

Identifier	Poplar - Grade 11 - World Language	Introduced	Completed
11 WL 1	<b>CONVERSATION</b>		
11 WL 1.01	Ask, respond and initiate a variety of questions concerning activities of daily life.		
11 WL 1.02	Give and follow oral or written directions, instructions and commands in a technical manual.		
11 WL 1.03	Apply various verbs and phrases to discuss and write about past and future events.		
11 WL 1.04	Participate in and initiate conversations on various topics by expressing opinions and emotions.		
11 WL 1.05	Make requests for goods and services in public places.		
11 WL 1.06	Tell or write effectively a narrative about a personal experience or event and circulate the resulting documents.		
11 WL 1.07	Restate an event or an account of an event in various tenses.		
11 WL 1.08	Apply standard rules of usage and grammar.		
11 WL 1.09	Speak in a manner that is comprehensible to speakers of the foreign language.		
11 WL 1.10	Demonstrate creativity in the production of language.		
11 WL 2	<b>SPEAKING AND WRITING</b>		
11 WL 2.01	Read selected materials with a certain degree of fluency, accuracy, intonation and expression.		
11 WL 2.02	Use background knowledge to comprehend narratives, personal correspondence and other contextualized print.		
11 WL 2.03	Paraphrase or express main ideas of written and spoken material.		
11 WL 3	<b>INFORMATION, CONCEPTS AND IDEAS</b>		
11 WL 3.01	Create and present stories or brief written reports on various topics.		
11 WL 3.02	Recite selected forms of literature and sing songs.		
11 WL 3.03	Engage in debate on various topics.		
11 WL 4	<b>CULTURAL PRACTICES AND PERSPECTIVES</b>		
11 WL 4.01	Explain the value systems and routines of daily life of the culture.		
11 WL 4.02	Identify important geographical features, historical events, and political structures of the culture.		
11 WL 4.03	Use appropriate verbal and nonverbal behavior in various situations.		
11 WL 4.04	Experience entertainment of the culture.		
11 WL 4.05	Identify important persons in entertainment and the arts of the culture.		
11 WL 5	<b>CULTURAL PRODUCTS AND OUTLOOKS</b>		
11 WL 5.01	Discuss the artistic contributions of the culture soliciting the opinions of others.		
11 WL 5.02	Describe certain unique products of the culture.		
11 WL 5.03	Identify the perspectives of the culture that are manifested in its commercial advertisements.		
11 WL 5.04	Understand messages conveyed in the media.		
11 WL 6	<b>CROSS CULTURAL KNOWLEDGE AND UNDERSTANDING</b>		
11 WL 6.01	Comprehend short articles, news broadcasts, commercial advertisements and videos in the foreign language on topics studied in other courses.		
11 WL 6.02	Present oral and written reports in the foreign language on topics studied in other courses.		
11 WL 7	<b>NATURE OF LANGUAGE</b>		
11 WL 7.01	Recognize the equivalent meaning of idiomatic expressions and other linguistic concepts.		
11 WL 7.02	Demonstrate that languages have important distinctions in sounds that must be mastered to communicate meaning.		
11 WL 8	<b>CULTURE CONCEPTS</b>		
11 WL 8.01	Understand the cultural differences and similarities between the culture studied and the American culture.		
11 WL 8.02	Develop an awareness of cultural diversity and the contributions of the culture studied made to American culture and experiences.		
11 WL 9	<b>OUTREACH</b>		
11 WL 9.01	Correspond in the foreign language.		
11 WL 10	<b>ACQUISITION</b>		
11 WL 10.01	Research and present information concerning traveling to and studying in a country where the foreign language is spoken.		
11 WL 10.02	Participate in a project centered on exploring careers that require interaction in the foreign language.		

Identifier	Grade 11 - Native Language	Introduced	Completed
11 NL 1	<b>LANGUAGE</b>		
11 NL 1.1	<b>LANGUAGE: COMPOSITION</b>		
11 NL 1.1.01	Review Dakota sentence structure.		
11 NL 1.1.02	Read extended Dakota sentences.		
11 NL 1.1.03	Recite extended Dakota sentences.		
11 NL 1.1.04	Compose extended Dakota sentences.		
11 NL 1.2	<b>LANGUAGE: CONVERSATION: TALKING CIRCLE</b>		
11 NL 1.2.01	Review lodge etiquette.		
11 NL 1.2.02	Participate in dialogue.		
11 NL 1.2.03	Recount past legends.		
11 NL 2	<b>LITERATURE</b>		
11 NL 2.11.1	<b>LITERATURE: BLACK ELK SPEAKS</b>		
11 NL 2.11.1.01	Read Black Elk and Neihardt's Black Elk Speaks.		
11 NL 2.11.1.02	Analyze the culture of the works.		
11 NL 2.11.1.03	Analyze the texts.		
11 NL 2.11.1.04	Research Black Elk's life and times.		
11 NL 2.11.1.05	Offer an assessment of the work.		
11 NL 2.11.2	<b>LITERATURE: ART: DESIGN</b>		
11 NL 2.11.2.01	Study Dakota designs.		
11 NL 2.11.2.02	Research Dakota lore.		
11 NL 2.11.2.03	Analyze individual motifs.		
11 NL 2.11.2.04	Critique Dakota designs.		
11 NL 2.11.2.05	Create and draw Dakota designs.		
11 NL 2.11.3	<b>LITERATURE: MUSIC: OLOWAN</b>		
11 NL 2.11.3.01	Study "Wioste Olowan"		
11 NL 2.11.3.02	Sing "Wioste Olowan"		
11 NL 2.11.3.03	Study "Okicize Olowan"		
11 NL 2.11.3.04	Sing "Okicize Olowan"		
11 NL 2.11.4	<b>LITERATURE: HISTORY: WOUNDED KNEE</b>		
11 NL 2.11.4.01	Research the massacre at Wounded Knee.		
11 NL 2.11.4.02	Plot events leading up to Wounded Knee.		
11 NL 2.11.4.03	Detail the Wounded Knee Massacre.		
11 NL 2.11.4.04	Discuss the legacy of Wounded Knee.		

Identifier	Poplar - Grade 11 - Computer and Technology	Introduced	Completed
11 CT 1	<b>PROBLEM SOLVING</b>		
11 CT 1.01	Analyze a variety of problem-solving approaches, which can be used and combined in seeking solutions.		
11 CT 1.02	Develop and implement a design/problem-solving method based on a need or want.		
11 CT 2	<b>PRODUCTIVITY TOOLS</b>		
11 CT 2.01	Demonstrate advanced proficiency and accuracy in keyboarding skills.		
11 CT 2.02	Create a multipage document in conjunction with other tools that demonstrate the ability to type, format, edit, and print.		
11 CT 2.03	Create a database, define fields, enter data for multiple records, and print reports based on sort and query. Interpret report based on data.		
11 CT 2.04	Generate a spreadsheet including labels, values, formulas, and functions; create a chart to visually represent data. Analyze the significance of the data. Print a spreadsheet showing formulas.		
11 CT 2.05	Create and present a multipage, multimedia presentation incorporating three or more of the following: text, graphics, sound, animation, digital video, or linking. Analyze and critique a multimedia presentation.		
11 CT 2.06	Locate and evaluate sources of distance learning, telecommuting, and teleconferencing and analyze the uses of these electronic communications.		
11 CT 3	<b>RESEARCH TOOLS</b>		
11 CT 3.01	Independently identify a research topic or state a problem that clearly identifies its elements, its scope, and the expected outcomes using technology tools.		
11 CT 3.02	Generate a list of keywords for a research topic or problem with qualifying modifiers and conduct a search of electronic-based sources.		
11 CT 3.03	Utilizing different search strategies, conduct research using hyperlinks to select information for a specific topic or problem.		
11 CT 3.04	Organize information logically for presentation or decision making.		
11 CT 3.05	Compare and contrast collected information to validate its reliability, authenticity, and timeliness.		
11 CT 3.06	Demonstrate the ability to document all sources using an accepted standard citation format.		
11 CT 3.07	Given a rubric, evaluate the research process and its outcome.		
11 CT 4	<b>TOOLS AND PROCESSES</b>		
11 CT 4.01	Analyze how the development of new tools, materials, and processes is necessary to maintain and improve high productivity and quality.		
11 CT 4.02	Use tools to design and/or create solutions that are functional, aesthetically pleasing, demonstrate quality, and have value greater than the investment of time, energy, effort, and other resources.		
11 CT 4.03	Evaluate the available tools and select the appropriate tool and process that would safely accomplish the task.		
11 CT 4.04	Evaluate and then correct nonfunctioning technology system/subsystem areas needed to accomplish required tasks.		
11 CT 5	<b>SYSTEMS</b>		
11 CT 5.01	Interpret the ways technological systems have evolved and will continue to evolve to satisfy human needs and desires.		
11 CT 5.02	Demonstrate how systems are planned, organized, designed, built, and controlled.		
11 CT 5.03	Evaluate systems model(s) including the stages of input, processes, output, feedback, and consequences.		
11 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
11 CT 6.01	Analyze the impact of new and improved products and services on the quality of life.		
11 CT 6.02	Analyze how the effects of a given technology may be unacceptable under a certain set of circumstances, but acceptable under another set of circumstances.		
11 CT 6.03	Research and select a career choice, develop a career plan, and select the courses/program for entry-level skills (e.g., career information system).		
11 CT 6.04	Analyze significant events, inventions, and discoveries in the history of technology and their effects on beliefs, attitudes, and behavior in business, society, or culture.		

Identifier	Poplar - Grade 11 - Health	Introduced	Completed
11 H 1	<b>HEALTH PROMOTION / DISEASE PREVENTION</b>		
11 H 1.01	Assess the impact of personal history, health care choices, and the aging process on individual health.		
11 H 1.02	Examine the health implications of the aging process.		
11 H 1.03	Demonstrate knowledge of food selection and nutrient needs to personal eating decisions and meal planning.		
11 H 1.04	Analyze beneficial and appropriate versus harmful and inappropriate use of drugs.		
11 H 1.05	Identify hazardous conditions and develop appropriate intervention strategies.		
11 H 1.06	Analyze how research and medical advances influence the prevention and control of disease.		
11 H 1.07	Describe ways an individual can effectively enhance personal health and contribute to the solution of community-wide health problems.		
11 H 1.08	Analyze how the environment influences the health of the community.		
11 H 2	<b>HEALTH INFORMATION / ACCESSING INFORMATION</b>		
11 H 2.01	Analyze health promotion and disease prevention efforts.		
11 H 2.02	Critique sources of health information for accuracy.		
11 H 3	<b>HEALTH ENHANCEMENT / SELF MANAGEMENT</b>		
11 H 3.01	Create a school-wide plan providing for individual security and safety utilizing school and community resources.		
11 H 3.02	Develop knowledge and strategies for avoiding negative social situations including suicide, alcohol, tobacco, and other drugs.		
11 H 3.03	Apply injury prevention and management strategies to improve and maintain personal, family, and community health.		
11 H 3.04	Compare and contrast stress management techniques.		
11 H 4	<b>INFLUENCES</b>		
11 H 4.01	Evaluate cultural similarities and differences and effects on health.		
11 H 4.02	Explore how technology is used to enhance health.		
11 H 4.03	Assess the impact of promotion and distribution of products and services on consumer health.		
11 H 5	<b>INTERPERSONAL COMMUNICATION</b>		
11 H 5.01	Utilize skills for communicating effectively.		
11 H 5.02	Analyze a school plan for conflict management.		
11 H 6	<b>DECISION MAKING / GOAL SETTING</b>		
11 H 6.01	Formulate an effective plan for lifelong health enhancement.		
11 H 6.02	Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.		
11 H 6.03	Utilize the decision-making process to address complex community health issues.		
11 H 7	<b>PERSONAL AND COMMUNITY HEALTH</b>		
11 H 7.01	Identify the methods for being a responsible voice for self and others when promoting health practices in the community.		
11 H 7.02	Demonstrate the ability to adapt health messages to meet the characteristics and needs of a particular audience.		

