



Spokane Public Schools Cultural Studies

Course: Cultural Studies	Total Framework Hours up to: 180 hours
CIP Code: 280301 <input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: 4/15/2015
Career Cluster: Government & Public Administration	Cluster Pathway: National Security

COMPONENTS AND ASSESSMENTS

Performance Assessments: Informal lecture with discussion, individual writing and reflection, individual and group activities, small group discussion, internet research, reading, and instructional unit project. Students will be presented with a scenario about the Middle East utilizing a problem-solution format. In assigned groups, students will play the role of US National Security Council members tasked with the assignment of briefing the President on the security situation posed by the scenario and presenting plausible options for dealing with the crisis.

Leadership Alignment:

Students will exercise ***critical thinking and problem solving*** skills through problem-based learning exercises incorporating real-world events and issues. Students will ***work effectively in diverse teams*** when playing the roles of various government representatives and administrators creating solutions for simulated government decision makers.

Standards and Competencies

Standard/Unit: The Middle East

Competencies

Total Learning Hours for Unit: 18 Hours

- a. Know why the Middle East is viewed as a cradle of western civilization.
- b. Know the characteristics of Judaism, Christianity, and Islam.
- c. Know about changes in the Middle East during the 20th Century.
- d. Know the different groups of people who live in the Middle East.
- e. Know what historical events contributed to the founding of modern Israel.
- f. Know about the historical events associated with the Six-Day War of 1967.
- g. Comprehend how the Yom Kippur War of 1973 affected Arab-Israeli relations.
- h. Know the various attempts at lasting peace in the Middle East.
- i. Know the historical situation of Iraq under the rule of Saddam Hussein.
- j. Know the historical events associated with the 1991 Persian Gulf War.
- k. Know the events surrounding the 2003 US invasion of Iraq.
- l. Know the US attempts to stabilize Iraq since the 2003 invasion.
- m. Know the general impact of terrorism in the world.
- n. Know how radical Islamist beliefs contribute to terrorism.
- o. Know the events associated with the 9/11 attacks and the Global War on Terror.
- p. Know the importance of the production and distribution of oil and energy.
- q. Comprehend how the clash of Middle Eastern and Western cultures affects relationships between people from Middle Eastern and people from Western cultures.
- r. Know the importance of nuclear nonproliferation and the Iranian Issue for the United

s. States.	
t. Know the importance of the water problem in the Middle East.	
Aligned Washington State Standards	
Arts	
Educational Technology	EALR 1.2.1 Communicate and collaborate to learn with others. EALR 1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures. EALR 1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry. EALR 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. EALR 1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.
Health and Fitness	
Language	
Math	
Reading	RI 7 11-12 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Science	
Social Studies	Geography 3.1.2 9-10 Identifies major world regions and understands their cultural roots. Social Studies Skills 5.4.1 9-10 Evaluates multiple reasons or factors to develop a position paper or presentation. History 4.2.2 9-10 Analyzes how cultures and cultural groups have shaped world history. History 4.3.2 9-10 Analyzes the multiple causal factors of conflicts in world history. Civics 1.2.3 9-10 Evaluates the impact of various forms of government on people in the past and present. Civics 1.3.1 9-10 Examines the relationships and tensions between national interests and international issues in the world. Economics 2.1.1 9-10 Analyzes how the costs and benefits of economic choices have shaped events in the past or present.
Speaking and Listening	
Writing	

COMPONENTS AND ASSESSMENTS	
Performance Assessments: Informal lecture with discussion, individual writing and reflection, individual and group activities, small group discussion, internet research, reading, and instructional unit project. Students will be presented with a scenario about Asia utilizing a pro-con format. In assigned groups, students will play the role of US National Security Council members tasked with the assignment of briefing the President on the security situation posed by the scenario and presenting plausible options for dealing with the crisis.	
Leadership Alignment: Students will exercise critical thinking and problem solving skills through problem-based learning exercises incorporating real-world events and issues. Students will work effectively in diverse teams when playing the roles of various government representatives and administrators creating solutions for simulated government decision makers.	
Standards and Competencies	
Standard/Unit: Asia	
Competencies	Total Learning Hours for Unit: 18 Hours
a. Know the geographic locations of Japan, Korea, China, India, Pakistan, and Afghanistan. b. Know the major religions of Asia. c. Know the main ethnic groups of Asia.	

