

High School

Because of variation among students' four-year plans, high school courses have been grouped by subject rather than by grade.

High School English

English I

Prerequisites:

Before entering English I, students should be able to

- Read alone from materials on grade level or above.
- Recognize and apply standard grammar and usage.
- Construct clear, complete sentences within organized paragraphs.
- Show skills in speaking, listening, and viewing.
- Locate a variety of reference sources to produce research projects.
- Use the writing process to produce well-written and organized compositions.
- Utilize proofreading skills to evaluate writing.

Competencies:

During English I, students will

- Study world literature, including classic and contemporary works, such as Homer's *The Odyssey*, William Shakespeare's *Romeo and Juliet*, and a variety of short stories, poems, and nonfiction selections.
- Practice and use a variety of reading strategies.
- Study vocabulary from a variety of sources.
- Recognize a variety of literary elements (such as setting, point of view, character, and conflict) and their contributions to meaning.
- Recognize and interpret poetic elements like metaphor, simile, and personification.
- Use the writing process to create, revise, edit, and publish written work, focusing especially on the development of organized, fluent paragraphs.
- Write in a variety of forms, including narrative and expository writing.
- Engage in research on a topic: gather sources, determine the relevance of information, organize

that information, write in response to the information, and accurately cite sources.

- Determine the reliability, validity, and accuracy of sources, including Internet sources.
- Support ideas and responses with “text evidence” from sources.
- Use appropriate, complete, varied sentence structures.
- Use grammatical elements correctly (subject-verb agreement, pronoun-antecedent agreement, and verb forms).
- Produce accurate work that shows correct spelling and punctuation.
- Use technology to create, revise, edit, and publish writing, interpret media messages, and produce a multimedia presentation.
- Complete selected compositions to the final-draft stage of the writing process (18+ pieces per year).
- Practice in-class timed writings on selected topics, such as current events, personal issues, and aspects of assigned readings.
- Prepare and give informative presentations that meet the needs of purpose, audience, occasion, and task.
- Apply the conventions of standard English when making presentations.
- Listen carefully to give useful feedback to other speakers, such as asking relevant questions to clarify understanding.
- Work productively with other students in teams.

Outside of School:

As parents, you can provide opportunities for your English I student to

- Know that you support and encourage independent reading.

English II

Prerequisites:

Before entering English II, students should be able to

- Read independently for a long time on grade-level or above.
- Recognize and interpret literary and poetic elements and their contribution to meaning.
- Apply the writing process to develop organized, fluent pieces of writing.
- Show accuracy in spelling and punctuation.
- Use proper sentence structures (with no fragments or run-ons).
- Use proper grammar, such as subject-verb agreement, pronoun-antecedent agreement, and verb forms.
- Write in a variety of forms, including narrative and expository writing.
- Research a topic, support ideas with “text evidence,” and cite sources appropriately.
- Show basic knowledge of the research process.
- Use technology to create and revise writing, produce multimedia presentations, and conduct research.
- Show skill in giving presentations, listening, and working productively with peers.

Competencies:

During English II, students will

- Study world literature, including classic and contemporary works, such as versions of the Arthurian legends, William Shakespeare's *Julius Caesar*, and Harper Lee's *To Kill a Mockingbird*.
- Use a variety of reading strategies.
- Study vocabulary through a variety of methods.
- Study literary forms, such as drama, poetry, nonfiction and fiction.
- Study literary elements and their contributions to meaning, such as methods of plot development, mood, and theme.
- Study the language, form, and rhythm of selected literature (such as poetry) from a variety of time periods.
- Determine the reliability, validity, and accuracy of sources, including Internet sources.
- Use the writing process to create, revise, edit, and publish written work.

- Write in a variety of forms, including expository and literary forms.
- Support ideas and responses with “text evidence” from sources.
- Produce clear, effective writing that uses the correct spelling, conventions, and mechanics of standard English.
- Use sentences of varied type and length in writing.
- Use technology to create, revise, edit, and publish writing, to interpret media messages, and to produce a multimedia presentation.
- Complete selected compositions to the final-draft stage of the writing process (18+ pieces per year).
- Practice in-class, timed writing on essay exams.
- Create non-literary research projects on topics such as areas of career exploration, citing sources appropriately.
- Practice speaking and listening skills through class discussions, presentations, and critiques.
- Work productively with other students in teams.