Identifier	Poplar - Grade 11 - Music	Introduced	Completed
11 Mus 1	<b>RHYTHM</b>		
11 Mus 1.01	Identify, create, and maintain a steady beat.		
11 Mus 1.02	Recognize and identify relative duration of rests.		
11 Mus 1.03	Recognize and appropriately use the fermata.		
11 Mus 1.04	Identify and perform music with changing meters.		
11 Mus 1.05	Identify and perform music with mixed meters.		
11 Mus 1.06	Identify and properly perform a variety of patterns: dotted, tied, syncopated, even and uneven, polyrhythms		
11 Mus 2	<b>HARMONY / TEXTURE</b>		
11 Mus 2.01	Perform rhythms and sing melodies in unison.		
11 Mus 2.02	Sing 4-part songs.		
11 Mus 2.03	Perform counter melodies.		
11 Mus 2.04	Perform rhythms and sing melodies with accompaniment.		
11 Mus 2.05	Perform rhythms and sing melodies without accompaniment.		
11 Mus 2.06	Identify and perform canons.		
11 Mus 2.07	Identify and perform rounds.		
11 Mus 2.08	Identify and perform chorales.		
11 Mus 3	<b>MELODY</b>		
11 Mus 3.01	Identify high and low registers.		
11 Mus 3.02	Identify and trace melodic contour.		
11 Mus 3.03	Recognize and identify musical sequences.		
11 Mus 3.04	Recognize musical phrasing.		
11 Mus 3.05	Recognize and identify patterns in music.		
11 Mus 3.06	Develop understanding and sense of pitch.		
11 Mus 5	<b>TONE COLOR</b>		
11 Mus 5.01	Recognize, identify, and produce vocal tones.		
11 Mus 5.02	Understand and demonstrate the concept of bright tone.		
11 Mus 5.03	Understand and demonstrate the concept of dark tone.		
11 Mus 6	<b>TONALITY</b>		
11 Mus 6.01	Identify and describe chords.		
11 Mus 6.02	Identify, describe, and demonstrate modulation.		
11 Mus 7	<b>EXPRESSIVE QUALITIES</b>		
11 Mus 7.01	Identify and produce dynamic variation.		
11 Mus 7.02	Identify and imitate musical styles.		
11 Mus 7.03	Identify tempo and describe rates of tempo.		
11 Mus 7.04	Apply interpretive skills to performances.		
11 Mus 7.05	Define and demonstrate accelerando (Accel.).		
11 Mus 7.06	Define and demonstrate ritardando (Rit.).		
11 Mus 7.07	Define and demonstrate relative durations of notes and rests.		
11 Mus 7.08	Define and perform ad libitum.		
11 Mus 7.09	Creatively expand on the qualities of music performed.		
11 Mus 8	<b>CAREERS</b>		
11 Mus 8.01	Explore the work of a music composer as a career.		
11 Mus 8.02	Explore the work of a music performer as a career.		
11 Mus 8.03	Explore the work of a music teacher as a career.		
11 Mus 8.04	Explore the work of a music conductor as a career.		
11 Mus 8.05	Explore the world of work in music-related fields.		
11 Mus 9	<b>PERFORMANCE</b>		
11 Mus 9.01	Participate in at least one concert.		
11 Mus 9.02	View a live musical performance.		
11 Mus 9.03	Perform as a soloist or in a small ensemble.		
11 Mus 9.04	Participate in a music festival.		
11 Mus 9.05	Describe and demonstrate (practice) concert etiquette.		
11 Mus 10	<b>MUSIC HISTORY</b>		
11 Mus 10.01	Examine the history of music by period.		

Identifier	<b>Poplar - Grade 11 - Music</b>	Introduced	Completed
11 Mus 11	<b>CULTURE</b>		
11 Mus 11.01	Experience music and musical expression from around the world.		
11 Mus 12	<b>MUSIC APPRECIATION AND CRITICISM</b>		
11 Mus 12.01	Evaluate music and musical performances of all types.		
11 Mus 12.02	Listen to and evaluate solos and ensembles.		
11 Mus 12.03	Observe and evaluate concert etiquette as demonstrated by oneself and others.		
11 Mus 12.04	Develop music appreciation and skills for life.		

Identifier	Poplar - Grade 11 - Physical Education	Introduced	Completed
11 PE 1	<b>LEARNING AND DEVELOPMENT OF MOTOR SKILLS</b>		
11 PE 1.01	Apply appropriate vocabulary to coordinate a class or school-wide activity (i.e., round robin tournament).		
11 PE 1.02	Integrate discipline-specific knowledge to new physical activities.		
11 PE 1.03	Analyze personal performance and apply results for improvement (i.e., lower target heart rate).		
11 PE 1.04	Analyze and compare health and fitness benefits derived from various physical activities.		
11 PE 2	<b>MOVEMENT FORMS</b>		
11 PE 2.01	Demonstrate proficiency in at least three movement forms in two or more sports.		
11 PE 2.02	Apply scientific principles to weight transfer and balance movements.		
11 PE 3	<b>MOVEMENT AS COMMUNICATION</b>		
11 PE 3.01	Identify and demonstrate complex combinations of steps and patterns from different theatrical styles and/or traditional styles of dance.		
11 PE 3.02	Observe and analyze the action and qualities of movement in dances using appropriate dance vocabulary.		
11 PE 3.03	Demonstrate rhythmic acuity.		
11 PE 3.04	Perform traditional and/or theatrical style dances of different time periods or cultures and compare and contrast steps and movement styles.		
11 PE 4	<b>INDIVIDUAL FITNESS</b>		
11 PE 4.01	Refine health-related fitness goals as defined by a formal guideline.		
11 PE 4.02	Independently engage in physical activity that addresses fitness and wellness throughout life.		
11 PE 4.03	Analyze a personal healthy lifestyle independent of teacher intervention.		
11 PE 4.04	Evaluate physical activity for injury potential.		
11 PE 5	<b>SOCIAL INTERACTION</b>		
11 PE 5.01	Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity.		
11 PE 5.02	Accept leadership responsibility in a group setting.		
11 PE 5.03	Evaluate the role of physical activity in a diverse society (i.e., skill level, gender, race, and disability).		

Identifier	Poplar - Grade 11 - Theater	Introduced	Completed
11 Th 1	<b>THEATRICAL COMPONENTS</b>		
11 Th 1.01	Write a script in proper format for stage, television, film, or electronic media using historical or cultural research as a basis for the script.		
11 Th 1.02	Create a theatrical performance by conducting auditions, casting characters, directing scenes, and conducting production meetings.		
11 Th 1.03	Explain and demonstrate knowledge of varied responsibilities of technical personnel involved in television, theater, film, or electronic media production.		
11 Th 1.04	Develop an aesthetically unified production for theater, film, television, or electronic media.		
11 Th 1.05	Create a variety of materials for a media campaign for theater, film, television, or electronic media.		
11 Th 1.06	Work collaboratively and safely to design and/or construct a variety of scenic devices (e.g., scenic drops).		
11 Th 1.07	Justify choices of costumes, make-up, and props as they relate to the interpretation of a production.		
11 Th 1.08	Describe and demonstrate different lighting and sound techniques and equipment for film, stage, television, or electronic media.		
11 Th 1.09	Design and/or use a light and/or sound plot for film, stage, television, or electronic media.		
11 Th 2	<b>ROLE OF THE PERFORMER</b>		
11 Th 2.01	Analyze and describe the physical, emotional, and social dimensions of characters found in a variety of text.		
11 Th 2.02	Identify, examine, and demonstrate various classical and contemporary acting techniques and methods.		
11 Th 2.03	Create and sustain a character within an ensemble for stage, film, television, or electronic media.		
11 Th 3	<b>VIEWING A PERFORMANCE / PERFORMER</b>		
11 Th 3.01	Critique the effectiveness of the visual, aural, and kinesthetic elements of a performance.		
11 Th 3.02	Justify personal aesthetic criteria for critiquing a dramatized performance.		
11 Th 3.03	Compare and contrast classical and contemporary dramas and comedies in various media.		
11 Th 4	<b>VIEWING A PERFORMANCE / PERFORMER IN CONTEXT</b>		
11 Th 4.01	Compare and contrast the ways in which universal themes and archetypes in dramatized events are expressed in another culture and another historical period.		
11 Th 4.02	Analyze methods of conflict resolution among characters.		
11 Th 5	<b>CONNECTIONS BETWEEN THE ARTS AND ACADEMIC DISCIPLINES</b>		
11 Th 5.01	Analyze the ways in which common themes or stories are interpreted in works from the four arts areas.		
11 Th 5.02	Analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods.		
11 Th 5.03	Evaluate different ways technology is used to enhance theater, film, and television.		

