



High School (Grades 9-12) Competencies

High School English/Language Arts

Reading

- RE.1 Describe the meaning of a text, citing supporting details appropriately.
- RE.2 Summarize a text, including central idea/theme and supporting details.
- RE.3 Discuss how and why individuals, events, or ideas develop and interact over the course of a text.
- RE.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- RE.5 Identify the impact of structure in texts.
- RE.6 Describe how a text's point of view or purpose shapes the content and style of the text.
- RE.7 Integrate and evaluate multiple sources of information presented in different formats in order to address a question or solve a problem.
- RE.8 Read, comprehend, and compare the approaches taken by the author's in a variety of forms of literary and informational texts independently and proficiently.

Writing

- WR.1 Write arguments to support claims in an analysis of topics or texts using valid reasoning and relevant and sufficient evidence.
- WR.2 Write informative/explanatory texts to examine and convey ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- WR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- WR.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- WR.5 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- WR.6 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- WR.7 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- WR.8 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- SL.1 Prepare for a range of conversations and collaborations with diverse partners.
- SL.2 Participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.3 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.5 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.6 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- SL.7 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

- LA.1 Demonstrate independence in resolving questions of grammar and usage.
- LA.2 Demonstrate independence in resolving questions of vocabulary.
- LA.3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LA.4 Apply knowledge of language to understand how language functions in different contexts.
- LA.5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues and analyzing meaningful word parts.
- LA.6 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- LA.7 Accurately use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

High School Social Studies

Civics

- CIV.1 I can discuss the impact of governmental documents and processes on maintaining order.
- CIV.2 I can describe the roles of individuals and institutions at varying levels of government and how they have changed over time.
- CIV.3 I can discuss how the ability to amend the US Constitution and reverse laws has allowed the US Government to remain stable over time.
- CIV.4 I can evaluate the effectiveness of social and political systems at varying levels in promoting civic virtues and democratic principles to address problems now and in the past.
- CIV.5 I can evaluate public policies of the past and present in terms of their intended and unintended outcomes.
- CIV.6 I can describe how various rules, processes, laws, and policies work at varying levels of civic society.
- CIV.7 I can demonstrate an understanding of how personal perspective impacts civic virtues and democratic principles and describe the impact of my own perspectives when I interact in school and community settings.
- CIV.8 I can apply democratic principles to my own interactions within school and in my community.

Economics

- ECO.1 I can discern my role in the free market, how decisions that I make affect the economy and how changes in the economy affect me.
- ECO.2 I can explain how financial institutions and the government work together and how changes in them affect the individual.
- ECO.3 I can describe the influence of competition on the economy, how it impacts innovation, and how new innovations impact the economy.
- ECO.4 I can use economic data to analyze trends and make decisions about use of scarce resources and predictions about the impacts of those decisions.

Geography

- GEG.1 I can create and use graphic representations, such as maps, and geographic data to explain the spatial patterns of environmental, political, cultural and economic characteristics.
- GEG.2 I can describe the impact of human-environment interactions on human society and on environmental health.
- GEG.3 I can explain the cause and effect relationship between human population expansion and redistribution and patterns of settlement, environmental changes, and resource use.
- GEG.4 I can describe how human and physical systems are interconnected across governmental boundaries and how these connections impact global concerns.

World History

- WH.1 I can analyze the complexity of the Age of Imperialism through multiple historic lenses.
- WH.2 I can analyze the complexity of the push for national independence over time around the world.
- WH.3 I can analyze the complexity of World War I and II through multiple historical lenses.
- WH.4 I can analyze the complexities of the world-wide rise of Communism and the Cold War through multiple historical lenses.

American History

- AH.1 I can analyze the complexity of the Columbian Exchange through multiple lenses.
- AH.2 I can analyze the complexity of the American Revolution through multiple lenses.
- AH.3 I can analyze the complexity of the causes and impacts of the Civil War through multiple lenses.
- AH.4 I can analyze the complexity of the Westward Expansion and the Industrial Revolution through multiple lenses.
- AH.5 I can analyze the complexity of the WWI and WWII Eras in the US through multiple lenses.
- AH.6 I can analyze the complexity of the Cold War era in America through multiple lenses.
- AH.7 I can analyze the complexities of the Civil Rights and Vietnam War Eras in the US through multiple lenses.
- AH.8 I can analyze the complexity of America's War on Terror through multiple lenses.

High School Science

Life Science

- LS.1 I can explain what drives the structural organization of cells.
- LS.2 I can explain how energy is transferred during biochemical processes.
- LS.3 I can describe how matter and energy flow through an organism and the Earth.
- LS.4 I can illustrate how ecosystems are interdependent.
- LS.5 I can design a solution to reduce the negative effects of human activity on biodiversity.
- LS.6 I can explain types of cell division.
- LS.7 I can summarize the causes and evidence for evolution.
- LS.8 I can describe how natural selection and adaptation correlate to trait variation within a population.