Outside of School:

As parents, you can provide opportunities for your English II student to

- Improve his or her independent reading skills by providing materials at home (examples: newspapers, newsmagazines).

English III

Prerequisites:

Before entering English III, students should be able to

- Read alone for a long time at grade-level or above.
- Recognize and interpret literary and poetic elements.
- Use correct spelling and proper punctuation.
- Write sentences with well-developed structure and accurate grammar.
- Apply the writing process to produce effective pieces of writing.
- Write in a variety of forms, paying special attention to narrative, expository, and literary forms.

- Research a topic, support ideas with “text evidence,” and cite sources appropriately.
- Use technology to create and revise writing, produce a multimedia presentation, and conduct research.
- Show effective skills in making presentations, listening, and working productively with others.

Competencies:

During English III, students will

- Study American literature, including classic and contemporary works, such as Arthur Miller's *The Crucible* and John Steinbeck's *Of Mice and Men*.
- Analyze and critically evaluate culturally diverse written texts, visual representations, and media messages.
- Use a variety of reading strategies.
- Study selected vocabulary words from various readings and from words on study lists for the SAT and ACT (college entrance tests).
- Study literary and poetic elements and forms and their contributions to the meaning of the text.
- Evaluate whether information sources (including Internet sources) are reliable, valid, and accurate.
- Apply the writing process to create narrative, persuasive, literary, descriptive, argumentative, and expository writing, paying special attention to the organization of the essay and to the editing and revision processes.
- Support ideas and responses with “text evidence” and cite sources appropriately.
- Write in a variety of forms, including work-related documents such as business letters, memos, and résumés.
- Write clearly, using correct English and proper structure of sentences of varied length and type.
- Use technology as a tool to create, revise, edit, and publish writing, interpret media messages, and produce multimedia presentations.
- Complete selected compositions to the final-draft stage of the writing process (18+ pieces per year).
- Prepare for TAKS, SAT, and THEA exams by doing in-class, timed writings on assigned topics.
- Create research projects related to authors and works of American literature.

- Practice speaking and listening skills through class presentations and critiques of others and through group discussions.

Outside of School:

As parents, you can provide opportunities for your English III student to

- Read a variety of materials at home (examples: newspaper, newsmagazines).

English IV

Prerequisites:

Before entering English IV, students should be able to

- Read alone for a long time at grade level or above.
- Recognize and interpret literary and poetic elements.
- Write using correct English.
- Write sentences of varied length and type with well-developed structure, accurate grammar, and apt vocabulary.
- Write effectively in a variety of forms, including personal, expository, literary, and business forms.
- Apply the writing process.
- Conduct research on an assigned topic with proper use of “text evidence” and documentation of sources.
- Use technology as a tool to create and revise writing, produce a multimedia presentation, and conduct research.
- Perform in-class, timed writing on an assigned topic.
- Use effective communication skills in making presentations, listening, viewing and working productively with others.

Competencies:

During English IV, students will

- Study British literature and selected world literature, including classic and contemporary works, such as the Anglo-Saxon epic *Beowulf*, Geoffrey Chaucer's *The Canterbury Tales*, William Shakespeare's *Macbeth* or *Hamlet*, and modern British poetry and prose.
- Use a variety of reading strategies.

- Study selected vocabulary words from various sources.
- Evaluate literary elements and forms and ways they contribute to meaning.
- Interpret media messages.
- Compare and contrast texts by considering elements such as themes, conflicts, and allusions both within and across selections.
- Consider organization, syntax, author stance, and diction to analyze the style and language elements of prose writing.
- Apply the writing process to create, revise, and edit written work.
- Support ideas and responses with “text evidence” from sources.
- Evaluate the reliability, validity, and accuracy of sources (including Internet sources).
- Write in a variety of forms.
- Use vocabulary, organization, rhetorical devices, and sentence structure to express meanings and achieve a desired effect.
- Write clearly, using correct English and proper structure of sentences of varied length and type.
- Use technology as a tool to create, revise, edit, and publish writing, interpret media messages, and produce multimedia presentations.
- Complete selected compositions to the final-draft stage of the writing process (18+ pieces per year).
- Complete in-class, timed writing on a given topic.
- Create research projects using “text evidence” and citing sources appropriately.
- Apply speaking and listening skills through class presentations and critiques of others.
- Work productively with others.