Identifier	Poplar - Grade 11 - Visual Arts	Introduced	Completed
11 VA 1	<b>KNOWLEDGE</b>		
11 VA 1.01	Justify application of media, techniques, and processes in one's own work.		
11 VA 1.02	Evaluate responses to one's own work and apply findings to subsequent works of art.		
11 VA 1.03	Create works of art that demonstrate an understanding of a variety of media, tools, techniques, and processes (e.g., traditional and emerging technologies).		
11 VA 1.04	List the basic components of a successful painting.		
11 VA 1.05	Describe the process of cast sculpture.		
11 VA 1.06	Explain the differences between additive and subtractive sculpture.		
11 VA 1.07	Name and recognize works by noted contemporary ceramists.		
11 VA 1.08	Describe several techniques of surface decoration.		
11 VA 1.09	Differentiate between low- and high-fire clay bodies and glazes.		
11 VA 1.10	Explain the method of loading and operating a gas kiln for a stoneware glaze firing.		
11 VA 1.11	Describe the techniques of stamping and engraving metal.		
11 VA 1.12	Describe the process of setting a cabochon.		
11 VA 1.13	Describe the cloisonne method of enameling metal.		
11 VA 1.14	Describe the lapidary techniques for making a cabochon.		
11 VA 1.15	Recognize the personal styles of several 19th-century Impressionists.		
11 VA 1.16	Differentiate between 'local' color and 'subjective' color.		
11 VA 1.17	Describe the formal differences between a modernist's and a traditionalist's art works.		
11 VA 1.18	Recognize the use of subjective color to symbolize human emotions.		
11 VA 1.19	Recognize the major components of non-objectivity.		
11 VA 2	<b>APPLICATION</b>		
11 VA 2.01	Defend an interpretation of visual characteristics in works of art.		
11 VA 2.02	Defend interpretations of purposes and/or functions in art.		
11 VA 2.03	Analyze the effectiveness of and relationships among visual characteristics, purposes, and/or functions in works of art.		
11 VA 2.04	Create artworks that manipulate visual characteristics to convey complex ideas.		
11 VA 3	<b>CONTENT</b>		
11 VA 3.01	Evaluate the significance of specific subject matter, symbols, and ideas in works of art.		
11 VA 3.02	Plan and produce a work of art that displays the ability to choose subject matter, symbols, and ideas to communicate intended meaning.		
11 VA 3.03	Evaluate and defend the validity of sources and the manner in which subject matter, symbols, and ideas are used in artworks.		
11 VA 4	<b>CONTEXT</b>		
11 VA 4.01	Analyze and interpret artworks from various cultures and times regarding context and purposes.		
11 VA 4.02	Analyze characteristics and interpret meaning of art from various times, cultures, and places.		
11 VA 4.03	Analyze their own artwork in relation to historical, aesthetic, and cultural influences.		
11 VA 5	<b>INTERPRETATION</b>		
11 VA 5.01	Evaluate artwork based on various characteristics such as themes, styles, purposes, and subject matter.		
11 VA 5.02	Establish criteria and use them to assess merits of artwork.		
11 VA 5.03	Examine and evaluate a variety of techniques for communicating meanings, ideas, attitudes, views, and intentions.		
11 VA 5.04	Develop a personal aesthetic position and defend its degree of success when applied to works of art.		
11 VA 6	<b>CROSS-CURRICULAR</b>		
11 VA 6.01	Analyze how ideas, issues, and themes of a particular period manifest themselves in the visual arts and make parallel connections with other disciplines.		
11 VA 6.02	Compare the use of materials, techniques, media, and processes of the visual arts with those of other art disciplines.		
11 VA 6.03	Create works of art that reflect the research of multiple disciplines.		

Identifier	Poplar - Grade 11 - Language Arts/Reading	Introduced	Completed
11 ELA 1	<b>LITERATURE</b>		
11 ELA 1.01	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		
11 ELA 1.02	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		
11 ELA 1.03	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.		
11 ELA 1.04	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meaning or language that is particularly fresh, engaging, or beautiful.		
11 ELA 1.05	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.		
11 ELA 1.06	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.		
11 ELA 1.07	Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.		
11 ELA 1.09	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		
11 ELA 1.10	Read and comprehend literature.		
11 ELA 2	<b>INFORMATIONAL TEXT</b>		
11 ELA 2.01	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		
11 ELA 2.02	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.		
11 ELA 2.03	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.		
11 ELA 2.04	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.		
11 ELA 2.05	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure make spoints clear, convincing, and engaging.		
11 ELA 2.06	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.		
11 ELA 2.07	Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.		
11 ELA 2.08	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and premises, purposes, and arguments in works of public advocacy.		
11 ELA 2.09	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.		
11 ELA 2.10	Read and comprehend nonfiction.		
11 ELA 4	<b>WRITING</b>		
11 ELA 4.01	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
11 ELA 4.02	Write informative/ explanatory texts to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
11 ELA 4.03	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
11 ELA 4.04	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
11 ELA 4.05	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		

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11 ELA 4.06	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		
11 ELA 4.07	Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		
11 ELA 4.08	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard form for citation.		
11 ELA 4.09	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
11 ELA 4.10	Write routinely over extended time frames for a range of tasks, purposes, and audiences.		
11 ELA 5	<b>SPEAKING AND LISTENING</b>		
11 ELA 5.01	Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing clarity and persuasion.		
11 ELA 5.02	Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		
11 ELA 5.03	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		
11 ELA 5.04	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.		
11 ELA 5.05	Makes strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		
11 ELA 5.06	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		
11 ELA 6	<b>LANGUAGE</b>		
11 ELA 6.01	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
11 ELA 6.02	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
11 ELA 6.03	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
11 ELA 6.04	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.		
11 ELA 6.05	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
11 ELA 6.06	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Identifier	Poplar - Grade 11 - Mathematics		Introduced	Completed
11 M 1	<b>MATHEMATICAL PRACTICES</b>			
11 M 1.1.01	Makes sense of problems and persevere in solving them.			
11 M 1.1.02	Reason abstractly and quantitatively.			
11 M 1.1.03	Construct viable arguments and critique the reasoning of others.			
11 M 1.1.04	Model with mathematics.			
11 M 1.1.05	Use appropriate tools strategically.			
11 M 1.1.06	Attend to precision.			
11 M 1.1.07	Look for and make use of structure.			
11 M 1.1.08	Look for and express regularity in repeated reasoning.			
11 M 2	<b>NUMBER AND QUANTITY</b>			
11 M 2.1.01	The Real Number System	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radical in terms of rational exponents.		
11 M 2.1.02	The Real Number System	Rewrite expressions involving radicals and rational exponents using the properties of exponents.		
11 M 2.1.03	The Real Number System	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.		
11 M 2.2.01	Quantities	Use units as a way to understand problems from a variety of contexts (e.g., science, history, and culture), including those of Montana American Indians, and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.		
11 M 2.2.02	Quantities	Define appropriate quantities for the purpose of descriptive modeling.		
11 M 2.2.03	Quantities	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.		
11 M 2.3.01	The Complex Number System	Know there is a complex number $i$ such that $i^2 = -1$ , and every complex number has the form $a + bi$ with $a$ and $b$ real.		
11 M 2.3.02	The Complex Number System	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.		
11 M 2.3.03	The Complex Number System	Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.		
11 M 2.3.04	The Complex Number System	Represent complex numbers on the complex plane		
11 M 2.3.05	The Complex Number System	Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane		
11 M 2.3.06	The Complex Number System	Calculate the distance between numbers in the complex plane as the modulus of the difference		
11 M 2.3.07	The Complex Number System	Solve quadratic equations with real coefficients that have complex solutions.		
11 M 2.3.08	The Complex Number System	Extend polynomial identities to the complex numbers.		
11 M 2.3.09	The Complex Number System	Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.		
11 M 2.4.01	Vector and Matrix Quantities	Recognize vector quantities as having both magnitude and direction.		
11 M 2.4.02	Vector and Matrix Quantities	Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.		
11 M 2.4.03	Vector and Matrix Quantities	Solve problems from a variety of contexts (e.g., science, history, and culture), including those of Montana American Indians, involving velocity and other quantities that can be represented by vectors.		
11 M 2.4.04	Vector and Matrix Quantities	Add and subtract vectors		
11 M 2.4.05	Vector and Matrix Quantities	Multiply a vector by a scalar		
11 M 2.4.06	Vector and Matrix Quantities	Use matrices to represent and manipulate data		
11 M 2.4.07	Vector and Matrix Quantities	Multiply matrices by scalars to produce new matrices		
11 M 2.4.08	Vector and Matrix Quantities	Add, subtract, and multiply matrices of appropriate dimensions.		
11 M 2.4.09	Vector and Matrix Quantities	Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation		
11 M 2.4.10	Vector and Matrix Quantities	Understand that the zero and identity matrices play a role in matrix addition and multiplication		
11 M 2.4.11	Vector and Matrix Quantities	Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector.		
11 M 2.4.12	Vector and Matrix Quantities	Work with $2 \times 2$ matrices as a transformation of the plane, and interpret the absolute value of the determinant in terms of area.		
11 M 3	<b>ALGEBRA</b>			
11 M 3.1.01	Seeing Structure in Expressions	Interpret expression that represent a quantity in terms of its context		
11 M 3.1.02	Seeing Structure in Expressions	Interpret parts of an expression, such as terms, factors, and coefficients		
11 M 3.1.03	Seeing Structure in Expressions	Interpret complicated expressions by viewing one or more of their parts as a single entity.		
11 M 3.1.04	Seeing Structure in Expressions	Use the structure of an expression to identify ways to rewrite it.		
11 M 3.1.05	Seeing Structure in Expressions	Choose and produce an equivalent form of an expression to real and explain properties of the quantity represented by the expression		
11 M 3.1.06	Seeing Structure in Expressions	Factor a quadratic expression to reveal the zeros of the function it defines		
11 M 3.1.07	Seeing Structure in Expressions	Complete the square in a quadratic expression to reveal the maximum and minimum value of the function it defines		
11 M 3.1.08	Seeing Structure in Expressions	Use the properties of exponents to transform expressions for exponential functions		
11 M 3.1.09	Seeing Structure in Expressions	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems.		

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11 M 3.2.01	Arithmetic with Polynomials and Rational Expressions	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.		
11 M 3.2.02	Arithmetic with Polynomials and Rational Expressions	Know and apply the Remainder Theorem. For a polynomial $p(x)$ and a number $a$ , the remainder on division by $x-a$ is $p(a)$ , so $p(a)=0$ if and only if $(x-a)$ is a factor of $p(x)$ .		
11 M 3.2.03	Arithmetic with Polynomials and Rational Expressions	Identify zeros of polynomials when suitable factorization are available, and use the zeros to construct a rough graph of the function defined by the polynomial.		
11 M 3.2.04	Arithmetic with Polynomials and Rational Expressions	Prove polynomial identities and use them to describe numerical relationships.		
11 M 3.2.05	Arithmetic with Polynomials and Rational Expressions	Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of $x$ and $y$ for a positive integer $n$ , where $x$ and $y$ are any numbers, with coefficients determined for example by Pascal's Triangle.		
11 M 3.2.06	Arithmetic with Polynomials and Rational Expressions	Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$ , where $a(x)$ , $b(x)$ , $q(x)$ , and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$ , using inspection, long division, or for the more complicated examples, a computer algebra system.		
11 M 3.2.07	Arithmetic with Polynomials and Rational Expressions	Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.		
11 M 3.3.01	Creating Equations	Create equations and inequalities in one variable and use them to solve problems from a variety of contexts (e.g., science, history, and culture), including those of MT American Indians.		
11 M 3.3.02	Creating Equations	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.		
11 M 3.3.03	Creating Equations	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.		
11 M 3.3.04	Creating Equations	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.		
11 M 3.4.01	Reasoning with Equations and Inequalities	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.		
11 M 3.4.02	Reasoning with Equations and Inequalities	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.		
11 M 3.4.03	Reasoning with Equations and Inequalities	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.		
11 M 3.4.04	Reasoning with Equations and Inequalities	Solve quadratic equations in one variable.		
11 M 3.4.05	Reasoning with Equations and Inequalities	Use the method of completing the square to transform any quadratic equation in $x$ into an equation of the form $(x-p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.		
11 M 3.4.06	Reasoning with Equations and Inequalities	Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a + bi$ for real numbers $a$ and $b$ .		
11 M 3.4.07	Reasoning with Equations and Inequalities	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.		
11 M 3.4.08	Reasoning with Equations and Inequalities	Solve systems of linear equations exactly and approximately (e.g. with graphs), focusing on pairs of linear equations in two variables.		
11 M 3.4.09	Reasoning with Equations and Inequalities	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.		
11 M 3.4.10	Reasoning with Equations and Inequalities	Represent a system of linear equations as a single matrix equation in a vector variable.		
11 M 3.4.11	Reasoning with Equations and Inequalities	Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimensions $3 \times 3$ or greater).		
11 M 3.4.12	Reasoning with Equations and Inequalities	Understand that the graph of an equation in two variables is set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).		
11 M 3.4.13	Reasoning with Equations and Inequalities	Explain why the $x$ -coordinates of the points where the graphs of the equations $y=f(x)$ and $y=g(x)$ intersect are the solutions of the equation $f(x)=g(x)$ ; find the solutions approximately, e.g. using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.		
11 M 3.4.14	Reasoning with Equations and Inequalities	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes		
11 M 4	<b>FUNCTIONS</b>			
11 M 4.1.01	Interpreting Functions	Understand the concept of a function and use function notation		
11 M 4.1.02	Interpreting Functions	Interpret functions that arise in applications in terms of the context		
11 M 4.1.03	Interpreting Functions	Analyze functions using different representations		
11 M 4.2.01	Building Functions	Build a function that models a relationship between two quantities		
11 M 4.2.02	Building Functions	Build new functions from existing functions		
11 M 4.3.01	Linear, Quadratic, and Exponential Models	Construct and compare linear, quadratic, and exponential models and solve problems		
11 M 4.3.02	Linear, Quadratic, and Exponential Models	Interpret expressions for functions in terms of the situation they model		