- d. Know the history of the unitary government and the rule of warlords in China.
- e. Know what caused the shift from isolation to openness in Japan.
- f. Know the impact of domination and division on Korea.
- g. Know the political and economic impact of World War II on China and Japan.
- h. Know that Japan, South Korea, and China have become economic powerhouses.
- i. Know the pre-colonial history of the Mughals in the Indian sub-continent.
- j. Know the encounter with Europe and the colonial period in the region.
- k. Know the history of the struggle for independence in South Asia.
- l. Know what caused the partition and war between India and Pakistan.
- m. Know how Muslim-Hindu strife affects the politics and economics of South Asia.
- n. Know which groups have struggled for control in Afghanistan and why.
- o. Know the impacts of industrialization and pollution in China and India.
- p. Know the interactions between the rich, urban, and the poor rural areas in Asia.
- q. Know the role of women in India, Pakistan, and Afghanistan.
- r. Know China's one-child policy.
- s. Comprehend the challenges of human trafficking and sex tourism in Asia.
- t. Comprehend the dilemma that North Korea creates for the US.
- u. Know the important issues of nuclear nonproliferation in India and Pakistan.
- v. Comprehend the impacts of global wages, labor, outsourcing, and offshoring in the US.
- w. Know why Asia represents a new target market for US corporations.
- x. Know the effects of Asian imports on the US market and economy.
- y. Comprehend the human rights issues in various Asian nations.

Aligned Washington State Standards

Arts															
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Speaking and Listening	
Writing	

COMPONENTS AND ASSESSMENTS

Performance Assessments: Informal lecture with discussion, individual writing and reflection, individual and group activities, small group discussion, internet research, reading, and instructional unit project. Students will work in teams to create a newscast about Africa. Each team is responsible for one segment/news report in the newscast. The final product will include a video file of the team's news report presentation.

Leadership Alignment:

Students will exercise ***critical thinking and problem solving skills*** through problem-based learning exercises incorporating real-world events and issues. Students will ***work effectively in diverse teams*** when playing the roles of various government representatives and administrators creating solutions for simulated government decision makers.

Standards and Competencies

Standard/Unit: Africa

Competencies

Total Learning Hours for Unit: 18 Hours

- a. Know the five major regions of Africa.
- b. Know the natural resources of Africa.
- c. Know the distinctive characteristics of African culture.
- d. Know the main ethno-linguistic groups in Africa.
- e. Know the main language groups in Africa.
- f. Comprehend how Islam, Christianity, and indigenous religions influence Africa.
- g. Know the pre-colonial period of African history.
- h. Know the colonial period of African history.
- i. Know the history and impacts of African independence.
- j. Comprehend how ethnic and sectarian politics undermined democracy in Africa.
- k. Comprehend the tensions between Arabs and Africans in Sudan.
- l. Comprehend the tensions between Hutus and Tutsis in Rwanda.
- m. Comprehend the tensions between Afrikaners, English, and Africans in Zimbabwe and South Africa.
- n. Know the civil wars of Liberia, Sierra Leone, and the Congo.
- o. Know the main health challenges in Africa.
- p. Know the extent and impact of AIDS in Africa.
- q. Know the recurring problems with famine in Africa.
- r. Know the main environmental issues facing Africa.
- s. Know the human rights issues in Africa.
- t. Know the challenges of resources and commerce in the regions of Africa.
- u. Know the immigration trends associated with Africa.
- v. Comprehend the challenges associated with pirating and lawlessness in Somalia.
- w. Comprehend the US and European development efforts in Africa.