Outside of School:

As parents, you can provide opportunities for your English IV student to

- Read a variety of materials.

High School Math

Algebra I

Prerequisites:

Before entering Algebra I, students should be able to

- Add, subtract, multiply and divide integers.
 - Understand the idea of a variable.
 - Simplify expressions using the correct order of operations.
 - Solve one- and two-step equations.
 - Solve problems using ratio and proportion.
 - Set up and solve simple word problems, including translation of simple phrases and sentences into algebraic expressions and equations.
 - Interpret exponential expressions in expanded form and vice versa.
-

Competencies:

During Algebra I, students will

- Develop the concept of a function (a mathematical cause-and-effect relationship).
- Use linear, quadratic and other non-linear functions to find relationships between quantities.
- Analyze data to make and interpret scatter plots and best-fit lines.
- Solve and graph linear equalities or inequalities with real-world applications.
- Know the difference between sketches of linear and quadratic parent functions.
- Find reasonable domain and range values for given situations.
- See proportional change as a direct variation and as a linear function.
- Interpret linear equations, inequalities and systems, and judge whether their solutions make sense.
- Solve linear equations involving distributive property, combining like terms and variables on both sides.
- Search for patterns, when given data in various forms, by using variables to represent situations algebraically.
- Perform operations with polynomials and factor polynomials in problem situations.

- Graph and write linear equations, given specific characteristics.
- Recognize the effects of parameter changes on linear and quadratic functions.
- Solve and analyze quadratic equations.
- Write and solve systems of linear equations.
- Develop the concept of slope as a rate of change.
- Extend operations with exponents by looking at patterns in problem-solving situations.
- Use the graphing calculator.

Outside of School:

As parents, you can provide opportunities for your Algebra I student to

- Find practical applications of mathematical concepts.
- Look to you as a positive role model for learning math.

Geometry

Prerequisites:

Before entering Geometry, students should be able to

- Use basic tools and units of measurement.
- Use the graphing calculator.
- Draw two- and three-dimensional figures.
- Analyze algebraically, and solve word problems.
- Use the Pythagorean Theorem and irrational numbers to solve triangle problems.
- Solve equations, both linear and quadratic.
- Understand the concept of function.
- Understand the concept of slope.
- Understand and apply the concept of symmetry.
- Know and use basic transformations.
- Use table-building as a mathematical tool to investigate patterns and relationships.
- Graph a linear function in the coordinate plane.
- Multiply and factor polynomials.
- Solve systems of equations.

Competencies:

During Geometry, students will

- Use a variety of symbols (concrete, pictorial, graphical, algebraic) to solve real-world geometric problems.

- Describe patterns that exist in geometric figures (both two- and three-dimensional).
- Formulate and prove conjectures using a variety of methods.
- Describe the relationships between three-dimensional objects and their two-dimensional representations.
- Use inductive and deductive reasoning to justify conjectures about geometric figures and their properties.
- Compare and contrast Euclidean and non-Euclidean geometry.
- Study the historical development of geometric systems to recognize that mathematics is used for a wide variety of purposes.
- Solve problems involving similar figures, parallel and perpendicular lines, polygons, and circles and the lines that intersect them.
- Use the relationship between a two-dimensional net and a three-dimensional figure to solve problems.
- Compute surface area and volume of three-dimensional figures and area and perimeter of two-dimensional figures.
- Predict the effects on area, perimeter, and volume when one of the dimensions of the solid is changed.
- Solve problems by using the Cartesian Coordinate System to represent geometric figures.
- Understand congruency as related to geometric figures.

Outside of School:

As parents, you can provide opportunities for your Geometry student to

- Find practical applications of mathematical concepts.
- Use a scientific or graphing calculator as a standard school-supply item.
- Observe your positive attitude about math and the need for learning math.

Algebra II

Prerequisites:

Before entering Algebra II, students should be able to

- Use the graphing calculator.
- Multiply and factor polynomial expressions.
- Tell the difference between a relation and a function.
- Find the domain and range of a relation and a function.
- Solve and graph linear equations and inequalities.
- Write equations of a line.
- Solve systems of equations with two variables.
- Recognize the effects of parameter changes on linear and quadratic functions.
- Analyze data to make and interpret scatter plots and best-fit lines.

