

SHALOM HIGH SCHOOL SKILL BOOK



Taking Obstacles and Turning Them into the Stepping Stones.

Skill Book

Student's Name

Date Enrolled

Date Graduated

Revised, October 2019

INTRODUCTION

At Shalom, we believe you should have acquired and mastered some concrete skills before receiving your diplomas.

We have collected in this book the three hundred skills we think are vital for young people to enter college or the work force and succeed.

The skills (or competencies) are numbered and arranged into categories that reflect the classes you are taking at Shalom:

English
Math
Life Skills
Science
Social Studies

This organization is somewhat arbitrary. Work you do in your English class, for example, might prepare you to demonstrate a skill listed under "Science". While the total number of skills was chosen arbitrarily as well, we have tried to list the skills that will be essential for you to do well upon graduation.

At Shalom, you will receive credit in your regular classes. You can also receive credit for demonstrating mastery of the skills in this book.

For every 15 skills you show us you have mastered, you will be awarded .5 credit.

You may receive only 1 and 1/2 credits (or 45 skills) per trimester for competencies, however. You should be working with your counselor each trimester to plan which skills you will attempt to master and demonstrate for credit in order to take maximum advantage of the opportunities being offered to you.

We have devised a unique program for you at Shalom. No program design or model will be successful if you, the students, do not take yourselves and your education seriously.

We are ready to help you.

ENGLISH SKILLS

Grammar

- ___1) Identify the fundamental parts of speech: nouns, verbs, ad-verbs, adjectives, pronouns, conjunctions, interjections, prepositions.
- ___2) Recognize a sentence in its basic Subject-Verb (SV) structure or Subject-Verb-Object (SVO) structure.
- ___3) Distinguish between sentences and sentence fragments. Be able to convert sentence fragments to complete sentences.
- ___4) Recognize “run-on” sentences and know how to rewrite them.
- ___5) Be able to write sentences using parallel structure.
- ___6) Be able to write sentences of varying length and complexity.
- ___7) Be able to recognize and correct dangling modifiers and faulty modifications.
- ___8) Be able to recognize, demonstrate and correct verb agreement in written text.
- ___9) Be able to recognize, demonstrate and correct pronoun agreement in written text.
- ___10) Demonstrate consistency in use of verb tense and avoid shifting verb tense.
- ___11) Demonstrate correct punctuation.
- ___12) Demonstrate correct capitalization.
- ___13) Alphabetize material.
- ___14) Demonstrate correct spelling.
- ___15) Differentiate between commonly confused words such as **accept** and **except**.

Writing and Communication

___16) Be able to write a solid essay with the following requirements: an introductory paragraph with a thesis statement, body paragraphs with a topic sentence and sufficient development, transitions between body paragraphs, and a concluding paragraph that summarizes the main ideas of the essay.

___17) Be able to revise and edit a piece of writing.

___18) Write a short poem.

___19) Write a friendly, personal letter.

___20) Write a letter of application for a job.

___21) Write a persuasive essay that includes a clear position and solid reasoning.

___22) Write a review of a live or filmed version of a play.

___23) Write an imaginative piece of fiction with characters, a plot, descriptive language, and vivid detail.

___24) Read an autobiography or novel and write a book report on it.

___25) Be able to use a graphic organizer in connection with an essay or report.

___26) Deliver a speech that uses projection, voice, variety, appearance, and response in appropriate ways.

___27) Verbally demonstrate appropriate usage, pronunciation, and sentence structure.

___28) Speak to an audience in an impromptu situation.

Research

___29) Be able to develop a thesis that can be used for a research paper.

___30) Be able to locate research sources in the following areas: on the Internet, in books, and reference works such as encyclopedias, dictionaries, and the thesaurus.

___31) Be able to find an article on a research topic the Reader's Guide.

___32) Be able to evaluate sources on: reliability, bias and primary vs. secondary.

___33) Be able to take notes from a source as part of the research paper process. Be able to write note cards.

___34) Be able to record necessary information about a source so it can be properly footnoted in the finished paper. Be able to write source cards.

___35) Be able to paraphrase a source as part of a research paper; and be able to credit sources correctly-both in terms of direct quotations and paraphrasing.

___36) Demonstrate an understanding of the concept of plagiarism.

___37) Compile a bibliography for a research paper.

___38) Produce a research paper that proposes and proves a thesis.
Critical Thinking

___39) Demonstrate the basic principles of comparison and contrast in a written piece.

___40) Compare and contrast two different short stories.

___41) Demonstrate the basic principles of cause and effect in a piece of writing.

___42) Recognize and be able to use figures of speech such as similes, metaphors, hyperbole and personification.

___43) Demonstrate an understanding of the major types of poetry.

___44) Be able to analyze a poem in terms of meaning, figures of speech, sound devices, rhyme and rhyme pattern, and form.

___45) Be able to analyze a short story and identify the following: plot, setting, theme, conflict, protagonist and antagonist.

___46) Be able to recognize the four basic types of conflict: person vs. person, person vs. society, person vs. self, person vs. nature, and understand the relationship between conflict and the plot.

___47) Develop knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words.

- ___48) Demonstrate an understanding of irony and its use in literature.
- ___49) Be able to understand words in context and the connotative nature of words.
- ___50) Be able to describe the basic literary genres: short story, novel, drama, essay, biography, and autobiography.
- ___51) Be able to discuss the styles and main work of a favorite author.
- ___52) Actively comprehend material you have read: be able to discuss or paraphrase, exhibit comprehension, and develop independent opinion.
- ___53) Demonstrate an understanding of first person subjective point of view and third person objective point of view.
- ___54) Demonstrate an understanding of the techniques and effects of advertising.
- ___55) Detect faults in logic and contradictions in an argument.
- ___56) Identify the steps of the heroic pattern in literature and be able to apply it to a myth or story.
- ___57) Be able to explain how a piece of literature you have read reflects a specific cultural and/or historical context.
- ___58) Analyze characteristics of Americans in the essay "What is an American?" and argue what values and characteristics Americans should have.
- ___59) Identify, discuss and explain material from an excerpt of Dust Tracks on a Road by Zora Neale Hurston.
- ___60) Identify, discuss and explain material from an excerpt of The Diary of a Young Girl by Anne Frank

ENGLISH SKILL PROJECTS

Upon successful completion of the following project-based skills, students will earn 15 English skills. Students are expected to complete projects independently and all work must be original. All submissions will be checked for plagiarism. Plagiarism will result in the loss of all skill points for the project. Please see Ms. Ringhand with any questions regarding any of the skills listed. A copy of the grading rubric will be provided for each project as well as graphic organizers.

Short Story Writing (English 9)

Directions: Student begins by selecting an age appropriate short story in their interest area (fiction, non-fiction, memoir, biography, autobiography, science-fiction, historical-fiction, etc.)

Part I.

1. Student breaks down the parts of his/her story that he/she read.
2. Student identifies and breaks down the parts of the story he/she read and identifies each part (parts of the plot).
3. Students discusses (essay format) why each part is integral to the short story.

Part II.

1. Student outlines his/her own "creative" short story.
2. Student provides an overview (essay format) of each segment of his/her short story: Plot, Setting, Theme, and Characters
3. Student creates a page-by-page outline of the content of the short story
 - a. Poster board devised construction
 - b. Short sequences and plot development

Part III.

1. Student types out short story
2. Student edits and revises short story based on corrections needed.
3. Student presents written document (story) to the English teacher for review.
4. Student orally presents a summary of the short story to the English teacher. Assessment: Student is assessed on comprehension of the short story read in Part I. Student completes edited copy of short story written (Parts II-III).

ENGLISH 10 (World Literature)

Students will select a work of fiction or non-fiction (but not an anthology of poetry or short stories). You must select a book NOT BY AN American author.

Complete the Parts of the Project as listed below.

- You may use resources beyond the novel; however, outside sources will not replace reading the actual novel.
- All Parts of the Project must have headings on the top of all pages that include: student's name, author's name, title of the novel, and title of the project.
- All pages are typed, double-spaced, 12-point font (Times, Times-New Roman, or Ariel).