Identifier	Poplar - Grade 11 - Mathematics		Introduced	Completed
11 M 4.4.01	Trigonometric Functions	Extend the domain of trigonometric functions using the unit circle		
11 M 4.4.02	Trigonometric Functions	Model periodic phenomena with trigonometric functions		
11 M 4.4.03	Trigonometric Functions	Prove and apply trigonometric identities		
11 M 5	<b>GEOMETRY</b>			
11 M 5.1.01	Congruence	Experiment with transformations in the plane		
11 M 5.1.02	Congruence	Understand congruence in terms of rigid motions		
11 M 5.1.03	Congruence	Prove geometric theorems		
11 M 5.1.04	Congruence	Make geometric constructions		
11 M 5.2.01	Similarity, Right Triangles, and Trigonometry	Understand similarity in terms of similarity transformations		
11 M 5.2.02	Similarity, Right Triangles, and Trigonometry	Prove theorems involving similarity		
11 M 5.2.03	Similarity, Right Triangles, and Trigonometry	Define trigonometric ratios and solve problems involving right triangles		
11 M 5.2.04	Similarity, Right Triangles, and Trigonometry	Apply trigonometry to general triangles		
11 M 5.3.01	Circles	Understand and apply theorems about circles		
11 M 5.3.02	Circles	Find arc lengths and areas of sectors of circles		
11 M 5.4.01	Expressing Geometric Properties with Equations	Translate between the geometric description and the equation for a conic section		
11 M 5.4.02	Expressing Geometric Properties with Equations	Use coordinates to prove simple geometric theorems algebraically		
11 M 5.5.01	Geometric Measurement and Dimension	Explain volume formulas and use them to solve problems		
11 M 5.5.02	Geometric Measurement and Dimension	Visualize relationships between two-dimensional and three-dimensional objects		
11 M 5.6.01	Modeling with Geometry	Apply geometric concepts in modeling situations		
11 M 6	<b>STATISTICS AND PROBABILITY</b>			
11 M 6.1.01	Interpreting Categorical and Quantitative Data	Summarize, represent, and interpret data on a single count or measurement variable		
11 M 6.1.02	Interpreting Categorical and Quantitative Data	Summarize, represent, and interpret data on two categorical and quantitative variables		
11 M 6.1.03	Interpreting Categorical and Quantitative Data	Interpret linear models		
11 M 6.2.01	Making Inferences and Justifying Conclusions	Understand and evaluate random processes underlying statistical experiments		
11 M 6.2.02	Making Inferences and Justifying Conclusions	Make inferences and justify conclusions from sample surveys, experiments and observational studies		
11 M 6.3.01	Conditional Probability and the Rules of Probability	Understand independence and conditional probability and use them to interpret data		
11 M 6.3.02	Conditional Probability and the Rules of Probability	Use the rules of probability to compute probabilities of compound events in a uniform probability model		
11 M 6.4.01	Using Probability to Make Decisions	Calculate expected values and use them to solve problems		
11 M 6.4.02	Using Probability to Make Decisions	Use probability to evaluate outcomes of decisions		

Identifier	Poplar - Grade 11 - Social Studies		Introduced	Completed
11 SS 1	<b>CIVICS</b>			
11 SS 1.1.01	Rules and Law	Explain the concept of the rule of law in the establishment of the U.S. Constitution.		
11 SS 1.1.02	Rules and Law	Explain the influence of social contract theory, natural rights philosophy, and republicanism in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution.		
11 SS 1.1.03	Rules and Law	Describe the historic influences on early U.S. documents, such as Greek law, Magna Carta, and Iroquois League.		
11 SS 1.1.04	Rules and Law	Analyze the role of citizen participation in U.S. civic life.		
11 SS 1.1.05	Rules and Law	Identify and explain changes in the interpretation and application of the U.S. Constitution.		
11 SS 1.2.01	US Government	Examine the organization of the U.S. Constitution and describe the structure it creates, including the executive, legislative, and judicial branches.		
11 SS 1.2.02	US Government	Describe the creation of laws through the legislative process.		
11 SS 1.2.03	US Government	Analyze and give examples of the expansion of the national government through the application of the enumerated and implied powers.		
11 SS 1.2.04	US Government	Describe the duties of the executive branch, including cabinet/departments, regulatory commissions, and White House staff.		
11 SS 1.2.05	US Government	Describe the jurisdiction of the federal court system and the power of judicial review.		
11 SS 1.2.06	US Government	Explain the importance of the jury process in a democratic society.		
11 SS 1.2.07	US Government	Analyze the effectiveness of checks and balances in maintaining the equal division of power.		
11 SS 1.3.01	National and State Government	Explain the U.S. Constitutional provisions for division of powers between the state and national governments (delegated, reserved, concurrent powers).		
11 SS 1.3.02	National and State Government	Provide contemporary example of federalism.		
11 SS 1.3.03	National and State Government	Use examples to illustrate the supremacy clause in defining the relationship between state and national governments.		
11 SS 1.4.01	Political Process	Assess the processes by which leaders are selected in the U.S. political system and analyze the role of the electoral college system in the election of the President.		
11 SS 1.4.02	Political Process	Analyze the roles and function of factions within political parties and the role of parties in public policy and politics.		
11 SS 1.4.03	Political Process	Evaluate the significance of interest groups in the political process of a democratic society.		
11 SS 1.4.04	Political Process	Analyze the role that television and other media play in the process of political persuasion.		
11 SS 1.4.05	Political Process	Evaluate propaganda in both historic and current political communication.		
11 SS 1.4.06	Political Process	Describe the process by which public policy is formed and carried out.		
11 SS 1.5.01	Citizenship	Examine the rights of citizens and how these rights may be restricted.		
11 SS 1.5.02	Citizenship	Examine the responsibilities of U.S. citizens.		
11 SS 1.5.03	Citizenship	Explain symbols and documents of a nation and how they represent its identity.		
11 SS 1.5.04	Citizenship	Describe the development of the Bill of Rights and provide a contemporary application.		
11 SS 1.5.05	Citizenship	Analyze the United States Constitution and its amendments in protecting individual rights, including the 14th Amendment's provisions for due process and equal protection.		
11 SS 1.5.06	Citizenship	Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.		
11 SS 1.5.07	Citizenship	Describe the role of the United States Supreme Court as guardian of individual rights through the examination of landmark cases, including Brown v. Board of Education of Topeka, Gideon v. Wainwright, Miranda v. Arizona, and Tinker v. Des Moines Independent Community School District.		
11 SS 1.6.01	State and Local Government	Explain the structure and function of state and local governments.		
11 SS 1.6.02	State and Local Government	Describe the unique role of tribal governments within the United States.		
11 SS 1.6.03	State and Local Government	Compare and contrast the structure of the Nevada and United States Constitutions.		
11 SS 1.6.04	State and Local Government	Describe the differences between the local, state, and federal court systems.		
11 SS 1.7.01	Political and Economic Systems	Summarize and evaluate the significant characteristics of the world's major political systems, including monarchy, totalitarian dictatorship, presidential system, parliamentary system, and communism.		
11 SS 1.7.02	Political and Economic Systems	Define and analyze the major economic systems of the world, including capitalism, mixed economy, socialism, and command economy.		
11 SS 1.8.01	International Relations	Analyze the conflict between U.S. policies of isolationism versus intervention in world affairs.		
11 SS 1.8.02	International Relations	Identify and analyze the effectiveness of U.S. foreign policy in dealing with international problems and concerns including diplomacy, economic policy, humanitarian aid, and military intervention.		
11 SS 1.8.03	International Relations	Critique the role of international organizations, such as the United Nations and nongovernmental organizations, in world affairs.		
11 SS 2	<b>ECONOMICS</b>			
11 SS 2.1.01	Economic Way of Thinking	Explain why choices and their costs may differ across individuals and societies.		
11 SS 2.1.02	Economic Way of Thinking	Recognizing that people act out of self-interest, predict how a change in the economic environment will affect the choices made by consumers, producers, and savers.		
11 SS 2.1.03	Economic Way of Thinking	Examine decisions made by individuals, businesses, and government by comparing the marginal benefits and marginal costs.		
11 SS 2.1.04	Economic Way of Thinking	Give examples of and evaluate the effectiveness of incentive systems used by parents, teachers, and employers.		
11 SS 2.2.01	Measuring US Economic Performance	Explain the difference between nominal GDP and real GDP.		
11 SS 2.2.02	Measuring US Economic Performance	Using real GDP per capita as a measure of the standard of living, describe how living standards have changed over time.		
11 SS 2.2.03	Measuring US Economic Performance	Using the change in real GDP, examine the U.S. economy over time, identifying recessions and high and low rates of growth.		
11 SS 2.2.04	Measuring US Economic Performance	Using a price index to measure inflation, identify when the U.S. economy has experienced high and low rates of inflation and discuss their effects.		