Competencies:

During Algebra II, students will

- Use concrete, numerical, algorithmic, and graphical representations of functions and relations to model mathematical situations and solve meaningful problems. These functions and relations include the linear, quadratic, square root, rational, exponential, and logarithmic functions and conic sections.
- Collect, record, and organize data representing mathematical situations.
- Graph functions or relations, using parameter changes.
- Determine the domain and range of a function and relation and their reasonableness to an application.
- Use laws of exponents to simplify expressions.
- Represent and analyze situations, and formulate and solve equations, inequalities, and systems of equations.
- Determine and graph the inverse of a function.
- Solve linear, quadratic, square root, rational, exponential, and logarithmic equations and inequalities in and out of problem situations.

Outside of School:

As parents, you can provide opportunities for your Algebra II student to

- Recognize practical applications of mathematical concepts.
- See you as a positive role model for learning and using mathematics.
- Own a graphing calculator.

More Advanced Math Courses

A number of students complete Precalculus and Calculus before graduating from high school.

High School Science

Integrated Physics & Chemistry (IP&C)

Prerequisites:

Before entering IP&C, students should be able to

- Create and interpret charts and graphs using collected data.
- Identify and use metric units, including converting within the metric system.
- Conduct scientific investigations, including the identification of a dependent variable, an independent variable, and a control.
- Measure using graduated cylinders, thermometers, meter sticks, and balances.
- Identify the structure of an atom.
- Recognize parts of the periodic table, such as element symbols, atomic number, and atomic mass.
- Manipulate variables in an algebraic equation.
- Read, interpret, and solve word problems.

Competencies:

In IP&C, students will

- Continue to conduct safe field and laboratory investigations using scientific methods to solve problems.
- Create and interpret charts and graphs using collected data.

- Understand concepts of force and motion in everyday life, such as speed, power, inertia, and acceleration.
- Identify types of waves, such as electromagnetic, microwave, and sound.
- Describe the subatomic particles, and know how they are related to atomic number and mass number.
- Identify the different forms of energy, and recognize energy transformations in everyday life, such as electricity or mechanical systems.
- Identify and relate the properties and makeup of matter to the elements on the periodic table.
- Learn the symbols for the first 20 elements.
- Describe the differences between physical and chemical properties and changes, such as changes in states of matter, nuclear reactions, and digestion of food.
- Describe the formation and characteristics of different types of chemical bonds.
- Describe how solutions are formed and how they are used in everyday life.
- Explain the importance of water as the universal solvent.
- Describe the properties and interactions of acids and bases (including pH).
- Understand the difference between heat and temperature, and describe the applications of thermal energy.

Outside of School:

As parents, you can provide opportunities for your IP&C student to

- Discuss practical applications of science concepts.
- Complete assignments and projects on time.
- Attend class regularly, and complete makeup assignments.
- Read the text for IP&C.
- Discuss current issues in science with you.
- Watch the Discovery Channel, PBS, and nature and science programs on television.

Biology

Prerequisites:

Before entering Biology, students should be able to

- Conduct scientific investigations, including the identification of a dependent variable, an independent variable, and a control.
- Construct and interpret graphs, charts, and tables from data.
- Manipulate units of measurement (convert units using dimensional analysis).
- Understand and recognize different types of chemical bonding and properties of water.
- Understand the pH scale.
- Relate forms of energy to living systems.
- Solve problems using ratios and proportions.
- Read and comprehend independently from text.

Competencies:

In Biology, students will

- Continue to conduct safe field and laboratory investigations using scientific methods to solve problems.
- Use a variety of methods and tools, such as CBL probes, graphing calculators, microscopes, and inoculating loops, to conduct scientific inquiry.
- Know about the metabolic processes and energy transfers that occur in living things.
- Understand that cells, which are the basic structures of all living things, have specialized parts that perform specific functions.
- Understand the role viruses and bacteria play in causing disease and in maintaining health.
- Understand stimulus, response, and maintenance of homeostasis.
- Understand how a multicellular organism grows and how specialized cells, tissues, and organs develop.
- Compare the interrelationship of organ systems to each other and to the body as a whole.
- Know the structures and functions of DNA and RNA in the mechanisms of genetics.
- Understand the theory of biological evolution by identifying how species adapt in order to prevent extinction.

