



## Course Outcome Summary

### School Information: **High Point Charter School**

#### **Description:**

High Point Charter School is a project based school using standards based assessment. Students decide what they want to learn, how they want to learn it, and how they will communicate the results of their learning. In essence, they build their own curriculum. They are encouraged to reach out to the community to form partnerships for project implementation and support. Assessment is based on the extent to which projects meet Academic Standards at the proficient or advanced level.

To be successful at High Point, students must be responsible, organized and have a desire to direct their own learning. In addition, students must exhibit tenacity as a learner, display independent work habits, complete the necessary documentation of learning, and meet deadlines with quality work. All programming decisions are made based on how they will impact the social development and academic achievement of our students, and how they promote student learning.

### School Standards:

Students will:

- collaborate effectively in groups
- develop, create, and complete deep, meaningful projects
- become productive time managers
- take ownership of their own learning
- become a contributing member of a learning community

### Content Area Standards

#### Writing

Students in 7th/8th/9th Grade will be able to:

- write a MEL-Con paragraph
- write an effective thesis statement
- provide supporting evidence for thesis statements
- create an M.L.A. Bibliography

- write introductory and concluding paragraphs (within a 5-paragraph essay)

Students in 10th/11th/12th Grade will be able to:

- create M.L.A. in-text citations
- provide counter-arguments to the thesis statement of an essay
- write a 5-page, college level, research paper
- create an annotated bibliography

## Reading

Students in 7th/8th/9th Grade will be able to:

- paraphrase main ideas of grade-level paragraphs
- understand the difference between fact, opinion, belief, and prejudice
- use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- identify supporting arguments to a main idea
- understand the functions of paragraphs

Students in 10th/11th/12th Grade will be able to:

- analyze the structures of challenging passages - alliteration, allusion, irony, metaphor, parallel structure, personification, and simile
- paraphrase the main idea of challenging grade-level passages
- compare and contrast 2 challenging grade-level passages
- evaluate the bias and relevance of evidence in a challenging passage
- use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

## Science

Students in 7th/8th/9th Grade will be able to:

- conduct a scientific investigation
- be able to identify and understand the function of variables
- identify a model
- create tables and graphs from data found and/or collected
- conduct a simple experiment

Students in 10th/11th/12th Grade will be able to:

- conduct an original, in-depth, complex experiment
- present information from an in-depth, complex experiment

- use evidence from tables, charts, graphs to support a thesis
- demonstrate an understanding of models both physical and mathematical
- create a working physical or mathematical model

## **Social Studies**

### **Civics**

7th/8th/9th Grade students will be able to:

- identify and explain democracy's basic principles, including individual rights, equal opportunities, and basic freedoms
- explain the role of political parties and interest groups in American politics and understand how political documents (Constitution, Bill of Rights, etc...) shape our political system
- locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position
- evaluate the ways in which public opinion can be used to influence and shape public policy

10th/11th/12th Grade students will be able to:

- describe and evaluate ideas of how society should be organized and political power should be exercised, including the ideas of monarchism, anarchism, socialism, fascism, and communism; compare these ideas to those of representative democracy; and assess how such ideas have worked in practice
- identify ways people may participate effectively in community affairs and the political process
- identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens

### **Economics**

7th/8th/9th Grade students will be able to:

- identify and explain basic economic concepts: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services
- identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income
- describe how personal decisions can impact starting a new business and the risks dealing with global impact on issues such as trade agreements, recycling, and conserving the environment, while using a profit motive system

10th/11th/12th Grade students will be able to:

- explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world
- Students will be able to use advanced economic concepts (such as supply and demand; production, distribution, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy) to compare and contrast local, regional, and national economies across time and at the present time
- Students will be able to compare, contrast, and evaluate different types of economies (traditional, command, market, and mixed) and analyze how they have been affected in the past by specific social and political systems and important historical events

## **Geography**

7th/8th/9th Grade students will be able to:

- use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place
- describe the movement of people, ideas, diseases, and products throughout the world
- construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape
- use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration
- give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries

10th/11th/12th Grade students will be able to:

- construct mental maps of the world and the world's regions and draw maps from memory showing major physical and human features
- analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment
- use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns
- identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them

## **History**

7th/8th/9th Grade students will be able to:

- explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians
- identify significant events and people in the major eras of United States and world history
- employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history
- interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used
- analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion
- recall, select, and analyze significant historical periods and the relationships among them

10th/11th/12th Grade students will be able to:

- explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches
- recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history
- analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions

## **Mathematics**

### **General Math 6**

- Perform one-operation computation with whole numbers and decimals
- Recognize equivalent fractions and fractions in lowest terms
- Locate positive rational numbers (expressed as whole numbers, fractions, decimals, and mixed numbers) on the number line
- Solve problems in one or two steps using whole numbers and using decimals in the context of money
- Exhibit knowledge of basic expressions (e.g., identify an expression for a total as  $b + g$ )
- Solve equations in the form  $x + a = b$ , where  $a$  and  $b$  are whole numbers or decimals
- Solve problems in one or two steps using whole numbers and using decimals in the context of money
- Extend a given pattern by a few terms for patterns that have a constant increase or decrease between terms
- Estimate the length of a line segment based on other lengths in a geometric figure

- Calculate the length of a line segment based on the lengths of other line segments that go in the same direction (e.g., overlapping line segments and parallel sides of polygons with only right angles)
- Perform common conversions of money and of length, weight, mass, and time within a measurement system (e.g., dollars to dimes, inches to feet, and hours to minutes)
- Calculate the average of a list of positive whole numbers
- Extract one relevant number from a basic table or chart, and use it in a single computation

## Pre-Algebra

- Recognize one-digit factors of a number
- Identify a digit's place value
- Locate rational numbers on the number line
- Solve routine one-step arithmetic problems using positive rational numbers, such as single-step percent
- Solve some routine two-step arithmetic problems
- Relate a graph to a situation described qualitatively in terms of familiar properties such as before and after, increasing and decreasing, higher and lower
- Apply a definition of an operation for whole numbers (e.g.,  $a \cdot b = 3a - b$ )
- Substitute whole numbers for unknown quantities to evaluate expressions
- Solve one-step equations to get integer or decimal answers
- Combine like terms (e.g.,  $2x + 5x$ )
- Solve routine one-step arithmetic problems using positive rational numbers, such as single-step percent
- Solve some routine two-step arithmetic problems
- Relate a graph to a situation described qualitatively in terms of familiar properties such as before and after, increasing and decreasing, higher and lower
- Apply a definition of an operation for whole numbers (e.g.,  $a \cdot b = 3a - b$ )
- Extend a given pattern by a few terms for patterns that have a constant factor between terms
- Exhibit some knowledge of the angles associated with parallel lines
- Compute the perimeter of polygons when all side lengths are given
- Compute the area of rectangles when whole number dimensions are given
- Locate points in the first quadrant
- Calculate the average of a list of numbers
- Calculate the average given the number of data values and the sum of the data values
- Read basic tables and charts
- Extract relevant data from a basic table or chart and use the data in a computation
- Use the relationship between the probability of an event and the probability of its complement

## Algebra

- Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and estimating by using a given average value in place of actual values
- Perform straightforward word-to-symbol translations
- Relate a graph to a situation described in terms of a starting value and an additional amount per unit (e.g., unit cost, weekly growth)
- Evaluate linear and quadratic functions, expressed in function notation, at integer values
- Use properties of parallel lines to find the measure of an angle
- Exhibit knowledge of basic angle properties and special sums of angle measures (e.g.,  $90^\circ$ ,  $180^\circ$ , and  $360^\circ$ )
- Compute the area and perimeter of triangles and rectangles in simple problems
- Find the length of the hypotenuse of a right triangle when only very simple computation is involved (e.g., 3-4-5 and 6-8-10 triangles)
- Use geometric formulas when all necessary information is given
- Locate points in the coordinate plane
- Translate points up, down, left, and right in the coordinate plane
- Calculate the missing data value given the average and all data values but one
- Translate from one representation of data to another (e.g., a bar graph to a circle graph)
- Determine the probability of a simple event
- Describe events as combinations of other events (e.g., using *and*, *or*, and *not*)
- Exhibit knowledge of simple counting techniques

### Students in Algebra will be able to:

- Evaluate mathematical expressions
- Solve equations
- Graph equations
- Solve percent and proportion problems
- Calculate probability
- Solve and graph inequalities
- Solve and graph equations with exponents (especially quadratics)

## Geometry

- Order fractions
- Find and use the least common multiple
- Work with numerical factors
- Exhibit some knowledge of the complex numbers
- Add and subtract matrices that have integer entries
- Solve multistep arithmetic problems that involve planning or converting common derived