Identifier	Poplar - Grade 11 - Social Studies		Introduced	Completed
11 SS 2.2.05	Measuring US Economic Performance	Use various price indexes to determine how the prices of different types of goods and services have changed.		
11 SS 2.2.06	Measuring US Economic Performance	Explain and give examples of the costs of unemployment to the economy as a whole (e.g., lost income, lost tax revenue, and additional welfare burdens).		
11 SS 2.2.07	Measuring US Economic Performance	Compare the unemployment rates for groups of people who differ by age, gender, ethnic origin, occupation, and educational attainment.		
11 SS 2.2.08	Measuring US Economic Performance	Explain why a real interest rate accurately measures the benefit of saving or the cost of borrowing.		
11 SS 2.2.09	Measuring US Economic Performance	Demonstrate knowledge of when interest rate levels have experienced relative highs and relative lows throughout U.S. history and discuss their effects.		
11 SS 2.2.10	Measuring US Economic Performance	Characterize career paths according to the rates of growth and employment.		
11 SS 2.2.11	Measuring US Economic Performance	Explain ways a high interest rate could be detrimental or beneficial.		
11 SS 2.2.12	Measuring US Economic Performance	Evaluate saving and borrowing options in terms of interest and compare long- and short-term costs and benefits.		
11 SS 2.3.01	Functioning of Markets	Demonstrate an understanding that all voluntary trade, by definition, benefits both parties.		
11 SS 2.3.02	Functioning of Markets	Use the concepts of supply and demand to analyze and predict the price changes occurring in markets for goods and services.		
11 SS 2.3.03	Functioning of Markets	Use the concept of price elasticity to analyze how buyers and sellers might adjust their purchase and sales decisions in response to price changes.		
11 SS 2.3.04	Functioning of Markets	Discuss the effects of price controls (price ceilings and price floors) (e.g., minimum wage, rent control).		
11 SS 2.3.05	Functioning of Markets	Use supply and demand to explain how interest rates are determined.		
11 SS 2.3.06	Functioning of Markets	Analyze and predict instances in which people pay high and low interest rates (e.g., car loans and credit cards).		
11 SS 2.3.07	Functioning of Markets	Analyze family spending decisions, drawing conclusions about the desirability of making substitutions, given the relative prices of various substitutes.		
11 SS 2.4.01	Private US Economic Institutions	Analyze the roles of financial institutions in creating credit.		
11 SS 2.4.02	Private US Economic Institutions	Discuss how labor unions affect employees and employers.		
11 SS 2.4.03	Private US Economic Institutions	Identify current or historical mergers, buyouts, and acquisitions.		
11 SS 2.4.04	Private US Economic Institutions	Explain how the services of not-for-profit organizations impact other economic institutions.		
11 SS 2.4.05	Private US Economic Institutions	Compare and contrast the services offered by financial institutions, evaluating their usefulness to borrowers and lenders.		
11 SS 2.4.06	Private US Economic Institutions	Compare and contrast careers associated with financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.		
11 SS 2.5.01	Money	Explain the three functions of money: medium of exchange, store of value, unit of account.		
11 SS 2.5.02	Money	Explain why the money supply increases when banks make loans.		
11 SS 2.5.03	Money	Explain how the Federal Reserve influences bank loan activity using the reserve requirement, discount rate, and open market operations.		
11 SS 2.5.04	Money	Describe the nation's current money supply measures, including M1 and M2.		
11 SS 2.5.05	Money	Explain what a credit rating is and how it affects access to money.		
11 SS 2.6.01	US Economy as a Whole	Compare the benefits and costs of allocating resources through markets or government.		
11 SS 2.6.02	US Economy as a Whole	Discuss how an economy determines what goods and services will be produced, how they will be produced, and who will receive them.		
11 SS 2.6.03	US Economy as a Whole	Analyze the potential production of goods and services for a nation as determined by its resources and technology.		
11 SS 2.6.04	US Economy as a Whole	Use the multiplier concept to explain why an initial change in spending (by consumers, firms, or governments) can result in a larger change in national income.		
11 SS 2.6.05	US Economy as a Whole	Make connections between the nation's unemployment rate and changes in seasons, changes in an industry, and changes in demographics.		
11 SS 2.6.06	US Economy as a Whole	Explain how and why changes in product demand can affect the price of the product, which in turn can affect the wages paid to a worker.		
11 SS 2.6.07	US Economy as a Whole	Assess the attractiveness of career paths of interest and how they might be affected by changes in the national economy.		
11 SS 2.7.01	Evolving Economy	Describe the past, present, and future role of investment in enhancing economic growth and raising living standards.		
11 SS 2.7.02	Evolving Economy	Identify the benefits and the costs of investing in new physical capital and human capital.		
11 SS 2.7.03	Evolving Economy	Examine government's impact on investment through taxes, fees, government regulation, enterprise zones, and subsidies.		
11 SS 2.7.04	Evolving Economy	Discuss how entrepreneurs affect the economy by solving problems, taking risks, and taking advantage of opportunities to earn profits.		
11 SS 2.7.05	Evolving Economy	Explain how individual self-interest, channeled through the marketplace, can increase the overall standard of living.		
11 SS 2.7.06	Evolving Economy	Discuss the pros and cons of specialization and interdependence.		
11 SS 2.7.07	Evolving Economy	Explain why top performers in any field are specialists.		
11 SS 2.8.01	Role of Government in a Market Economy	Explain why government provides public goods rather than allowing the market to provide them.		
11 SS 2.8.02	Role of Government in a Market Economy	Explain why government intervenes in markets in response to externalities.		
11 SS 2.8.03	Role of Government in a Market Economy	Discuss whether redistributing income is an appropriate role of government.		
11 SS 2.8.04	Role of Government in a Market Economy	Demonstrate an understanding that government must define, establish, and enforce property rights in order for markets to function.		
11 SS 2.8.05	Role of Government in a Market Economy	Explain why it is possible that a government decision may impose costs on many, but only benefit a few.		

Identifier	Poplar - Grade 11 - Social Studies		Introduced	Completed
11 SS 2.8.06	Role of Government in a Market Economy	Explain how fiscal policy affects production, employment, and price levels (e.g., the effects of changes in government spending and taxation).		
11 SS 2.8.07	Role of Government in a Market Economy	Give examples of mandates that increase prices of goods and services in Nevada.		
11 SS 2.9.01	International Economy	Analyze the pros and cons of foreign trade, comparing free trade with restricted trade.		
11 SS 2.9.02	International Economy	Describe how foreign economic events can impact the U.S. economy.		
11 SS 2.9.03	International Economy	Describe some characteristics of non-U.S. economies that affect international trade.		
11 SS 2.9.04	International Economy	Determine how a change in exchange rates affects the ability of residents of one country to consume products from other countries.		
11 SS 2.9.05	International Economy	Draw conclusions about how the prices of goods you purchase would change if imports were restricted.		
11 SS 2.9.06	International Economy	Discuss how potential career paths could be affected by changes in foreign demand for U.S. products.		
11 SS 3	<b>GEOGRAPHY</b>			
11 SS 3.1.01	Geographic Skills	Plan and organize a geographic research project by asking appropriate geographic questions.		
11 SS 3.1.02	Geographic Skills	Locate and acquire a variety of primary and secondary information sources and assess the value of each.		
11 SS 3.1.03	Geographic Skills	Use a variety of tools and technologies to select and design appropriate forms of maps, graphs, diagrams, tables, or charts to organize geographic information.		
11 SS 3.1.04	Geographic Skills	Use quantitative methods of analysis to make inferences and draw conclusions from maps and other geographic representations.		
11 SS 3.1.05	Geographic Skills	Complete a geographic inquiry by applying geographic models, generalizations, and theories to the analysis, interpretation, and presentation of information.		
11 SS 3.2.01	World in Spatial Terms	Use a variety of complex maps to acquire geographic information (e.g., topographic, population, and land use).		
11 SS 3.2.02	World in Spatial Terms	Select appropriate maps, map projections, and other representations to analyze and interpret geographic information.		
11 SS 3.2.03	World in Spatial Terms	Use appropriate geographic tools and technologies to analyze and interpret Earth's physical and human systems.		
11 SS 3.2.04	World in Spatial Terms	Construct complex, accurate maps and models from memory to answer questions about the location of human and physical features.		
11 SS 3.2.05	World in Spatial Terms	Analyze maps for similarities and differences in purpose, accuracy, content, and design.		
11 SS 3.2.06	World in Spatial Terms	Apply concepts and models of spatial organization to make decisions about geographic information.		
11 SS 3.3.01	Places and Regions	Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions.		
11 SS 3.3.02	Places and Regions	Explain why places and regions are important to cultural identity and can serve as forces for both unification and fragmentation.		
11 SS 3.3.03	Places and Regions	Compare and contrast the characteristics of places and regions from different points of view.		
11 SS 3.3.04	Places and Regions	Determine how technology affects the way cultural groups perceive and use places and regions.		
11 SS 3.3.05	Places and Regions	Analyze selected historical issues and questions using the geographic concept of regions.		
11 SS 3.3.06	Places and Regions	Analyze why places and regions once characterized by one set of criteria may be defined by a different set of criteria today, and evaluate these changes.		
11 SS 3.3.07	Places and Regions	Apply the concept of region to organize and study a geographic issue.		
11 SS 3.4.01	Physical Systems	Describe and analyze how interactions of the four basic physical systems (atmosphere, biosphere, lithosphere, and hydrosphere) affect different regions of the U.S. and the world.		
11 SS 3.4.02	Physical Systems	Describe the causes and consequences of natural hazards that shape features and patterns on Earth.		
11 SS 3.4.03	Physical Systems	Analyze the effects of physical and human forces on interdependence within ecosystems.		
11 SS 3.4.04	Physical Systems	Analyze the biodiversity, distribution, and productivity of ecosystems across Earth's surface.		
11 SS 3.4.05	Physical Systems	Propose solutions to environmental problems using the concept of ecosystems.		
11 SS 3.5.01	Human Systems	Analyze demographic trends in world population.		
11 SS 3.5.02	Human Systems	Evaluate the impact of migration and settlement on physical and human systems.		
11 SS 3.5.03	Human Systems	Analyze how history has been affected by the movement of people, goods, and ideas.		
11 SS 3.5.04	Human Systems	Compare the characteristics and patterns of migration and settlement in developing and developed countries.		
11 SS 3.5.05	Human Systems	Analyze how location and distance connect and influence economic systems at local, national, and international levels.		
11 SS 3.5.06	Human Systems	Analyze and evaluate international economic issues from a spatial perspective.		
11 SS 3.5.07	Human Systems	Relate the level of economic development to the quality of life in developing and developed countries.		
11 SS 3.5.08	Human Systems	Evaluate the changes that occur in the size and structure of cultural, political, and economic organizations.		
11 SS 3.5.09	Human Systems	Analyze how different cultures, points of view, and self-interests influence conflict and cooperation over territory and resources.		
11 SS 3.5.10	Human Systems	Describe the forces of conflict and cooperation as they affect the way the world is divided among independent nations.		
11 SS 3.6.01	Environment and Society	Compare and contrast how changes in the physical environment can increase or diminish its capacity to support human activity.		
11 SS 3.6.02	Environment and Society	Evaluate strategies to respond to constraints placed on human systems by the physical environment.		
11 SS 3.6.03	Environment and Society	Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate the possible regional or global impact.		
11 SS 3.6.04	Environment and Society	Develop possible responses to changes caused by human modification of the physical environment.		
11 SS 3.6.05	Environment and Society	Analyze human perception of and response to natural hazards.		
11 SS 3.6.06	Environment and Society	Analyze the patterns of use, the changing distribution, and the relative importance of Earth's resources.		
11 SS 3.6.07	Environment and Society	Develop policies for the use and management of Earth's resources that consider the various interests involved.		
11 SS 3.7.01	Geographic Applications	Analyze the ways in which physical features and human characteristics of places and regions have influenced the evolution of significant historical events.		
11 SS 3.7.02	Geographic Applications	Relate current events to the physical features and human characteristics of places and regions.		