- Collect and classify organisms using taxonomy and dichotomous keys.
- Identify characteristics of kingdoms including monerans, protists, fungi, plants, and animals.
- Explain the interactions within an ecosystem, including food chains, food webs, and food pyramids.
- Describe the changes in molecules that take place in the energy flow in plants and animals.

Outside of School:

As parents, you can provide opportunities for your Biology student to

- Visit science-oriented exhibits such as Moody Gardens, the Houston Zoo, and the Museum of Natural Science.
- Watch science-oriented programs such as *NOVA* or documentaries on the Discovery Channel.
- Read and discuss scientific current events.

Chemistry

Prerequisites:

Before entering Chemistry, students should be able to

- Use metric units and prefixes.
- Construct and interpret graphs, charts, and tables from data.
- Identify subatomic particles, and explain how they are related to atomic number and mass number.
- Differentiate between chemical and physical properties and changes.
- Draw a conclusion from lab data.
- Know the symbols for the first 20 elements.
- Use a calculator to perform basic math operations.
- Rearrange algebraic equations to solve for a variable.
- Read and comprehend course textbooks and supplementary materials.

Competencies:

In Chemistry, students will

- Continue to use safe lab practices in collecting data and making precise measurements, while conducting investigations to solve problems.
- Use dimensional analysis, scientific notation, and significant figures in calculations.
- Use both manual and technological methods to construct graphs.
- Use the software program *Graphical Analysis*.
- Describe characteristics of matter and changes that occur, including physical, chemical, and nuclear changes and their accompanying energy transformations.
- Describe the structure of an atom, including subatomic particles, isotopes, and electron configuration.
- Describe how variables influence the behavior of gases.
- Compare and contrast characteristics of ionic, covalent, and metallic bonding.
- Identify oxidation-reduction processes and their applications.
- Write formulas for chemical and nuclear changes, and balance the equations.
- Identify factors that affect solubility of solutes in a solvent.
- Describe solution properties such as concentration, electrical conductivity, and colligative properties.
- Identify properties of acids and bases and their reactions, including environmental effects.
- Identify factors that affect reaction rate and equilibrium.

Outside of School:

As parents, you can provide opportunities for your Chemistry student to

- Use a scientific calculator.
- Discuss scientific events and technology.
- Read scientific publications.
- Watch the Discovery Channel, PBS, and nature and science programs on television.

Physics

Prerequisites:

Before entering Physics, students should be able to

- Add, subtract, multiply, and divide fractions.
- Rearrange algebraic equations to solve for a single variable.
- Solve systems of equations with two variables.
- Understand how to use scientific notation and how to convert numbers to and from scientific notation.
- Perform basic arithmetic (addition, subtraction, multiplication, and division) with numbers in scientific notation.
- Use metric units and prefixes, and be able to convert from one unit to another.
- Draw and measure angles with a protractor.
- Use a balance to find the mass of an object.
- Use a scientific calculator for basic arithmetic, scientific notation, and trigonometric functions and their inverses.
- Calculate the slope of a line, and recognize the characteristics of a slope.
- Use both manual and technological methods to construct graphs.
- Use the software program *Graphical Analysis*.

Competencies:

In Physics, students will

- Use critical thinking and scientific problem-solving to make informed decisions.
- Use a variety of tools and methods to conduct scientific investigations.
- Know the laws governing motion in one and two dimensions.
- Define motion-related terms.
- Analyze graphs of motion.
- Compare and contrast accelerated and non-accelerated motion.
- Understand the relationship between frames of reference and relative motion.
- Add vectors graphically and mathematically.
- Understand and solve problems that apply Newton's Laws of Motion to real-life situations.
- Identify the relationships between mass/charge and distance for gravitational and electrical forces.

- Cite specific examples of conservation of energy and momentum.
- Identify the properties and characteristics of waves.
- Observe and describe the interaction between waves and matter.
- Compare and contrast mechanical and electromagnetic waves.
- Differentiate between series and parallel circuits.
- Analyze simple circuits.
- Describe the relationship between electricity and magnetism.

Outside of School:

As parents, you can provide opportunities for your Physics student to

- Use a scientific/graphing calculator.
- Discuss scientific events and technology.
- Read scientific publications.
- Watch the Discovery Channel, PBS, and nature and science programs on television.