Parts of the Project

***You MUST complete all the parts listed below to receive 15 skills. This is a non-negotiable.**

20 points: Write a well-organized, two-page essay explaining a main theme of the novel. Your essay must discuss at least three scenes from the novel that reveal the theme. Your essay must also identify and explain another novel/movie/play that has a similar theme.

20 points: Write a well-organized two-page essay that discusses at least two conflicts in the novel. Your essay must use at least two specific scenes from the novel.

10 points: Write a well-organized 1 ½ page essay describing how the main character of your novel changes from the beginning of the novel to the end. What is the single most important event that brings about the change?

10 points: Explore the setting of the novel. This can be a one-page essay, or your own create description of the setting (a poem or a rap perhaps). Note: This must be written and not drawn.

10 points: Write your own factual multiple-choice test with at least 20 questions on the entire novel (with an answer key).
NOTE: All work will be checked for plagiarism.

10 – 20 points: Find a way to respond creatively to the novel. This could be poetic response, an artistic rendering of some kind, or a piece that aids or alters the readers' perspective of the novel. Make sure this part of the project does more than simply present the novel to your audience.

Ideas: Think collage, poem, song, short firm, storyboard, etc. You decide how many points you are going for-- 10 to 20-- and work accordingly.

ENGLISH 11 (American Authors Project)

Directions: Choose an author from the list, research that writer and complete the assignments listed below. This may be done with a partner or on your own. Once you've chosen an author, you will find and read at least one of the author's works (or several poems or short stories) to better understand the author. You can divide the reading task with your partner. Reading Writing Workshop days can be used for the project.

Lab: I will provide some class lab time, but you will probably have to do some work outside of class. We're scheduled in 8 the lab for 2/18 and 2/25 and 2/27. More days will be added as needed. Use your lab time wisely. I'll add upcoming lab days below.

Assignments

1. Author Wheel – I will provide you with a paper circle. Put the author's picture and name in the center. Quarter the circle and add these sections:

a. Background

b. Famous Works

c. Quotations (3-5 include the name of the work) quotes can be taken from the writer's literature or from articles about the writer.

d. Major Historical Events (things happening during the author's life that may have influenced his or her life). All of the information will be typed and then pasted to the circle.

2. A list of 20 new vocabulary words that you found while researching your author. They don't have to be words that the author used; they can be taken from the web sites or books that you looked at while doing the research. Include: the original sentence in which the word appeared with the word underlined and the definition. This will be typed.

3. Find one or more critical reviews of the author's work and write an essay in which you agree or disagree with the review.

4. An author diary with a series of three journal entries (1 page each) that focus on a specific time-period in the author's life that you have learned about through your research. These should be dated accurately and should be in the author's "voice". These will be typed or neatly written.

5. Bibliography – A typed bibliography that lists all the books, websites, or other places used to get your information. MLA format will be used. Choose an author from the list below. Once chosen, no other group can pick that author.

American Authors List

Louisa May Alcott

John Updike

Harriet Beecher Stowe

Truman Capote

Ralph Waldo Emerson

Alice Walker

Kate Chopin

Sylvia Plath

Willa Cather

Joyce Carol Oates

F. Scott Fitzgerald

James Baldwin

Emily Dickinson

Sinclair Lewis

Stephen Crane

Pearl Buck

Frederick Douglas

James Thurber

Bret Harte	Walt Whitman
Ernest Hemingway	Sam Shepard
Jack London	Toni Morrison
Dorothy Parker	Ray Bradbury
Herman Melville	Leslie Marmon Silko
Jack Kerouac	Jodi Piccolt
Arthur Miller	William Faulkner
Anne Tyler	Stephanie Meyers
Edgar Allan Poe	Flannery O'Connor
Washington Irving	Louise Lowry
Mark Twain - Samuel L. Clemens	John Steinbeck
Nora Zeale Hurston	Laurie R. King
Henry David Thoreau	S.E. Hinton
James Fenimore Cooper	Walter Dean Myers
Edith Wharton	Gary Paulsen
Langston Hughes	

ENGLISH 12 (The Mythology Project)

1. The student will be required to review one set of stories from the classical mythology selection as listed in this document.
2. The student will be required to take notes as he/she reads so as to remember the details of the stories. Graphic organizers will be provided.
3. Find a creative way to weave these stories into some kind of narrative.

Wait! What? That's not very clear. Okay, so be creative. Think outside the box a little. Include details. Make it a kind of a mash up of the stories. You are required to complete both 1 and 2.

1. Create an actual collage using words and pictures. A collage works as a unified whole. Remember that a collage of pictures alone will not tell your view anything! Refer to Rubric.
2. Create a mini-book with each page containing a different story. Each page should:
 - a. Contain a summary and an image or picture
 - b. A poem or rap that tells the story.
 - c. A comic strip that tells the story.
 - d. A picture gallery, a photo essay, or a series of drawings
 - e. A board game that moves the player through the stories.
 - f. An online quiz game that provides a study tool for students.

You will research the following stories to complete this project:

Prometheus
Narcissus
Hyacinth
Adonis
Cupid and Psyche
Pyramus and Thisbe
Baucis and Philemon
The Quest of the Golden Fleece
Daedalus
Hercules

Assessment:

- Does it weave the stories into some kind of narrative?
- Is it creative, finished, and detailed?
- Does it include all ten stories for each?
- Does it show the “three Rs”: that you READ, REMEMBERED, and REFLECTED on these stories?

MATH SKILLS

Requirements to obtain math skill credit:

1. Complete practice set for skill found in IXL. For additional assistance, see Ms. Anderson.
2. Take assessment and earn 70% or higher.

ALGEBRA I

Topic: Exponents

- ___ Write equivalent expressions using exponent rules
- ___ Use the zero and negative exponent rules to simplify and evaluate expressions with exponents
- ___ Use the product rule to simplify and evaluate expressions with exponents
- ___ Use the quotient rule to simplify and evaluate expressions with exponents
- ___ Use the quantity to a power rule to simplify and evaluate expressions with exponents

Topic: Linear Inequalities in One Variable

- ___ Translate verbal phrases into mathematical statements
- ___ Graph the solution set of a linear inequality on the real number line
- ___ Use interval notation to describe the solution set of a linear inequality
- ___ Solve one and two step linear inequalities in one variable
- ___ Solve multi-step linear inequalities in one variable

Topic: Systems of Linear Equations

- ___ Determine if an ordered pair is a solution to a system of equations
- ___ Write a system of linear equations to model a scenario and interpret its solution in context
- ___ Solve a system of linear equations by graphing
- ___ Solve a system of linear equations by substitution
- ___ Solve a system of linear equations by elimination

Topic: Statistics

- ___ Represent data on the real number line using a dot plot
- ___ Represent data on the real number line using a histogram
- ___ Represent data on the real number line using a box plot
- ___ Represent data on a scatter plot and describe how the two variables are related
- ___ Find the mean, median, mode and range of a data set

GEOMETRY

Similarity

- ___ Identify similar figures
- ___ Find the scale factor of a similar polygons
- ___ Solve proportions
- ___ Find side lengths and angle measures of similar figures
- ___ Use rules of similarity to determine if two triangles are similar (SSS, SAS and AA)

Right Triangle Trigonometry

- ___ Use Pythagorean Theorem to find missing side of a right triangle
- ___ Use Converse of the Pythagorean Theorem to determine if a triangle is a right triangle
- ___ Find trigonometric ratios of right triangles (sine, cosine and tangent)
- ___ Use the angle of depression and angle of elevation to solve real world problems

Volume and Surface Area

- ___ Find the volume and surface area of cubes and rectangular prisms
- ___ Find the volume and surface area of triangular prisms
- ___ Find the volume and surface area of cylinders
- ___ Find the volume and surface area of spheres

Algebra II

Polynomial Operations

- ___ Name and classify polynomials
- ___ Model polynomials with algebra tiles
- ___ Add and subtract polynomials
- ___ Multiply polynomials
- ___ Use operations of polynomials to find perimeter and area
- ___ Divide polynomials
- ___ Factor quadratic polynomials
- ___ Factor polynomials by finding the greatest common factor

Trigonometric Functions

- ___ Graph sine functions
- ___ Graph cosine functions
- ___ Graph angles on the coordinate plane
- ___ Convert between degrees and radians
- ___ Simplify radical expressions

Transformations of Functions

- ___ Demonstrate understanding of transformation rules
- ___ Describe transformations given an equation of a function
- ___ Identify parent functions of the twelve function families
- ___ Graph the transformation of a parent function

LIFE SKILLS

***All skills must be written.**

You must be able to verbalize all skills.

