Hopkins High School

Curricular Standards

TABLE OF CONTENTS

INTRODUCTION

This document has been provided as a companion to the Hopkins High School Course Catalog in an effort to offer insight as to projects, class work, and lesson plans as they pertain to state and national standards within each department.

For an overview of each class summary, please see the Hopkins High School Course Catalog.

ENGLISH/LANGUAGE ARTS

Hopkins High School's ELA curriculum is aligned to Common Core State Standards. For more information on each standard, click the link provided.

English 9 A

Power Standard Description (Topic)	Common Core State Standard	"I Can…" Statement
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA-Literacy.RL.9-10.1	I can support or prove an idea from evidence found in the text.
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	ELA-Literacy.RL.9-10.2	I can identify a theme and discuss how a story reveals the theme.
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	ELA-Literacy.RL.9-10.3	I can analyze a character and determine how the character changes over the course of a story.
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	ELA-Literacy.RL.9-10.4	I can use context clues to determine the meaning of unfamiliar words. I can interpret figurative language and discuss the imagery created.
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	ELA-Literacy.W.9-10.1.a	I can create a thesis statement and defend it against counter-arguments.
Use words, phrases, and clauses 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.	ELA-Literacy.W.9-10.1.c	I can link related ideas into multiple paragraphs and explain how the ideas are related.
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	ELA-Literacy.W.9-10.2.b	I can support a thesis statement with examples and details.
Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	ELA-Literacy.W.9-10.2.c	I can use transitional words and phrases to move from one idea or topic to the next.

English 9 B

Power Standard Description (Topic)	Common Core State Standard	"I Can…" Statement
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	ELA-Literacy.W.9-10.1.a	I can create a thesis statement and defend it against counter-arguments.
Use words, phrases, and clauses 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.	ELA-Literacy.W.9-10.1.c	I can link related ideas into multiple paragraphs and explain how the ideas are related.
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	ELA-Literacy.W.9-10.2.b	I can support a thesis statement with examples and details.
Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	ELA-Literacy.W.9-10.2.c	I can use transitional words and phrases to move from one idea or topic to the next.
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	ELA-Literacy.W.9-10.3	I can write a story with a plot.
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	ELA-Literacy.L.9-10.1.b	I can write different types of sentences.

English 10 A

Power Standard Description (Topic)	Common Core State Standard	"I Can…" Statement
Cite textual evidence to support your analysis.	ELA-Literacy.RL.9-10.1	I can support or prove an idea from evidence found in the text.
Identify figurative language, connotations, and technical meanings and their effects on meaning.	ELA-Literacy.RL.9-10.4	I can identify how imagery and author's style affects the story.
Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.	ELA-Literacy.RL.9-10.5	I can identify how an author develops suspense.
Analyze how an author draws on and changes a theme or topic from another piece of literature: Shakespeare or Ovid for example.	ELA-Literacy.RL.9-10.9	I can identify universal themes.
Analyze the representation of a subject or a key scene in two different pieces.	ELA-Literacy.RI.9-10.7	I can discuss how multiple authors represent universal themes.
Determine a theme or central idea of a text and analyze its development over the course of the text. Provide an objective summary of the text.	ELA-Literacy.RI.9-10.2	I can identify a theme and discuss how a story reveals the theme.
Analyze how characters develop over the course of a text and develop the plot or theme.	ELA-Literacy.RI.9-10.3	I can analyze a character and determine how the character changes over the course of a story.

English 10 B

Power Standard Description (Topic)	Common Core State Standard	"I Can…" Statement
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings	ELA-Literacy.RI.9-10.4	I can use context clues to determine the meaning of unfamiliar words. I can interpret figurative language and discuss the imagery created.
Analyze how authors treat a theme or topic from another piece of literature.	ELA-Literacy.RL.9-10.9	I can discuss how multiple authors represent universal themes.
Cite textual evidence to support your analysis	ELA-Literacy.RL.9-10.1	I can support or prove an idea from evidence found in the text.
Determine a theme or central idea of a text and analyze its development over the course of the text. Provide an objective summary of the text.	ELA-Literacy.RL.9-10.2	I can support a thesis statement with examples and details.

English 11A

Power Standard Description (Topic)	Common Core State Standard	"I Can…" Statement
Students will be able to identify and correct usage errors as well as use the correct vocabulary within his writing.	ELA-Literacy.L.11-12.1	I can choose the correct word for usage.
Students will write arguments to support claims. They will develop logical reasoning and relevant evidence in order to persuade an audience of a specific position.	ELA-Literacy.W.11-12.1	I can state a claim and fully support it using details.

English 11B

Power Standard Description (Topic)	Common Core State Standard	"I Can…" Statement
Students will write a variety of texts using evidence, details, and main ideas.	ELA-Literacy.WHST.11-12.1	I can adapt information to fit the required format.
Students will identify main ideas, analyze writing structure, and be able to cite strong textual evidence to support ideas.	ELA-Literacy.RL.11-12.1 ELA-Literacy.RL.11-12.2 ELA-Literacy.RL.11-12.6	I can support or prove an idea from evidence found in the text.
Students will complete cross-text analysis.	ELA-Literacy.RL.11-12.9	I can discuss how multiple authors represent universal themes.
Students will be able to comprehend different styles and levels of reading materials.	ELA-Literacy.RL.11-12.9	I can understand a variety of writing styles.

English 12A

Power Standard Description (Topic)	Common Core State Standard	"I Can…" Statement
Students will write two literary essays focused on showing how different authors followed similar themes.	CCSS.ELA-Literacy.W.11-12.1	I can discuss how multiple authors represent universal themes.

English 12B

Power Standard Description (Topic)	Common Core State Standard	"I Can…" Statement
Writing lab--all activities	CCSS.ELA-Literacy.W.11-12.10	I can write routinely for a variety of tasks.
Academic essay	CCSS.ELA-Literacy.W.11-12.2.e	I can write a formal essay.
Kitchen sink collaborative presentation	CCSS.ELA-Literacy.W.11-12.9	I can revise my writing following the writing process.

MATH

Hopkins High School's Math curriculum is aligned to Common Core State Standards. For more information on each standard, click the link provided.

Algebra I A

Power Standard Description (Topic)	Common Core State Standard	"I Can…" Statement
Solving Linear Equations with a Single Variable	Math.Content.HSA.REI.A.1 Math.Content.HSA.REI.B.3	I can solve multi-step linear equations using inverse operations. I can use unit analysis to model real-life problems. I can solve linear equations that have variables on both sides. I can identify when an equation has one solution, infinitely many solutions, or no solution. I can solve an absolute value equation.
Rearrange Formulas and Equation for a specified Variable	Math.Content.HSA.CED.A.4	I can rewrite literal equations for a given variable. I can rewrite and use formulas.
Create Equations to Represent and Solve Problems	Math.Content.HSA.CED.A.1	I can use linear equations to solve real-life problems.
Solving Linear Inequalities	Math.Content.HSA.REI.A.1 Math.Content.HSA.REI.B.3	I can write linear inequalities from a statement. I can sketch graphs of linear inequalities. I can write linear inequalities from graphs. I can solve multi-step inequalities. I can write and graph compound inequalities from statements. I can solve compound inequalities.
Creating Inequalities to Represent and Solve Problems	Math.Content.HSA.CED.A.1	I can write linear inequalities to represent real-life problems. I can use linear inequalities to solve multi-step problems.
Understanding Functions and Function Notation	Math.Content.HSF.IF.A.1 Math.Content.HSF.IF.A.2	I can determine whether relations are functions. I can find the domain and range of a function. I can identify the independent and dependent variables of functions. I can use function notation to evaluate and interpret functions. I can solve problems using function notation.
Understanding and Graphing Linear Functions	Math.Content.HSF.IF.C.7	I can identify linear functions using graphs, tables, and equations. I can graph linear function using discrete and continuous data. I can graph equations of horizontal and vertical lines. I can graph linear equations in standard form using intercepts. I can find the slope of a line. I can use slope-intercept form of a linear equation. I can use slopes and y-intercepts to solve real-life problems.
Graphing Absolute Value Functions	Math.Content.HSF.IF.C.7	I can translate graphs of absolute value functions. I can stretch, shrink, and reflect graphs of absolute value functions. I can combine transformations of graphs of absolute value functions
Writing Equations for Linear Functions	Math.Content.HSF.LE.A.2 Math.Content.HSA.CED.A.2	I can write equations in slope intercept form. I can write equations in point-slope form. I can identify parallel and perpendicular lines. I can write equations for parallel lines. I can write equations for perpendicular lines.
Analyzing Scatterplots and Lines of Best Fit	Math.Content.HSS.ID.B.6 Math.Content.HSS.ID.C.7 Math.Content.HSS.ID.C.8 Math.Content.HSS.ID.C.9	I can identify correlations between data sets using scatter plots I can use lines of fit to model data I can find residuals and use them to determine how well lines of fit model data I can distinguish between correlation and causation.
Recognizing Arithmetic Sequences, Writing Equations to Model Arithmetic Sequences, and Finding a Specific Term in a Sequence	Math.Content.HSF.IF.A.3 Math.Content.HSF.BF.A.2	I can determine whether a pattern can be modeled by an arithmetic sequence. I can extend an arithmetic sequence and find a specific term in a sequence. I can write arithmetic sequences as functions.
Graphing Piecewise Functions	Math.Content.HSF.IF.C.7	I can evaluate piecewise functions. I can graph piecewise functions.
Solve Systems of Linear Equations Graphically	Math.Content.HSA.CED.A.4 Math.Content.HSA.REI.C.6	I can determine whether an ordered pair will be a solution of a system of equations. I can solve systems of linear equations by graphing.
Solve Systems of Linear Equations Algebraically	Math.Content.HSA.CED.A.3 Math.Content.HSA.REI.C.6	I can solve systems of linear equations using substitution. I can solve systems of linear equations using elimination. I can use systems of linear equations to solve real life problems.
Solving Linear Inequalities and Systems of Linear Inequalities	Math.Content.HSA.CED.A.3 Math.Content.HSA.REI.D.12	I can determine whether a coordinate is a solution of an inequality or system of inequalities. I can graph linear inequalities (in two variables). I can graph systems of linear inequalities. I can use systems of linear inequalities to solve real life problems.