Aligned Washington State Standards

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COMPONENTS AND ASSESSMENTS

Performance Assessments: Informal lecture with discussion, individual writing and reflection, individual and group activities, small group discussion, internet research, reading, and instructional unit project. Students will be presented with a scenario about Russia utilizing a pro-con format. In assigned groups, students will play the role of staff members tasked with the assignment of briefing their Senator on the security situation posed by the scenario and presenting plausible options for dealing with the issue.

Leadership Alignment:

Students will exercise ***critical thinking and problem solving*** skills through problem-based learning exercises incorporating real-world events and issues. Students will ***work effectively in diverse*** teams when playing the roles of various government representatives and administrators creating solutions for simulated government decision makers.

Standards and Competencies

Standard/Unit: Russia and the Former Soviet Republics

Competencies

Total Learning Hours for Unit: 18 Hours

- a. Know the geographic locations of Russia and the countries of the former Soviet Republics.
- b. Know the major religious groups of Russia and the former Soviet Republics.
- c. Know the historical context of Russia from the Kievan Rus through the time of Peter the Great.
- d. Know how events from the Nineteenth Century and World War I contributed to the October Revolution.
- e. Know the economic and political impacts of World War II and the Cold War on Russia.
- f. Know the effects of the fall of communism.
- g. Know the characteristics of communism as an economic system.
- h. Know the economic and political influence of Marx, Lenin, and Stalin on communism in Russia.
- i. Know how the Soviet economic system worked and eventually failed.
- j. Know the importance of the export of resources for the restructured Russian economic system.

- k. Know the political and economic influence of Russia on the Ukraine, Belarus, and Moldova.
- l. Know the political and economic influence of Russia on the Baltic States.
- m. Know the political and economic influence of Russia on Armenia, Georgia, and Azerbaijan.
- n. Know the political and economic influence of Russia on Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, and Turkmenistan.
- o. Comprehend the historic relationship between Russia and the United Nations.
- p. Comprehend the historic relationships between Russia and neighboring European nations.
- q. Comprehend the historic relationship between Russia and the three major Asian nations China, Japan, and Korea.
- r. Comprehend the historic relationships between Russia and the United States.
- s. Know the impact of the restructured Russian economic system on worldwide democracy.
- t. Know the Russia-US challenges of nuclear threats, nonproliferation, and missile defense.
- u. Know the impacts on the United States caused by Russian oil production and distribution.
- v. Know the importance of the cooperation in space between Russia and the United States.

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COMPONENTS AND ASSESSMENTS

Performance Assessments: Informal lecture with discussion, individual writing and reflection, individual and group activities, small group discussion, internet research, reading, and instructional unit project. Students will be presented scenario about Latin America utilizing a problem-solution format. In assigned groups, students will play the role of special task force members tasked with the assignment of briefing their governor on the security situation posed by the scenario and presenting plausible options for dealing with the crisis.

Leadership Alignment:

Students will exercise ***critical thinking and problem solving skills*** through problem-based learning exercises incorporating real-world events and issues. Students will ***work effectively in diverse teams*** when playing the roles of various government representatives and administrators creating solutions for simulated government decision makers.

Standards and Competencies**Standard/Unit: Latin America****Competencies****Total Learning Hours for Unit: 18 hours**

- a. Know the geographic locations of the five major regions of Latin America.
- b. Know the major religious groups and languages of Latin America.
- c. Know the history before the Spanish conquest and the consequences of the Spanish conquest of Latin America.
- d. Know some key historical events associated with Latin America since independence.
- e. Know the challenges of the region's economic systems.
- f. Know the challenges related to the political struggle for power.
- g. Comprehend how weak governments, corruption, and crime affect economic development.
- h. Know about the struggle for power between church and state.
- i. Know how free trade agreements have affected the region.
- j. Know the key factors that drive and sustain the drug trade.
- k. Know how the drug trade undermines local governments and damages economies.
- l. Know how the US and local governments have tried to cut off the drug trade.
- m. Know how reliance on commodities versus manufactured goods impacts poverty.
- n. Comprehend the impact of racial and socioeconomic divisions in Latin America.
- o. Know how poor education, urban overcrowding, and high population growth contribute to poverty.
- p. Know the challenges of environmental pollution and deforestation.
- q. Know the history of US relations with Cuba.
- r. Know the history of US relations with Haiti.
- s. Know the challenges of migration from Latin America to the United States.
- t. Know the effects on the US of the political and economic challenges in Latin America.