Personal Development

___121) Identify characteristics of change and differentiate between positive and negative ways of dealing with change.

___122) Identify your own values. Explain why it is important to be aware of and respect the values of others.

___123) Identify constructive ways of dealing with your anger. What are some of the negative results of bad anger management?

___124) Explain your ability to shape your behavior according to different situations. Why is it an important skill to have?

___125) Identify specific attitudes and behaviors that make people difficult to get along with. Also brainstorm ways and alternatives to dealing with people who exhibit these types of behaviors. As well as identify specific attitudes and behaviors that make people easy to get along with.

___126) Identify two people, other than your parents, who have touched your life in a positive way and explain how they affected your life.

___127) Trace and discuss your “roots” or family history. Describe how it affected your personal development.

___128) How would you describe yourself? Tell your story and explain who you are.

___129) Identify two things that you would like to change about yourself. Explain why you would like to change these two things. How could you make these changes?

___130) Identify and describe your strengths and weaknesses. Explain how you could turn your weaknesses into strengths and also you can improve on your strengths.

___131) Discuss the reasons why people's lives take on added meaning when they know their values and set attainable goals.

___132) Describe how you can demonstrate and incorporate the Shalom Manifesto, Principals of Kwanza, into the Shalom community.

___133) Define and discuss self-image and identify the characteristics of confident behavior. Reflect on your own self-image.

___134) Interact as a member of a working group. Discuss the purpose of the group. What was easier to accomplish as a group? What was challenging?

___135) Explain the value of the following relationships: parent-child, teacher-student, student-student, employer-employee.

___136) Identify the causes of changing roles within a family and the effects of those changes. Would you like your future family life to be like your current family situation? What would you change?

___137) Describe responsible sexual behavior and the importance of being sexually responsible. What are some of the consequences of not being sexually responsible?

___138) State your views on the importance of parental, or guardian, involvement in a child's education.

___139) Describe in writing what you like and don't like about particular art forms, dance, theater, music, visual art.

___140) Identify a work of visual art in your community. Write about the artist's reason for creating it, what it adds to the community, and your personal opinions regarding it.

___141) Produce a piece of art or participate in a performance in the area of music, art, theater or dance. Discuss the emotions displayed in the product or performance.

___142) Why is it important to eat healthy and to exercise?

___143) What constitutes a good nutritional diet?

___144) Discuss the effects of proper exercise and weight control on your overall health.

___145) What is the difference between a water soluble vitamin and a fat soluble vitamin? Which vitamins are water soluble and which are fat soluble?

___146) Research two diseases caused by vitamin or mineral deficiencies. Share your finding with at least three people.

___147) Research two sexually transmitted diseases. Share your findings with at least three people

___148) Demonstrate an understanding of the four Cardinal Virtues: prudence, justice, temperance and fortitude, and how they have a role in your life

___149) Demonstrate an understanding of the Seven Deadly Sins: pride, greed, lust, gluttony, anger, envy, and sloth and how they have a role in your life.

___150) Identify a person's essential needs and explain the difference between essential needs and luxuries.

___151) Discuss the importance of not using drugs or alcohol.

___152) Discuss five ways that you can make Shalom a better community.

___153) Take a stand on a controversial issue and make it public.

___154) Define and identify stereotypes and how they function and recognize the dangers of using them. Discuss two situations or conditions in the United States that are a result of racial stereotyping.

___155) Engage in at least two hours of community service.

___156) Write a reflection piece after engaging in community service.

Planning for the Future: continuing education, the world of work, on your own

___ 157) Define short-term goals. Describe two specific short-term goals that you have and devise a specific action plan to reach those goals.

___ 158) Define long-term goals. Describe two specific long-term goals that you have, and devise an action plan to reach those goals.

___ 159) What are “roadblocks” as they relate to goals? Describe some potential “roadblocks” that you may encounter while attempting to reach your goals.

___ 160) Describe your career goals and outline them in detail. What will be necessary to achieve these goals?

___ 161) Produce a detailed post-graduate plan. Include your educational plans and your career goals. If you have taken your ACT or SAT, include your scores. Also, include any letter of recommendation from teachers or acceptance letters from universities.

___ 162) Demonstrate an understanding of your educational opportunities and which is the best fit for you including: college, vocational training, home study programs and adult and lifelong learning programs.

___ 163) Imagine your ideal career. What kind of setting are you in? What tasks are you performing? What steps do you need to take in order to achieve this goal? Be detailed.

___ 164) Fill out an application to the college or technical school you would like to attend, and write a one page summary of the application process; include a timeline of the process.

___ 165) Fill out a job application, and write a one page summary of the application process; include tips you would tell a friend if they were applying for a job.

___ 166) Produce a personal resume.

___ 167) Describe the process you would follow in order to get a job. Identify resources that might be used.

___ 168) Differentiate between appropriate and inappropriate behavior during a job interview.

___ 169) Define and explain the importance of reliability as it relates to the world of work and job maturity.

___ 170) List twelve monthly expenses in a standard budget.

___ 171) Explain the process of how someone would go about getting an apartment. Describe how tenants can protect themselves from eviction.

___ 172) Discuss the information found on a standard paycheck such as Net Pay and Deductions.

___ 173) Demonstrates an understanding of interest rates.

___ 174) Describe an understanding of the production and consumption of goods and services. Describe how to be an intelligent consumer and the factors that go into getting the best buy.

___ 175) Discuss the advantages and disadvantages of using credit.

Law and Justice

___ 176) Explain the difference between state laws and federal laws.

___ 177) Identify the times when a person might need a lawyer and explain why. Explain how a person would go about finding a lawyer. What is the difference between a prosecuting attorney and a defense attorney?

___ 178) Describe the effect that enacting the death penalty would have on the crime rate in Wisconsin. What are your thoughts?

___ 179) Define a contract and explain the legal issues that surround a contract. Write up a sample contract.

___ 180) Demonstrate a skill not listed in this book and explain why that skill is important.

LIFE SKILL PROJECTS

Economics - Taxes

1. Student completes the tax packet available from the teacher. The packet was procured from the IRS. It includes multiple worksheets and tax lessons.
2. Student watches the video “*Understanding Your Income Taxes*” on YouTube (8 minutes, 50 seconds)
 - a. Watches each segment on taxes
 - b. Discusses skills and importance of each tax video segment
 - c. Student completes worksheets based on each segment
3. Student completes all six themes of “*Understanding Taxes*” found on the IRS website (completing each lesson of each theme)

<https://apps.irs.gov/app/understandingTaxes/student/activities.jsp>

4. CHECKLIST:
 - a. _____ Theme 1: Your Role as a Taxpayer
 - b. _____ Theme 2: Taxes in US History
 - c. _____ Theme 3: Fairness in Taxes
 - d. _____ Theme 4: What is Taxed and Why
 - e. _____ Theme 5: Impact of Taxes
 - f. _____ Theme 6: Understanding the IRS
- 5) Student watches the video on “*Understanding Your Paycheck*” (6 minutes, 4 seconds in length)
 - a) a. Writes a ½ - 1 page summary of video
 - b) Discusses video with Instructor (s)
- 6) Career Linkage
 - a) Job shadow a tax consultant or business accountant
 - b) Interview Staff
 - i) Career Path
 - ii) Opportunities
 - iii) Academics on the Job
 - iv) Advantages/Disadvantages

- 7) Write an essay on "Why Taxes are Necessary?"
 - a) Introduction – What would happen if we didn't have taxes?
 - b) Body
 - i) What are taxes: types of taxation?
 - ii) Describe Progressive, Regressive, and Proportional taxes
 - iii) What system does the United States have?
 - iv) Which system is best? Why?
 - v) How are taxes collected?
 - vi) Describe income, property, sales, and excise taxes
 - vii) What other ways are taxes collected?
 - viii) What services do you get from taxes?
 - ix) Empathy is an Emotional Intelligence, why is empathy important in supporting taxes?
 - c) Conclusion – What will taxation be like in the future?