Power Standard Description (Topic)	Common Core State Standard	"I Can…" Statement
Using Properties of Exponents to Rewrite, Simplify, and Evaluate Expressions (Including Rational Exponents and Radicals)	Math.Content.HSN.RN.A.1 Math.Content.HSN.RN.A.2	I can use zero and negative exponents. I can use properties of exponents to rewrite expressions. I can find nth roots. I can evaluate expressions with rational exponents.
Identifying, Graphing, and Using Exponential Functions	Math.Content.HSF.BF.A.1 Math.Content.HSF.BF.B.3 Math.Content.HSF.LE.A.1 Math.Content.HSF.LE.A.2 Math.Content.HSF.LE.A.3 Math.Content.HSA.SSE.A.1 Math.Content.HSA.SSE.B.3 Math.Content.HSF.IF.B.4 Math.Content.HSF.IF.C.7 Math.Content.HSF.IF.C.9	I can identify exponential functions. I can graph exponential functions. I can use and identify exponential growth and decay functions. I can interpret and rewrite exponential growth and decay functions. I can solve real life problems involving exponential growth and decay.
Solving Exponential Equations Using the Property of Equality for Exponential Equations	Math.Content.HSA.CED.A.1 Math.Content.HSA.REI.A.1 Math.Content.HSA.REI.D.11	I can solve exponential equations with the same base. I can solve exponential equations with unlike bases. I can solve exponential equations by graphing.
Recognizing Geometric Sequences, Writing Equations to Model Geometric Sequences and Finding a Specific Term in a Sequence	Math.Content.HSF.BF.A.1 Math.Content.HSF.BF.A.2 Math.Content.HSF.LE.A.2 Math.Content.HSF.IF.A.3	I can identify geometric sequences. I can extend geometric sequences. I can write geometric sequences as functions.
Operating with Polynomials	Math.Content.HSA.APR.A.1	I can find degrees of polynomials. I can classify polynomials. I can add and subtract polynomials. I can multiply polynomials. I can recognize special products (difference of square, perfect square trinomials)
Factoring Polynomials	Math.Content.HSA.SSE.A.2 Math.Content.HSA.SSE.B.3	I can factor polynomials using GCF. I can factor quadratic trinomials. I can factor difference of square binomials. I can factor perfect square trinomials. I can factor polynomials completely using all of the above
Solving Polynomial Equations	Math.Content.HSA.SSE.B.3 Math.Content.HSA.REI.B.4	I can solve polynomial equations by factoring and using the zero product property.
Graphing Quadratic Functions (in all forms)	Math.Content.HSA.CED.A.2 Math.Content.HSF.BF.B.3 Math.Content.HSF.IF.B.4 Math.Content.HSF.IF.C.7 Math.Content.HSF.IF.C.9 Math.Content.HSF.BF.A.1	I can identify characterisitcs of quadratic functions (vertex, axis of symmetry, y-intercept, opening up or down, domain, and range) I can graph quadratic functions of the form f(x)=ax^2
Writing Quadratic Functions	Math.Content.HSF.IF.C.8 Math.Content.HSF.BF.A.1	I can graph quadratic functions of the form f(x)=a(x-p(x-q). I can use intercept form to find zeros of functions. I can use characteristics of graphs to write quadratic functions
Comparing Linear, Exponential, and Quadratic Functions	Math.Content.HSF.IF.B.6 Math.Content.HSF.BF.A.1 Math.Content.HSF.LE.A.3	I can choose functions to model data. I can write functions to model data. I can compare functions using average rates of change.
Solving Quadratic Equations by Graphing	Math.Content.HSA.REI.D.11	I can solve quadratic equations by graphing. I can use graphs to approximate the zeros of a function
Solving Quadratic Equations (square roots, completing square, quadratic formula)	Math.Content.HSA.REI.B.4	I can solve quadratic equations by using square roots. I can solve quadratic equations by completing the square. I know the quadratic formula. I can solve quadratic equations by using the quadratic formula
Solving Nonlinear Systems of Equations	Math.Content.HSA.REI.C.7 Math.Content.HSA.REI.D.11	I can solve systems of nonlinear equations by graphing. I can solve systems of nonlinear equations algebraically. I can approximate solutions of nonlinear systems and equations

GEOMETRY A

Power Standard Description (Topic)	Common Core State Standard	"I Can…" Statement
Name Points, Lines, Planes, Angles	Math.Content.HSG.CO.A.1	I can name points, lines, and planes. I can name segments and rays.
Using Formulas in Geometry	Math.Content.HSG.GPE.B.5	I can find segment lengths using midpoints and segment bisectors. I can use the Midpoint Formula. I can use the Distance Formula. I can classify polygons. I can find perimeters and areas of polygons in the coordinate plane.
Measuring Segments and Angles	Math.Content.HSG.GPE.B.7	I can use the Ruler Postulate. I can copy segments and compare segments for congruence. I can use the Segment Addition Postulate. I can name angles. I can measure and classify angles. I can identify congruent angles. I can use the Angle Addition Postulate to find angle measures I can bisect angles. I can identify complementary and supplementary angles. I can identify linear pairs and vertical angles.
Logical Reasoning	Math.Content.HSG.CO.C.9	I can write conditional statements. I can make truth tables. I can use definitions written as conditional statements. I can write biconditional statements. I can use inductive reasoning. I can use deductive reasoning. I can identify postulates using diagrams. I can sketch and interpret diagrams.
Constructing Proofs	Math.Content.HSG.CO.C.9	I can use Algebraic Properties of Equality to justify steps in solving an equation. I can use the Distributive Property to justify the steps in solving an equation. I can use properties of equality involving segment lengths and angle measures. I can write two-column proofs. I can name and prove properties of congruence. I can write flowchart proofs to prove geometric relationships. I can write paragraph proofs to prove geometric relationships.
Angle Relationships Involved with Parallel Lines	Math.Content.HSG.CO.A.1	I can identify lines and planes. I can identify parallel and perpendicular lines. I can identify pairs of angles formed by transversals. I can use properties of parallel lines. I can prove theorems about parallel lines.
Constructing Proofs Involving Parallel Lines	Math.Content.HSG.CO.C.9	I can use the Corresponding Angles Converse. I can prove theorems about parallel lines. I can use the Transitive Property of Parallel Lines. I can find the distance form a point to a line. I can prove theorems about perpendicular lines.
Equations for Parallel and Perpendicular Lines	Math.Content.HSG.GPE.B.5	I can use slope to partition directed line segments. I can identify parallel and perpendicular lines. I can write equations of parallel and perpendicular lines. I can use slope to find the distance from a point to a line.
Congruence Transformations	Math.Content.HSG.CO.A.2 Math.Content.HSG.CO.A.3 Math.Content.HSG.CO.A.4 Math.Content.HSG.CO.A.5	I can perform translations. I can perform compositions. I can perform reflections. I can perform glide reflections. I can identify lines of symmetry. I can perform rotations. I can perform compositions with rotations. I can identify rotational symmetry. I can identify congruent figures. I can describe congruent transformations. I can use theorems about congruence transformations.
Similar Figures and Transformations	Math.Content.HSG.SRT.A.1 Math.Content.HSG.SRT.A.2	I can identify and perform dilations. I can perform similarity transformations. I can describe similarity transformations. I can prove that figures are similar.

GEOMETRY B

Power Standard Description (Topic)	Common Core State Standard	"I Can…" Statement
Identify Angle Relationships in Triangles	8.G.5 Math.Content.HSG.CO.C.10	I can use the Side-Angle-Side (SAS) Congruence Theorem. I can use the Side-Side-Side (SSS) Congruence Theorem. I can use the Hypotenuse-Let (HL) Congruence Theorem. I can use the ASA and AAS Congruence Theorem. I can use congruent triangles. I can prove constructions.
Congruent Polygons	Math.Content.HSG.CO.B.6 Math.Content.HSG.CO.B.7	I can identify and use corresponding parts. I will use the Third Angles Theorem.
Proving Triangles Congruent and Using Triangle Congruence	Math.Content.HSG.CO.B.8 Math.Content.HSG.CO.C.10 Math.Content.HSG.SRT.B.5	I can use the Side-Angle-Side (SAS) Congruence Theorem. I can use the Side-Side-Side (SSS) Congruence Theorem. I can use the Hypotenuse-Let (HL) Congruence Theorem. I can use the ASA and AAS Congruence Theorem. I can use congruent triangles. I can prove constructions.
Coordinate Proofs	Math.Content.HSG.SRT.B.4	I can place figures in a coordinate plan. I can write coordinate proofs.
Properties of Quadrilaterals	Math.Content.HSG.SRT.B.5	I can use the interior angle measures of polygons. I can use the exterior angle measures of polygons. I can use properties to find side lengths and angles of parallelograms. I can use parallelograms in the coordinate plane. I can identify and verify parallelograms. I can show a quadrilateral is a parallelogram in the coordinate plane. I can use properties of special parallelograms. I can use properties of diagonals of special parallelograms. I can use coordinate geometry to identify special types of parallelograms.I can use properties of trapezoids. I can use the Trapezoid Midpoint Theorem to find distances. I can use properties of kites. I can identify quadrilaterals.
Proofs with Quadrilaterals	Math.Content.HSG.CO.C.11 Math.Content.HSG.SRT.B.5	I can identify and verify parallelograms. I can show that a quadrilateral is a parallelogram in the coordinate plane.
Similar Polygons and Proportionality	Math.Content.HSG.SRT.A.1 Math.Content.HSG.SRT.A.2	I can use similarity statements. I can find corresponding lengths in similar polygons. I can find perimeters and areas of similar polygons. I can decide whether polygons are similar. I can use the Triangle Proportionality Theorem and its converse. I can use other proportionality theorems.
Proofs with Similar Polygons	Math.Content.HSG.SRT.A.1 Math.Content.HSG.SRT.A.2 Math.Content.HSG.SRT.A.3	I can use the Angle-Angle Similarity Theorem. I can use the Side-Side-Side Similarity Theorem. I can use the Side-Angle-Side Similarity Theorem. I can prove slope criteria using similar figures.
Properties of Right Triangles	Math.Content.HSG.SRT.C.6	I can use the Pythagorean Theorem. I can use the Converse of the Pythagorean Theorem. I can classify triangles. I can find side lengths in special right triangles. I can identify similar triangles. I can use geometric means.
Using Trigonometry in Right Triangles	Math.Content.HSG.SRT.C.7 Math.Content.HSG.SRT.C.8	I can use tangent ratios. I can use sine and cosine ratios. I can find sine and cosine of angle measures in special right triangles. I can use inverse trigonometric ratios. I can solve right triangles.
Law of Sines and Law of Cosines	Math.Content.HSG.SRT.D.9 Math.Content.HSG.SRT.D.10 Math.Content.HSG.SRT.D.11	I can find areas of triangles. I can use the Law of Sines to solve triangles. I can use the Law of Cosines to solve triangles.
Segment Relationships in Circles	Math.Content.HSG.C.A.2 Math.Content.HSG.C.A.4	I can identify special segments and lines. I can use properties of tangents. I can find arc measure. I can identify congruent arcs. I can prove circles are similar. I can use chords of circles to find lengths and arc measures. I can use segments of chords, tangents, and secants.
Angle Relationships in Circles	Math.Content.HSG.C.A.2 Math.Content.HSG.C.A.3	I can use inscribed angles. I can use inscribed polygons. I can find angle measure and arc measures. I can use circumscribed angles.
Measuring Arcs and Chords	Math.Content.HSG.C.B.5	
Circles in the Coordinate Plane	Math.Content.HSG.GPE.A.1	I can write and graph equations of circles. I can write coordinate proofs involving circles.
Areas of Geometric Figures	Math.Content.HSG.GMD.A.1	I can use formulas for circumference. I can use lengths to find measures. I can measure angles in radians. I can use the formula for the area of a circle. I can use the formula for population density. I can find the areas of sectors. I can use areas of sectors. I can find areas of rhombuses and kites. I can find angle measures in regular polygons. I can find areas of regular polygons. I can classify solids. I can describe cross-sections. I can sketch and describe solids of revolutions.
Volume and Surface Area of 3 Dimensional Figures	Math.Content.HSG.GMD.A.1 Math.Content.HSG.GMD.A.3	I can find volume of prisms and cylinders. I can use the formula for density. I can use volumes of prisms and cylinders. I can find volumes of pyramids. I can use volumes of pyramids. I can find surface areas of right cones. I can find volumes of cones. I can use volumes of cones. I can find surface areas of spheres. I can find volumes of spheres.

