



# Spokane Public Schools

## Introduction to Health Science Careers

<b>Course:</b> Introduction to Health Science Careers	<b>Total Framework Hours:</b> 180 Hours
<b>CIP Code:</b> 510000	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory
<b>Career Cluster:</b> Health Sciences	<b>Date Last Modified:</b> Thursday, November 05, 2015

**Resources and Standard used in Framework Development:**  
Standards used for this framework are taken from the OSPI Model framework for 510000 Introduction to Health Sciences

<b>Unit 1    ACADEMIC FOUNDATION</b>	<b>Hours: 10</b>
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- Performance Assessment(s):**
- Students will pass an exam with 75% or better on medical terminology, human structure and function, and diseases and disorders.
  - Students will chart simulated patient data and read and verbally give reports.

**Leadership Alignment:**

Students arrange for guest speakers to present to the class  
Students arrange for field trips to local industry sites  
Students make peer presentations on current event topics in health care  
Students arrange for workplace visits to local industry sites  
Students set up clinical laboratories to conduct diagnostic tests (and practice skills) with peers (such as taking blood pressure, pulse, heart rate, respiration)

21st Century Skills

- Communication and Collaboration: Collaborate with Others  
3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams

- Initiative and Self-Direction: Manage Goals and Time  
8.A.1 Set goals with tangible and intangible success criteria  
8.A.2 Balance tactical (short-term) and strategic (long-term) goals  
8.A.3 Utilize time and manage workload efficiently

- Social and Cross-Cultural: Interact Effectively with Others  
9.A.1 Know when it is appropriate to listen and when to speak  
9.A.2 Conduct themselves in a respectable, professional manner

- Leadership and Responsibility: Guide and Lead Others  
11.A.1 Use interpersonal and problem-solving skills to influence and guide others toward a goal  
11.A.2 Leverage strengths of others to accomplish a common goal  
11.A.3 Inspire others to reach their very best via example and selflessness  
11.A.4 Demonstrate integrity and ethical behavior in using influence and power

**Standards and Competencies**

## Aligned to Washington State Standards

### Arts

#### Communication - Speaking and Listening

##### CC: College and Career Speaking and Listening Anchor Standards

##### Comprehension and Collaboration

- 1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

##### Presentation of Knowledge and Ideas

- 4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### Health and Fitness

##### Health 2.1: Understands dimensions and indicators of health.

- 2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

##### Health 2.2: Understands stages of growth and development.

- 2.2.1 Analyzes the physiological and psychological changes throughout the lifetime.

##### Health 2.3: Understands the concepts of prevention and control of disease.

- 2.3.1 Analyzes personal health practices, and how they affect communicable diseases.
- 2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases.

##### Health 2.4: Acquires skills to live safely and reduce health risks.

- 2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.

#### Language

##### Conventions of Standard English (9-10)

- L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - L.9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing
- L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - L.9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - L.9-10.2b Use a colon to introduce a list or quotation.
  - L.9-10.2c Spell correctly.

##### Knowledge of Language (9-10)

- L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

##### Vocabulary Acquisition and Use (9-10)

- L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
  - L.9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when

Conventions of Standard English (11-12)

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

L.11-12.2b Spell correctly.

Vocabulary Acquisition and Use (11-12)

L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

L.11-12.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11-12.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CC: College and Career Language Anchor Standards

Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5 - Demonstrate understanding of word relationships and nuances in word meanings.

6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge

**Mathematics**

CC: Statistics and Probability (S)

Interpreting Categorical and Quantitative Data (S-ID)

1 - Represent data with plots on the real number line (dot plots, histograms, and box plots).\*

2 - Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.\*

9 - Distinguish between correlation and causation.\*

Making Inferences and Justifying Conclusions (S-IC)

6 - Evaluate reports based on data.\*

**Reading**

CC: Reading Informational Text

Key Ideas and Details (9-10)

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

#### Craft and Structure (9-10)

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion

#### Integration of Knowledge and Ideas (9-10)

RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

#### Range of Reading and Level of Text Complexity (9-10)

RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at t

#### Key Ideas and Details (11-12)

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

#### Craft and Structure (11-12)

RI.11-12.4 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 (e.g., how Ma

#### Integration of Knowledge and Ideas (11-12)

RI.11-12.7 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.

RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and argument

#### Range of Reading and Level of Text Complexity

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction

#### CC: Reading for Literacy in Science and Technical Subjects

##### Key Ideas and Details (9-10)

RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

##### Craft and Structure (9-10)

RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

RST.9-10.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

##### Integration of Knowledge and Ideas (9-10)

RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

##### Range of Reading and Level of Text Complexity (9-10)

RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

#### Key Ideas and Details (11-12)

RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

#### Craft and Structure (11-12)

RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

#### Integration of Knowledge and Ideas (11-12)

RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

#### Range of Reading and Level of Text Complexity (11-12)

RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

### CC: College and Career Reading Anchor Standards

#### Key Ideas and Details

- 1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

- 4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

#### Integration of Knowledge and Ideas

- 7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- 8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

- 10 - Read and comprehend complex literary and informational texts independently and proficiently.

## **Science**

### Science Crosscutting Concepts

1. Patterns.
4. Systems and system models.
6. Structure and function.

## Social Studies

### Social Studies Skills

Social Studies Skills 5.2: Uses inquiry-based research.

5.2.2 (11) Evaluates the validity, reliability, and credibility of sources when researching an issue or event.

5.2.2 (12) Evaluates the breadth of research to determine the need for new or additional investigation when researching an issue or event.

Social Studies Skills 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

5.4.1 (12) Evaluates positions and evidence to make one's own decisions in a paper or presentation.

5.4.2 (9-10) Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.

## Writing

### 21st Century Skills

#### LEARNING AND INNOVATION

##### Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

##### Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

##### Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

#### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

##### Information Literacy

- Access and Evaluate Information
- Use and Manage Information

##### Media Literacy

- Analyze Media
- Create Media Products

##### Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

#### LIFE AND CAREER SKILLS

##### Flexibility and Adaptability

- Adapt to Change
- Be Flexible

##### Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

##### Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

##### Productivity and Accountability

- Manage Projects
- Produce Results

##### Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

- Using appropriate communication techniques (e.g., role play, scenarios, formal presentation), students will gather and assess information which contributes to the determination of the appropriate health care plan for individuals within a diverse client population.
- Students will analyze, clarify, document and distribute information to the health care team, including at least one situation that requires conflict resolution skills.

**Leadership Alignment:**

Students arrange for guest speakers to present to the class  
Students arrange for field trips to local industry sites  
Students make peer presentations on current event topics in health care  
Students arrange for workplace visits to local industry sites  
Students set up clinical laboratories to conduct diagnostic tests (and practice skills) with peers (such as taking blood pressure, pulse, heart rate, respiration)

## 21st Century Skills

- Creativity and Innovation: Think Creatively
  - 1.A.1 Use a wide range of idea creation techniques (such as brainstorming)
- Creativity and Innovation: Work Creatively with Others
  - 1.B.1 Develop, implement and communicate new ideas to others effectively
  - 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
  - 1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- Critical Thinking & Problem Solving: Solve Problems
  - 2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways
  - 2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions
- Communication and Collaboration: Communicate Clearly
  - 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
  - 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Flexibility and Adaptability: Be Flexible
  - 7.B.1 Incorporate feedback effectively
  - 7.B.2 Deal positively with praise, setbacks and criticism
  - 7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments
- Social and Cross-Cultural: Work Effectively in Diverse Teams
  - 9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
  - 9.B.2 Respond open-mindedly to different ideas and values
  - 9.B.3 Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
- Be Responsible to Others
  - 11.B.1 Act responsibly with the interests of the larger community in mind

## Standards and Competencies

### C-2 Standard: Communication

- C-2.1 Assesses others' ability to understand. Adapt communication to individual needs, including paraphrasing or translating.
- C-2.2 Ask for clarification when needed.
- C-2.3 Be sensitive to multicultural and multilingual needs. Student will read and analyze information.
- C-2.4 Access and use electronically-produced information.
- C-2.5 Demonstrate written communication skills

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

#### Health 2.1: Understands dimensions and indicators of health.

2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

#### Health 2.2: Understands stages of growth and development.

2.2.1 Analyzes the physiological and psychological changes throughout the lifetime.

#### Health 3.1: Understands how family, culture, and environmental factors affect personal health.

3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.

3.1.2 Analyzes how environmental factors impact health.

3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.