Job Seeking Skills

- 1) Job Seeking Skills - Portfolio
 - a) Student Completes a 'Job Seeking' skills portfolio
 - b) Job Application
 - c) Resume
 - d) 5x7 or 3x5 'cheat' sheet / personal information sheet
 - e) Thank you letter
 - f) Inquiry letter
 - g) W-2 form
- 2) Student researches job seeking skills, creating a brochure of no more than two pages on:
 - a) How to Interview for a job
 - b) Best ways to prepare for a telephone interview
 - c) Student researches where job vacancy notices are
 - d) Newspapers
 - e) Career centers; Job Service Office
 - f) Word of mouth
- 3) Student compiles and sorts through his/her portfolio
 - a) Student chooses best quality work and submits a portfolio that contains their best five items
- 4) Student identifies and tours a Workforce Development Center in Milwaukee
 - a) Locate resources
 - b) Interview staff on:
 - i) Assistance available for individuals
 - ii) Assistance available for individuals with disabilities
 - iii) Rights and Responsibilities of turning 18 (booklet)

- 5) Student identifies and tours an Employment Agency:
 - a) Locate resources
 - b) Interview staff on:
 - i) Assistance available for individuals
 - ii) Assistance available for individuals with disabilities
- 6) Student writes an essay describing job seeking skills
 - a) Introduction – Why is it necessary?
 - b) Body
 - i) Where to get help on job skills in Milwaukee
 - ii) Performance: How do you improve your chance of getting hired?
 - iii) What does the student need to do to improve their chances of getting hired?
 - iv) What Emotional Intelligence skills are necessary in 'job seeking'?
 - v) Improving which Emotional Intelligence skills would help you better find a job?
 - c) Conclusion – In the future, what will you do for a job? For a career?

Music Appreciation

- 1) Create a list of favorite twenty different modern (post WWII) songs
 - a) Learn the basics of reading music by defining and explaining in their own words:
 - i) Scale
 - ii) Pitch
 - iii) Tone
 - iv) Octave
 - v) Dynamics
 - vi) Interval
 - vii) Accent
- 2) Research 10 different styles of music from the modern era
 - a) Write a short paragraph on each of the different styles
 - b) Time period
 - c) Musical Characteristics
 - d) Main Musicians
 - e) Impact on other musical styles
- 3) Write 3x5 note cards full of information on the different songs (20)
 - a) History of song - when written, by whom, hit song or other interesting fact
 - b) Musician's history: short biographical information and other big hits

- 4) Create a list of twenty different songs from eras of U.S. history and from other cultures (Maximum 2 from each era or culture)
 - a) Research 10 different musical styles from pre-WWII or from different cultures.
 - b) Write a short history of each style of music
 - i) Time period/ Cultural group
 - ii) Musical characteristics/components
 - iii) Main Musical instruments
 - iv) Impact on culture or other musical styles
 - c) Write 3x5 note cards full of information on the different songs (20)
 - i) History of the song - when written, by whom, hit song, cultural significance, etc
 - ii) Culture: importance of music, where from, etc.

- 5) Oral Presentation of Music
 - a) Present song list to class or instructor, playing 5 secs of each song
 - b) Give basic history of musician, style, and music chosen
 - c) Explain significance of each pieces or style

Test Taking-“Skills for Life” Project Elective Credit

DIRECTIONS: Do your best on all standardized tests required of you in a school year, and receive elective credit! The tests you are required to take will depend on your grade level. Remember, at Shalom your grade level can change at several times in a school year. As you change grade level, it may change the tests you need to take for the rest of the year.

Grade Level	Required Tests	Calendar Dates (for 19-20 school year)
9th Grade	Fall STAR Test (reading & math) Winter STAR Test (reading & math) Spring STAR Test (reading & math) ASPIRE (Reading, Math, Sci, English, Writing)	8/19/19 – 9/06/19 12/02/19-12/20/19 4/27/19-5/15/19 4/06/20-5/06/20
10th Grade	Fall STAR Test (reading & math) Winter STAR Test (reading & math) Spring STAR Test (reading & math) WI Forward Exam (Math, Sci, Soc Studies, ELA) ASPIRE (Reading, Math, Sci, English, Writing)	8/19/19 – 9/06/19 12/02/19-12/20/19 4/27/19-5/15/19 3/23/20-5/01/20 4/06/20-5/06/20
11th Grade	Fall STAR Test (reading & math) Winter STAR Test (reading & math) Spring STAR Test (reading & math) ACT Plus Writing	8/19/19 – 9/06/19 12/02/19-12/20/19 4/27/19-5/15/19 3/03/20 & 3/17/20
12th Grade	Fall STAR Test (reading & math) Winter STAR Test (reading & math) Spring STAR Test (reading & math) *WI State Civics Test	8/19/19 – 9/06/19 12/02/19-12/20/19 4/27/19-5/15/19 Any time before May

***Passage of the WI State Civics Test is a graduation requirement**

SCIENCE SKILLS

All science skills should be written, unless other arrangements are made with the science teachers. Students are encouraged to be creative in their completion of skills. Presentations of your work are also encouraged and time can be set aside during skill hours or with instructors to accomplish this.

All science skills should represent your best work, not a last minute effort. Save your skills and other work to create a portfolio that represents your best work in science as well as your progress in science at Shalom.

Everyday Science

___181) Demonstrate an understanding of the lines, symbols and markings on a weather map.

___182) Explain the factors that contribute to the climate of Milwaukee.

___183) Describe/model the causes of seasons and climates in arctic, temperate and equatorial zones.

___184) Model the phases of the moon.

___185) Explain lunar and solar eclipses.

___186) Demonstrate your ability to read a compass and take a bearing.

___187) Explain how an automobile engine works.

___188) Demonstrate familiarity with basic automobile maintenance and explain why maintenance is important.

___189) Identify local, state, national, and global Non-governmental organizations active in the environmental movement and what issues each is concerned with.

___190) Identify local, state, national and global governmental agencies that are charged with making and enforcing rules regarding protection of the environment.

Health

___191) Assess your health in terms of your personal lifestyle. Include your eating habits, use of tobacco, alcohol, and other substances, sexual activity, exercise, emotional health and relationships.

___192) Assess your personal health risks in terms of the local and global environments in which you live. Include concerns that could be related to crime, poverty, politics, war, etc.

___193) Prepare an outline for a three to five minute presentation with at least three sources on a current topic in health care such as a cancer treatment, a surgical technique, a growing resistance to antibiotics, a mental health treatment.

___194) Investigate a career in health science. Find out what one would need to do to pursue that career. Be specific and give a description of the kind of work performed and how it could advance our quality of life.

___195) Demonstrate the ability to accurately measure blood pressure and interpret what is healthy vs. unhealthy blood pressure.

___196) Define personal wellness and identify four additional dimensions of wellness that can contribute to a balanced lifestyle.

___197) Explain the significance of a healthy “natural” environment to human health.

___198) List 10 strategies that could help to maintain a healthy environment.

___199) Assess your fitness level and design a plan to measure (using a journal) the physiological and psychological benefits of being physically fit.

___200) Explain the importance of CPR and AED as life saving measures.

Classification

___201) Explain why scientists classify living things.

___202) Explain Linnaeus' system of classification & binomial nomenclature.

___203) Be able to explain how evolutionary relationships are important to classification.

___204) Construct a cladogram.

___205) Be able to list and describe the three domains & six kingdoms of living things.

___206) Demonstrate the ability to use a dichotomous key.

___207) Construct a dichotomous key.

___208) Identify 10 species of closely related individuals.

___209) Define biodiversity and explain its value.

___210) Identify current threats to bio-diversity and propose one plan for conservation of diversity.

Chemistry

___211) Model the structure of the nuclear atom, including the locations of the sub-atomic particles.

___212) Describe how each atom (element) differs from every other.

___213) Identify the physical & chemical properties of matter.

___214) Be able to predict how matter changes & interacts.

___215) Construct, examine, compare & analyze molecular models.

___216) Solve chemistry problems using unit conversion factors.

___217) State the laws of conservation of mass and conservation of energy and illustrate how they are supported in common reactions.