ALGEBRA II A

Power Standard Description (Topic)	Common Core State Standard	"I Can…" Statement
Parent Functions and Transformations	Math.Content.HSF.BF.B.3	I can identify families of functions. I can describe transformations of parent functions. I can describe combinations of transformations. I can write functions representing translations and reflections. I can write functions representing stretches and shrinks. I can write functions representing combinations of transformations.
Modeling with Functions	Math.Content.HSA.CED.A.2 Math.Content.HSF.IF.C.9 Math.Content.HSF.BF.A.1 Math.Content.HSF.LE.A.2 Math.Content.HSS.ID.B.6	I can find lines of fit and lines of best fit. I can write quadratic equations to model data sets. I can write polynomial functions for sets of points. I can use technology to find models for data sets. I can classify data sets. I can write linear functions. I can write quadratic functions. I can write polynomial functions. I can write trigonometric functions.
Solving Linear Systems	Math.Content.HSA.CED.A.3 Math.Content.HSA.REI.C.6	I can visualize solutions of systems of linear equations in three variables. I can solve systems of linear equations in three variables algebraically.
Characteristics of Quadratic Functions	Math.Content.HSF.IF.B.4 Math.Content.HSF.IF.C.7 Math.Content.HSF.IF.C.9 Math.Content.HSA.APR.B.3	I can find the maximum and minimum values of quadratic functions. I can graph quadratic functions using x-intercepts. I can locate and use the focus and directrix of a parabola. I can write equations of parabolas.
Solving Quadratic Equations	Math.Content.HSA.SSE.A.2 Math.Content.HSA.REI.B.4 Math.Content.HSF.IF.C.8	I can solve quadratic equations by graphing. I can solve quadratic equations algebraically. I can solve quadratic equations using square roots. I can solve quadratic equations by completing the square. I can write quadratic functions in vertex form. I can solve quadratic equations using the Quadratic Formula
Use the Complex Number System	Math.Content.HSN.CN.A.1 Math.Content.HSN.CN.A.2 Math.Content.HSN.CN.C.7 Math.Content.HSA.REI.B.4	I can define and use the imaginary unit i. I can add, subtract, and multiply complex numbers. I can find complex solutions and zeros.
Solving Nonlinear Systems	Math.Content.HSA.CED.A.3 Math.Content.HSA.REI.C.7 Math.Content.HSA.REI.D.11	I can solve systems of nonlinear equations. I can solve quadratic equations by graphing.
Quadratic Inequalities	Math.Content.HSA.CED.A.1 Math.Content.HSA.CED.A.3	I can graph quadratic inequalities in two variables. I can solve quadratic inequalities in one variable.
Graphing Polynnomial Functions	Math.Content.HSF.IF.B.4 Math.Content.HSF.IF.C.7	I can identify polynomial functions. I can graph polynomial functions using tables and end behavior.
Operating with Polynomial Functions	Math.Content.HSA.APR.A.1 Math.Content.HSA.APR.C.4 Math.Content.HSA.APR.C.5 Math.Content.HSA.APR.B.2 Math.Content.HSA.APR.D.6	I can add and subtract polynomials. I can multiply polynomials. I can use Pascal's Triangle to expand binomials. I can use long dividion to divide polynomials by other polynomials. I can use synthetic division to divide polynomials by binomials of the form x-k.
Factoring Polynomial Functions	Math.Content.HSA.SSE.A.2 Math.Content.HSA.APR.B.2 Math.Content.HSA.APR.B.3	I can factor polynomials.
Solving Polynomial Equations	Math.Content.HSA.APR.B.3	I can find solutions of polynomial equations and zeros of polynomial functions. I can use the Rational Root Theorem. I can use the Irrational Conjugates Theorem.
The Fundamental Theorem of Algebra	Math.Content.HSN.CN.C.8 Math.Content.HSN.CN.C.9 Math.Content.HSA.APR.B.3	I can use the Fundamental Theorem of Algebra. I can find conjugate pairs of complex zeros of polynomial functions. I can use Descartes' Rule of Signs.
Properties of Rational Exponents and Radicals	Math.Content.HSN.RN.A.1 Math.Content.HSN.RN.A.2	I can find nth roots of numbers. I can evaluate expressions with rational exponents. I can solve equations using nth roots.I can use properties of rational exponents to simplify expressions with rational exponents. I can use properties of radicals to simplify and write radical expressions in simplest form.
Graphing Radical Functions	Math.Content.HSF.IF.C.7 Math.Content.HSF.BF.B.3	I can graph radical functions. I can graph parabolas and circles. I can write transformations of radical functions.
Solving Radical Equations	Math.Content.HSA.REI.A.1 Math.Content.HSA.REI.A.2	I can solve equations containing radicals and rational exponents. I can solve radical inequalities.
Performing Function Operations	Math.Content.HSF.BF.A.1	I can add, subtract, multiply, and divide functions.
Inverse of a Function	Math.Content.HSA.CED.A.4 Math.Content.HSF.BF.B.4	I can explore inverses of functions. I can find and verify inverses of nonlinear functions. I can solve real-life problems using inverse functions.

ALGEBRA II B

Power Standard Description (Topic)	Common Core State Standard	"I Can…" Statement
Exponential Growth and Decay Functions	Math.Content.HSA.SSE.B.3 Math.Content.HSF.IF.C.7 Math.Content.HSF.IF.C.8 Math.Content.HSF.LE.A.2 Math.Content.HSF.LE.B.5	I can graph exponential growth and decay functions. I can use exponential models to solve real-life problems.
Logarithms and Logarithmic Functions	Math.Content.HSF.IF.C.7 Math.Content.HSF.LE.B.5 Math.Content.HSF.BF.B.4 Math.Content.HSF.LE.A.4	I can define and use the natural base e. I can graph natural base functions. I can define and evaluate logarithms. I can use inverse properties of logarithmic and exponential functions. I can graph logarithmic functions.
Properties of Logarithms	Math.Content.HSA.SSE.A.2 Math.Content.HSF.LE.A.4	I can use the properties of logarithms to evaluate logarithms. I can use the properties of logarithms to expand or condense logarithms expressions. I can use the change-of-base formula to evaluate logarithms.
Solving Exponential and Logarithmic Equations	Math.Content.HSA.REI.A.1 Math.Content.HSF.LE.A.4	I can solve exponential equations equations. I can solve logarithmic equations. I can solve exponential and logarithmic inequalities.
Inverse Variation	Math.Content.HSA.CED.A.1 Math.Content.HSA.CED.A.2 Math.Content.HSA.CED.A.3	I can classify direct and inverse variation. I can write inverse variation equations.
Graphing Rational Functions	Math.Content.HSA.APR.D.6 Math.Content.HSF.BF.B.3	I can graph simple rational functions. I can translate simple rational functions. I can graph other rational functions.
Operating with Rational Functions	Math.Content.HSA.APR.D.6 Math.Content.HSA.APR.D.7	I can simplify rational expressions. I can multiply rational expressions. I can divide rational expressions. I can add or subtract rational expressions. I can simplify complex fractions.
Solving Rational Equations	Math.Content.HSA.CED.A.4 Math.Content.HSA.REI.A.1 Math.Content.HSA.REI.A.2	I can solve rational equations by cross multiplying. I can solve rational equations by using the least common denominator. I can use inverses of functions.
Analyzing Arithmetic and Geometric Sequences and Series	Math.Content.HSF.IF.A.3 Math.Content.HSF.BF.A.2 Math.Content.HSF.LE.A.2 Math.Content.HSA.SSE.B.4	I can use sequence notation to write terms of sequences. I can identify arithmetic and geometric sequences. I can write rules for arithmetic and geometric sequences. I can find sums of finite arithmetic and geometric series. I can find sums of infinite geometric series.
Using Recursive Rules with Sequences	Math.Content.HSF.IF.A.3 Math.Content.HSF.BF.A.1 Math.Content.HSF.BF.A.2	I can evaluate recursive rules for sequences. I can write recursive rules for sequences. I can translate between recursive and explicit rules for sequences.
Trigonometric Functions	Math.Content.HSF.TF.A.1 Math.Content.HSF.TF.A.2 Math.Content.HSF.TF.B.5 Math.Content.HSF.TF.C.8	I can evaluate trigonometric functions. I can find unknown side lengths and angle measures of right triangles. I can draw angles in standard position. I can find coterminal angles.
Graphing Trigonometric Functions	Math.Content.HSF.IF.C.7 Math.Content.HSF.BF.B.3	I can perform transformations on trigonometric functions. I can graph tangent, cotangent, secant, and cosecant functions.
Use Trigonometric Identities	Math.Content.HSF.TF.C.8 Math.Content.HSF.TF.C.9	I can use trigonometric identities to evaluate trigonometric functions and simplify trigonometric expressions. I can verify trigonometric identities. I can use sum and difference formulas to solve trigonometric equations and rewrite real-life formulas.
Sample Spaces and Probability	Math.Content.HSS.CP.A.1 Math.Content.HSS.CP.A.2 Math.Content.HSS.CP.A.3 Math.Content.HSS.CP.A.5 Math.Content.HSS.CP.B.6 Math.Content.HSS.CP.B.8 Math.Content.HSS.CP.A.4	I can find sample spaces. I can find theoretical probabilities. I can find experimental probabilities. I can determine whether events are independent or dependent. I can find probabilities of independent and dependent events. I can find conditional probabilities. I can make two-way tables. I can find conditional relative frequencies. I can use conditional relative frequencies to find conditional probabilities.
Probability of Disjoint and Overlapping Events	Math.Content.HSS.CP.A.1 Math.Content.HSS.CP.B.7	I can find probabilities of compound events.
Permutations and Combinations	Math.Content.HSS.CP.A.5	I can use the formulas for the number of permutations or combinations. I can use combinations and the Binomial Theorem to expand binomials.
Binomial Distributions	Math.Content.HSS.CP.B.9	I can construct and interpret probability distributions. I can construct and interpret binomial distributions.

SCIENCE

Hopkins High School science department is aligned both to current State of Michigan Science Standards as well as Next Generation Science Standards.

For a link to an overview of the Michigan Department of Education High School Content Expectations, click here. For a link to the Next Generation Science Standards, click here.

