

**READING COMPREHENSION**

Read and comprehend appropriately complex literary and informational texts independently and proficiently.

- A. Determine two or more themes in a text, including how they interact and build on one another to produce a complex account. (CCSS.ELA.RL.2)
- B. Determine the central ideas of a text, analyze their development, and provide an objective summary. (CCSS.ELA.RI.2)
- C. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone. (CCSS.ELA.RL.4; CCSS.ELA.RI.4, CCSS.ELA.L.4, 5, 6)

**READING INTERPRETATION**

Interpret, analyze, and evaluate appropriately complex literary and informational texts. (CCSS.ELA.CCRA.R.7, 10)

- A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (CCSS.ELA.RL.1; CCSS.ELA.RI.1)
- B. Determine an author's point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (CCSS.ELA.RL.6; CCSS.ELA.RI.6)
- C. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS.ELA-LITERACY.RI.11-12.7)

**WRITING ARGUMENTS**

Write clear and coherent arguments for a range of tasks, purposes, and audiences. (CCSS.ELA.CCRA.W.1, 4, 10)

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and distinguish the claim(s) from alternate or opposing claims. (CCSS.ELA.W.1)
- B. Develop claim(s) and counterclaims fairly and thoroughly. (CCSS.ELA.W.1b)
- C. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS.ELA.W.1c)
- D. Establish and maintain a formal style and objective tone. (CCSS.ELA.W.1d, 2e)
- E. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA.W.1e)

**WRITING INFORMATIVE AND NARRATIVE TEXTS**

Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences. (CCSS.ELA.CCRA.W.2, 3, 4, 10)

- A. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS.ELA-LITERACY.W.11-12.10)
- B. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. (CCSS.ELA.W.2a)
- C. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS.ELA.W.2b)
- D. Use appropriate and varied techniques, transitions and syntax to link the major sections of the text, create cohesion, clarify the relationships among complex ideas and concepts, and build toward a particular outcome. (CCSS.ELA.W.2c; CCSS.ELA.W.3c)
- E. Use precise language, domain-specific vocabulary, telling details and techniques to explain complex topics and convey vivid experiences, events and/or characters. (CCSS.ELA.W.2d; CCSS.ELA.W.3d)
- F. Provide a conclusion that follows from, supports, or reflects on information that is presented, or what is experienced, observed, or resolved over the course of a narrative. (CCSS.ELA.W.2f; CCSS.ELA.W.3e)

## **WRITING PROCESS**

Develop and strengthen writing. (CCSS.ELA.CCRA.W.5)

- A. Independently develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.ELA.W.5)
- B. Demonstrate command of the conventions of standard English grammar and usage when writing. (CCSS.ELA.L1; CCSS.ELA.L.2)
- C. Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS.ELA.W.6)

## **WRITING RESEARCH**

Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (CCSS.ELA.CCRA.W.7, 10)

- A. Collect relevant information from multiple print and digital sources. (CCSS.ELA.W.8)
- B. Integrate accurate information into the text selectively and purposefully to maintain the flow of ideas, while following a standard citation format and avoiding plagiarism and over reliance on any one source. (CCSS.ELA.W.8)
- C. Draw evidence from literary or informational texts to support analysis, reflection and research, integrating information from diverse sources into a coherent understanding of an idea or event, noting discrepancies and agreement among sources. (CCSS.ELA.W.9)

## **SPEAKING AND LISTENING DISCUSSION**

Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively. (CCSS.ELA.CCRA.SL.1)

- A. Operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence. (CCSS.ELA.SL.1b, c).
- B. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS.ELA.SL.2)

### **SPEAKING AND LISTENING PRESENTATION**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective. (CCSS.ELA.CCRA.SL.4)