___218) Compare chemical reactions to nuclear reactions.

___219) Explain each of the variables in the equation $E=mc^2$.

___220) Name six important chemists in history and describe their contribution to modern chemistry.

Electricity

___221) Describe electrical forces between objects.

___222) Explain how an object becomes positively charged or negatively charged.

___223) Distinguish between a conductor and an insulator.

___224) Define & compare electrical potential energy & electric energy.

___225) Describe how electrical energy can be stored.

___226) Define electric current & draw a model of electric current in a wire.

___227) Be able to name & describe the functions of electronic components.

___ 228) Demonstrate the ability to follow an electronic blueprint or schematic.

___ 229) Construct electronic circuits.

___ 230) Find out how & where electricity for homes and businesses in Milwaukee is produced, how it is measured and sold and how it can be conserved.

Science and Technology

___ 231) Demonstrate competence in the use of a scientific calculator to solve problems in science.

___ 232) Explain & demonstrate various functions (keys, modes, etc.) of a TI-83 (or similar) graphing calculator.

___ 233) Use a TI-83 (or similar) graphing calculator to plot real-life data.

___ 234) Conduct a simple scientific investigation or experiment using a CBL & a graphing calculator.

___ 235) Assess websites related to science for their accuracy, reliability and currency.

___ 236) Explain or illustrate the relationship between advancing technology and scientific progress.

___ 237) Compile a list of the 10 most important new technologies or inventions of the last 30 years. Briefly defend each choice.

___ 238) Choose one new technology, discovery, or invention of the last 30 years & discuss its impact on economic and social life.

___ 239) Research a “new” technology of the 17th, 18th, or 19th century and briefly discuss how it “changed the world”.

___ 240) Discuss the culture, political & economic circumstances in a society that are conducive to discovery. Give two examples from different time periods.

SCIENCE SKILL PROJECTS

Upon completion of each of the following project based skills, students will earn 15 science skills. Students are expected to complete projects independently and all work must be original.

See Tony or Carol with any questions and to receive a copy of the grading rubric.

Red, White, and Blue

Subject: Biology/Anatomy and Physiology

Case Summary: A homemade fireworks display on the 4th of July goes horribly awry, and results in blindness for one teenage student.

Assessment

1. Design and explain models or flip books of the human eye before and after damage is caused due to extreme heat exposure
2. Design a poster or flow chart of the development of the human eye
3. Create a brochure detailing the various types of surgical procedures for cornea transplants
4. Research the arguments for and against stem cell use/research and present them using a PowerPoint presentation

Body Navigation

Subject: Anatomy and Physiology

Case Summary: Michael and Ashley are awakened late in the night when they hear a noise. They discover a few days later that two female roommates have been murdered in College Park. Now the Coroner's office must interpret detailed descriptions of the victims from notes taken at the crime scene.

Assessment

Students describe the scene of an accident or crime that they either create themselves or pull from the headlines. Using their description of the victim, they draw/diagram the crime scene, depicting both anterior and posterior aspect of the victim's body using correct anatomical terminology.

Biome Survival Kit

Subject: Biology/Environmental Science

Case Summary: You are given one hour to pack for a secret mission. What do you need if you are going to survive for at least 24 hours in that environment?

Assessment

1. Define biome.
2. Identify specific environmental conditions in ten different terrestrial biomes.
3. Identify plant and animal populations in ten different terrestrial biomes.
4. Determine what is necessary to survive in specific environmental conditions.

Sorting It All Out

Subject: Environmental Science

Case Summary: A college student accidentally upsets her roommate's ecology project and must put everything back in order by morning. To do so, she must learn about population ecology and how to create graphs.

Assessment

1. Describe how the population of an organism may change due to interactions with other organisms and the abiotic environment.
2. Create graphs from raw data
3. Interpret graphs of population change over time
4. Analyze graphs of population change to determine what organisms they may describe
5. Compose a letter which includes both science concepts and a personal message

MOMMY...WHERE DID LIFE ON EARTH COME FROM?

Subject: Biology

Case Summary: An inquisitive young child is wondering where life on earth came from. She is not sure if she should believe her classmates “stork theory” so she decides to ask her mother how it all started.

Assessment

- 1) Identify the current theories about the origins of life on earth.
- 2) Understand that a theory is an explanation or model based on observation, experimentation, and reasoning, especially one that has been tested and confirmed as a general principle helping to explain and predict natural phenomena.
- 3) Know the difference between scientific theory and fact.

AVOGADRO'S AMERICANO

Subject: Chemistry

Case Summary: Can Blake calculate the number of molecules of caffeine in their Americano? How about the molar mass and furthermore the cost of the caffeine molecule in coffee? Can you help them figure out the cost of caffeine in various caffeinated beverages as well?

Assessment

1. Integrate the relationship between mass, mole, and molecules.
2. Differentiate between atoms and molecules.
3. Distinguish between the functions of coefficients and subscripts in chemical formulas.
4. Calculate mass and moles interchangeably.
5. Acquire a mastery of the applications of Avogadro's number.

Enjoy The Ride!

Subject: Physical Science

Case Summary: Danstavius and Rodriguez are riding Goliath at Six Flags over Georgia, when the ride attendant starts talking about energy. Why are adults always trying to suck the fun out of everything? But Danstavius and Rodriguez will need to know all about energy when they are approached by Six Flags to design a new roller coaster!

Assessment:

1. Describe potential and kinetic energy
2. Identify regions of high and low potential and kinetic energy
3. Calculate potential and kinetic energy of their roller coaster
4. Demonstrate conservation of energy using a roller coaster
5. Explain the effect of friction on the motion of a roller coaster

SOCIAL STUDIES SKILLS

All skills must be written.

You must be prepared to expand/defend your work.

African and African American History

___241) Demonstrate an understanding of the history and origins of the African people, culture and civilization.

___242) Write a response paper to Martin Luther King Jr.'s "I Have a Dream" speech or "Letter from a Birmingham Jail".

___243) Explore the role of African Americans in popular music and the roots of hip hop in traditional jazz, R&B, soul, disco, reggae, etc.

___244) Participate in a cross-generational dialogue about the African American experience in the United States, how it has changed, how it hasn't and the role of African Americans in shaping that experience.

___245) Trace the evolution of slavery. Explore slavery as an economic institution.

___246) In a one page essay discuss the effects of slavery on relations between the races all the way until today.

___247) Describe the impact of the Civil Rights Movement on American society.

Civics

___248) Demonstrate an understanding of the United States' political system. Describe the roles of the three branches of the federal government.

___249) Explain and evaluate the following basic principles of the United States Constitution: checks and balances, popular sovereignty and separation of powers, and the relationship between state and federal government.

___250) Explain the meaning of citizenship and how it is related to rights and responsibilities.

___251) Describe how specific parts of the Declaration of Independence and the United States Constitution, and its amendments, address the importance of individual rights and responsibilities.

___252) Identify voter eligibility and voter registration requirements.

___253) Identify your elected officials, how to contact them and how they can help you.

___254) Choose a specific problem; identify which level of government you would contact, and the process involved in trying to solve the problem.

___255) Explain the importance of the structure and function of the government in relation to citizenship and civic responsibility in different types of governments.

___256) Describe how students can participate in governance at Shalom High School. Explain how effective you think this form of participation is and what your rights and responsibilities are as a member of this community.

___257) Describe how students can participate in government at the local, national and global level. Explain how effective you think this form of participation is and what your rights and responsibilities are as a member of this community.

___258) Explain what a Political Action Committee is, give an example of one and cite its effects on the American political system.

___259) How does the media affect politics and society?

___260) Compare democracy with at least two other political systems.

___261) Explain the issues involved in three major United States Supreme Court decisions and evaluate the effects/importance of the decision on the United States.