Physical Science

- PS.1 I can explain how the periodic table is organized according to the atomic properties of the elements.
- PS.2 I can predict the outcome of a chemical reaction.
- PS.3 I can describe the properties of a chemical reaction.
- PS.4 I can apply knowledge of force and momentum in collisions.
- PS.5 I can predict electrostatic, gravitational, and magnetic forces.
- PS.6 I can explain how energy and matter interact.
- PS.7 I can provide evidence of thermal equilibrium.
- PS.8 I can describe the central concept of light waves.
- PS.9 I can describe the structure and impact of electromagnetic radiation.

Earth Science

- ES.1 I can describe Earth's creation, early history, and geosphere processes.
- ES.2 I can explain the cycling of matter through Earth's systems.
- ES.3 I can evaluate the cause and effects of climate change.
- ES.4 I can explain the coevolution of Earth and life.
- ES.5 I can explain the creation of the universe.
- ES.6 I can design a tool for managing natural resources.
- ES.7 I can evaluate the impact of human activity on Earth's system.

Technology

- TE.1 I can demonstrate the ability to choose, use and troubleshoot current technologies, and to transfer this knowledge to explore emerging technologies.
- TE.2 I can describe the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and act and model in ways that are safe, legal and ethical.
- TE.3 I can critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for myself and others.
- TE.4 I can communicate clearly and express myself creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to my goals.

Health

- HE.1 I can describe and apply principles of personal wellness including the roles of diet and physical activity.
- HE.2 I can identify factors that influence mental, emotional, and social health and the skills needed to manage these ever changing influences.
- HE.3 I can discuss the relationships, choices, risks, and skills necessary to understand healthy human growth and development.
- HE.4 I can discuss the types and effects of substance use and abuse and how to navigate the associated challenges.

High School Mathematics

PreAlgebra

- PALG.1 I can use variables to represent values in unknown situations.
- PALG.2 I can apply strategies to manipulate rational numbers using the four basic operations.
- PALG.3 I can apply proportional relationships to ratio and percent problems.
- PALG.4 I can perform operations with numbers expressed in scientific notation.
- PALG.5 I can solve one-variable equations and inequalities.
- PALG.6 I can graph linear equations.
- PALG.7 I can simplify exponential expressions and identify irrational values.
- PALG.8 I can use the properties of graphing to show the Pythagorean theorem and distance formula.

Algebra I

- ALG.1 I can solve advanced linear equations and inequalities.
- ALG.2 I can graph linear equations and inequalities.
- ALG.3 I can describe basic functions.
- ALG.4 I can solve systems of linear equations.
- ALG.5 I can simplify monomials and polynomials.
- ALG.6 I can factor polynomials.
- ALG.7 I can solve quadratic equations.
- ALG.8 I can solve radical equations.

Geometry

- GEM.1 I can use basic tools, fundamental geometry terms and logical reasoning.
- GEM.2 I can model Transformations on a Coordinate Plane.
- GEM.3 I can demonstrate relationships formed with parallel and perpendicular lines.
- GEM.4 I can demonstrate properties of triangles.
- GEM.5 I can prove Similarity and Congruence of Geometric Figures.
- GEM.6 I can demonstrate the properties of Quadrilaterals and Polygons.
- GEM.7 I can find Surface Area and Volume.
- GEM.8 I can demonstrate properties of Circles and Conic Sections.

Statistics

- ST.1 I can summarize data based on central tendencies and standard deviation.
- ST.2 I can calculate the probabilities of an event using various methods.
- ST.3 I can analyze/appraise how the media uses statistics.
- ST.4 I can calculate the line of best fit.

Algebra II

ALG2.1 I can use various forms of linear equations to find solutions and optimizations.

Personal Finance

- PF.1 Money management. I can show how financial plans and goals influence my spending decisions and my ability to maintain a positive cash flow.
- PF.2 Borrowing. I can demonstrate a knowledge of how to make good borrowing decisions, and of the impacts of credit and borrowing.
- PF.3 Earning Power. I can discuss factors that influence one's earning power, including value in the workplace, tax liabilities, and hidden costs of employment.
- PF.4 Investing. I can demonstrate an understanding of investment including how it works, types of investments, and how to select an investment strategy.
- PF.5 Financial Services. I can describe common banking tools and how to manage them to manage and protect my money.
- PF.6 Insurance. I can explain how and why one would acquire and use insurance, including types of insurance and the costs and benefits that can be expected.

High School Art

- ART.1 I can conceive of and create new artistic ideas and work.
- ART.2 I can share my ideas and work through artistic interpretation and presentation.
- ART.3 I can describe how the arts convey meaning.
- ART.4 I can relate artistic ideas and work with personal meaning and external context.

High School Physical Education

- PE.1 Psychomotor. Demonstrate competency in a variety of motor skills and movement patterns.
- PE.2 Cognitive. The student applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- PE.3 Affective. Participates regularly in physical activity.
- PE.4 Affective. Exhibits responsible personal and social behavior that respects self and others.
- PE.5 Physical Fitness. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- PE.6 Physical Fitness. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.