to use effective communication skills and work within a group.
- Inclusive Excellence - Students will be able to describe inclusive excellence in computing and provide an example of an underrepresented innovator who contributed to computing.

Economics Courses

Economics:

By the end of these courses, students will be:

- Proficient in the fundamentals of economic graphing
- Able to adapt graphing to different economic scenarios
 - Examples include:
 - Production Possibilities Curves
 - Supply and Demand Curves
- Analyze changing events in the following market structures:
 - Perfect competition
 - Monopolistic competition
 - Oligopoly
 - Monopoly

Microeconomics:

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

- Correctly draw and label supply and demand graphs
 - Analyze various examples of market changes
 - Demonstrate these market changes on supply and demand diagrams
- Graph, label, and analyze changing events in the following market structures:
 - Perfect competition
 - Monopolistic competition
 - Oligopoly
 - Monopoly

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 10th 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:

- Notes: Read notes on the staff with key signatures up to two sharps and one flat.
- Rhythms: Read rhythms, including triplet variations.
- Read symbols, vocabulary, and roadmap as it pertains to their appropriate grade of music.
- Tone: Demonstrate correct bow technique to produce a good tone.
- Left Hand Mechanics: Demonstrate correct left-hand setup for clear note production and to begin shifting.
- Intonation: Form precision listening skills and pitch making.
- Learn a variety of bow strokes as they apply to specific styles: Differentiate between legato, martele, detache, and detached; produce the appropriate bow strokes.
- Dynamics: follow the dynamics on the page and know the technique for creating different volumes: Read and produce dynamics as it pertains to their appropriate level of literature played in class.
- Concert etiquette: know appropriate etiquette as both a performer and audience member
- Intent of a piece/motion—connect with a piece of music: Connect the appropriate emotion w/ the pieces being performed as appropriate for their ability level.
- Shifting: Students will learn the layout of the fingerboard and be introduced to third position (third and fourth for cello/bass) as it expands the instrument's range. Students will learn how to shift accurately into third (fourth) position.

Intermediate Orchestra (Philharmonic, Vivace, & Chamber)

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

- Notes: Read notes on the staff with key signatures up to three sharps and two flats.
- Rhythms: Read rhythms, including triplet variations.
- Read symbols, vocabulary, and roadmap as it pertains to their appropriate grade of music.
- Left Hand Mechanics: Demonstrate correct left-hand setup to begin shifting.
- Tone: Demonstrate correct bow technique to produce a good tone.
- Intonation: Understand the difference between playing an incorrect note and playing the correct note out of tune.
- Learn a variety of bow strokes as they apply to specific styles: Differentiate between hooked bowings and the different musical eras
- Dynamics: follow the dynamics on the page and know the technique for creating different volumes: Read and produce dynamics as it pertains to their appropriate level of literature played in class.
- Concert etiquette: know appropriate etiquette as both a performer and audience member
- Intent of a piece/motion—connect with a piece of music: Connect the appropriate emotion w/ the pieces being performed as appropriate for their ability level.
- Shifting: Students will fluently read the notes in third (fourth) position and understand shifting symbols. Students will be introduced to second position for ease of fingering. Students can accurately play notes on their highest string up to the natural harmonic in a variety of positions (a range of an octave from the top open string)

Advanced Orchestra (Symphony)

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

- Notes: Read notes on the staff with key signatures up to seven sharps and seven flats.
- Rhythms: Read rhythms, including more complex meters.
- Read symbols, vocabulary, and roadmap as it pertains to their appropriate grade of music..
- Left Hand Mechanics: Demonstrate correct left-hand setup for advanced shifting.

- Tone: Demonstrate correct bow technique to produce a good tone.
- Intonation: Make all necessary adjustments to be continuously in tune while playing.
- Learn a variety of bow strokes as they apply to specific styles: Use stylistically-appropriate playing for each musical era.
- Dynamics: follow the dynamics on the page and know the technique for creating different volumes: Read and produce dynamics as it pertains to their appropriate level of literature played in class.
- Concert etiquette: know appropriate etiquette as both a performer and audience member
- Intent of a piece/motion–connect with a piece of music: Connect the appropriate emotion w/ the pieces being performed as appropriate for their ability level.
- Shifting: Students begin to accurately use positions on all strings to avoid open strings, avoid string crossings, and improve tone quality. Students know the notes and fingering options on their highest string up to the natural harmonic and beyond as needed. Students will choose appropriate positions to fluently play passages in upper positions in tune.

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 being 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.

Tech Theatre II

- Students will understand the DMX lighting system and be able to patch and program lighting instruments
TH:Pr5.1.II (b)
- Students will understand the principles of set design, the author's intent and interpret the script
TH:Pr5.1.III (b) TH:Re9.1.I (c)
- Students will understand the principles of sound design and the role sound plays in a production
TH:Pr5.1.III (b)
- Students will understand how various components of sound equipment function, how to connect and operate them.

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 containing predictable rhythmic patterns with simple syncopation at sight, stepwise motion as well as small intervallic skips up and down at sight alone and in 2 parts.

- Analyze choral works for artistic meaning and musical challenges.
- Identify all musical symbols and vocabulary found in repertoire.
- Perform ISSMA Group III 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 containing moderate rhythmic patterns with rests and subdivision of beat, stepwise motion as well as small to intermediate intervallic skips up and down, with some limited use of chromatics at sight alone and in 3 parts.
- Analyze choral works for artistic meaning and musical challenges.
- Identify all musical symbols and vocabulary found in repertoire.
- Perform intermediate level choreography with accuracy and a high level of artistic expression
- Perform ISSMA Group II 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 containing non-predictable rhythmic patterns with varying durations, syncopation, and subdivision of beat, stepwise motion, small to intermediate skips up and down, intervals of sixths and sevenths, melodic patterns outlining diatonic chords and chromatin usage very frequently at sight alone and in 4 parts.
- Sing with a high level of tone quality with appropriate
- 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 Group I high school and collegiate level repertoire with accurate pitches, rhythms and articulation as well as dynamic contrast.

Music & Sound Production 1

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

- Prevent audio distortion and peaking on the VU meter.
- Insert and calibrate reverb, EQ and other appropriate effects.
- Create songs with a clear music structure.
- Adhere to time limits/requirements.

Music & Sound Production 2

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

- Record and mix audio with peaks between -10 dBs and -20 dBs.
- Create a consistent sound environment using reverb, EQ and other appropriate inserts.
- Use song structure to achieve artistic goals.
- Adhere to time limits/requirements.

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.