___262) Explain the historical significance of the role of labor unions with respect to the American worker.

___263) Discuss imperialism/colonialism and the effects on both parties.

___264) What qualities do you believe are essential to be a good leader? What qualities do you believe a good politician has? Is a good leader always a good politician? Is a good politician always a good leader? Why or why not?

___265) Choose a current national or international crisis, discuss its origin and describe a possible solution.

United States and World History

___266) Give examples and explain how important religious and social events, political movements and historical figures have shaped United States history.

___267) Give examples and explain how important religious and social events, political movements and historical figures have shaped world history.

___268) Describe the impact of the Women's Rights Movement on American society.

___269) Choose a specific historical event or period and demonstrate that you can imagine yourself living like and feeling like the people you have studied.

___270) Explain how certain ideas and beliefs have influenced the way people lived at a certain point in history. Explain how history might be different if the beliefs and ideas you described did not exist at the time.

271) Compare and/or contrast a modern event or situation with a historical event or situation.

___272) Explain different points of view on a single historical event using data gathered from various sources.

___273) Read different sources, primary and secondary, on the same historical even and determine the advantages and disadvantages of each type of source.

___274) Create a timeline, to scale, of historic events.

___275) Graphically illustrate historic information.

___276) Create a Top Ten List of historic events, people, or innovation/advancements. Defend your top three selections.

Broad Field Social Studies

___277) Explain how geography has affected human change and environmental change.

___278) Evaluate how a county's geography can affect its development.

___279) Explain how and why human beings have migrated to different parts of the world over time.

___280) Compare and contrast your culture with another culture.

___281) Explain how culture influences human development, human identity, and human behavior.

___282) Compare and contrast the issues of cultural assimilation and cultural preservation among ethnic and racial groups.

___283) Demonstrate how societal change throughout history affects how you live right now.

___284) Demonstrate how societal change throughout history affects how people in at least two cultures other than your own live.

___285) Describe similarities and differences in at least three examples of family units, kinship groups and cultures outside the United States.

___286) Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries.

___287) Define racism and sexism and their effects on American society.

___288) Describe how the social or political climate of a period in history shaped the lives of its people.

___289) Create a map of a region of the world either by hand or electronically; show geographical characteristics, or demographic or political information.

Economics

___290) Describe the basic concepts of scarcity, opportunity cost, tradeoffs, factors of production and supply and demand.

___291) Understand basic economic concepts and the process skills used in the study of production, distribution and consumption of goods and services at local, regional, and global levels.

___292) Compare a market economy, Capitalism, and a centrally planned or command economy. Expound upon the economic concept of laissez faire.

___293) Analyze the concepts of trade and exchange within a global economy. Explain how global trade affects individuals, the United States and other nations.

___294) Describe the relationship between the economy and jobs, prices and wages, prices and profits and how they influence what is produced and distributed in a market situation.

___295) Describe how the economic climate of a period in history shaped the lives of its people.

Bonus Skills

___296) Combine four skills into a single project – get a fifth skill free. Limited to two projects per trimester and five total project skills.

___297) Combine four skills into a single project – get a fifth skill free. Limited to two projects per trimester and five total project skills.

___298) Combine four skills into a single project – get a fifth skill free. Limited to two projects per trimester and five total project skills.

___299) Combine four skills into a single project – get a fifth skill free.
Limited to two projects per trimester and five total project skills.

___300) Combine four skills into a single project – get a fifth skill free.
Limited to two projects per trimester and five total project skills.

SOCIAL STUDIES SKILL PROJECTS – 15 SKILLS EACH

Upon successful completion of the following project based skills, students will earn 15 Social Studies skills. Students are expected to complete projects independently and all work must be original. All submissions will be checked for plagiarism. Plagiarism will result in the loss of all skill points for the project. Please see the Social Studies teacher(s) with any questions regarding any of the skills listed.

A copy of the grading rubric will be provided for each project as will graphic organizers or note taking forms.

World Religions Project (15 Skills)

1) Major Religions of the World

- a) Select two (2) of the Major World Religions you would like to study from the list below.
 - i) Buddhism
 - ii) Hindu
 - iii) Judaism
 - iv) Christianity
 - v) Islam
- b) Research the following for the religions you select:
 - i) Historical background information
 - ii) Basic belief system (one god, many gods, etc.)
 - iii) Sacred texts
 - iv) Key leaders
 - v) Sacred spaces and places
 - vi) Rituals, services, or ceremonies
 - vii) Symbolism
 - viii) Holidays, festivals and celebrations
 - ix) Demographics (how many people are members of this religion, what parts of the world, etc.)

- c) Create a product that teaches the required information about the two (2) religions you selected

2) Testing the Knowledge of Others

- a) Create a 20 question quiz (10 questions for each of the religions you researched above)
- b) Collect the following information for each person who takes the quiz
 - i) Name (optional)
 - ii) Race
 - iii) Religious affiliation
 - iv) Age
 - v) Gender
- c) Have 10 people take the quiz
- d) . Evaluate the results and report out the finding (Were you surprised by what you found?)

3) World Conflict Over Religion

- a) Research religious conflict in the world
 - i) Ex. Christians in Iraq, Tibetan Buddhist, Caste system in India, Israeli/Palestinian Conflict, etc.
- b) Create a product that:
 - i) Explains how the conflict started and what the conflict is centered around
 - ii) Who are the key leaders/players for both sides
 - iii) What the world is currently doing about it
 - i) How you think the world should respond to the situation

4) Career Linkage

- a) Job shadow or visit someone in the religious ministry (priest/minister, monk, rabbi, imam, pandit/pujari)
- b) Interview them regarding
 - i) Schooling/qualifications needed
 - ii) Skills needed
 - iii) Advantages/Disadvantages
 - i) Career Path

5) Essay - Answer one of the following essential questions in an essay:

- i) How do religious beliefs affect social and political structures?
- ii) How are the religions you studied similar, yet different?
- iii) In what ways are religion and government the same? Different?
- iv) Question of your choice-get this approved by your advisor before starting the essay.

Resource:

Textbook-World Cultures and Geography; National Geographic; 2013. See the Social Studies teacher for other resources and project rubric.

Ancient Civilizations Project (15 Skills)

1) Civilization Comparison

- a) Select two (2) ancient civilizations (between pre-history and 1300 A.D.)
 - i) Example: Mayan, Incan, Aztec, Roman, Greek, Egyptian, Sumerian, Indus Valley, Sang, Ch'in, or other Chinese, Hittite, Babylonian, etc.
- b) Research the following about each civilization:
 - i) Way of life and culture
 - ii) Important leaders/events
 - iii) Conflicts with other
 - iv) What led to their downfall?
- c) Make a timeline of each civilization from onset to fall.
- a) Create products that displays the required information about the two civilizations.

2) Weapons of War

- a) Research the weapons used for war in ancient civilizations
 - i) What were they made out of?
 - ii) How were they used?
- b) Select 5 weapons that were used during one of the ancient time periods and defend why you would want your army to have these weapons.
- c) Create products that teaches the required information.

3) Ancient Art and Architecture

- a) Research art and architecture created by ancient civilizations
 - i) What did they create?
 - ii) What material did they use?
 - iii) What is left of their work?
 - iv) How has it influenced modern art/architecture?
- b) Create a product that depicts the required information about art and architecture.

4) Career Linkage

- a) Job shadow or visit an architect firm or construction site
- b) Interview staff
 - i) Schooling/qualifications needed
 - ii) Skills needed
 - iii) Advantages/Disadvantages
 - iv) Career Path

5) Essay - Answer one of the following essential questions in an essay:

- a) Are modern civilizations more "civilized" than ancient ones?

- b) What lessons should people learn from ancient civilizations?
- c) In what ways has society changed from ancient times and in what ways are things still the same?
- d) Question of your choice – get this approved by your advisor before starting the essay.

Resource:

Textbook-World Cultures and Geography; National Geographic; 2013.
See the Social Studies teacher for other resources and project rubric.