INTRODUCTION TO CHEMISTRY

Power Standard Description (Topic)	NGSS	MDE Standard
Scientific Inquiry and Processes		C1.1 C1.2
Structure and Properties of Matter including Phases of Matter and Gas Laws	PS1.A	C4.1 C4.3 C4.5 C4.8 C4.9 C5.4 C5.5
Periodic Table Basics	PS1-1	C4.9A C4.9B
Chemical Names and Formulas		C4.2 C5.5 C5.7 C5.8
Chemical Reactions	PS1.B	C5.2
Acids and Bases		C5.7
Nuclear Processes	PS1.C	
Energy in Chemical Processes and Everyday Life	PS3.D	C5.4

INTRODUCTION TO PHYSICS

Power Standard Description (Topic)	NGSS	MDE Standard
Kinetics - How do scientists predict, graph, and explain motion?		P2.1A P2.1B P2.1C P2.1D P2.1E P2.1F P2.2A P2.2B P2.2C P2.2D
Forces - How do objects interact when in contact with one another?	HS-PS2-1 HS-PS2-3	P3.1A P3.2A P3.2B P3.2C P3.3A P3.4A P3.4B P3.4C P3.4D
Momentum - During collisions and interactions, how is the momentum of objects and systems affected?	HS-PS2-2	
Gravitational Interactions - How do the objects in our solar system interact with each other without contact?	HS-PS2-1 HS-PS2-4	P3.6A P3.6B P3.6C
Energy - What does it mean to conserve energy? How is work, energy, and power output related?	HS-PS3-1 HS-PS3-2	P4.1A P4.1B P4.2A P4.2B P4.2C P4.2D P4.3A P4.3B P4.3C
Waves - What is the nature of waves? How do they transfer energy from one location to another?	HS-PS4-1 HS-PS4-2 HS-PS4-3 HS-PS4-4 HS-PS4-5	P4.4A P4.4B P4.4C P4.5A P4.5B P4.5C P4.5D P4.5E P4.6A P4.6B P4.6C P4.6D P4.8A P4.8B P4.9A P4.9B P4.9C
Electrostatics - In what ways can an object become charged? How does it interact with other objects once it is charged?	HS-PS2-1 HS-PS2-4 HS-PS3-5	P3.7A P3.7B
Electricity and Magnetism - How do scientists explain the relationship between magnetism and electrical currents? What phenomena exist regarding moving charges?	HS-PS2-5 HS-PS2-6 HS-PS3-5	P4.10A P4.10B P4.10C P4.10D

BIOLOGY A

Power Standard Description (Topic)	NGSS	MDE Standard	"I Can…" Statement
How do organisms obtain and use the matter and energy they need to live and grow?	HS-LS1-5 HS-LS1-7 HS-LS2-3 HS-LS2-5	LS1.C B1.1B B1.2A	I can describe how organisms obtain and use energy to grow and survive.
How do organisms interact with the living and nonliving environments to obtain matter and energy?	LS2.A: HS-LS2-1 HS-LS2-2	B1.1B B1.1E B1.2D B2.1A B2.1B B2.2A B2.2C B2.2D B2.5C B2.5D B3.1A B3.1B B3.1C B3.1D	I can describe how organisms interact with their surrounding environment to obtain energy and survive.
How do matter and energy move through an ecosystem?	LS2.B HS-LS2-3 HS-LS2-4 HS-LS2-5	B3.2A B3.2B B3.2C B3.3A	I can describe how energy moves from one organism to the next in an ecosystem.
What happens to Ecosystems when the environment changes?	LS2.C HS-LS2-2 HS-LS2-6 HS-LS2-7	B3.4A B3.5A B3.5C	I can describe what happens to ecosystems when the environment changes.
How do organisms interact in groups so as far to benefit individuals?	LS2.D HS-LS2-7 HS-LS2-1 HS-LS2-2		I can describe species interactions and explain how they work together and are dependent on one another.
What composes the organs of human systems & how do they function?	HS-LS1A HS-LS1-2	B2.3A B2.5B	I can describe the components and basic function of the body systems.

BIOLOGY B

Power Standard Description (Topic)	NGSS	MDE Standard	"I Can…" Statement
How are the characteristics of one generation related to the previous generation?	LS3.A HS-LS3-1 HS-LS1-4	B1.1E B2.1C B4.1B B4.2A B4.2B B4.2C B4.2D B4.3A B4.3B	I can use punnett squares to show how alleles are passed from one generation to the next in monohybrid and dihybrid crosses in complete dominance problems. I can use describe how codominance and incomplete dominance varies in inheritance compared to complete dominance problems.
Why do individuals of the same species vary in how they look, function, and behave?	LS3.B HS-LS3-2 HS-LS3-3	B1.2B B4.1A B4.3C	I can describe how various alleles of genes contribute to phenotypes.
What evidence shows that different species are related?	LS4.A HS-LS4-1	B2.4A B2.4B	I can describe mechanisms of evolution to show how organisms are related.
How does genetic variation among organisms affect survival and reproduction?	LS4.B HS-LS4-2 HS-LS4-3	B3.4B B5.1A B5.1B	I can give examples of how certain traits are selected for and can cause direction, stabilizing, or diversifying selection cauzing allelic frequencies to change.
How does the environment influence populations of organisms over multiple generations?	LS4.C HS-LS4-2 HS-LS4-3 HS-LS4-4 HS-LS4-5	B5.3A B4.3C	I can give examples of how environmental changes cause allelic frequencies to change over time causing evolution.

PHYSICS A

Power Standard Description (Topic)	NGSS	MDE Standard
Kinetics - How do scientists predict, graph, and explain motion?		P2.1A P2.1B P2.1C P2.1D P2.1E P2.1F P2.2A P2.2B P2.2C P2.2D
Forces - How do objects interact when in contact with one another?	HS-PS2-1 HS-PS2-3	P3.1A P3.2A P3.2B P3.2C P3.3A P3.4A P3.4B P3.4C P3.4D
Momentum - During collisions and interactions, how is the momentum of objects and systems affected?	HS-PS2-2	
Energy - What does it mean to conserve energy? How is work, energy, and power output related?	HS-PS3-1 HS-PS3-2 HS-PS3-3 HS-PS3-4	P4.1A P4.1B P4.2A P4.2B P4.2C P4.2D
Gravitational Interactions - How do the objects in our solar system interact with each other without contact?	HS-PS2-1 HS-PS2-4	P4.3A P4.3B P4.3C

PHYSICS B

Power Standard Description (Topic)	NGSS	MDE Standard
Waves - What is the nature of waves? How do they transfer energy from one location to another?	HS-PS4-1 HS-PS4-2 HS-PS4-3 HS-PS4-4 HS-PS4-5	P4.4A P4.4B P4.4C P4.5A P4.5B P4.5C P4.5D P4.5E P4.6A P4.6B P4.6C P4.6D P4.8A P4.8B P4.9A P4.9B P4.9C
Electrostatics - In what ways can an object become charged? How does it interact with other objects once it is charged?	HS-PS2-1 HS-PS2-4 HS-PS3-5	P3.7A P3.7B
Electricity and Magnetism - How do scientists explain the relationship between magnetism and electrical currents? What phenonema exist regarding moving charges?	HS-PS2-5 HS-PS2-6 HS-PS3-5	P4.10A P4.10B P4.10C P4.10D
Nuclear Reactions - What are the principles behind fission, fusion, and radioactive decay? Why are they useful to us?	HS-PS3-1 HS-PS3-2	P4.12A P4.12B P4.12C

Chemistry A

Unit	Content Description	Power Standards
Data Analysis	Chemistry, like many sciences, relies on scientific methods of experimentation and observations. Methods that include but not limited to hypothesis, experimental design, results, and reporting of conclusions based on a hypothesis. Data analysis is an essential part of any science. It begins from the first reading on a piece of laboratory equipment.	C1.1A C1.1B C1.1C C1.1D C1.1E C1.1F C1.1G C1.1H C1.2K
Matter – Properties & Change	Everything around us is made of matter. Matter is anything that takes up space and has mass. From the screen or piece of paper you are reading this on to the chair you are sitting in; it's all matter. Matter has physical and chemical properties making a multitude of unique substances.	C2.2 C2.2A C2.2B C3.4 C3.4A C3.4B C4.3 C4.3A C4.3B C4.9
The Structure of the Atom	Throughout history thoughts and ideas of the atom have been criticized, rejected, and/or accepted. Two great thinkers, Democritus and Dalton, separated by thirteen hundred years had the same notion of matter being composed of smaller pieces. Atoms have subatomic particles.	C4.8A C4.8B C4.8C C4.8D C4.9A C4.9b C4.9c
The Periodic Table and Periodic Law	The modern table uses columns, or groups, and rows, or periods. Each column and row signifies a multitude of characteristics the element exhibits. The Table is arranged one way but can tell a knowledgeable user a great deal of information.	C4.8D C4.9A C4.9b C4.9c
Compounds	The formation of chemical bonds depends mainly on the elements being combined. There are two types of compounds we will discuss, ionic and covalent or molecular. How they form, naming them, and how to identify them.	C5.5A C5.5B C5.7A
Chemical Reactions	Chemical reactions are classified into five categories synthesis, decomposition, single- and double-replacements, and combustion. Also acid/base reactions are important. Students will begin to apply the knowledge of atoms, electrons, conservation of mass, and learn laboratory techniques to name a few.	C5.2A C5.2B C5.2d C5.2g C5.4A C5.4B

Unit	Content Description	Power Standards
Formulas and Reactions	Chemical reactions are classified into five categories synthesis, decomposition, single- and double-replacements, and combustion. Also acid/base reactions are important. Students will begin to apply the knowledge of atoms, electrons, conservation of mass, and learn laboratory techniques to name a few.	C5.2A C5.2B C5.2d C5.2g C5.4A C5.4B
Mole and Stoichiometry	Calculate the number of particles of any compound or element given the mass of the substance. Calculate the number of moles of any compound or element given the mass of the substance. Convert between the reactants and the products.	C4.6a C4.6b C5.2A C5.2B C5.2d
Gases	Provide macroscopic, atomic and molecular explanations, and mathematical representations (graphs and equations) for the pressure-volume relationship in gases.	C4.5a C4.5b C4.5c
Acids/Bases	Classify various solutions as acidic or basic, given their pH. Describe tests that can be used to distinguish an acid from a base. Predict products of acid-base neutralization. Recognize formulas for common inorganic acids, carboxylic acids, and bases formed from families I and II	C5.7A C5.7B C5.7C C5.7D
Thermodynamics	Measure, plot, and interpret the graph of temperature versus time of an ice-water mixture, under slow heating, through melting and boiling. Explain why chemical reactions will either release or absorb energy. Use the terms endothermic and exothermic correctly to describe chemical reactions in the laboratory	C1.2A C1.2B C1.2C

AGRISCIENCE CLASSES

Hopkins High School's agricultural science courses are aligned to the Michigan Center for Career and Technical Education Standards. To download a complete explanation and implementation document, click here.

ZOOLOGY A

Standard	Segment #	"I can…" Statement
Examine health risks associated with a particular skill to better form personnel safety guidelines.	1	I can evaluate and demonstrate proper safety procedures.
Develop response plans to handle emergencies.		
Identify hazards and acquire first aid skills to promote environmental safety.		
Examine required regulations to maintain/improve safety, health, and environmental management systems and sustainable business practices.		
Enact procedures that demonstrate the importance of safety, health, and environmental responsibilities in the workplace.		
Demonstrate methods to correct common hazards.		
Demonstrate application of personal and group health and safety practices.		
Select animals for specific purposes and maximum performance based on anatomy and physiology.	3	I can select animals for specific purposes based on anatomy and physiology.
Prescribe and implement a prevention and treatment program for animal diseases, parasites and other disorders.	5	I can implement a prevention and treatment program for animals.
Provide for the bio-security of agricultural animals and production facilities.		
Formulate feed rations to provide for the nutritional needs of animals.	5	I can determine proper feed rations to meet nutritional needs of animals.
Prescribe and administer animal feed additives and growth promoters in animal production.		
Evaluate the male and female reproductive systems in selecting animals.	3	I can evaluate and select male and females for breeding readiness and soundness.
Evaluate animals for breeding readiness and soundness.		
Apply scientific principles in the selection and breeding of animals.		
Assess whether the nutritional requirements of a given animal are being met by recording performance and comparing feed variations.	5	I can assess the nutritional requirements of an animal and design a nutritional plan.
Design a nutritional plan for a given animal with a clearly state outcome.		