More Advanced Science Courses

Before graduating from high school, a number of students will choose to further their studies in science by taking some of the following courses.

- Chemistry AP
- Physics AP
- Biology AP
- Anatomy and Physiology of Human Systems
- Aquatic Science
- Astronomy
- Environmental Systems
- Scientific Research and Design

High School Social Studies

World Geography

Prerequisites:

Before entering World Geography, students should be able to

- Demonstrate basic geographic knowledge such as the seven continents, five oceans, 50 U.S. states, TODALS, latitude and longitude, and landforms.
- Analyze characteristics of various contemporary cultures and societies.
- Explain how changes in technology, communication, and transportation have influenced societies of select regions of the world.
- Identify and analyze ways people have adapted to and modified the physical environment.
- Read and comprehend on grade level.
- Write for a variety of audiences and purposes, using on-level standard grammar, spelling, sentence structure, and punctuation.
- Determine the main idea and supporting details.
- Create and interpret information from maps, charts, and graphs.
- Locate and use a variety of primary and secondary sources to acquire information and create written and oral presentations.
- Demonstrate basic computer proficiency.

Competencies:

In World Geography, students will

- Study people in a geographic area and their interaction with the environment.
- Describe the influence of geography on history, culture, politics, economics, and physical processes such as climate, plate tectonics, and earthquakes.
- Explain the interrelationships between and among the five themes of geography, which are place, location, human-environment interaction, region, and movement (see glossary).
- Examine the relationships between and among these three factors:

resource distribution—amount and location of resources;
 economic activities—developing resources to create businesses; and
 human settlement—why people move to an area or away from an area.

- Describe and map the locations of the four different types of economic activities (industries), including primary, secondary, tertiary, and quaternary (see glossary).
- Use a variety of reading strategies to increase understanding of textbook reading assignments.
- Use on-level social studies terminology correctly.
- Use critical-thinking skills appropriate to content and grade level, including problem-solving and decision-making skills.
- Organize and interpret information from a variety of sources, including databases.
- Transfer information from statistical to written or visual forms, and from written to visual forms (using computer software as appropriate).
- Locate and use a variety of primary and secondary sources to create oral, written, and visual presentations on social studies topics.
- Include an annotated bibliography (works cited) in all research projects.
- Prepare a research project utilizing geography skills, including asking and answering geographic questions; acquiring, organizing, and analyzing geographic information; and communicating the results.

Outside of School:

As parents, you can provide opportunities for your World Geography student to

- Attend cultural activities and festivals.
- Visit museums.
- Visit ethnic restaurants.
- Do research by going to a public library, conducting interviews, using the home computer, etc.
- See you perform civic duties such as voting, serving on a jury, or working on a civic committee.
- Watch and discuss the news and documentaries about geography with you.
- Read and discuss newspapers, news magazines, and other geographical periodicals with you.

- Read road maps, and help make travel plans.
- Develop critical thinking skills. Respond to his or her questions by asking further questions instead of by giving direct answers.

United States History from 1877

Prerequisites:

Before entering United States History, students should be able to

- Identify the basic principles of the *U.S. Constitution* and its amendments.
- Analyze the impact of the Civil War and Reconstruction.
- Demonstrate basic geographic knowledge such as the seven continents, five oceans, 50 U.S. states, TODALS, latitude and longitude, and landforms.
- Read and comprehend on grade level.
- Write for a variety of audiences and purposes, using on-level standard grammar, spelling, sentence structure, and punctuation.
- Use a variety of reading strategies to learn information from historical texts.
- Organize and interpret information from outlines, reports, and visuals, including charts, graphs, timelines, maps, and historical documents.
- Demonstrate basic computer proficiency.
- Locate and use a variety of primary and secondary sources and technology to develop and present research products.
- Create oral, written, and visual presentations using social studies material.
- Analyze information by sequencing, categorizing, exploring cause-and-effect relationships, summarizing, finding the main idea, and comparing/contrasting.
- Identify bias in written, oral, and visual materials.
- Analyze information by drawing inferences and conclusions.