Identifier	Poplar - Grade 11 - Social Studies		Introduced	Completed
11 SS 3.7.03	Geographic Applications	Evaluate a contemporary issue using geographic knowledge, skills, and perspectives.		
11 SS 3.7.04	Geographic Applications	Predict possible outcomes and develop future policies for local or regional issues that have spatial dimensions.		
11 SS H	<b>HISTORY</b>			
11 SS 4.1.01	Chronology	Analyze and develop a position on a current event.		
11 SS 4.1.02	Chronology	Explain the sequence and relationship of events on tiered time lines.		
11 SS 4.2.01	History Skills	Frame and evaluate historical questions from multiple viewpoints.		
11 SS 4.2.02	History Skills	Integrate, analyze, and organize historical information from a variety of sources.		
11 SS 4.2.03	History Skills	Analyze and interpret historical content from informational tools, including charts, diagrams, graphs, maps, political cartoons, photographs, and tables.		
11 SS 4.3.01	Prehistory to 400 CE	Identify and describe the characteristics of preagricultural societies.		
11 SS 4.3.02	Prehistory to 400 CE	Describe technological innovations of early agricultural societies, including development of agriculture, domestication of animals, and development of permanent communities.		
11 SS 4.3.03	Prehistory to 400 CE	Explain and demonstrate how geography influenced the political, social, and economic growth of ancient classical civilizations, including Africa, China, Greece, India, Mesopotamia, and Rome.		
11 SS 4.3.04	Prehistory to 400 CE	Describe the unique political, economic, religious, social, technological, and cultural contributions of ancient and classical civilizations, including Africa, the Americas, China, Greece, Hebrew kingdoms, India, Mesopotamia, Phoenicia, and Rome.		
11 SS 4.4.01	1 CE to 1400	Locate and describe civilizations in terms of geography, social structure, religion, political systems, and contributions, including African, Byzantine, Chinese, Indian, Japanese, and Scandinavian.		
11 SS 4.4.02	1 CE to 1400	Describe the characteristics of the Mayan, Aztec, and Incan civilizations, including contributions, geography, political systems, religion, and social structure.		
11 SS 4.4.03	1 CE to 1400	Describe the origin, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.		
11 SS 4.4.04	1 CE to 1400	Describe the characteristics of European feudalism.		
11 SS 4.4.05	1 CE to 1400	Describe the rise of commercial trading centers and their effects on social, political, and economic institutions.		
11 SS 4.5.01	1200 to 1750	Examine the impact of technological, mathematical, and artistic developments of the Renaissance.		
11 SS 4.5.02	1200 to 1750	Explain the development of European hereditary monarchies and their effects on centralized government, commerce and trade, and religion.		
11 SS 4.5.03	1200 to 1750	Explain the causes of the Reformation and its effects in Europe and the Americas.		
11 SS 4.5.04	1200 to 1750	Identify the influence of the Enlightenment on the Western world, including fine arts, government, literature, philosophy, and science.		
11 SS 4.5.05	1200 to 1750	Compare common elements of Native North American societies, including communication, economic systems, housing, political systems, social systems, and traditions.		
11 SS 4.5.06	1200 to 1750	Explain the roles of nationalism, economics, and religious rivalries in the Age of Exploration.		
11 SS 4.5.07	1200 to 1750	Analyze interactions among Native Americans, Europeans, and Africans.		
11 SS 4.5.08	1200 to 1750	Analyze how the interactions among Native Americans, Africans, Europeans, and their descendants resulted in unique American economic, social, and political institutions.		
11 SS 4.5.09	1200 to 1750	Describe the similarities and differences of European colonial communities in North America in terms of politics, religion, language, economics, and social customs.		
11 SS 4.5.10	1200 to 1750	Compare and contrast life in the New England, Middle, and Southern colonies.		
11 SS 4.5.11	1200 to 1750	Explain the impact of world commerce, including the African slave trade on Europe, Africa, and the Americas.		
11 SS 4.5.12	1200 to 1750	Describe the contributions and social, political, and economic characteristics of African, Chinese, Indian, and Japanese civilizations.		
11 SS 4.5.13	1200 to 1750	Describe how Islamic empires were a link between Africa, Europe, and Asia.		
11 SS 4.6.01	1700 to 1865	Explain the causes and results of the Industrial Revolution.		
11 SS 4.6.02	1700 to 1865	Describe the causes and effects of wars with Europeans, including the French and Indian War.		
11 SS 4.6.03	1700 to 1865	Explain the political and economic causes and effects of the American Revolution.		
11 SS 4.6.04	1700 to 1865	Describe the ideas of John Locke, Thomas Paine, and Thomas Jefferson and their influences on the American Revolution and the formation of the United States.		
11 SS 4.6.05	1700 to 1865	Describe the events, course, and results of the American Revolutionary War, including the contributions of African Americans and Native Americans.		
11 SS 4.6.06	1700 to 1865	Explain the issues of the Confederation period, including war debts and finance, western land, trade, and taxation.		
11 SS 4.6.07	1700 to 1865	Describe the Constitution's underlying principles, including checks and balances, federalism, limited government, popular sovereignty, and separation of powers.		
11 SS 4.6.08	1700 to 1865	Describe the issues involved in the ratification of the Constitution, including main ideas of the Federalist Papers, main ideas of the Anti-Federalists, and the Bill of Rights.		
11 SS 4.6.09	1700 to 1865	Describe the influence of the American Revolution on Europe and the Americas.		
11 SS 4.6.10	1700 to 1865	Discuss the political events, people, and ideas that influenced European politics, including Napoleon, Metternich, Marx, and Congress of Vienna.		
11 SS 4.6.11	1700 to 1865	Describe achievements in European fine arts and literature.		
11 SS 4.6.12	1700 to 1865	Describe the rise of national economies, the emergence of capitalism, and the free market economy.		
11 SS 4.6.13	1700 to 1865	Explain issues, events, and the roles of key people related to the development of United States political institutions, including Washington's administration, the Marshall Court, judicial review, extension of suffrage, and political parties.		
11 SS 4.6.14	1700 to 1865	Explain issues, events, and the roles of key individuals associated with the development of a national economic identity and foreign policy, including development of the factory system and impacts of significant inventions such as the cotton gin and interchangeable parts; territorial, trade, and shipping issues with Great Britain; War of 1812; the creation of a national transportation system; Monroe Doctrine; and growth and impact of immigration.		
11 SS 4.6.15	1700 to 1865	Describe the social reform and religious movements of antebellum United States which attempted to enhance life, including education reform, prison and mental health reform, religious revival, Utopian movement, and women's rights.		

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11 SS 4.6.16	1700 to 1865	Describe the contributions in language, literature, art, and music that led to the development of an emerging culture in the United States, including Stephen Foster, Nathaniel Hawthorne, Hudson River School of Art, and Henry David Thoreau.		
11 SS 4.6.17	1700 to 1865	Explain the issue of Manifest Destiny and the events related to the expansion of the United States, including Louisiana Purchase, removal of the Eastern tribes, Oregon and California Trails, Mexican War and Mexican War acquisitions, California gold rush, and Homestead Act.		
11 SS 4.6.18	1700 to 1865	Explain abolitionism and describe the importance of abolitionists and slave revolts, including John Brown, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, and Nat Turner.		
11 SS 4.6.19	1700 to 1865	Describe the causes, key people, events, and outcome of the Civil War, including states' rights and slavery; election of 1860; Frederick Douglass/African American troops; President Lincoln; Emancipation Proclamation; Antietam, Vicksburg, and Gettysburg; Gettysburg Address; and Generals Grant and Lee.		
11 SS 4.7.01	1860 to 1920	Summarize the successes and failures of the Reconstruction period.		
11 SS 4.7.02	1860 to 1920	Describe the key people and significant issues concerning African American rights, including Booker T. Washington and the Tuskegee Institute, Black Codes and Jim Crow Laws, Plessy v. Ferguson, W.E.B. DuBois and the NAACP, and Ida B. Wells and the NACW.		
11 SS 4.7.03	1860 to 1920	Describe federal policy toward Native Americans including Dawes Act/Indian Reorganization Act of 1934, Indian Boarding Schools, Indian Citizenship Act of 1924, Plains Wars, and reservation system.		
11 SS 4.7.04	1860 to 1920	Describe the role of farming, railroads, and mining in the settlement of the West.		
11 SS 4.7.05	1860 to 1920	Describe the causes, issues, and effects of the Populist Movement.		
11 SS 4.7.06	1860 to 1920	Describe the effect of industrial technology innovations and urbanization on United States social and economic development.		
11 SS 4.7.07	1860 to 1920	Describe the development of corporate capitalism, including J.P. Morgan, mass production, and vertical and horizontal integration/consolidation.		
11 SS 4.7.08	1860 to 1920	Explain the motivations for groups coming to the United States and describe their contributions to United States society.		
11 SS 4.7.09	1860 to 1920	Describe nativism and explain the response to immigration into the United States.		
11 SS 4.7.10	1860 to 1920	Explain the origins and issues involved in the labor movement.		
11 SS 4.7.11	1860 to 1920	Describe the development and impact of the Progressive Movement, including government reform, Prohibition, and "trust busting."		
11 SS 4.7.12	1860 to 1920	Describe the development of the women's suffrage movement and the passage of the 19th Amendment.		
11 SS 4.7.13	1860 to 1920	Discuss the causes, characteristics, and consequences of United States expansion and diplomacy, including Alaska, Hawaii, Open Door Policy, Spanish-American War, Panama Canal, T. Roosevelt's foreign policy, and Dollar Diplomacy.		
11 SS 4.7.14	1860 to 1920	Explain the causes and effects of the Mexican Revolution of 1911.		
11 SS 4.7.15	1860 to 1920	Discuss the causes, characteristics, and consequences of European and Japanese expansion.		
11 SS 4.7.16	1860 to 1920	Describe the causes, course, character, and effects of World War I, including imperialism, arms race and alliances, nationalism, weapons/tactics, Fourteen Points, and Treaty of Versailles.		
11 SS 4.7.17	1860 to 1920	Describe the causes and effects of the Russian Revolution, including Romanovs, Lenin, Bolsheviks, and Russian Civil War.		
11 SS 4.7.18	1860 to 1920	Explain how fine arts, literature, and leisure activities were a reflection of the time.		
11 SS 4.8.01	1920 to 1945	Describe the rise of totalitarian societies in Europe, Asia, and Latin America.		
11 SS 4.8.02	1920 to 1945	Discuss the effects on society of new technologies of this era, including communication, transportation, and manufacturing.		
11 SS 4.8.03	1920 to 1945	Describe social tensions in the postwar era, including radical politics, immigration restrictions, religious fundamentalism, and racism.		
11 SS 4.8.04	1920 to 1945	Describe how cultural developments in the arts, education, media, and leisure activities reflected and changed United States society.		
11 SS 4.8.05	1920 to 1945	Describe the causes of the Great Depression and the policies and programs of the New Deal and their effects on social, political, economic, and diplomatic institutions.		
11 SS 4.8.06	1920 to 1945	Describe the causes, course, character, and effects of World War II, including legacy of World War I; campaigns and strategies; atomic bomb; significant military, political, and scientific leaders; the Big Four; United Nations; United States changing world status; and war crimes trials.		
11 SS 4.8.07	1920 to 1945	Describe the causes, course, and effects of the Holocaust, including "Aryan supremacy," Nuremberg Laws, Kristallnacht, "Final Solution," concentration and death camps, and creation of Israel.		
11 SS 4.8.08	1920 to 1945	Explain the effects of World War II on the home front in the United States, including internment camps, technologies, economic developments, propaganda, women/minority contributions, and GI Bill.		
11 SS 4.9.01	1945 to 1990	Describe the causes and effects of the Cold War, including Europe (Marshall Plan, Berlin, and NATO), Middle East (Egypt, Israel, and Afghanistan), Asia (Japan, China, Korea, and Vietnam), and the Americas (Cuba and the United States).		
11 SS 4.9.02	1945 to 1990	Describe the effects of the Cold War on the United States, including arms race and nuclear testing, McCarthyism, space race, and Cuban Missile Crisis.		
11 SS 4.9.03	1945 to 1990	Describe the cause, course, and character of the Korean War, including United Nations Security Council, Pusan Perimeter, General MacArthur, Inchon, Yalu River, and 38th Parallel.		
11 SS 4.9.04	1945 to 1990	Explain how and why African and Asian peoples achieved independence from colonial rule.		
11 SS 4.9.05	1945 to 1990	Analyze how postwar science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.		
11 SS 4.9.06	1945 to 1990	Describe the causes and effects of changing demographics and developing suburbanization in the United States.		
11 SS 4.9.07	1945 to 1990	Describe the major issues, events, and key people of the Civil Rights and minority rights movements, including Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, Women's Rights Movement, Americans with Disabilities Act, and Civil Rights Act of 1964.		
11 SS 4.9.08	1945 to 1990	Describe the causes, course, character, and effects of the Vietnam War, including Ho Chi Minh, Dien Bien Phu, Ngo Dinh Diem, Gulf of Tonkin Resolution, draft and lottery, Tet Offensive, antiwar movement, Paris Peace Accord, and POWs and MIAs.		
11 SS 4.9.09	1945 to 1990	Describe the changes in United States political culture, including the role of the media, the role of women and minorities, Watergate, Iranian hostage crisis, Iran-Contra affair, and Grenada and Panama.		
11 SS 4.9.10	1945 to 1990	Describe how international policies contributed to the end of the Cold War, including recognition of China, détente, disarmament treaties, "Star Wars," solidarity, and glasnost.		
11 SS 4.9.11	1945 to 1990	Describe the geopolitical changes in the world due to the disintegration of the USSR.		