- A. Develop a clear line of reasoning that addresses alternative or opposing perspectives. (CCSS.ELA.SL.4)
- B. Use appropriate organization, development, style, and substance appropriate to a range of purposes and audiences for both formal and informal tasks. (CCSS.ELA.SL.4)
- C. Make strategic use of digital media in presentations. (CCSS.ELA.SL.5)
- D. Adapt speech to a variety of contexts and tasks. (CCSS.ELA.SL.6; CCSS.ELA.L.3)
- E. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for speaking and listening at the college and career readiness level. (CCSS.ELA.L.6)

**PROBLEM SOLVING**

Make sense of problems and persevere in solving them. (CCSS.M.MP.1)

**REASONING AND PROOF**

Reason abstractly and quantitatively. (CCSS.M.MP.2)

**COMMUNICATION**

Construct viable arguments and critique the reasoning of others while attending to precision. (CCSS.M.MP.3, 6)

**REPRESENTATION/MODELING**

Model with mathematics and use appropriate tools strategically. (CCSS.M.MP.4, 5)

**CONNECTIONS**

Look for and make use of structure, and express regularity in repeated reasoning. (CCSS.M.MP.7, 8)

**Performance Indicators for all Math Graduation Standards:**

*\*Any content area performance indicator can be scored to reflect proficiency on any graduation standard.*

**Algebra I:**

- A. Students will create linear equations and inequalities in one variable and use them to solve problems. (HSA.REI.B.3, HSA.CED.A.1)
- B. Students will understand that a function consists of domain and range, and students will use functional notation to evaluate a function that models a relationship between two quantities. Students will identify a 'reasonable' domain for a function. (HSF.IF.A.1, HSF.IF.A.2, HSF.IF.B.5)
- C. Students will graph functions expressed symbolically and show key features of the graph by hand in simple cases and using technology for more complicated cases. (HSF.IF.C.7.a)
- D. Students will recognize the benefits of the various forms of equations (slope-intercept, point-slope and standard forms). They will be able to convert from one form to the other to create graphs. (HSA.REI.D.10, HSF.LE.A.1b, HSF.LE.B.5)
- E. Students will write, solve, interpret, and justify a solution for a system of linear equations. (HSA.REI.C.6)
- F. Students will rewrite expressions that contain radicals and/or rational exponents using the properties of exponents. (HSN.RN.A.2)
- G. Students will perform arithmetic operations on polynomial functions. (HSA.SSE.A.1a, HSA.APR.A.1)

H. Students will be able to analyze statistics through the use of graphs and summary statistics. (*HSS.ID.A.1, HSS.ID.A.2*)

### Geometry:

- A. Students will be able to apply geometric concepts, such as distance and slope, etc., to diagrams on the coordinate plane. (*HSG.GPE.B.4, HSG.GPE.B.5, HSG.GPE.B.6, HSG.GPE.B.7*)
- B. Students will be able to prove theorems and relationships about lines, angles, triangles and quadrilaterals. (*HSG-CO.C.9, HSG-CO.C.10, HSG.GPE.B.5, HSG-CO.C.11, HSG-SRT.B.4*)
- C. Students will be able to, given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. (*HSG.CO.A.5, HSG.CO.B.6, HSG.CO.A.2*)
- D. Students will be able to identify congruent and similar triangles, and the students will use congruence and similarity criteria to solve problems and to prove relationships in Geometric figures. (*HSG-SRT.B.5, HSG.CO.B.7, HSG-SRT.B.4*)
- E. Students will be able to apply the basic trigonometric ratios and the Pythagorean Theorem to solve right triangles. (*HSG-SRT.C.8*)
- F. Students will be able to identify and describe relationships among inscribed angles, radii, chords, and find arc length and area of sectors. (*HSG.C.A.2, HSG.C.B.5*)
- G. Students will be able to use volume and surface area formulas to determine more complex measures of prisms, pyramids, cones, cylinders, and spheres and use the formulas to solve for measures of interest. (*HSG-GMD.A.3*)