Competencies:

In United States History, students will

- Identify major political, economic, cultural, and social events and issues in United States history since 1877.
- Examine the impact of geographic factors on major events in United States history since 1877.
- Interpret the impact of reform movements in United States history since 1877.
- Analyze the causes and effects of major wars.
- Identify the characteristics of various eras.
- Examine the rights and responsibilities of a United States citizen.
- Understand the basic principles of a free enterprise system.
- Analyze the impact of scientific discoveries and technological innovations on the United States.
- Evaluate the impact of constitutional issues on the role of the federal government and the democratic process.
- Explain the business cycle.
- Explain the interdependence of the United States economy and the world economy.
- Use a variety of reading strategies to increase understanding of textbook reading assignments.
- Use on-level social studies terminology correctly.
- Use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.
- Utilize computers to research, organize, and interpret information from multiple Web sites.
- Analyze information by sequencing, categorizing, exploring cause-and-effect relationships, summarizing, comparing/contrasting, and drawing inferences and conclusions.
- Transfer information from statistical to written or visual form and from written to visual form (using computer software as appropriate).
- Locate, tell the difference between, and use a variety of primary and secondary sources to create oral, written, and visual presentations on social studies topics (using computer software as appropriate).

- Include an annotated bibliography (works cited) in all research projects.
- Conduce online discussions to analyze and interpret events of the past.
- Write an essay using historical evidence to support an argument.

Outside of School:

As parents, you can provide opportunities for your United States History student to

- Watch the evening news with you, and discuss current issues and events.
- Read newspapers and news magazines, and discuss major stories found in them.
- Attend community events, exhibits, museums, and cultural events.
- Visit local and historical sites.
- Interview various family members about their life experiences and family history, especially as they relate to the topics being studied in class.
- Do research by going to a public library, conducting interviews, using the Internet, etc.
- See you perform civic duties such as voting, serving on a jury, or working on a civic committee.

World History

Prerequisites:

Before entering World History, students should be able to

- Read and comprehend on grade level.
- Write for a variety of audiences and purposes, using on-level standard grammar, spelling, sentence structure, and punctuation.
- Demonstrate basic computer proficiency.
- Use a variety of reading strategies to access information from historical texts.
- Organize, analyze, and interpret information, including written and visual material.
- Differentiate between, locate, and use a variety of primary and secondary sources.
- Create oral, written, and visual presentations using social studies material.
- Identify points of view and bias about an issue or topic.
- Demonstrate basic geographic knowledge such as the seven continents, five oceans, 50 U.S.

states, TODALS, latitude and longitude, and landforms.

Competencies:

In World History, students will

- Trace the development of civilization in different world cultures.
- Evaluate causes and effects of major revolutions.
- Identify historic origins of contemporary political and economic systems.
- Analyze the process by which democratic-republican governments evolved.
- Trace the historical development of important legal and political concepts.
- Examine the history and impact of major religions and philosophies.
- Analyze the connections between and among major developments in science and technology and their impact on different societies.
- Analyze the ways that art and architecture reflect the history of the cultures in which they are produced.
- Identify the causes and effects of conflicts in world history.
- Recognize the contributions of various historical cultures and the diversity among these cultures.
- Trace the causes of changes (over time) in attitudes about specific issues such as the roles of women, rights of citizens and non-citizens, and participation in government.
- Identify the impact of geographic factors on historical developments.
- Use a variety of reading strategies to increase understanding of textbook reading assignments.
- Use on-level social studies terminology correctly.
- Use critical-thinking skills appropriate to content and grade level, including problem-solving and decision-making skills.
- Organize and interpret information from a database.
- Interpret and create databases, research outlines, and visuals, including graphs, charts, timelines, and maps.

- Transfer information from statistical to written or visual forms and from written to visual forms (using computer software as appropriate).
- Locate and use a variety of primary and secondary sources to create oral, written, and visual presentations on social studies topics.
- Write an essay using historical evidence to support an argument.
- Include an annotated bibliography (works cited) in all research projects.
- Explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context.

Outside of School:

As parents, you can provide opportunities for your World History student to

- Read a newspaper or news magazine, and discuss major world events and issues with you.
- Learn about the family's history.
- Visit historical and cultural sites.
- Visit museums, and attend cultural events.
- Watch history-oriented programs on television, and discuss them with you.

Economics

Prerequisites:

Before entering Economics, students should be able to

- Explain the governmental policies that have influenced the economy during significant times in history.
- Identify the characteristics of the phases of the business cycle.
- Recognize how consumers and businesses exchange goods and services.
- Read and comprehend on grade level.
- Write for a variety of audiences and purposes, using on-level standard grammar, spelling, sentence structure, and punctuation.
- Use decimals, fractions, percentages, as well as charts, tables, graphs, and maps to organize and interpret information.
- Create oral, written, and visual presentations using factual information from documented research.