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11 SS 4.9.12	1945 to 1990	Summarize the influence of art, music, literature, and the media on United States society.		
11 SS 4.10.01	1990 to Present	Identify and explain the implications of scientific and technological achievements, including personal computers, Internet, satellites, and biotechnology.		
11 SS 4.10.02	1990 to Present	Describe the regional and global effects of political and economic alliances.		
11 SS 4.10.03	1990 to Present	Describe how global issues affect nations differently, including human rights, the environment, world and U.S. regional conflicts, and medical concerns.		
11 SS 4.10.04	1990 to Present	Explain the causes and effects of the Persian Gulf War, including Kuwait invasion, world oil supply, and changing alliances.		
11 SS 4.10.05	1990 to Present	Describe the changing political climate in the United States, including: the role of the media, and the Clinton impeachment.		
11 SS 4.10.06	1990 to Present	Explain how literature, music, and the visual arts are reflections of the time.		

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11 S 1	<b>PHYSICAL SCIENCE</b>			
11 S 1.1.01	Forces and Motion	Investigate and describe how changes in motion are based on the laws of motion.		
11 S 1.1.02	Forces and Motion	Explain that the force of attraction that exists between two masses is inversely proportional to the square of the distance between them.		
11 S 1.1.03	Forces and Motion	Investigate and describe that the usefulness of a simple machine such as a wheel or axle is based on its function, mechanical advantage, and efficiency.		
11 S 1.1.04	Forces and Motion	Investigate and describe the relationship that exists between force, pressure, and area in general, and between pressure and depth in liquids.		
11 S 1.1.05	Forces and Motion	Investigate and explain that magnetic forces are related to electric forces and can be thought of as different aspects of a single electromagnetic force (e.g., electric motors, generators, radios).		
11 S 1.2.01	Structure and Properties of Matter	Investigate and describe intrinsic (color, odor, density) and extrinsic (e.g., size, mass, volume) physical properties of matter.		
11 S 1.2.02	Structure and Properties of Matter	Explain that substances can be identified on the basis of specific energies given off or taken in by that substance.		
11 S 1.2.03	Structure and Properties of Matter	Explain how atoms may bond with one another by transferring or sharing electrons that are farthest from the nucleus.		
11 S 1.2.04	Structure and Properties of Matter	Explain that the electromagnetic force between the nucleus and electrons holds the atom together.		
11 S 1.2.05	Structure and Properties of Matter	Explain the properties of phases of matter in terms of the kinetic molecular theory and forces of attraction between particles.		
11 S 1.2.06	Structure and Properties of Matter	Explain that carbon atoms can bond to one another to form a large variety of structures, including the molecules essential to life.		
11 S 1.3.01	Energy and Matter - Interactions and Forms	Interactions and Forms: Explain that the transformation of energy usually results in some energy in the form of heat, which spreads by radiation, conduction, and sometimes convection into cooler places.		
11 S 1.3.02	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how pressure may affect changes of state.		
11 S 1.3.03	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how waves can superimpose on one another, bend around corners, reflect off surfaces, be absorbed by materials they enter, and change direction when entering a new material.		
11 S 1.3.04	Energy and Matter - Interactions and Forms	Interactions and Forms: Describe the properties of electrical circuits in terms of moving electrons, conductivity, resistance, and electrical potential energy.		
11 S 1.3.05	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how matter and energy may be changed and energy can be transferred in many ways, but the entire mass-energy budget of the universe remains constant.		
11 S 1.3.06	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how systems tend to become less ordered over time.		
11 S 1.4.01	Chemical Reaction	Investigate and describe how, in chemical reactions, elements combine in predictable ratios, and the numbers of atoms of each element do not change.		
11 S 1.4.02	Chemical Reaction	Investigate and describe how chemical reaction rates depend on conditions in the reacting system, the properties of reacting materials, and the presence of certain rate-regulating chemicals.		
11 S 1.4.03	Chemical Reaction	Investigate and describe how chemical reactions may release or consume energy.		
11 S 1.4.04	Chemical Reaction	Relate the chemical properties of an element to the outermost electrons of an element.		
11 S 1.5.01	Nuclear Energy and Electromagnetic Energy	Predict how light interacts with matter (e.g., reflection and refraction).		
11 S 1.5.02	Nuclear Energy and Electromagnetic Energy	Simulate how the predictable rates of nuclear reactions can be used to estimate the age of some materials.		
11 S 1.5.03	Nuclear Energy and Electromagnetic Energy	Describe the different disposal techniques used for high and low level nuclear wastes.		
11 S 1.5.04	Nuclear Energy and Electromagnetic Energy	Describe electromagnetic waves including a wide range of forms and varying wavelengths.		
11 S 1.5.05	Nuclear Energy and Electromagnetic Energy	Explain how the forces that hold the nucleus of an atom together are usually stronger than other forces that could make the nucleus fly apart.		
11 S 1.5.06	Nuclear Energy and Electromagnetic Energy	Explain how energy is released when the nuclei of very heavy atoms (e.g., uranium or plutonium) split into middleweight ones, or when very light nuclei (e.g., hydrogen and helium) combine into heavier ones.		
11 S 2	<b>LIFE SCIENCE</b>			
11 S 2.1.01	Structure and Function	Explain how disease disrupts the equilibrium that exists in a healthy organism.		
11 S 2.1.02	Structure and Function	Explain how the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.		
11 S 2.1.03	Structure and Function	Investigate and describe how food molecules are broken down through a series of chemical reactions to provide energy and the material to make new molecules.		

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11 S 2.1.04	Structure and Function	Investigate and describe how every cell is covered by a cell membrane and most cells also have specialized parts for the transport of materials, energy, transfer, protein building, waste disposal, information feedback, and movement.		
11 S 2.1.05	Structure and Function	In photosynthesis, plants and many microorganisms use solar energy to combine molecules of carbon dioxide and water to form energy rich compounds and oxygen.		
11 S 2.2.01	Internal and External Influences on Organisms	Investigate and describe how some broad patterns of behavior exhibited by animals have evolved to ensure survival of the species.		
11 S 2.2.02	Internal and External Influences on Organisms	Investigate and describe how plant and animals have mechanisms that allow them to respond to changes in their environment.		
11 S 2.2.03	Internal and External Influences on Organisms	Investigate and describe how multicellular animals have nervous systems that receive input through sensory organs and generate behavioral responses.		
11 S 2.2.04	Internal and External Influences on Organisms	Explain how certain viral diseases make the body vulnerable to multiple infectious agents and cancerous cells by destroying critical cells of the immune system.		
11 S 2.3.01	Heredity and Diversity	Explain how all body cells in an organism are developed from a single cell and contain essentially identical genetic instructions. Explain how different parts of the instruction are used in different kinds of cells.		
11 S 2.3.02	Heredity and Diversity	Explain how relatedness among organisms can be estimated from the similarity of their DNA sequences.		
11 S 2.3.03	Heredity and Diversity	Investigate and describe how sorting and recombination of genes in sexual reproduction results in a great variety of possible gene combinations.		
11 S 2.3.04	Heredity and Diversity	Explain how genetic information from parents is encoded in DNA molecules and provides instruction for assembling protein molecules.		
11 S 2.3.05	Heredity and Diversity	Investigate and describe how patterns of inheritance are described by laws of segregation and independent assortment.		
11 S 2.3.06	Heredity and Diversity	Explain how diversity of species and variation among organisms within a species increase the chances for survival of life when large changes occur in the environment.		
11 S 2.3.07	Heredity and Diversity	Explain how gene mutations may be caused by a variety of influences, when mutations occur in sex cells, they can be passed on to offspring.		
11 S 2.4.01	Evolution - Process of Biological Change	Investigate and describe the basic idea of the theory of biological evolution is that through genetic and/or environmental influences Earth's present-day species developed from earlier, distinctly different, but common ancestors.		
11 S 2.4.02	Evolution - Process of Biological Change	Explain the fossil record of ancient life forms by applying the idea of natural selection and its evolutionary consequences.		
11 S 2.4.03	Evolution - Process of Biological Change	Simulate and explain how the adaptation of a species can occur over many generations because of the unique characteristics that favor those individuals in an environment.		
11 S 2.4.04	Evolution - Process of Biological Change	Explain how the classification of species is based on similarities (e.g., structural, genetic, molecular) which indicate evolutionary relationships.		
11 S 2.4.05	Evolution - Process of Biological Change	Explain how the extinction of species is a common occurrence and fossil records indicate that most species that have lived on Earth no longer exist.		
11 S 2.4.06	Evolution - Process of Biological Change	Investigate and describe how the process of evolution is driven by genetic and environmental influences.		
11 S 2.4.07	Evolution - Process of Biological Change	Explain how there is evidence that at least a billion years ago, cells with nuclei existed allowing the evolution of increasingly complex multicellular organisms.		
<b>11 S 3</b>	<b>EARTH AND SPACE SCIENCES</b>			
11 S 3.1.01	Earth Structures and Composition	Investigate and describe how rocks and minerals have different characteristics that reflect their origins and use.		
11 S 3.1.02	Earth Structures and Composition	Investigate and describe how landforms are the result of a combination of constructive and destructive forces resulting from weathering, erosion, and the movement of lithosphere plates.		
11 S 3.1.03	Earth Structures and Composition	Explain how there is a relationship between the relative densities and states (phases) of Earth materials and the layering on, in, and above Earth.		
11 S 3.1.04	Earth Structures and Composition	Investigate and describe how soil is derived from weathered rocks and decomposed organic material, and is found in layers.		
11 S 3.1.05	Earth Structures and Composition	Explain how the composition of Earth's atmosphere has changed in the past and continues to change.		
11 S 3.1.06	Earth Structures and Composition	Compare and contrast the geologic features of Montana and local geological features.		
11 S 3.2.01	Earth Models	Investigate, design, and use contour maps.		
11 S 3.2.02	Earth Models	Define location on Earth in terms of latitude, longitude, and time zones.		
11 S 3.3.01	Earth History	Explain how catastrophic events have occurred and greatly influenced Earth's history.		
11 S 3.3.02	Earth History	Simulate and explain how relative geologic time can be estimated by observing rock sequences and using fossils to correlate the sequences at various locations.		
11 S 3.3.03	Earth History	Compare and contrast the variety of methods by which geologic time is determined, including radioactive dating.		
11 S 3.4.01	Cycles of Matter and Energy	Explain how Earth systems have two major internal sources of energy (decay of radioactive isotopes and the gravitational energy from Earth's original formation) and one major external sources (the sun), all of which create heat.		