ZOOLOGY B

Standard	Segment #	"I can…" Statement
Evaluate the development and implications of animal origin, domestication and distribution.	4 2	I can classify animals according to hierarchal taxonomy and agricultural use.
Classify animals according to hierarchal taxonomy and agricultural use.		
Apply principles of comparative anatomy and physiology to uses within various animal systems.		
Demonstrate safe animal handling and management techniques.	2	I can demonstrate safe animal handling and management techniques.
Implement procedures to ensure that animal products are safe.		
Design animal housing, equipment and handling facilities for the major systems of animal production.	4 10	I can design proper animal facilities for the major systems of animal production.
Comply with government regulations and safety standards for facilities used in animal production.		
Reduce the effects of animal production on the environment.		
Evaluate the effects of environmental conditions on animals.		
Explain the variety and scope of managed animal systems in the US and around the world including: livestock, poultry, aquaculture, companion animals, zoo animals, and exotic animals.	4	I can explain the variey of managed animal systems in the US and around the world including history and trends.
Explain the historical development of animal systems around the world.		
Describe trends in the animal systems industry.		
Recognize the historical, social, cultural and potential application of biotechnology in the animal systems industry.	4	I can recognize the potential application of biotechnology in the animal systems industry.
Examine animal developmental stages.	2	I can examine animal development stages.
Describe basic functions of animal cells, organs, and systems.	2	I can describe basic functions of animal systems
Explain how the components and systems of animal anatomy and physiology relate to the production and use of animals.	2	I can explain the components and systems of animal anatomy and physiology and relate to the production and use of animals

BOTANY

Standard	Segment #	"I can…" Statement
Classify agricultural plants according to taxonomy systems.	6	I can classify plants according to taxonomy systems
Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems.	6	I can apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems.
Apply knowledge of plant physiology and energy conversion to plant systems.	6	I can apply knowledge of plant physiology and energy conversion to plant systems.
Determine the influence of environmental factors on plant growth.	8	I can determine the influence of environmental factors on plant growth.
Prepare growing media for use in plant systems.	8	I can prepare growing media for use in plant systems.
Develop and implement a fertilization plan for specific plants or crops.	7	I can develop and implement a fertilization plan for specific plants.
Demonstrate plant propagation techniques.	8	I can demonstrate plant propagation techniques.
Develop and implement a pant management plan for crop production.	8	I can develop and implement a plant management plan for crop production.
Develop and implement a plan for integrated pest management.	8	I can develop and implement a plan for integrated pest management.
Apply principles and practices of sustainable agriculture to plant production.	10	I can apply principles and practices of sustainable agriculture to plant production.
Harvest, handle, and store crops.	8	
Develop a fertilization plan using the results of an analysis and evaluation of nutritional requirements and environmental conditions.	7	I can develop a fertilization plan.
Evaluate soil/media nutrients using test of appropriate materials and/or by examining data.	7	I can evaluate soil/media nutrients.
Manage water conditions for plant growth.	8	I can manage water conditions for plant growth.
Manage characteristics of growing media.		
Examine unique plant properties to identify/describe functional differences in plant structures including roots, stems, flowers, leaves, and fruit.	6	I can identify/describe functional differences in plant structures.
Classify plants based on physiology for taxonomic or other classifications.		
Apply knowledge of plant physiology and energy conservation to plant system activities.		
Develop a production plan that applies the fundamentals of plant management.	8	I can develop a production plan that applies the fundamentals of plant management.
Store crops using methods that apply fundamentals of plant management.		
Produce crops using a plant management plan.		
Demonstrate plant propagation techniques.		
Apply principles and practices of sustainable agriculture to plant production.	10	
Demonstrate the application of biotechnology to plant production.	10	I can demonstrate the application of biotechnology to plant production.

NATURAL RESOURCES

Standard	Segment #	"I can…" Statement
Apply knowledge of natural resource components to the management of natural resource systems.	9	I can apply knowledge of natural resource components to the management of natural resource systems.
Apply scientific principles of an ecosystem.	9	I can apply scientific principles of an ecosystem.
Explain how regulations and major laws impact management of AFNR activities.	10	I can explain how major laws impact AFNR.
Describe current issues impacting AFNR activities.	10	I can describe current issues impacting AFNR.
Identify, organize alternatives, and evaluate public policy issues related to AFNR.		
Consider public input in decision making for AFNR activities.		
Explain the impact of sustainability on AFNR activities and practices.	10	I can explain the impact of sustainability on AFNR.
Recognize the historical, social, cultural and potential applications of biotechnology of AFNR activities.	10	I can recognize the potential applications of biotechnology in AFNR.
Demonstrate the application of biotechnology to AFNR activities.		
Demonstrate evidence of interest and concern for natural resource stewardship.	9	I can demonstrate interest and concern for natural resource stewardship.
Explain the environmental considerations of decision making in AFNR management.		
Explain foundational cycles and systems of AFNR.	9	I can explain cycles and connections b/t systems within AFNR.
Explain the interconnectedness of systems within AFNR.		

LEADERSHIP

Standard	Segment #	"I can…" Statement
Describe AFNR businesses and identify global opportunities in agribusiness.	11	I can describe AFNR businesses and opportunities.
Utilize record keeping to accomplish AFNR business objectives while complying with laws and regulations.	11	I can utilize record keeping.
Demonstrate knowledge of principles in marketing within an AFNR business.	11	I can demonstrate marketing principles
Demonstrate knowledge of an AFNR plan.	11	I can demonstrate knowledge fo an AFNR plan.
Examine company performance and goals within AFNR organizations and the AFNR industry.		
Examine the role of AFNR in global, national, and regional economies.	11	I can examine the role of AFNR globally and explain industries along with influence on society.
Explain the types of industries, organizations, and activities part of AFNR.		
Explain the influence of AFNR on society.		
Locate and identify career opportunities that appeal to personal career goals.	12	I can identify career opportunities that appeal to personal goals
Match personal interest and aptitudes to selected careers.		
Provide examples and descriptions of various careers in each of the AFNR pathways.		
Act as a responsible and contributing citizen and employee.	12	I can act as a responsible and contributing citizen.
Apply appropriate academic and technical skills.		
Attend to personal health and financial well being.		
Communicate clearly, effectively and with reason.	12	I can communicate effectively.
Consider the environmental, social and economic impacts of decisions.	11	I can consider the impacts of decisions.
Demonstrate creativity and innovation.	12	I can demonstrate creativity and innovation.
Employ valid and reliable research strategies.	12	I can employ valid and reliable research strategies.
Model integrity, ethical leadership and effective management.	12	I can model integrity and ethical leadership.
Plan education and career path aligned to personal goals.	12	I can plan education and career goals.
Use technology to enhance productivity.	12	I can use technology to enhance productivity.
Utilize critical thinking to make sense of problems and persevere in solving them.	12	I can utilize critical thinking.
Work productively in teams while using cultural/global competence.	12	I can work productively in teams.

SOCIAL STUDIES

Hopkins High School's Social Studies Department courses are aligned to Standards prescribed by the State of Michigan.
For more information and a complete standards description, please click here for a link to the Michigan Department of Education High School Social Studies Content Expectations.

U.S. HISTORY AND GEOGRAPHY A

Power Standard Description (Topic)	MDE Standard	"I Can…" Statement
6.1 Growth of an Industrial and Urban America	6.1	Explain the causes and consequences – both positive and negative – of the Industrial Revolution and America's growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.
6.1.1 Factors in the Industrial Revolution	6.1.1	Analyze the factors that enabled the United States to become a major industrial power, including gains from trade, organizational "revolution", advantages of physical geography, an increase in labor through immigration and migration, economic policies of government and industrial leaders and technological advances.
6.1.2 Labor's Response to Industrial Growth	6.1.2	Evaluate the different responses of labor to industrial change including the development of organized labor, southern and western farmers' reactions, and the growth of populism and the populist movement.
6.1.3 Urbanization	6.1.3	Analyze the changing urban and rural landscape by examining the location and expansion of major urban centers, the growth of cities linked by industry and trade, the development of cities divided by race, ethnicity, and the different perspectives about immigrant experiences in the urban setting.
6.2 Becoming a World Power	6.2	Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role.
6.2.1 Growth of U.S. Global Power	6.2.1	Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America's global influence and redefining its foreign policy.
6.2.2 WWI	6.2.2	Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America's role in shaping the course of the war
6.2.3 Domestic Impact of WWI	6.2.3	Analyze the domestic impact of World War I on the growth of the government, the expansion of the economy, the restrictions on civil liberties, and the expansion of women's suffrage.
6.2.4 Wilson and His Opponents	6.2.4	Explain how Wilson's "Fourteen Points" differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe.
6.3 Progressivism and Reform	6.3	Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by Americans, and their consequences (positive/negative – anticipated/unanticipated
6.1.5 A Case Study of American Industrialism	6.1.5	Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation
6.3.1 Social Issues	6.3.1	Describe at least three significant problems or issues created by America's industrial and urban transformation between 1895 and 1930.
6.3.2 Causes and Consequences of Progressive Reform	6.3.2	Analyze the causes, consequences, and limitations of Progressive reform.
6.3.3 Women's Suffrage	6.3.3	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment.
7.1 Growing Crisis of Industrial Capitalism and Responses	7.1	Evaluate the key events and decisions surrounding the causes and consequences of the global depression of the 1930s and World War II.
7.1.1 The Twenties	7.1.1	Identify and explain the significance of the cultural changes and tensions in the "Roaring Twenties" including cultural movements, such as the Harlem Renaissance and the "lost generation" and the struggle between "traditional" and "modern" America.
7.1.2 Causes and Consequences of the Great Depression	7.1.2	Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing the political, economic, environmental, and social causes of the Great Depression.
7.1.3 The New Deal	7.1.3	Explain and evaluate Roosevelt's New Deal Policies including expanding federal government's responsibilities to protect the environment, meet challenges of unemployment, address the needs of the workers, farmers, poor, and elderly.