#### Health 3.3: Evaluates the impact of social skills on health.

3.3.1 Analyzes conflict situations

### Language

### Mathematics

### Reading

#### CC: Reading for Literacy in Science and Technical Subjects

##### Key Ideas and Details (9-10)

RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

##### Craft and Structure (9-10)

RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

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RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity (9-10)

RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

Key Ideas and Details (11-12)

RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

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Craft and Structure (11-12)

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RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

Integration of Knowledge and Ideas (11-12)

RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Range of Reading and Level of Text Complexity (11-12)

RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

## Science

Science Crosscutting Concepts

1. Patterns.
6. Structure and function.

## Social Studies

Social Studies Skills

Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

5.1.1 (9-10) Analyzes consequences of positions on an issue or event.

5.1.2 Evaluates the precision of a position on an issue or event.

5.1.2 (11) Evaluates the depth of a position on an issue or event.

Social Studies Skills 5.3: Deliberates public issues.

5.3.1 (9-10) Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.

5.3.1 (11) Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion.

5.3.1 (12) Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues.

## Writing

CC: College and Career Writing Anchor Standards

6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

#### Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

#### Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

#### Information Literacy

- Access and Evaluate Information
- Use and Manage Information

#### Media Literacy

- Analyze Media
- Create Media Products

#### Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

### LIFE AND CAREER SKILLS

#### Flexibility and Adaptability

- Adapt to Change
- Be Flexible

#### Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

#### Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

#### Productivity and Accountability

- Manage Projects
- Produce Results

#### Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

- Students will use a variety of sources (computer programs, resources, medical library journals and internet) to research and document up-to-date information on diseases and/or career information.
- Students will compare and contrast research, using problem solving skills and cause and effect relationships to draw a conclusion of fact to be presented to a group outside the school arena.
- Students will collaborate with health care professional staff, using technology to teach facility protocol and procedures to new staff or to provide instruction to the general public on a health issue.
- Students will effectively use electronic record keeping systems both for data input and patient care.

**Leadership Alignment:**

Students arrange for guest speakers to present to the class  
Students arrange for field trips to local industry sites  
Students make peer presentations on current event topics in health care  
Students arrange for workplace visits to local industry sites  
Students set up clinical laboratories to conduct diagnostic tests (and practice skills) with peers (such as taking blood pressure, pulse, heart rate, respiration)

## 21st Century Skills

## Creativity &amp; Innovation: Work Creatively with Others

- 1.B.1 Develop, implement and communicate new ideas to others effectively
- 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

## Communication &amp; Collaboration: Collaborate with Others

- 3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams
- 3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- 3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

## Information Literacy: Access and Evaluate Information

- 4.A.1 Access information efficiently (time) and effectively (sources)
- 4.A.2 Evaluate information critically and competently use and Manage Information
- 4.B.1 Use information accurately and creatively for the issue or problem at hand
- 4.B.2 Manage the flow of information from a wide variety of sources
- 4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

## Productivity &amp; Accountability: Produce Results

- 10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - 10.B.1.a Work positively and ethically
  - 10.B.1.b Manage time and projects effectively
  - 10.B.1.c Multi-task
  - 10.B.1.d Participate actively, as well as be reliable and punctual
  - 10.B.1.e Present oneself professionally and with proper etiquette
  - 10.B.1.f Collaborate and cooperate effectively with teams
  - 10.B.1.g Respect and appreciate team diversity

## Standards and Competencies

### Aligned to Washington State Standards

#### Arts

##### Communication - Speaking and Listening

CC: College and Career Speaking and Listening Anchor Standards

###### Comprehension and Collaboration

- 1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

###### Presentation of Knowledge and Ideas

- 4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### Health and Fitness

Health 3.1: Understands how family, culture, and environmental factors affect personal health.

3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.

Health 3.3: Evaluates the impact of social skills on health.

3.3.1 Analyzes conflict situations

#### Language

CC: College and Career Language Anchor Standards

###### Conventions of Standard English

- 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

###### Knowledge of Language

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

###### Vocabulary Acquisition and Use

- 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5 - Demonstrate understanding of word relationships and nuances in word meanings.
- 6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge

#### Mathematics

CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 5 - Use appropriate tools strategically.
- 6 - Attend to precision.

8 - Look for and express regularity in repeated reasoning.