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11 S 3.4.02	Cycles of Matter and Energy	Explain how uneven heating of Earth's surface by the sun forms convection currents within the atmosphere and ocean, producing wind and ocean currents that are modified by Earth's rotation.		
11 S 3.4.03	Cycles of Matter and Energy	Investigate and describe how water is a solvent (e.g., how it dissolves minerals and gases as it passes through the water cycle and carries them to oceans and lakes).		
11 S 3.4.04	Cycles of Matter and Energy	Simulate and describe how global climate is determined primarily by energy transfer from the sun at and near Earth's surface, and fluctuations in solar output may have contributed to large changes in Earth's climate in the past.		
11 S 3.4.05	Cycles of Matter and Energy	Explain how large-scale, long-term equilibrium can accommodate small-scale changes.		
11 S 3.4.06	Cycles of Matter and Energy	Investigate and describe how elements necessary for life on Earth pass through both living and nonliving cycles in a series of changes that form a global system.		
11 S 3.4.07	Cycles of Matter and Energy	Compare and contrast the relationships between the greenhouse effect and the idea of global warming.		
11 S 3.4.08	Cycles of Matter and Energy	Model and explain how the energy that propels Earth's lithosphere plates is dominantly a result of nuclear processes deep in Earth.		
11 S 3.5.01	Solar System and Universe	Investigate and describe how Earth's atmosphere, water, temperature, and composition compare with conditions on other planets.		
11 S 3.5.02	Solar System and Universe	Explain how most objects in the solar system are in regular and predictable motion which explains such phenomena as the day, the year, phases of the moon, and eclipses.		
11 S 3.5.03	Solar System and Universe	Explain how stars produce energy and elements heavier than hydrogen from nuclear reactions.		
11 S 3.5.04	Solar System and Universe	Explain that on the basis of scientific evidence, the universe is estimated to be about ten billion years old.		
11 S 3.5.05	Solar System and Universe	Describe how increasingly sophisticated technology (e.g., mathematical models and computer simulations) is used to learn about the universe.		
11 S 3.5.06	Solar System and Universe	Explain that the physical laws, such as laws of Newton, Kepler, thermodynamics, relativity, and quantum physics, appear to apply to all bodies in the universe.		
<b>11 S 4</b>	<b>ENVIRONMENTAL SCIENCES</b>			
11 S 4.1.01	Ecosystems	Investigate and describe how changes in an ecosystem can affect biodiversity and biodiversity contributes to an ecosystem's stability.		
11 S 4.1.02	Ecosystems	Investigate and describe how ecosystems change or remain the same in response to different kinds of influences.		
11 S 4.1.03	Ecosystems	Investigate and describe how materials and energy are cycled and recycled through ecosystems via pathways known as food webs.		
11 S 4.1.04	Ecosystems	Describe the unique geologic, hydrologic, climatic, and biological characteristics of Montana's bioregions.		
11 S 4.2.01	Natural Resources	Evaluate the consequences of changing patterns of resources use.		
11 S 4.2.02	Natural Resources	Investigate and describe the various processes involved in obtaining, using, and recycling materials such as wood products, minerals, food, and manufactured objects.		
11 S 4.2.03	Natural Resources	Investigate and describe the career opportunities associated with the study, exploration, extraction, utilization, protection, and restoration of natural resources.		
11 S 4.2.04	Natural Resources	Analyze and describe the limitations of the Earth's ability to respond to stresses produced by human or natural activities.		
11 S 4.2.05	Natural Resources	Analyze and evaluate the effects that increases in human populations can cause (e.g., resource depletion and environmental degradation).		
11 S 4.3.01	Conservation	Analyze and evaluate how consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.		
11 S 4.3.02	Conservation	Investigate and describe how human actions may impact the dynamic equilibrium of global systems (e.g., global warming, ozone depletion).		
11 S 4.3.03	Conservation	Explain that there is scientific uncertainty regarding many environmental issues.		
11 S 4.3.04	Conservation	Evaluate and describe actions which affect the global environment in terms of trade-offs that may have effects on local environments or economics.		
<b>11 S 5</b>	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
11 S 5.1.01	Scientific, Historical, and Technological Perspectives	Explain that the scientific way of knowing uses a critique and consensus process (e.g., peer review, openness to criticism, logical argument, skepticism).		
11 S 5.1.02	Scientific, Historical, and Technological Perspectives	Investigate and explain how research emphasis is influenced by economic and public policy.		
11 S 5.1.03	Scientific, Historical, and Technological Perspectives	Investigate and explain how scientific innovations that were originally challenged are now widely accepted.		
11 S 5.1.04	Scientific, Historical, and Technological Perspectives	Explain that scientists work with others to resolve differences in interpretation of observations.		

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11 S 5.1.05	Scientific, Historical, and Technological Perspectives	Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research.		
11 S 5.1.06	Scientific, Historical, and Technological Perspectives	Explain that scientific knowledge builds on previous information, and rarely are entire theories completely discarded in favor of new ones.		
11 S 5.1.07	Scientific, Historical, and Technological Perspectives	Explain that scientists have ethical procedures, violations of which have consequences.		
11 S 5.2.01	Reasoning and Critical Response Skills	Identify and determine the credibility of sources of information based on the techniques used to gather that information.		
11 S 5.2.02	Reasoning and Critical Response Skills	Apply cost benefit and risk analyses in decision-making processes.		
11 S 5.2.03	Reasoning and Critical Response Skills	Recognize and describe situations in which a system is qualitatively different from the parts which comprise it (e.g., how a population differs from an individual).		
11 S 5.2.04	Reasoning and Critical Response Skills	Distinguish among hypotheses, laws, theories, and rules, and explain the level of their limitations.		
11 S 5.2.05	Reasoning and Critical Response Skills	Determine the limits of generalizations, assumptions, analogies, and models.		
<b>11 S 6</b>	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
11 S 6.1.01	Systems, Models, Risk, and Predictions	Use mathematical symbols and formulas to express relationships that behave in the same ways as the objects or processes under investigation.		
11 S 6.1.02	Systems, Models, Risk, and Predictions	Use models to identify and predict cause-effect relationships (e.g., effect of temperature on gas volume, effect of carbon dioxide level on the greenhouse effect).		
11 S 6.1.03	Systems, Models, Risk, and Predictions	Identify and describe how systems are often different from their components (e.g., aquaria or automobiles).		
11 S 6.1.04	Systems, Models, Risk, and Predictions	Compare groups of data, taking into account both percentages and actual numbers.		
11 S 6.1.05	Systems, Models, Risk, and Predictions	Identify the type of hazard, estimate the extent and consequences of exposure, and determine the options for reducing or eliminating risks.		
11 S 6.2.01	Scientific Values and Attitudes	Demonstrate curiosity, honesty, and skepticism in doing science.		
11 S 6.2.02	Scientific Values and Attitudes	Repeat experimentation for statistical analysis and to produce conclusions that are without bias.		
11 S 6.2.03	Scientific Values and Attitudes	Evaluate multiple explanations for the same evidence.		
11 S 6.3.01	Communication Skills	Analyze experimental procedures and suggest appropriate revisions for improvement.		
11 S 6.3.02	Communication Skills	Use tables, charts, and graphs in making arguments and claims in oral and written presentations.		
11 S 6.3.03	Communication Skills	Discuss scientific topics by restating or summarizing accurately what others have said; ask for clarifications or elaborations, and express alternative positions using available multimedia resources.		
11 S 6.4.01	Scientific Applications of Mathematics	Determine if the correlation between variables is high or low.		
11 S 6.4.02	Scientific Applications of Mathematics	Use algebraic equations when appropriate.		
11 S 6.4.03	Scientific Applications of Mathematics	Estimate answers to the correct order of magnitude.		
11 S 6.4.04	Scientific Applications of Mathematics	Use derived quantities, ratios, proportions, and constants.		
11 S 6.4.05	Scientific Applications of Mathematics	Trace the source of differences between an estimate and the calculated answer that exceeds agreed-upon standards for precision.		
11 S 6.4.06	Scientific Applications of Mathematics	Select samples by some random system to avoid bias.		
11 S 6.5.01	Laboratory Skills and Safety	Demonstrate personal responsibility for using safety equipment and observing all safety standards.		
11 S 6.5.02	Laboratory Skills and Safety	Use the information found in materials safety data sheets to handle, store, and dispose of chemicals properly.		
11 S 6.5.03	Laboratory Skills and Safety	Inspect, manipulate, and describe the functions of various parts of technical and scientific equipment.		
11 S 6.5.04	Laboratory Skills and Safety	Maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.		
11 S 6.5.05	Laboratory Skills and Safety	Write procedures for the investigation of delegated or original scientific problems.		
11 S 6.5.06	Laboratory Skills and Safety	Carry out an independent scientific investigation.		