U.S. HISTORY AND GEOGRAPHY B

Power Standard Description (Topic)	MDE Standard	"I Can…" Statement
7.2 World War II	7.2	Examine the causes and course of World War II, and the effects of the war on United States society and culture, including the consequences for United States involvement in world affairs.
7.2.1 Causes of WWII	7.2.1	Analyze the factors contributing to World War II in Europe and in the Pacific region, and America's entry into war including the political and economic disputes over territory, the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan, the United States Neutrality and the bombing of Pearl Harbor.
7.2.2 U.S. and the Course of WWII	7.2.2	Evaluate the role of the U.S. in fighting the war militarily, diplomatically, and technologically across the world.
7.2.3 Impact of WWII on American Life	7.2.3	Analyze the changes in American life brought about by U.S. participation in World War II including mobilization of economic, military, and social resources, the role of women and minorities in the war effort, the role of the home front in supporting the war effort and the internment of Japanese-Americans.
7.2.4 Responses to Genocide	7.2.4	Investigate development and enactment of Hitler's "final solution" policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals.
8.1 Cold War and the United States	8.1	Identify, analyze, and explain the causes, conditions, and impact of the Cold War Era on the United States.
8.1.1 Origins and Beginnings of Cold War	8.1.1	Analyze the factors that contributed to the Cold War including the differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R. Analyze the diplomatic decisions made at the Yalta and Potsdam Conferences and actions by both countries in the last years of and years following World War II.
8.1.2 Foreign Policy during the Cold War	8.1.2	Evaluate the origins, setbacks, and successes of the American policy of "containing" the Soviet Union, including the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community, the armed struggle with Communism, including the Korean conflict, direct conflicts within specific world regions including Germany and Cuba, U.S. involvement in Vietnam, and the foreign and domestic consequences of the war, and the arms race.
8.1.3 End of the Cold War	8.1.3	Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders, the political breakup of the Soviet Union, and the Warsaw Pact.
8.2 Domestic Policies	8.2	Examine, analyze, and explain demographic changes, domestic policies, conflicts, and tensions in Post- WWII America.
8.2.1 Demographic Changes	8.2.1	Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the "Sunbelt."
8.2.2 Policy Concerning Domestic Issues	8.2.2	Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by describing issues challenging Americans such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment. Evaluate policy decisions and legislative actions to meet these challenges
8.2.3 Comparing Domestic Policies	8.2.3	Focusing on causes, programs, and impacts, compare and contrast Roosevelt's New Deal initiatives, Johnson's Great Society programs, and Reagan's market-based domestic policies.
8.2.4 Domestic Conflicts and Tensions	8.2.4	Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions, the Vietnam War, environmental movement, women's rights movement, and the constitutional crisis generated by the Watergate scandal.
8.3 Civil Rights in the Post-WWII Era	8.3	Examine and analyze the Civil Rights Movement using key events, people, and organizations.
8.3.1 Civil Rights Movement	8.3.1	Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including the impact of WWII and the Cold War, Supreme Court decisions and governmental actions, protest movements, organizations, and civil actions and the resistance to Civil Rights.
8.3.2 Ideals of the Civil Rights Movement	8.3.2	Compare and contrast the ideas in Martin Luther King's March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.
8.3.3 Women's Rights	8.3.3	Analyze the causes and course of the women's rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)).
8.3.5 Tensions and Reactions to Poverty and Civil Rights	8.3.5	Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city.
9.2 Changes in America's Role in the World	9.2	Examine the shifting role of United States on the world stage during the period from 1980 to the present.
9.2.1 U.S. in the Post-Cold War World	9.2.1	Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges.
9.2.2 9/11 and Responses to Terrorism	9.2.2	Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies.

WORLD HISTORY AND GEOGRAPHY A

Power Standard Description (Topic)	MDE Standard	"I Can…" Statement
F1 World Historical and Geographical "Habits of Mind" and Central Concepts	F1	Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional)
F2 Systems of Human Organizations	F2	Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. (National Geography Standard 14, p. 212) • Changes brought on by the Agricultural Revolution, including the environmental impact of settlements • TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze • Classical China or India (Han China or Gupta empires) • Classical Mediterranean (Greece and Rome)
F3 Growth and Development of World Religions	F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including spatial representations of that growth, interactions with culturally diverse peoples, responses to the challenges offered by contact with different faiths, ways they influenced people's perceptions of the world. (National Geography Standard 6, p. 195)
F4 Regional Interactions	F4	Identify the location and causes of frontier interactions and conflicts, and internal disputes between cultural, social and/or religious groups in classical China, the Mediterranean world, and south Asia (India) prior to 300 C.E. (National Geography Standards 3 and 13A, pp. 188 and 210)
4.1.1 Crisis in the Classical World –	4.1.1	Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse.
4.1.2 World Religions –	4.1.2	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades, Islam and Hinduism in South Asia (See 5.3.3), continuing tensions between Catholic and Orthodox Christianity(National Geography Standard 10, p. 203)
4.1.3 Trade Networks and Contacts –	4.1.3	Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including land-based routes across the Sahara, Eurasia and Europe, water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas(National Geography Standard 11, p. 206)
4.2.1 Growth of Islam and Dar al-Islam	4.2.1	[A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including the founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society, diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi, role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia, the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity (National Geography Standard 10, p. 203)
4.2.2 Unification of Eurasia under the Mongols –	4.2.2	Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolia (particularly revival of long-distance trading networks between China and the Mediterranean world). (National Geography Standard 11, p. 206)
4.2.3 The Plague –	4.2.3	Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic. (See 4.3.5) (National Geography Standard 15, p. 215)
4.3.1 Africa to 1500 –	4.3.1	Describe the diverse characteristics of early African societies and the significant changes in African society by comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures (National Geography Standard 12, p. 208), using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology and language (National Geography Standard 9, p. 201), analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade (National Geography Standard 11, p. 206), analyzing the development of an organized slave trade within and beyond Africa (National Geography Standard 4, p. 190), analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity (National Geography Standard 10, p. 203)
4.3.3 China to 1500 –	4.3.3	Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic diversity, physical geography, population growth and Mongol invasion to achieve relative political stability, economic prosperity, and technological innovation. (National Geography Standard 4, p. 190)
4.3.4 The Eastern European System and the Byzantine Empire to 1500 –	4.3.4	Analyze restructuring of the Eastern European system including the rise and decline of the Byzantine Empire, the region's unique spatial location, the region's political, economic, and religious transformations, emerging tensions between East and West (National Geography Standard 3, p. 188)
4.3.5 Western Europe to 1500 –	4.3.5	Explain the workings of feudalism, manoralism, and the growth of centralized monarchies and city-states in Europe including the role and political impact of the Roman Catholic Church in European medieval society, how agricultural innovation and increasing trade led to the growth of towns and cities (National Geography Standard 14, p. 212), the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3),the cultural and social impact of the Renaissance on Western and Northern Europe
5.3.1 Ottoman Empire through the 18th Century –	5.3.1	Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by using historical and modern maps to describe the empire's origins (Turkic migrations), geographic expansion, and contraction (National Geography Standard 13, p. 210), analyzing the impact of the Ottoman rule
5.3.2 East Asia through the 18th Century –	5.3.2	Analyze the major political, religious, economic, and cultural transformations in East Asia by analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration (See 4.3.3) (National Geography Standard 5, p. 192), analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society (National Geography Standard 4, p. 190)
5.3.3 South Asia/India through the 18th Century –	5.3.3	Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (See 4.1.2) (National Geography Standard 4, p. 190
5.3.4 Russia through the 18th Century –	5.3.4	Analyze the major political, religious, economic, and cultural transformations in Russia including Russian imperial expansion and top-down westernization/modernization (National Geography Standard 13, p. 210), the impact of its unique location relative to Europe and Asia (National Geography Standard 3, p. 188), the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, and Orthodox Christianity (National Geography Standard 10, p. 203)

WORLD HISTORY AND GEOGRAPHY B

Power Standard Description (Topic)	MDE Standard	"I Can…" Statement
Western Europe to 1500	4.3.5	Explain the workings of feudalism, manoralism, and the growth of centralized monarchies and city-states in Europe including the role and political impact of the Roman Catholic Church in European medieval society, how agricultural innovation and increasing trade led to the growth of towns and cities (National Geography Standard 14, p. 212), the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3), and the cultural and social impact of the Renaissance on Western and Northern Europe.
4.3.2 The Americas to 1500	4.3.2	Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples. (National Geography Standard 10, p. 203)
5.1.1 Emerging Global System	5.1.1	Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era. (See 4.1.3; 5.3.6) (National Geography Standard 11, p. 207)
5.1.2 World Religions	5.1.2	Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems. (See 4.1.2) (National Geography Standard 9, pg. 202)
5.2.1 European Exploration/Conquest and Columbian Exchange	5.2.1	Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the late 15th and the 16th centuries (National Geography Standard 11, p. 206), explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies (See 5.3.5) (National Geography Standard 14, p. 212
5.2.2 Trans-African and Trans-Atlantic Slave Systems	5.2.2	Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas including the Caribbean and South America), and the Middle Passage(National Geography Standard 11, p. 206), comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvee labor, wage labor) (See 5.3.5; 5.3.6) (See 4.3.1)
5.3.1 Ottoman Empire through the 18th Century	5.3.1	Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by using historical and modern maps to describe the empire's origins (Turkic migrations), geographic expansion, and contraction (National Geography Standard 13, p. 210), and analyzing the impact of the Ottoman rule
5.3.2 East Asia through the 18th Century	5.3.2	Analyze the major political, religious, economic, and cultural transformations in East Asia by analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration (See 4.3.3) (National Geography Standard 5, p. 192), and analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society (National Geography Standard 4, p. 190)
5.3.3 South Asia/India through the 18th Century	5.3.3	Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (See 4.1.2) (National Geography Standard 4, p. 190)
5.3.4 Russia through the 18th Century	5.3.4	Analyze the major political, religious, economic, and cultural transformations in Russia including Russian imperial expansion and top-down westernization/modernization(National Geography Standard 13, p. 210), the impact of its unique location relative to Europe and Asia (National Geography Standard 3, p. 188), and the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, and Orthodox Christianity (National Geography Standard 10, p. 203)
5.3.5 Europe through the 18th Century	5.3.5	Analyze the major political, religious, cultural and economic transformations in Europe by explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas (See 5.2.1) (National Geography Standard 13, p. 210), analyzing transformations in Europe's state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism, analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society, and analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor (See 5.2.2)
4.3.5 Western Europe to 1500 –	5.3.6	Analyze colonial transformations in Latin America, including the near-elimination of American Indian civilizations and peoples, social stratifications of the population (e.g., peninsulares, creoles, mestizos), the regional and global role of silver and sugar, and resource extraction and the emerging system of labor (e.g., mita, slavery) (See 5.1.1, 5.2.2) (National Geography Standard 12, p. 208)
6.1.1 Global Revolutions	6.1.1	Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1; 6.3.2) (National Geography Standard 13, p. 210)
6.1.2 World-wide Migrations and Population Changes	6.1.2	Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends. (National Geography Standard 9, p. 201)
6.1.3 Increasing Global Interconnections	6.1.3	Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization (National Geography Standard 10, p. 203), and the global spread of major innovations, technologies, and commodities via new global networks(National Geography Standard 11, p. 206)
6.1.4 Changes in Economic and Political Systems	6.1.4	Compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism). (See 5.3.5)
6.1.5 Interpreting Europe's Increasing Global Power	6.1.5	Describe Europe's increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social changes) or factors external to Europe (e.g., decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions). (See 6.3.1; 6.3.2; 5.3.2) (National Geography Standard 13, p. 210)
6.2.1 Political Revolutions	6.2.1	Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions) (National Geography Standard 13, p. 210)
6.2.2 Growth of Nationalism and Nation-states	6.2.2	Compare and contrast the rise of the nation-states in a western context (e.g., Germany, Italy) and non-western context (e.g., Meiji Japan). (See 6.1.1; 6.3.1; 6.3.2) (National Geography Standard 10, p. 203)
6.2.3 Industrialization	6.2.3	Analyze the origins, characteristics and consequences of industrialization across the world by comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France, describing the social and economic impacts of industrialization, particularly its effect on women and children, and the rise of organized labor movements (National Geography Standard 11, p. 206), describing the environmental impacts of industrialization and urbanization (National Geography Standard 14, p. 212).
6.2.4 Imperialism	6.2.4	Analyze the political, economic, and social causes and consequences of imperialism by using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia(National Geography Standard 16, p. 216), describing the connection between imperialism and racism, including the social construction of race, comparing British policies in South Africa and India, French polices in Indochina, and Japanese policies in Asia (See 7.3.3) (National Geography Standard 13, p. 210), analyze the responses to imperialism by African and Asian peoples (See 6.6.3) (National Geography Standard 13, p. 210) Note: Teachers might also include the expansion of the United States in studying Imperialism (See for example, U.S. History and Geography expectation 6.2.1).