Aligned Washington State Standards

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	Civics	1.3.1 9-10 Examines the relationships and tensions between national interests and international issues in the world.
	Economics	2.1.1 9-10 Analyzes how the costs and benefits of economic choices have shaped events in the past or present.
Speaking and Listening		
Writing		

COMPONENTS AND ASSESSMENTS

Performance Assessments: Informal lecture with discussion, individual writing and reflection, individual and group activities, small group discussion, internet research, reading, and instructional unit project. Students will work in teams to create a newscast about Europe. Each team is responsible for one segment/news report in the newscast. The final product will include a video file of the team's news report presentation.

Leadership Alignment:

Students will exercise ***critical thinking and problem solving skills*** through problem-based learning exercises incorporating real-world events and issues. Students will ***collaborate with others*** and ***work effectively in diverse teams*** when playing the roles of various government representatives and administrators creating solutions for simulated government decision makers.

Standards and Competencies

Standard/Unit: Europe

Competencies

Total Learning Hours for Unit: 18 hours

- a. Know the geographic locations of the major nations of Europe on a map.
- b. Know how Ancient Greece and the Roman Empire influenced Europe's development.
- c. Know how Christianity, Islam, and Judaism affected the development of Europe.
- d. Know how nationalism destroyed the continental European empires.
- e. Know how Marxism, socialism, and fascism affected the development of Europe.
- f. Know the origins of the European Union.
- g. Know which countries are members of the European Union.
- h. Know the political and economic structure of the European Union.
- i. Know the importance of the Euro as a world currency.
- j. Know why European countries have permitted immigration
- k. Know why immigrants have had difficulty assimilating into European societies.
- l. Know the difficulties Al Qaeda and its allies have posed for Europe.
- m. Know the background of ethnic and religious strife in Northern Ireland.
- n. Know how Yugoslavia was created after World War I.
- o. Know how World War II affected Yugoslavia.
- p. Know the role of Josip Broz Tito in uniting Yugoslavia after World War II.
- q. Know how Yugoslavia dissolved into seven independent countries.
- r. Know the history of ethnic cleansing in the Balkans.
- s. Know why the United States intervened in the two world wars and fought the Cold War.
- t. Know the historic purpose and current activities of North Atlantic Treaty Organization (NATO).
- u. Comprehend the importance to the US economy of trade with Europe.
- v. Comprehend the development of human rights and democracy in Eastern Europe following the Soviet Union's collapse.

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Speaking and Listening	
Writing	

COMPONENTS AND ASSESSMENTS	
Performance Assessments: Informal lecture with discussion, individual writing and reflection, individual and group activities, small group discussion, internet research, reading, and instructional unit project.	
Leadership Alignment: Students will employ <i>critical thinking and problem solving, reason effectively, and make judgments and decisions</i> through researching various careers available. They will use <i>information literacy</i> researching different careers, <i>access, and manage the information</i> available in choosing a career. Students will demonstrate financial, economic, business, and entrepreneurial literacy through the process of researching and evaluating careers.	
Standards and Competencies	
Standard/Unit: Career Opportunities	
Competencies	Total Learning Hours for Unit: 4.5 hours
a. Research and choose a career. b. Evaluate military careers. c. Evaluate careers in aerospace.	