- Demonstrate basic computer proficiency.
- Analyze information by categorizing, exploring cause-and-effect relationships, summarizing, comparing/ contrasting, and drawing inferences and conclusions.
- Organize and interpret information from outlines, reports, and visuals.

Competencies:

In Economics, students will

- Explain the benefits of the free enterprise system in the United States, and compare/contrast the United States economic system to other economic systems.
- Examine how goods and services are produced, consumed, and distributed using the models of supply and demand.
- Examine the types of business ownership and the rights and responsibilities of businesses and consumers.
- Explain the interdependence of the United States economy and the world economy.
- Explain the various components of personal financial literacy.
- Evaluate the role of financial institutions, both governmental and private.
- Use on-level social studies terminology correctly.
- Use critical-thinking skills appropriate to the content and grade level, including problem-solving and decision-making skills.
- Transfer information from statistical to written or visual forms and from written to statistical forms (using computer software as appropriate).
- Locate and use a variety of primary and secondary sources to create oral, written, and visual presentations on social studies topics.
- Include an annotated bibliography (works cited) in all research projects.
- Use charts, tables, graphs, and maps to evaluate economic data.
- Create a research-based product on a contemporary economic issue such as labor rights, free trade, voucher systems for education, investing money, multinational corporations, or overseas contract workers.

Outside of School:

As parents, you can provide opportunities for your Economics student to

- Read the business section of the newspaper, and view *Wall Street Week* (on PBS) or other appropriate business weekly programs.
- Discuss personal budgeting with you, such as managing checking accounts, credit cards, budgeting expenses, and investing savings.
- Prepare personal income tax forms such as W-4 and 1040EZ.

Government

Prerequisites:

Before entering Government, students should be able to

- Name the three branches of the United States federal government.
- Explain how major historical events such as the Civil War, World Wars I and II, and the Great Depression affected public policy.
- Read and comprehend on grade level.
- Write for a variety of audiences and purposes, using on-level standard grammar, spelling, sentence structure, and punctuation.
- Use evidence to support conclusions, prove a point of view, or defend a position in an essay.
- Demonstrate basic computer proficiency.
- Locate, differentiate between, and use primary and secondary sources.
- Organize and interpret information from outlines, reports, and visuals.
- Identify points of view and bias about an issue.

Competencies:

In Government, students will

- Describe the structure, function, and powers of governments at the national, state, and local levels within the United States.
- Examine the main principles and concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights.
- Analyze the process by which democratic republic forms of government evolved.

- Evaluate the impact of political parties, individuals, interest groups, and the media on public policy-making in a democratic system.
- Examine the rights and responsibilities of citizens and non-citizens in the United States.
- Study the relationship between the changing United States culture and governmental policies.
- Analyze governmental policies that influence the economy at the local, state, national, and international levels.
- Locate and use a variety of primary sources, such as the *U.S. Constitution*, *The Federalist Papers*, and landmark Supreme Court cases, and secondary sources to create oral, written, and visual presentations on the underlying principles and ideas of the *U.S. Constitution*.
- Analyze points of view and bias about various issues in United States government.
- Use on-level social studies terminology correctly.
- Use critical-thinking skills, including problem-solving and decision-making skills, to create a project on a contemporary governmental issue (using technology as appropriate).
- Transfer information from statistical to written or visual forms and from written to statistical forms (using computer software, as appropriate).

Outside of School:

As parents, you can provide opportunities for your Government student to

- Read newspapers and other news sources.
- Register to vote and to discuss any upcoming elections.
- Participate in political, school, and community activities such as attending school board meetings, assisting with community services, working in a campaign, etc.
- Discuss current political issues and events with you.
- See you perform civic duties such as voting, serving on a jury, or working on a civic committee.

Additional Social Studies Courses

Before graduating from high school, a number of students will choose to take additional social studies courses.

- United States History AP
- United States Government AP
- Economics AP
- Sociology
- Psychology
- Psychology AP
- Comparative Government and Politics AP
- Social Studies Research
- World Area Studies
- Street Law
- Human Geography AP