6.3.1 Europe	6.3.1	Analyze the economic, political, and social transformations in Europe by analyzing and explaining the impact of economic development on European society (National Geography Standard 11, p. 206) explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women, using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase) (National Geography Standard 13, p. 210).
6.3.2 East Asia	6.3.2	Analyze the political, economic, and social transformations in East Asia by explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War (National Geography Standard 13, p. 210), describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions
6.3.3 Africa	6.3.3	Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo). (National Geography Standard 16, p. 216)

Economics

Power Standard Description (Topic)	State Standard	Description of the Standard ("I can...")
Scarcity, Choice, Opportunity Costs, and Comparative Advantage	**1.1 Individual, Business, and Government Choices**	I can describe a market economy a.k.a. free-enterprise, its characteristics and apply to a given examples. I can define economics according to the text and lecture and apply to new examples. I can list, define and describe the three reasons economics is the basis of life as we know it, and apply them to given examples. I can identify the four factors of production and their associated costs. I can define marginal analysis and apply to given examples. I can explain the role incentives and profit play in the economy. I can list and explain the three basic econ decisions. I can compare and contrast micro and macro economics. I can describe a market economy a.k.a. free-enterprise, its characteristics and apply to a given examples. I can list, describe and apply the pillars of free enterprise a.k.a. a market economy, to a new example. I can compare and contrast the three basic types of economies. I can label and describe the circular flow model components and arrows according to lecture. I can describe the manner in which both business and households wear two hats. I can state the impact of Adam Smith upon the topic of "economics". I can list and describe the three functions that money must perform to be 'money'. I can describe the forms of money we have had in our history, and which is the most prevalent today. I can describe the goals of an economic system, and which are the three major ones.
Compare how supply, demand, price, equilibrium, elasticity, and incentives affect the workings of a market.	**1.2 & 1.3 Competitive Markets**	I can define demand, utility, Price Elasticity of Demand, and 'graph' as according to lecture/text. I can describe the price effect. I can apply the law of diminishing marginal utility to a given example. I can explain why the Demand curve is downward sloping (p67). I can identify AND describe the 7 influences that change DEMAND (p42-44). I can identify and describe the three influences on Price Sensitivity of a consumer. I can compare and contrast the difference between a D in DEMAND and a D in Quantity Demanded. I can compare and contrast the difference between an individual's demand and a market demand. I can explain the difference between a movement along the curve, and a shifting of the curve. I can identify the effects on total revenue of a price change given an elastic or inelastic demander. I can state the definition of a COMPLEMENTARY GOOD and apply it to a given example. I can state the definition of a SUBSTITUTE GOOD and apply it to a given example. I can GRAPH a demand curve and/or a supply curve when given the appropriate schedule. I can define supply. I can compare and contrast the difference between a firm's supply of a product and that of a market supply of the same product. I can describe the impact of price elasticity of supply on a firm's choice of quantity to supply. I can compare and contrast the difference between a D in SUPPLY and a D in Quantity Supplied, what is it that makes each respective D? I can state the production-motivating function prices have on supply. I can state where the firm wants to place its price (elastic range, inelastic range, or unitary elastic point) in an analysis of Price Elasticity of Demand [remember that one?]. I can state and apply in a graphical format the three factors that SHIFT a supply curve (pp 57/58). I can state the only factor that moves you along the supply curve. I can identify the what, how, and who questions given the price directed system concept. I can identify which, (supplier or demander) that initially sets the prices of goods and services define a market, and identify why the demander and supplier enter it. I can GRAPH a market in equilibrium without specific data, and one with a distortion (floor/ceiling). I can apply a non-price factor to the market in a scenario, and GRAPH the appropriate changes. I can discuss the effect of prices, specifically the 'price rationing' effect and 'market clearing' price be the price effect, and the impact of who competes with whom…
Describe the varied ways government can impact the market through policy decisions, protection of consumers, and as a producer and consumer of goods and services, and explain how economic incentives affect government decisions	**1.4 Role of Government in the Market**	I can state the purpose of government according to lecture and your notes. I can define externalities, describe the two types and how government solves them. I can apply the concept of externalities to new examples and be able to graph each. I can compare and contrast 'imperfection' with 'distortion'. I can describe the criticism of government intervention. I can compare and contrast Samuelson and Friedman's views of government intervention. I can compare and contrast the three basic types of taxes, and identify the type of tax when given examples. I can define debt, deficit, and surplus
Describe inflation, unemployment, output, and growth, and the factors that cause changes in those conditions, and describe the role of money and interest rates in national markets.	**2.1 Understanding National Markets**	I can list the three functions of money. I can list the three forms money takes in our economy TODAY. I can describe how we measure money. I can compare and contrast the two financial institutions with respect to customers, etc. I can describe the two types of reserves and which is 'voluntary'. I can apply the concept of the Deposit Multiplier, and what it creates out of thin air. I can describe inflation, deflation, cost-push, and demand-pull. I can identify those who are harmed by inflation and those who may not be. I can define GDP and GNP, and contrast with respect to what is actually measured. I can identify and apply the two ways that GDP is measured. I can define unemployment and its three types, as well as which is 'natural'. I can describe the four stages in the business cycle.
Analyze the role of government in the United States economy by identifying macroeconomic goals; comparing perspectives on government roles; analyzing fiscal and monetary policy; and describing the role of government as a producer and consumer of public goods and services.	**2.2 Role of Government in the United States Economy**	I can describe the Federal Reserve Board with respect to its make-up, charter, role and functions I can describe fiscal policy, its two basic tools, and the criticisms and people associated with it I can describe monetary policy, its tools, and the criticisms and people associated with it
Describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.	**3.2 Economic Interdependence – Trade**	I can define and contrast absolute and comparative advantages (remember old Greenthumb and Fivethumbs?) I can state the major reasons a country would engage in protectionism I can identify the barriers to trade according to the text and lecture I can describe free trade and the reasons for it according to lecture and the text I can identify several free trade associations when given examples I can describe the exchange rate, and how to calculate it I can explain the impact on our economy of an appreciation of the dollar I can explain the impact on our economy of a depreciation of the dollar I can describe BOP, and its two subdivisions I can elaborate on the bizarre thing called 'statistical discrepancy' I can describe the basic tenets of the three major types of economies, and which we have in our country today, in fact the type most countries have today

GOVERNMENT

Power Standard Description (Topic)	State Standard	Description of the Standard ("I can...")
C1 Conceptual Foundations of Civic and Political Life	1.1 Nature of Civic Life, Politics, and Government	Explain the meaning of civic life, politics, and government through the investigation of such questions as: What is civic life? What are politics? What is government? What are the purposes of politics and government?
	1.2 Alternative Forms of Government	Describe constitutional government and contrast it with other forms of government through the investigation of such questions as: What are essential characteristics of limited and unlimited government? What is constitutional government? What forms can a constitutional government take?
C2 Origins and Foundations of Government of the United States of America	2.1 Origins of American Constitutional Government	Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins through investigation of such questions as: What are the philosophical and historical roots of the foundational values of American constitutional government? What are the fundamental principles of American constitutional government?
	2.2 Foundational Values and Constitutional Principles of American Government	Explain how the American idea of constitutional government has shaped a distinctive American society through the investigation of such questions as: How have the fundamental values and principles of American constitutional government shaped American society?
C3 STRUCTURE AND Functions of Government in THE UNITED STATES OF AMERICA	3.2 Powers and Limits on Powers	Identify how power and responsibility are distributed, shared, and limited in American constitutional government through the investigation of such questions as: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
	3.3 Structure and Functions of State and Local Governments	Describe how state and local governments are organized and what they do through the investigation of such questions as: What are the structures and functions of state and local government?
	3.5 Other Actors in the Policy Process	Describe the roles of political parties, interest groups, the media, and individuals in determining and shaping public policy through the investigation of such questions as: What roles do political parties, interest groups, the media, and individuals play in the development of public policy?
C4 The United States of America and World Affairs	4.1 Formation and Implementation of U.S. Foreign Policy	Describe the formation and implementation of U.S. foreign policy through such questions as: How is foreign policy formed and implemented in American constitutional government?
	4.2 U.S. Role in International Institutions and Affairs	Identify the roles of the United States of America in international institutions and affairs through the investigation of such questions as: What is the role of the United States in international institutions and affairs?
C5 Citizenship in the United States of America	5.1 The Meaning of Citizenship in the United States of America	Describe the meaning of citizenship in the United States through the investigation of such questions as: What is the meaning of citizenship in the United States? What are the rights, responsibilities, and characteristics of citizenship in the United States?
	5.3 Rights of Citizenship	Identify the rights of citizenship by investigating the question: What are the personal, political, and economic rights of citizens in the United States?
	5.4 Responsibilities of Citizenship	Identify the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society through the investigation of questions such as: What are the responsibilities associated with citizenship in the United States? Why are those experiences considered important to the preservation of American constitutional government?
C6 Citizenship in Action	6.1 Civic Inquiry and Public Discourse	Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?
	6.2 Participating in Civic Life	Describe multiple opportunities for citizens to participate in civic life by investigating the question: How can citizens participate in civic life?

ART

Hopkins High School Art courses are aligned to the National Visual Arts Standards. To download a PDF of the overview, please click here.