### Algebra II:

- A. Students will be able to identify the domain and range of piecewise defined functions, accurately graph the function and evaluate the function for given inputs. (*HSF.IF.C.7b, HSF.IF.B.5*)
- B. Students will be able to perform compositions on functions and evaluate for different inputs. (*HSF.IF.A.2, HSF.BF.A.1b, HSF.BF.A.1.c*)
- C. Students will be able to factor, graph, interpret, solve, and write quadratic equations from given information. (*HSF-IF.B.4, HSA.REI.B.4, HSA.REI.B.4.A, HSA.REI.B.4.B, HSF.IF.C.7.a, HSF.IF.C.8.a*)
- D. Students will be able to identify key features of a polynomial function, determine end behavior, and sketch an appropriate graph given zeros. (*HSA.APR.A.1, HSF.IF.B.4, HSF.IF.C.7.c, HSA.APR.B.3*)

- E. Students will be able to identify and write exponential and logarithmic functions. They will be able to perform basic operations using both exponential and logarithmic functions and sketch graphs of both. (HSF.IF.C.7, HSF.IF.C.7e, HSF-LE.A.1)
- F. Students will be able to perform arithmetic operations (add, subtract, multiply, divide) on rational expressions, identify asymptotic behavior, and solve rational expressions. (HSA.APR.D.6, HSA.APR.D.7, HSA.REI.A.2)
- G. Summarize, represent, and interpret data on a single count or measurement variable. (HSS.ID.A.2)

### Statistics:

- A. Understand the basics of data. Including types of data, collection methods, and different types of experiments (ex. Observational vs. Experimental).
- B. Be able to find, use and explain summary statistics such as mean, median, mode and standard deviation. Be able to use multiple types of technology to help find the summary statistics.
- C. Represent data using appropriate visual aids and spreadsheets.
- D. Understand the basics of probability, and conditional probability.
- E. Be able to identify and use random variable distributions including Binomial, Normal, and Geometric.
- F. Create using foundations for inference cases to show evidence-supporting hypothesis. Be able to report out on findings in both written and visual reports.
- G. Use linear and exponential regression to show correlations between variables with the use of a spreadsheet. Be able to report findings using statistical evidence.

### Pre-calculus:

- A. Represent and model with vector quantities. (HSG.GMD.A)
- B. Perform operations on vectors. (HSN.VM.B)
- C. Interpret functions that arise in applications in terms of the context. (HSF.IF.B)
- D. Perform operations on matrices and use matrices in applications. (HSN.VM.C)
- E. Extend the domain of trigonometric functions using the unit circle. (HSF.TF.A)
- F. Prove and apply trigonometric identities. (HSF.TF.C)
- G. Apply trigonometry to general triangles. (HSG.SRT.D)

- H. Define trigonometric ratios and solve problems involving right triangles. (HSG.SRT.C)
- I. Visualize relationships between two-dimensional and three-dimensional objects. (HSG.GMD.B)

**WRITING**

Produce discipline-specific writing that is clear and coherent. (CCSS.ELA.WHST.1, 2, 4, 9)

- A. Write arguments focused on discipline-specific content. (CCSS.ELA.WHST.1)
- B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (CCSS.ELA.WHST.2)
- C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. (CCSS.ELA.WHST.4)
- D. Draw evidence from informational texts to support analysis, reflection and research. (CCSS.ELA.WHST.9)

**READING**

Read and comprehend history/social studies texts and/or other sources. (CCSS.ELA.RH.2, 6, 9)

- A. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (CCSS.ELA.RH.2)
- B. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence. (CCSS.ELA.RH.6)
- C. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (CCSS.ELA.RH.9)

**POWER, AUTHORITY, AND GOVERNMENT**

Examine concepts from civics and government to understand political systems. (MLR.SS.B)

- A. Demonstrate understanding of the ideals, purposes, principles, structures and processes of constitutional government in the United States and in the American political system. (MLR.SS.B1)
- B. Demonstrate understanding of the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy. (MLR.SS.B2)
- C. Demonstrate understanding of the ideals, purposes, principles, structures, role of citizens, and processes of other forms of government and political systems in the world. (MLR.SS.B1, B2)
- D. Explain and demonstrate the role of money in everyday life. (NCSS.VII.g)
- E. Describe the relationship of price to supply and demand. (NCSS.VII.h)