Aligned Washington State Standards	
Arts	
Educational Technology	EALR 1.3.3 Analyze, synthesize and use information to develop a solution, make informed decisions and report results. EALR 1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.
Health and Fitness	
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Reading	RI 7 11-12 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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Standards and Competencies	
Standard/Unit: Educational and Career Paths	
Competencies	Total Learning Hours for Unit: 4.5 hours
<ul style="list-style-type: none"> a. Determine career aptitudes and orientations. b. Evaluate the advantages technically orientated career paths. c. Evaluate the advantages of pursuing a higher education and career paths in education. 	
Aligned Washington State Standards	
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Educational Technology	EALR 1.3.3 Analyze, synthesize and use information to develop a solution, make informed decisions and report results. EALR 1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.
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Writing	
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COMPONENTS AND ASSESSMENTS

Performance Assessments: Informal lecture with discussion, individual writing and reflection, individual and group activities, small group discussion, internet research, reading, and instructional unit project.

Leadership Alignment:
 Students will employ ***critical thinking and problem solving, reason effectively, and make judgments and decisions*** through researching various economic choices available.
 They will demonstrate numerical literacy by creating a balanced household budget.

Standards and Competencies

Standard/Unit: Planning Your Finances

Competencies	Total Learning Hours for Unit: 4.5 hours
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- a. Create a budget.
- b. Evaluate the advantages of savings and types of bank accounts.
- c. Analyze the issues in acquiring types of personal housing and transportation and daily expenditures.

Aligned Washington State Standards

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COMPONENTS AND ASSESSMENTS

Performance Assessments: Informal lecture with discussion, individual writing and reflection, individual and group activities, small group discussion, internet research, reading, and instructional unit project.

Leadership Alignment:
 Students will learn to make sound personal financial judgements and decisions based on their new understanding of the abuse of credit, the cost of a college education, and the necessity of protecting one's assets through insurance.

Standards and Competencies

Standard/Unit: Managing Your Resources

Competencies	Total Learning Hours for Unit: 4.5 hours
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- a. Explore strategies to avoid the credit trap.
- b. Understand the costs of college and sources of funding.
- c. Understand the need and uses of insurance to protect one's assets.

Aligned Washington State Standards

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COMPONENTS AND ASSESSMENTS

Performance Assessments: Informal lecture with discussion, individual writing and reflection, individual and group activities, small group discussion, internet research, reading, and instructional unit project.

Leadership Alignment:

Students will demonstrate basic literacy by creating a resume. They will use reasoning skills in evaluating colleges and the entrance requirements.

Standards and Competencies

Standard/Unit: Applying for College

Competencies

Total Learning Hours for Unit: 4.5 hours

- a. Evaluate different colleges and how to select a college
- b. Analyze various college entrance examinations available.
- c. Create a college entrance essay.

Aligned Washington State Standards

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Speaking and Listening	
Writing	

COMPONENTS AND ASSESSMENTS

Performance Assessments: Informal lecture with discussion, individual writing and reflection, individual and group activities, small group discussion, internet research, reading, and instructional unit project.

Leadership Alignment: Students will apply *life and career skills and adaptability to change* as they understand the adjustments required to move away from home and take up a personal residence to include life on a college campus. They will understand the importance of the ability to monitor, define, prioritize, and complete tasks without direct oversight. They will also learn the value of initiative and self-direction.

Standards and Competencies

Standard/Unit: Charting Your Course

Competencies	Total Learning Hours for Unit: 4.5 hours
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- a. Understand the various adjustments required for college life.
- b. Analyze how to choose a major course of study in college.
- c. Understand the importance of time management and how to avoid procrastination while attending college.

Aligned Washington State Standards

Arts	
Educational Technology	EALR 1.3.3 Analyze, synthesize and use information to develop a solution, make informed decisions and report results. EALR 1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.
Health and Fitness	
Language	
Math	
Reading	RI 7 11-12 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Science	
Social Studies	
Speaking and Listening	
Writing	

COMPONENTS AND ASSESSMENTS

Performance Assessments: Informal lecture with discussion, individual writing and reflection, individual and group activities, small group discussion, internet research, reading, and instructional unit project.