DRAWING FROM LIFE

Standards Description	NVA Standard
Student will create artwork from direct observation - looking and drawing at the same time.	Cr1.1 Cr1.2 Cr2.1 Cr2.2 Cr2.3
Student will experiment with a variety of materials, including pencil, pen, colored pencil, chalk pastel, oil pastel and charcoal.	Cr1.1 Cr1.2
Student will generate ideas for projects by planning in sketchbooks, creating study sketches (mini-versions of final projects) and doing research about materials or artists.	Cr3.1
Student will present an artwork in a trimester art show and write a statement explaining their work.	Pr4.1 Pr4.2 Pr5.1 Pr6.1
Student will share artwork with peers and participate in peer critiques to provide constructive criticism.	Re7.1 Re7.2 Re8.1 Re9.1
Student will respond to both historical and contemporary artwork and interpret intention (what the artist was trying to do) and meaning.	Re7.1 Re7.2 Re8.1 Re9.1
Student will connect their artworks to ideas from culture, society, history or from experiences in their own personal lives.	Cn10.1 Cn11

DRAWING FROM IMAGINATION

Standards Description	NVA Standard
Student will create artwork from the imagination - forming new images that don't already exist.	Cr1.1 Cr1.2 Cr2.1 Cr2.2 Cr2.3
Student will experiment with a variety of materials, including pencil, pen, colored pencil, chalk pastel, oil pastel, charcoal and collage.	Cr1.1 Cr1.2
Student will generate ideas for projects by planning in sketchbooks, creating study sketches (mini-versions of final projects) and doing research about materials or artists.	Cr3.1
Student will present an artwork in a trimester art show and write a statement explaining their work.	Pr4.1 Pr4.2 Pr5.1 Pr6.1
Student will share artwork with peers and participate in peer critiques to provide constructive criticism.	Re7.1 Re7.2 Re8.1 Re9.1
Student will respond to both historical and contemporary artwork and interpret intention (what the artist was trying to do) and meaning.	Re7.1 Re7.2 Re8.1 Re9.1
Student will connect their artworks to ideas from culture, society, history or from experiences in their own personal lives.	Cn10.1 Cn11

FUNCTIONAL SCULPTURE & CERAMICS

Standards Description	NVA Standard
Student will create artwork from the imagination - forming new images that don't already exist.	Cr1.1 Cr1.2 Cr2.1 Cr2.2 Cr2.3
Student will experiment with a variety of materials, including pencil, pen, colored pencil, chalk pastel, oil pastel, charcoal and collage.	Cr1.1 Cr1.2
Student will generate ideas for projects by planning in sketchbooks, creating study sketches (mini-versions of final projects) and doing research about materials or artists.	Cr3.1
Student will present an artwork in a trimester art show and write a statement explaining their work.	Pr4.1 Pr4.2 Pr5.1 Pr6.1
Student will share artwork with peers and participate in peer critiques to provide constructive criticism.	Re7.1 Re7.2 Re8.1 Re9.1
Student will respond to both historical and contemporary artwork and interpret intention (what the artist was trying to do) and meaning.	Re7.1 Re7.2 Re8.1 Re9.1
Student will connect their artworks to ideas from culture, society, history or from experiences in their own personal lives.	Cn10.1 Cn11

CREATIVE SCULPTURE & CERAMICS

Standards Description	NVA Standard
Student will create sculptures that explore 3-dimensional form and space.	Cr1.1 Cr1.2 Cr2.1 Cr2.2 Cr2.3
Student will experiment with a variety of methods of working with clay and sculpture.	Cr1.1 Cr1.2
Student will generate ideas for projects by planning in sketchbooks, creating study sketches (mini-versions of final projects) and doing research about materials or artists.	Cr3.1
Student will present an artwork in a trimester art show and write a statement explaining their work.	Pr4.1 Pr4.2 Pr5.1 Pr6.1
Student will share artwork with peers and participate in peer critiques to provide constructive criticism.	Re7.1 Re7.2 Re8.1 Re9.1
Student will respond to both historical and contemporary artwork and interpret intention (what the artist was trying to do) and meaning.	Re7.1 Re7.2 Re8.1 Re9.1
Student will connect their artworks to ideas from culture, society, history or from experiences in their own personal lives.	Cn10.1 Cn11

PAINTING

Standards Description	NVA Standard
Student will create paintings that explore color mixing and methods of applying paint on canvas.	Cr1.1 Cr1.2 Cr2.1 Cr2.2 Cr2.3
Student will experiment with a variety of painting mediums, including oil, acrylic, watercolor and ink.	Cr1.1 Cr1.2
Student will generate ideas for projects by planning in sketchbooks, creating study sketches (mini-versions of final projects) and doing research about materials or artists.	Cr3.1
Student will present an artwork in a trimester art show and write a statement explaining their work.	Pr4.1 Pr4.2 Pr5.1 Pr6.1
Student will share artwork with peers and participate in peer critiques to provide constructive criticism.	Re7.1 Re7.2 Re8.1 Re9.1
Student will respond to both historical and contemporary artwork and interpret intention (what the artist was trying to do) and meaning.	Re7.1 Re7.2 Re8.1 Re9.1
Student will connect their artworks to ideas from culture, society, history or from experiences in their own personal lives.	Cn10.1 Cn11

MIXED MEDIA

Standards Description	NVA Standard
Student will create artwork that explores combinations of mediums/materials.	Cr1.1 Cr1.2 Cr2.1 Cr2.2 Cr2.3
Student will experiment with a variety of techniques, including linoleum block printmaking, photo transfer and collage.	Cr1.1 Cr1.2
Student will generate ideas for projects by planning in sketchbooks, creating study sketches (mini-versions of final projects) and doing research about materials or artists.	Cr3.1
Student will present an artwork in a trimester art show and write a statement explaining their work.	Pr4.1 Pr4.2 Pr5.1 Pr6.1
Student will share artwork with peers and participate in peer critiques to provide constructive criticism.	Re7.1 Re7.2 Re8.1 Re9.1
Student will respond to both historical and contemporary artwork and interpret intention (what the artist was trying to do) and meaning.	Re7.1 Re7.2 Re8.1 Re9.1
Student will connect their artworks to ideas from culture, society, history or from experiences in their own personal lives.	Cn10.1 Cn11

PORTFOLIO DEVELOPMENT

Standards Description	NVA Standard
Student will create artwork that challenges their prior artistic experiences.	Cr1.1 Cr1.2 Cr2.1 Cr2.2 Cr2.3
Student will experiment with a variety of techniques/materials and delve further into mediums of their personal choice.	Cr1.1 Cr1.2
Student will generate ideas for projects by planning in sketchbooks, creating study sketches (mini-versions of final projects) and doing research about materials or artists.	Cr3.1
Student will present an artwork in a trimester art show and write a statement explaining their work.	Pr4.1 Pr4.2 Pr5.1 Pr6.1
Student will share artwork with peers and participate in peer critiques to provide constructive criticism.	Re7.1 Re7.2 Re8.1 Re9.1
Student will respond to both historical and contemporary artwork and interpret intention (what the artist was trying to do) and meaning.	Re7.1 Re7.2 Re8.1 Re9.1
Student will connect their artworks to ideas from culture, society, history or from experiences in their own personal lives.	Cn10.1 Cn11

FOREIGN LANGUAGE

Hopkins High School Foreign Language courses are aligned to standards published by the American Council on the Teaching of Foreign Languages. To see a full overview of these standards, please click here.

SPANISH IA

Standards Description	ACTFL Standard
basic vocabulary- colors, shapes, introductions, etc.	1.2
compare/contrast English/Spanish while learning vocabulary	4.1
Name, age, origin, emotion-basic conversation	1.1
language/cultural topics that are interdisciplinary	3.1
writing skills and basic conversations	1.1 3
cultural topics-Mexico and Spain	2.1,2 3.2 4.2
Readings on vocabulary	1.2

SPANISH IB

Standards Description	ACTFL Standard
expand vocabulary/conversational skills	1.2
compare/contrast English/Spanish while learning vocabulary	4.1
building on basic conversation	1.1
language/cultural topics that are interdisciplinary	3.1
writing skills and basic conversation	1.1 3
cultural topics- Guatemala, Chile, immigration	2.1,2 3.2 4.2
Readings on vocabulary	1.2

SPANISH II A

Standards Description	ACTFL Standard
expand vocabulary-begin past tense	1.2
compare/contrast English/Spanish while learning vocabulary	4.1
inserting past tense into conversation	1.1
language/cultural topics that are interdisciplinary	3.1
writing skills and basic conversation	1.1 3
cultural topics- Mexico (the maya), and El Salvador	2.1,2 3.2 4.2
Readings on vocabulary	1.2

SPANISH II B

expand vocabulary-continue past tense	1.2
compare/contrast English/Spanish while learning vocabulary	4.1
building on basic conversation	1.1
language/cultural topics that are interdisciplinary	3.1
writing skills and basic conversation	1.1 3
cultural topics - Puerto Rico, Spanish literature, Costa Rica	2.1,2 3.2 4.2
readings on vocabulary	1.2

SPANISH III A

Standards Description	ACTFL Standard
expand vocabulary - begin future, conditional and subjunctive tenses	1.2
compare/contrast English/Spanish while learning vocabulary	4.1
Using more complex verb structures in conversation	1.1
language/cultural topics that are interdisciplinary	3.1
writing skills and basic conversation	1.1 3
cultural topics - Spain (bull fights), Peru (Inca)	2.1,2 3.2 4.2
readings on vocabulary, some authentic texts	1.2

SPANISH III B

Standards Description	ACTFL Standard
expand vocabulary - continue future, conditional and subjunctive tenses	1.2
compare/contrast English/Spanish while learning vocabulary	4.1
Using more complex verb structures in conversation	1.1
language/cultural topics that are interdisciplinary	3.1
writing skills and basic conversation	1.1 3
cultural topics - Ecuador, Spanish literature	2.1,2 3.2 4.2
readings on vocabulary, some authentic texts	1.2

AP SPANISH

Standards Description	ACTFL Standard
expand vocabulary, listening to authentic sources	1.2
compare/contrast English/Spanish while learning vocabulary	4.1
building on more in depth conversation	1.1
language/cultural topics that are interdisciplinary	3.1
create essays and presentations for the class	1.1 3
cultural topics - literature, practices and perspectives of a variety of Spanish-speaking countries	2.1,2 3.2 4.2
authentic stories, texts, and articles	1.2

MUSIC

Hopkins High School Music Department classes are aligned with the National Association for Music Education Standards. For a complete list of these standards and more information, please click here.

MUSIC APPRECIATION

Standards Description	National Standard
Performing on instruments, alone and with others, a varied repertoire of music.	2
Improvising melodies, variations, and accompaniments.	3
Composing and arranging music within specific guidelines.	4
Reading and notating music.	5
Listening to, analyzing, and describing music.	6
Evaluating music and music performances.	7
Understanding relationships between music, the other arts, and disciplines outside the arts.	8
Understanding music in relation to history and culture.	9

BAND

Standards Description	National Standard
Performing on instruments, alone and with others, a varied repertoire of music.	2
Improvising melodies, variations, and accompaniments.	3
Composing and arranging music within specific guidelines.	4
Reading and notating music.	5
Listening to, analyzing, and describing music.	6
Evaluating music and music performances.	7
Understanding relationships between music, the other arts, and disciplines outside the arts.	8
Understanding music in relation to history and culture.	9

CHOIR

Standards Description	National Standard
Singing, alone and with others, a varied repertoire of music.	1
Improvising melodies, variations, and accompaniments.	3
Composing and arranging music within specific guidelines.	4
Reading and notating music.	5
Listening to, analyzing, and describing music.	6
Evaluating music and music performances.	7
Understanding relationships between music, the other arts, and disciplines outside the arts.	8
Understanding music in relation to history and culture.	9

Physical Education

Hopkins High School Physical Education courses are aligned to the Michigan Department of Education Standards for Physical Education.

To download the complete document, please click here.

HEALTH

Standards Description	MDE Standard
Nutrition and Physical Activity	1.9 1.1 1.10 1.2
Alcohol, Tobacco, and other Drugs	2.1 2.5 2.8 2.6
Safety	3.3 3.2 3.1 3.4 3.5 3.9
Social and Emotional Health	4.1 4.11 4.5 4.6 4.2 4.9
Personal Health and Wellness	5.6 5.1 5.12 5.7
HIV and other STI's Prevention	6.7 6.2 6.5 6.3
Sexuality Education	7.6 7.7 7.2 7.5

PHYSICAL EDUCATION

Standards Description	MDE Standard
Motor Skills	1.2.4 1.3.1 1.4.1 1.6.1
Physical Fitness	2.1.1 2.1.2 2.2.1 2.2.2 2.3.1 2.3.2 2.3.3
Cognitive Skills	3.2.1 3.3.1 3.3.2 3.4.1 3.4.2 3.4.3 3.4.4
Personal And Social Character Traits	4.1.1 4.2.1