**HISTORY**

Develop historical perspective and understand issues of time, continuity, and change. (MLR.SS.E, NCSS.II)

- A. Evaluate major eras, major enduring themes, and historic influences in the United States. (MLR.SS.E1)



- B. Evaluate major eras, major enduring themes, and historic influences in World History. (MLR.SS.E1)
- C. Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past. (NCSS.II.c)
- D. Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos and others. (NCSS.II.d)

### **PEOPLE, PLACES, AND ENVIRONMENTS**

Understand issues involving people, places, and environments. (NCSS.III, IX)

- A. Use appropriate resources, data sources, and geographic tools such as atlases, databases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information. (NCSS.III.c)
- B. Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions. (NCSS.III.h)
- C. Identify examples of globalization: conflict, cooperation and interdependence among individuals, groups, and nations. (NCSS.IX.b)

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# Science & Technology

## Graduation Standards with Performance Indicators

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### MODELING

Develop and use models. (NGSS.S&EP2)

- A. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. (NGSS.HS-PS1-1)
- B. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. (NGSS.HS-PS3-5)
- C. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. (NGSS.HS-LS1-2)
- D. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy and that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. (NGSS.HS-LS1-5, 1-7)
- E. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects). (NGSS.HS-PS3-2)

### EXPERIMENTAL DESIGN

Plan and carry out investigations. (NGSS.S&EP3)

- A. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. (NGSS.HS-LS4-6)

### DATA

Analyze and interpret data. (NGSS.S&EP4)

- A. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. (NGSS.HS-PS2-1)
- B. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems. (NGSS.HS-ESS2-2)
- C. Collect, analyze, and communicate data using appropriate methods including graphing, the metric system, and/or various levels of accuracy. (Adapted from CCSS.MATH.HSN.Q.A.1)
- D. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. (NGSS.HS-LS3-3)

## **COMPUTATIONAL THINKING**

Use mathematics and computational thinking. (NGSS.S&EP5)

- A. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. (NGSS.HS-PS4-1)
- B. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. (NGSS.HS-PS1-7)
- C. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. (NGSS.HS-LS2-4)
- D. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. (NGSS.HS-PS2-2)
- E. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. (NGSS.HS-LS2-2)

## **SCIENTIFIC COMMUNICATION**

Engage in argument from evidence. (NGSS.S&EP7)

- A. Write arguments focused on discipline-specific content. (CCSS.ELA.WHST.1)
- B. Construct an explanation of the Big Bang Theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe. (NGSS.HS-ESS1-2)
- C. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. (NGSS.HS-LS4-2)
- D. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth. (NGSS.HS-ESS2-7)
- E. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. (NGSS.HS-LS1-6)
- F. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. (NGSS.HS-PS1-2)
- G. Construct an explanation based on evidence for how natural selection leads to adaptation of populations. (NGSS.HS-LS4-4)

## **SCIENTIFIC RESEARCH**

Ask questions and solve problems & obtain, evaluate, and communicate information. (NGSS.S&EP1,8)

- A. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (CCSS.ELA.WHST.2)
- B. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential function of life through systems of specialized cells. (NGSS.HS-LS1-1)

- D. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. (NGSS.HS-PS2-3)
- E. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. (NGSS.HS-PS1-5)
- F. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parent to offspring. (NGSS.HS-LS3-1)

### **INTERPERSONAL COMMUNICATION**

Engage in conversations that express personal thoughts and opinions about familiar topics. (MLR.WL.A1)

- A. Provide and exchange detailed information on familiar topics orally and in writing. (MLR.WL.A1.b)
- B. Interact in a variety of social situations including formal and informal personal exchanges. (MLR.WL.A1.a)
- C. Describe and explain states of being, orally and in writing. (MLR.WL.A1.c)