- units of measure (e.g., feet per second to miles per hour)
- Build functions and write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)
- Match linear equations with their graphs in the coordinate plane
- Recognize that when numerical quantities are reported in real-world contexts, the numbers are often rounded
- Solve real-world problems by using first-degree equations
- Solve first-degree inequalities when the method does not involve reversing the inequality sign
- Match compound inequalities with their graphs on the number line (e.g.,  $-10.5 < x \leq 20.3$ )
- Add, subtract, and multiply polynomials
- Identify solutions to simple quadratic equations
- Solve quadratic equations in the form  $(x + a)(x + b) = 0$ , where  $a$  and  $b$  are numbers or variables
- Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)
- Work with squares and square roots of numbers
- Work with cubes and cube roots of numbers
- Work with scientific notation
- Work problems involving positive integer exponents
- Determine when an expression is undefined
- Determine the slope of a line from an equation
- Solve multistep arithmetic problems that involve planning or converting common derived units of measure (e.g., feet per second to miles per hour)
- Build functions and write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)
- Match linear equations with their graphs in the coordinate plane
- Evaluate polynomial functions, expressed in function notation, at integer values
- Find the next term in a sequence described recursively
- Build functions and use quantitative information to identify graphs for relations that are proportional or linear
- Attend to the difference between a function modeling a situation and the reality of the situation
- Understand the concept of a function as having a well-defined output value at each valid input value
- Understand the concept of domain and range in terms of valid input and output, and in terms of function graphs
- Interpret statements that use function notation in terms of their
- Find the domain of polynomial functions and rational functions
- Find the range of polynomial functions

- Find where a rational function's graph has a vertical asymptote
- Use function notation for simple functions of two variables
- Use several angle properties to find an unknown angle measure
- Count the number of lines of symmetry of a geometric figure
- Use symmetry of isosceles triangles to find unknown side lengths or angle measures
- Recognize that real-world measurements are typically imprecise and that an appropriate level of precision is related to the measuring device and procedure
- Compute the perimeter of simple composite geometric figures with unknown side lengths
- Compute the area of triangles and rectangles when one or more additional simple steps are required
- Compute the area and circumference of circles after identifying necessary information
- Given the length of two sides of a right triangle, find the third when the lengths are Pythagorean triples
- Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths
- Determine the slope of a line from points or a graph
- Find the midpoint of a line segment
- Find the coordinates of a point rotated  $180^\circ$  around a given center point
- Calculate the average given the frequency counts of all the data values
- Manipulate data from tables and charts
- Compute straightforward probabilities for common situations
- Use Venn diagrams in counting
- Recognize that when data summaries are reported in the real world, results are often rounded and must be interpreted as having appropriate precision
- Recognize that when a statistical model is used, model values typically differ from actual values

**Students in Geometry will be able to:**

- Set up and solve symmetry, area, and perimeter problem situations
- Set up and solve right triangle geometry problem situations
- Set up and solve line, midpoint, and coordinate geometry problem situations

**Algebra 2:**

- Apply number properties involving prime factorization
- Apply number properties involving even/odd numbers and factors/multiples
- Apply number properties involving positive/negative numbers
- Apply the facts that  $\pi$  is irrational and that the square root of an integer is rational only if that integer is a perfect square
- Apply properties of rational exponents
- Multiply two complex numbers

- Use relations involving addition, subtraction, and scalar multiplication of vectors and of matrices
- Solve word problems containing several rates, proportions, or percentages
- Build functions and write expressions, equations, and inequalities for common algebra settings (e.g., distance to a point on a curve and profit for variable cost and demand)
- Interpret and use information from graphs in the coordinate plane
- Given an equation or function, find an equation or function whose graph is a translation by a specified amount up or down
- Manipulate expressions and equations
- Solve linear inequalities when the method involves reversing the inequality sign
- Match linear inequalities with their graphs on the number line
- Solve systems of two linear equations
- Solve quadratic equations
- Solve absolute value equations
- Solve word problems containing several rates, proportions, or percentages
- Build functions and write expressions, equations, and inequalities for common algebra settings (e.g., distance to a point on a curve and profit for variable cost and demand)
- Interpret and use information from graphs in the coordinate plane
- Given an equation or function, find an equation or function whose graph is a translation by a specified amount up or down
- Relate a graph to a situation described qualitatively in terms of faster change or slower change
- Build functions for relations that are inversely proportional
- Find a recursive expression for the general term in a sequence described recursively
- Evaluate composite functions at integer values
- Use relationships involving area, perimeter, and volume of geometric figures to compute another measure (e.g., surface area for a cube of a given volume and simple geometric probability)
- Use the Pythagorean theorem
- Apply properties of  $30^\circ$ - $60^\circ$ - $90^\circ$ ,  $45^\circ$ - $45^\circ$ - $90^\circ$ , similar, and congruent triangles
- Apply basic trigonometric ratios to solve right-triangle problems
- Use the distance formula
- Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point
- Find the coordinates of a point reflected across a vertical or horizontal line or across  $y = x$
- Find the coordinates of a point rotated  $90^\circ$  about the origin
- Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)
- Calculate or use a weighted average
- Interpret and use information from tables and charts, including two-way frequency tables\
- Apply counting techniques

- Compute a probability when the event and/or sample space are not given or obvious
- Recognize the concepts of conditional and joint probability expressed in real-world contexts
- Recognize the concept of independence expressed in real-world contexts