Branches of Government Project (15 Skills)

1) The Constitution Defines Our Government

- a) Research the following compromises made when drafting the Constitution
 - i) Great Compromise
 - ii) 3/5th Compromise
 - iii) Commerce Compromise
 - iv) Slave Trade Compromise
 - v) Electoral College
- b) Research how the Constitution defines our three branches of government:
 - i) Duties of each branch
 - ii) Positions of each branch
 - iii) Who is eligible to hold office and how are they chosen
 - iv) How each branch 'Checks and Balances' the other branches
- c) Create products that explain the required information.

2) Who is Running Our National Government?

- a) Research who is currently holding the following positions and what their main job responsibilities consists of:
 - i) Executive Branch-President, Vice President, Cabinet Members
 - ii) Legislative Branch- Speaker of the House, President and President Pro Tempore of the Senate, US Senators and Representatives from Wisconsin
 - iii) Judicial Branch-Supreme Court Justices
 - (1) Make sure to include their name, state, where they are from, political party, and photo (if possible).
- b) Create a product that explains the required information.

3) Who is Running Our State Government?

- a) Research who is currently holding office and what do they stand for (Include name, city they are from, political party, and photo).
 - i) Executive Branch (Governor, Lieutenant Governor, Cabinet Members)

- ii) Legislative Branch (Senate President and Senate Pro•Tempore, Assembly President and Assembly Pro•Tempore, Wisconsin Senators and Representatives from your district)
 - iii) Judicial Branch (Wisconsin Supreme Court Justices)
- b) Create a visual product that displays the required information
- 4) Career Linkage (Visit Government Buildings & Offices)**
- a) Visit the State Capital, City Hall or the Milwaukee Court House. Interview a person who works in one of these places regarding:
 - i) Schooling/qualifications needed for their position
 - ii) Skills needed for their job
 - iii) Advantages/Disadvantages for working in this position
 - iv) Career Path
- 5) Essay - Answer one of the following essential questions in an essay that explains your reasoning with information from previous sections:**
- a) Could the Constitution have been written without compromise?
 - b) Does our state government or our federal government have a greater impact on our lives?
 - c) Is a system of checks and balances necessary for our nation to be effective, efficient and fair or do they make our government work too slowly?
 - d) Question of your choice-get this approved by your advisor before starting the essay.

Resource:

Magruder's American Government; Pearson; 2009. See the Social Studies teacher for other resources and project rubric

Economics Project (15 Skills)

1) Economic Basics

- a. Research, define, and find a modern example of the following economic systems.
 - i) Traditional
 - ii) Capitalism
 - iii) Command
 - iv) Socialism
 - v) Market
 - vi) Communism
 - vii) Mixed
- b) Research, define and find a modern example of these different economic terms.
 - i) Supply and demand
 - ii) Labor unions

- iii) Competition
- iv) Wages
- v) Monopoly
- vi) Capital
- vii) Production
- viii) Inflation and Deflation
- ix) Distribution
- x) Stocks
- xi) Labor
- xii) Bonds

c) Create products that explain the required information.

2) **The Federal Reserve**

a) Research the federal budgetary policy and the Federal Reserve System's Policies and explain how they impact:

- i) Employment levels
- ii) Interest Rates
- iii) Production
- iv) Prices

b) Create a product that explain the required information.

3) **Career Linkage**

a) Student job shadows or visits with a small business owner, financial planner, or investor

b) Student interviews them regarding:

- i) Schooling/qualifications needed
- ii) Skills needed
- iii) Advantages/Disadvantages
- iv) Career Path

4) **Essay - Answer one of the following essential questions in an essay:**

a) Should the government regulate business and the economy or be its partner?

b) What goods and services should the government provide? Who should pay for them? Who should benefit from them? Who should decide?

c) Question of your choice-get this approved by your advisor before starting the essay.

Resource:

Economics: Principles in Action; Prentice Hall; 2007.

See the Social Studies teacher for other resources and project rubric.

Geography Project (15 Skills)

1) **General Geography**

a) Research the following:

- i) Human vs. Physical Geography
- ii) 5 Themes of Geography

(1) Apply the 5 Themes of Geography to Milwaukee

- (2) Apply the 5 Themes of Geography to one other city of your choosing
- iii) Parts of a Map
 - iv) Landforms: Define 15 terms and find 3 examples of each (name, location, and image)
 - 1. Ocean, Sea, Isthmus, Peninsula, Archipelago, Gulf, Cove, Cave, Lagoon, Coral Reef, Strait, Channel, River, Lake, Sound, Delta, Pond, Swamp, Marsh, Bay, Fjord, Blue Hole, Waterfall, Glacier, Tundra, Mountain, Volcano, Canyon, Plateau, Plain, Island, Desert, Butte, Dune, Valley, Hill, Prairie, Rain forest.
 - b) Create a product(s) that depicts the required information.
- 2) Dream Vacation Around the World:**
- a) Plan a month long dream vacation and include the following:
 - i) Starting and ending location • Milwaukee, WI
 - ii) 30 day plan
 - iii) Figure in travel time (car, plane, train)
 - iv) Visit a minimum of 25 sites you would like visit from at least 5 different countries
 - (1) Consider visiting:
National Parks, Beach, Monuments, Museums, Zoos, Aquariums, Historical Markers, Churches, Amusement Parks, Professional Sport Events, Theatres, Concerts, Festivals, Famous battlefields, Cemeteries, Relatives
 - v) Crime Rate
 - vi) Calculate mileage and cost for travel from city to city
 - vii) Include cost for admission to attractions
 - viii) Include a photo of what you will see and a sentence or two explaining why you selected the site.
 - b) Create products that teach the required information.
- 3) My Next Home**
- a) Select a city in the United States you would consider moving to for school, work, or just a new beginning.
 - b) Research the following about your city:
 - i) History
 - ii) Demographics: Population and diversity
 - iii) Employment rate/opportunities
 - iv) Climate and weather
 - v) Crime Rate
 - vi) Transportation Options
 - vii) Sports and Culture
 - viii) Educational Options and Public School Performance

- ix) Famous People
- c) Create products that teach the required information
- 4) Career Linkage
 - a) Visits or job shadow the Tourism Office, Visit Milwaukee, or a travel agency
 - b) Student interviews staff
- 5) Essay - Answer one of the following essential questions in an essay:
 - a) What makes different places unique?
 - b) How does geography, climate, and natural resources affect the way people work and live?
 - i) How do maps and globes reflect history, politics, and economics?
 - ii) Question of your choice-get this approved by your advisor before starting the essay.

Resources:

Textbook-World Cultures and Geography; National Geographic; 2013.
See the Social Studies teacher for other resources and project rubric.

Local History Project (15 Skills)

1) Milwaukee's History

- a) Research the history of Milwaukee
- b) Create a timeline of Milwaukee's development
- c) Research Milwaukee's early settlers and leaders
- d) Write a short biography of 10 early settlers/leaders of Milwaukee, include:
 - i) Chronological History
 - ii) Importance to town/city
 - iii) Story or interesting point regarding the development of Milwaukee
- e) Create products that teach the required information

2) Milwaukee's Historical Buildings

- a) arch two (2) Historic Buildings in Milwaukee by finding information at:
 - i) The Milwaukee Historical Society
 - ii) The Downtown Library Milwaukee Archive Section
- b) Tour two (2) historic buildings
 - i) ex. Downtown Library, Pabst Mansion, Pfister Hotel, Courthouse, City Hall, etc.
- c) Create products that teach the required information

3) Career Linkage

- a) Student job shadows or visits a librarian at the Milwaukee Public Museum's archive section and or an employee at the Historical Society
- b) Student interviews staff about:
 - i) Schooling/qualifications needed
 - ii) Skills needed
 - iii) Advantages/Disadvantages
 - iv) Career Path

Resource:

The Making of Milwaukee website: themakingofmilwaukee.com.

See the Social Studies teacher for other resources and project rubric.