### **INTERPRETIVE COMMUNICATION**

Understand and interpret written and spoken language on a variety of topics. (ACTFL.1.2)

- A. Identify main ideas, topics and specific information in a variety of authentic auditory or written materials. (MLR.WL.9-12.A2.a)
- B. Read passages and listen to native speakers in the target language and identify/understand/compare differing cultural viewpoints (MLR.WL.9-12.C2.a)

### **PRESENTATIONAL COMMUNICATION**

Present information, concepts and ideas, orally and in writing, to an audience of listeners or readers on a variety of topics. (ACTFL.1.3)

- A. Read authentic passages aloud with appropriate pronunciation, phrasing and intonation. (MLR.WL.9-12.A3.a)
- B. Narrate stories about personal experiences orally. (MLR.WL.9-12.A3.b)
- C. Write brief narrative compositions and expository/informational compositions in the target language. (MLR.WL.9-12.A3.d)
- D. Deliver oral presentations related to the culture in which the target language is spoken. (MLR.WL.9-12.A3.e)

### **COMPARISON**

Compare the nature of language and the culture(s) of the target language with one's own. (ACTFL.4.1, 4.2)

- A. Compare the target language with English to better understand language systems. (MLR.WL.6-8.A4)
- B. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken. (MLR.WL.9-12.B3.b)
- C. Use the target language to enhance knowledge of other content areas. (MLR.WL.9-12.C1)

**MOTOR SKILLS**

Demonstrate proficiency in a variety of motor skills and movement patterns. (NASPE.1; MLR.HEPE.G)

- A. Demonstrate a variety of specialized movement skills specific to a game/physical activity while participating in a game/physical activity. (MLR.HEPE.G2)

**COGNITIVE SKILLS**

Apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (NASPE.2; MLR.HEPE.G)

- A. Utilize fundamental movement skills to improve performance. (MLR.HEPE.G4)  
B. Explain the rules, and/or strategies of a variety of games and activities. (MLR.HEPE.I3)

**PHYSICAL FITNESS**

Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (NASPE.3; MLR.HEPE.H)

- A. Establish personal fitness goals and reassess their fitness over time through health-related fitness assessments. (MLR.HEPE.H1)  
B. Design and critique a personal fitness plan that applies the five health-related fitness components and the principles of training. (MLR.HEPE.H2)  
C. Participate in physical activities that address personal fitness plans and apply the five health-related fitness components. (MLR.HEPE.H3)

**RESPONSIBILITY AND MOTIVATION**

Exhibit responsible personal and social behaviors, and demonstrate intrinsic motivation regarding physical fitness. (NASPE.4; NASPE.5; MLR.HEPE.I)

- A. Demonstrate collaborative skills while participating in physical activities. (MLR.HEPE.I1:A, B, C)  
B. Demonstrate responsible and ethical personal behavior while participating in physical activities. (MLR.HEPE.I2)  
C. Explain how etiquette improves games/activities. (MLR.HEPE.I3)  
D. Recognize the values of physical activity, such as for health, enjoyment, challenge, self-expression and/or social interaction. (NASPE.5)

**HEALTH PROMOTION/RISK REDUCTION**

Comprehend concepts related to health promotion and disease prevention to enhance health and demonstrate the ability to access valid health information and avoid or reduce health risks. (MLR.HEPE.A; MLR.HEPE.C)

- A. Explain how healthy behaviors can affect health status. (NHES.1.1, MLR.HEPE.A1)  
B. Explain causes of common diseases, disorders, and other health problems, such as STDs, HIV, and unintended pregnancy, and propose ways to reduce, prevent or treat them. (MLR.HEPE.A3)

- C. Describe the characteristics of human growth and development through various stages of life. (MLR.HEPE.A5)
- D. Analyze complex health concepts related to family and personal life; nutrition; personal health; stress; and tobacco, alcohol and other drug use prevention. (MLR.HEPE.A6; MLR.HEPE.C3)
- E. Evaluate the validity and accessibility of health information, products and services. (MLR.HEPE.B1)