Leadership Alignment: Students will use basic literacy skills in creating a resume.

Standards and Competencies

Standard/Unit: Applying for Jobs

Competencies

Total Learning Hours for Unit: 4.5 hours

- a. Analyze and evaluate personal job preferences based on skills inventory and how to organize a job search.
- b. Create a resume.
- c. Analyze the interview process and how employers evaluate interviewees.

Aligned Washington State Standards

Arts	
Educational Technology	EALR 1.3.3 Analyze, synthesize and use information to develop a solution, make informed decisions and report results. EALR 1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.
Health and Fitness	
Language	
Math	
Reading	RI 7 11-12 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Science	
Social Studies	
Speaking and Listening	
Writing	

COMPONENTS AND ASSESSMENTS

Performance Assessments: Informal lecture with discussion, individual writing and reflection, individual and group activities, small group discussion, internet research, reading, and instructional unit project.

Leadership Alignment: Students will examine how ***flexibility and adaptability*** are gained when they incorporate feedback effectively and the increased potential for promotion.

Standards and Competencies

Standard/Unit: Developing your Career Skills

Competencies

Total Learning Hours for Unit: 4.5 hours

- a. Analyze personal values that contribute to professional success.
- b. Evaluate barriers to effective collaboration and teamwork in the workplace.
- c. Understand how to create a career path strategy based on workplace feedback which enhances promotion potential.

Aligned Washington State Standards

Arts	
Educational Technology	EALR 1.3.3 Analyze, synthesize and use information to develop a solution, make informed decisions and report results. EALR 1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.

Health and Fitness	
Language	
Math	
Reading	RI 7 11-12 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Science	
Social Studies	
Speaking and Listening	
Writing	

COMPONENTS AND ASSESSMENTS

Performance Assessments: Students receive diagnostic, formative and summative assessments on activities demonstrating knowledge of the heritage, discipline and traditions of the Air Force and AFJROTC program within the context of the curriculum. Individual and group projects will be used throughout the unit as well as a group summative project demonstrating mastery of key concepts. Students will demonstrate proficiency in individually executing various marching movements as commander of a unit in formation.

Leadership Alignment: Students complete the transition from modified versions of movement forms to more complex applications across all types of physical activities. Students demonstrate more specialized knowledge in identifying and applying key movement motor skills and movement concepts. They assess their skill performance.

Standards and Competencies

Standard/Unit: Drill Ceremonies

Competencies

Total Learning Hours for Unit: 36 hours

- a. Know the importance of drill and ceremonies.
- b. Know basic commands and characteristics of the command voice.
- c. Apply and execute the concepts and principles of basic drill positions and movements.
- d. Know when and how to salute.
- e. Apply the principles and procedures of drill movements used with smaller units to the movement of a squadron.
- f. Know the function of the group and the wing.
- g. Know how groups and wings are formed.
- h. Know the purpose and definition of ceremonies and parades.

Aligned Washington State Standards

Arts	
Educational Technology	
Health and Fitness	EALR 1.1.1 Applies complex motor skills and movement concepts to activities to enhance a physically active life. Demonstrates proficiency in complex motor skills, strategies, and rules in an increasing number of complex versions of at least two of the following: Aquatics, individual activities, team games/activities, outdoor pursuits, self-defense, or dance.
Language	
Math	

Reading	RH 4 9-10 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. RI 4 9-10 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
Science	
Social Studies	
Speaking and Listening	
Writing	

21st Century Skills

Check those that students will demonstrate in this course:

<p>LEARNING & INNOVATION</p> <p>Creativity and Innovation <input type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration <input type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA & TECHNOLOGY SKILLS</p> <p>Information Literacy <input checked="" type="checkbox"/> Access and /evaluate Information <input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy) <input type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE & CAREER SKILLS</p> <p>Flexibility and Adaptability <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others</p>
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