War and Conflict Project (15 Skills)

1) War and the United States

- a) Select (1) war from each group:
 - i) GROUP 1
 - (1) Revolutionary War
 - (2) War of 1812
 - (3) Mexican American War
 - (4) Civil War
 - (5) World War I
 - ii) GROUP 2
 - (1) World War II
 - (2) Korean War
 - (3) Vietnam War
 - (4) Persian Gulf War
 - (5) Iraq War
- b) Research the following about each war you selected above:
 - i) Causes
 - ii) Alliances/Countries involved in the conflict
 - iii) Important people for both sides
 - iv) Key events/battles
 - v) Weapons used in the war
 - vi) Results or outcomes of the war
 - vii) General time line of the war
- c) Create products that teach the required information about the (2) wars you selected.

2) Interview a Soldier (who was in the Group 2 war you selected)

- a) Pre-interview
 - i) Research public opinion of the war the soldier served in
 - ii) Research efforts to help military personnel post-war
- b) Interview a soldier and ask questions regarding:

- i) Reasons they went to war
 - ii) Clothes, Music, Styles of the time
 - iii) Impression of the war
 - iv) Military recall & general memories of the battles
 - v) Food and entertainment during the war
 - vi) Adjustment to civilian life
 - vii) Lessons learned
 - viii) Other
- c) Create a product that summarizes the information gained by this interview

3) Hollywood versus History

- a) Select a Hollywood war movie
- b) Take an event that happened in the movie and research the historical facts of the event
- c) If possible, watch documentaries; find interviews or first-hand accounts from people who were there
- d) Determine if the movie's portrayal of the event is accurate or not, and report your findings
- e) Create a product that summarize your conclusion

4) Career Linkage

- a) Job shadow or visit someone in the armed forces (recruiter, coast guard, national guard)
- b) Interview an individual on:
 - i) Schooling/qualifications needed
 - ii) Skills needed
 - iii) Advantages/Disadvantages
 - iv) Career Path

5) Essay - Answer one of the following essential questions in an essay:

- a) Was the United States justified for getting involved in the wars you studied?
- b) Should boys be the only ones who are required to register for the draft at age 18?
- c) Is the United States spending too much money on our armed forces?
- d) Question of your choice-get this approved by your advisor before starting the essay.

Resources:

United States History; Prentice Hall; 2009.

World History: Patterns of Interaction; McDougal Littell; 2005.

See the Social Studies teacher for other resources and project rubric.

Native American History Project (15 Skills)

What would the world be like if Christopher Columbus never reached America?

1) Background Information

- a) Research: Two Native American tribes at least one should be from Wisconsin
 - i) Research for each tribe:
 - (1) Way of life and culture before the European settler arrived
 - (2) Important leaders/events
 - (3) Conflict with the Europeans
 - (4) Current status/issues
- b) Make a timeline of each tribe and major events.
- c) Create products that teach the required information about the (2) tribes you selected.

2) Legends, Myths and Stories

- a) Read the creation story for the tribes you selected above
- b) Compare and contrast the different stories and communicate what you have read

3) Tribal Art and Culture

- a) Using your research, create a Native America artifact
 - i) Example: art, clothing, games, food, etc.
- b) Document the process of making the artifact
- c) Include a summary of the item's use or significance

4) Career Path

- a) Essay on Native American Issues - Answer one of the following essential questions:
- b) Should schools and teams be permitted to have Native American mascots?
- c) Should Native American have different rights than other Americans?
- d) Should Native American tribes be able to operate casinos?
- e) Question of your choice-get this approved by your advisor before starting the essay.

Resource:

United States History; Prentice Hall; 2009. See the Social Studies teacher for other resources and project rubric.

Significant People in History Project (15 Skills)

1) Biography of a Historical Person

- a) Select 1 person from at least 3 of the following categories that you would like to learn more about:
 - i) A President of the United States of America
 - ii) An activist or would be leader

- iii) A scientist, inventor, or explorer
 - iv) An artist, author, athlete or entertainer
 - v) Entrepreneur, business tycoon, innovator
 - vi) Spiritual or Religious leader
- b) Research for each person you selected their:
- i) Early life and family
 - ii) Education
 - iii) Influences, role models, defining moments
 - iv) Struggles they had to overcome
 - v) Successes
 - vi) Impact on society
- c) Create products that teach the required information

2) Who do people admire? Who has made an impact?

- a) Using the categories listed above (in section 1, a), develop open ended questions for other people to express their opinion as to who they admire and who has made an impact on their life from each category.
- b) Have at least 10 people respond to the questions you developed. Take notes and be sure to collect the following information about the people you interview:
- i) Name
 - ii) Age
 - iii) Race
 - iv) Gender
- c) Evaluate the results and report out the findings (Where you surprised by what you found?)
- d) Use the new insights you have gained by talking to others to select one person from each category that you admire and that you would like to interview. Tell why you selected this person and write 5 questions you would ask them if you could have a conversation with them.

3) Challenges, Rivals, Enemies and Competition

- a) For each person you selected above, (I, A) discover who/what was their challenge, rival, enemy and/or competition
- b) How were they similar/different from their challenge, rival, enemy, competition?
- c) Did they successfully defeat their challenge, rival, enemy or competition or did they lose? Why?
- d) How did the challenge, rival, enemy, competition make them better?
- e) Create products that teach the required information.

4) Essay - Answer one of the following essential questions in an essay:

- a) Can one person really make a difference?

- b) What lessons can be learned by past leaders?
- c) What habits, traits and skills help make people succeed?
- d) Question of your choice-get this approved by your advisor before starting the essay.

Resource:

Textbook-World Cultures and Geography; National Geographic; 2013.
See the Social Studies teacher for other resources and project rubric.

Civil Rights Skills Project(15 Skills)

1) Constitutional Amendments (These Define the Civil Rights of Americans)

- a) Research the Bill of Rights and other amendments to the US Constitution. Take notes on the following:
 - i) Date Passed
 - ii) Summary of what the law says in your own words
 - iii) Find an image to symbolize the Amendment
 - iv) Explain why this right is important
- b) Select the 10 Amendments you find are most important to your life
- c) Create a product/products (powerpoint, posterboard, booklet, video, or something else) that teaches the information you have learned

2) Discrimination and the Struggle for Civil Rights for African Americans

- a) Research each of the following:
 - i) Issues: Historic examples of discriminatory, racist, and segregation laws
 - ii) Leaders: People who demanded change and questioned the status quo
 - iii) Actions and Tactics: What have people done to demand equal access to civil rights? How successful were these different approaches?
 - iv) Outcomes: Amendments, laws, supreme court decisions, or other government actions enforcing racial equality achieved as a result of the civil rights movement
- b) Create a product/products (powerpoint, posterboard, booklet, video, or something else) that teaches the information you have learned about African Americans push for Civil Rights

3) Human Rights Around the World (use the internet, see resource page)

- a) Research each of the following:

- i) Read and takes notes on the Declaration of Human Rights
 - ii) Research a current crisis in the world where human rights are being abused
 - iii) Make notes of which rights are being abused
 - iv) Compare and contrast the human rights crisis you are studying with the civil rights crisis faced by African Americans
 - v) Suggest actions people can take to help improve the situation. Explain which actions of the civil rights movement in the United States may or may not be helpful and why.
- b) Create a product/products (powerpoint, posterboard, booklet, video, or something else) that teaches the information you have learned about this human rights crisis

4) Career Linkage

- a) Job shadow or visit the NAACP, ACLU, a human rights activist/organization or someone from a minority Chamber of Commerce
- i) Interview staff member & take notes regarding:
 - (1) Typical work responsibilities and day-to-day experiences on the job
 - (2) Schooling/qualifications needed
 - (3) Skills needed
 - (4) Advantages/Disadvantages of this career
 - (5) Career Path
- b) Create a product/products (powerpoint, posterboard, booklet, video, or something else) that teaches the information you have learned about this career path

5) Essay (after you have completed 2 or more of the previous sections)

- a) Answer the following essential questions in an organized, edited essay:
- i) Does racial equality depend on government action?
 - ii) How would you have participated in the civil rights movement?
 - iii) Would the civil rights leaders of the past be proud of our United States today?

Shalom High School Mission Statement

The mission of Shalom High School is to allow at-risk students an opportunity to earn high school diplomas and to prepare students to be productive, successful adults, good citizens, and to become responsible mature members of their communities.

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We do not believe that this is a finished process and would welcome advice and criticism.