### **INFLUENCES ON HEALTH**

Analyze the ability of external factors to enhance health. (MLR.HEPE.D)

- A. Analyze how family peers, culture, media, and technology influence healthy and unhealthy behaviors. (NHES.2.3, 2.5; MLR.HEPE.D1; MLR.HEPE.D2)
- B. Explain how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors such as drug and alcohol use. (MLR.HEPE.D3)

### **ADVOCACY, DECISION-MAKING AND GOAL-SETTING SKILLS**

Demonstrate the ability to use interpersonal communication and advocacy skills, to make decisions and set goals to enhance personal, family and community health. (MLR.HEPE.E.F)

- A. Apply effective communication strategies for: refusal, negotiation, and collaboration to avoid and reduce health risks. (MLR.HEPE.E1)
- B. Utilize effective strategies for prevention, management and resolution of interpersonal conflicts without harm to self or others. (MLR.HEPE.E1)
- C. Demonstrate the ability to influence and support others in making positive health choices and work cooperatively as an advocate for improving personal, family, and community health. (NHES.8.2; NHES.8.3)
- D. Develop a personal plan to attain a health goal that addresses strengths, needs, and risks. (NHES.6.2)

**CONTENT LITERACY**

Demonstrate an understanding of technical vocabulary, appropriate use of media, and application of content specific techniques. (MLR.VPA.A)

A. Develop and refine artistic techniques for work. (MLR.VPA.M.A3, MLR.VPA.VA.A3)

B. Understand and demonstrate skills, concepts, terminology and processes to show disciplinary literacy. (MLR.VPA.D.A1, A2, A3, A4, A5; MLR.VPA.M.A1, A2; MLR.VPA.VA.A2; MLR.VPA.T.A1)

**CREATIVITY AND INNOVATION**

Utilize strategies that lead to creativity and innovation within an artistic process. (NCCAS.Creating; NCCAS.Connecting)

A. Generate and conceptualize artistic ideas and work. (NCCAS.Creating.1)

B. Organize and develop artistic ideas and work. (NCCAS.Creating.2)

C. Refine and complete artistic work. (NCCAS.Creating.3)

D. Synthesize and relate knowledge and personal experiences to make art. (NCCAS.Connecting.10)

**CREATIVE PROBLEM-SOLVING**

Plan, collaborate, design, and create in order to solve problems. (MLR.VPA.C, E)

A. Apply and analyze creative problem-solving and creative-thinking skills to improve or vary self work and/or the work of others. (MLR.VPA.C1)

B. Create short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. (MLR.VPA.E3)

C. Demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (MLR.VPA.E5)

**PERFORMANCE/PRESENTATION/PRODUCTION**

Publicly perform and/or exhibit prepared works individually or as a group. (NCCAS.Performing)

A. Analyze, interpret and select artistic work for presentation. (NCCAS.Performing.4)

B. Develop and refine artistic techniques for presentation. (NCCAS.Performing.5)

C. Convey meaning through the presentation of artistic work. (NCCAS.Performing.6)

**MEANING CONSTRUCTION AND REFLECTION**

Analyze, evaluate, and construct meaning from the arts using evidence. (NCCAS.Responding)



- A. Perceive and analyze artistic work. (NCCAS.Responding.7)
- B. Interpret intent and meaning in artistic work. (NCCAS.Responding.8)
- C. Apply criteria to evaluate artistic work. (NCCAS.Responding.9)

## **CONNECTIONS**

**Demonstrate an understanding of the inter-relationship among the Visual/Performing arts across disciplines, and culture, history and society. (MLR.VPA.E; NCCAS.Connecting)**

- A. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (NCCAS.Connecting.11)
- B. Analyze skills and concepts that are similar across disciplines. (MLR.VPA.E2)
- C. Explain how knowledge of the arts relates to school to school and school to work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (MLR.VPA.E4)