## Reading

### CC: Reading for Literacy in Science and Technical Subjects

#### Key Ideas and Details (9-10)

RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

#### Craft and Structure (9-10)

RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

#### Integration of Knowledge and Ideas (9-10)

RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

#### Range of Reading and Level of Text Complexity (9-10)

RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

#### Key Ideas and Details (11-12)

RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

#### Craft and Structure (11-12)

RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

#### Integration of Knowledge and Ideas (11-12)

RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

#### Range of Reading and Level of Text Complexity (11-12)

RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

## Science

### Science Crosscutting Concepts

1. Patterns.

4. Systems and system models.

## Social Studies

### Social Studies Skills

#### Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

5.1.2 Evaluates the precision of a position on an issue or event.

5.1.2 (11) Evaluates the depth of a position on an issue or event.

#### Social Studies Skills 5.2: Uses inquiry-based research.

5.2.1 (9-10) Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.

5.2.2 (11) Evaluates the validity, reliability, and credibility of sources when researching an issue or event.

5.2.2 (12) Evaluates the breadth of research to determine the need for new or additional investigation when researching an issue or event.

Social Studies Skills 5.3: Deliberates public issues.

5.3.1 (9-10) Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.

Social Studies Skills 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

5.4.1 (9-10) Evaluates multiple reasons or factors to develop a position paper or presentation.

5.4.1 (11) Evaluates and interprets other points of view on an issue within a paper or presentation.

5.4.1 (12) Evaluates positions and evidence to make one's own decisions in a paper or presentation.

## Writing

### CC: College and Career Writing Anchor Standards

#### Text Types and Purposes

1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## 21st Century Skills

### LEARNING AND INNOVATION

#### **Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

#### **Creative Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

#### **Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

#### **Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

#### **Media Literacy**

- Analyze Media
- Create Media Products

#### **Information, Communications, and Technology (ICT Literacy)**

- Apply Technology Effectively

### LIFE AND CAREER SKILLS

#### **Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

#### **Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

#### **Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

#### **Productivity and Accountability**

- Manage Projects
- Produce Results

#### **Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

- Students will research traditional and alternative healthcare delivery facilities to compare and contrast the philosophy, management structures and health care system components of each. Students will create a graphic organizer that illustrates the health care system in their community and which component of that system would be used by patients in specific medical situations.

- Students will interview local health care providers about ways in which evolving current healthcare trends have demanded system changes and if that has had an effect of health care costs. Students will present their findings to the class.

**Leadership Alignment:**

Students arrange for guest speakers to present to the class

Students arrange for field trips to local industry sites

Students make peer presentations on current event topics in health care

Students arrange for workplace visits to local industry sites

Students set up clinical laboratories to conduct diagnostic tests (and practice skills) with peers (such as taking blood pressure, pulse, heart rate, respiration)

**21st Century Skills**

**Creativity & Innovation: Work Creatively with Others**

1.B.1 Develop, implement and communicate new ideas to others effectively

1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

**Critical Thinking & Problem Solving:**

- Reason Effectively

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

- Use Systems Thinking

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

- Make Judgments and Decisions

2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs

2.C.2 Analyze and evaluate major alternative points of view

2.C.3 Synthesize and make connections between information and arguments

2.C.4 Interpret information and draw conclusions based on the best analysis

2.C.5 Reflect critically on learning experiences and processes

- Solve Problems

2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways

2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions

**Communication & Collaboration: Communicate Clearly**

3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions

3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

3.A.4 Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

3.A.5 Communicate effectively in diverse environments (including multi-lingual)

**Information Literacy: Access and Evaluate Information**

4.A.1 Access information efficiently (time) and effectively (sources)

4.A.2 Evaluate information critically and competently

**Use and Manage Information**

Productivity & Accountability: Produce Results

10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:

10.B.1.a Work positively and ethically

10.B.1.b Manage time and projects effectively

10.B.1.c Multi-task

10.B.1.d Participate actively, as well as be reliable and punctual

10.B.1.e Present oneself professionally and with proper etiquette

10.B.1.f Collaborate and cooperate effectively with teams

10.B.1.g Respect and appreciate team diversity

10.B.1.h Be accountable for results

## Standards and Competencies

### Aligned to Washington State Standards

#### Arts

#### Communication - Speaking and Listening

#### Health and Fitness

Health 2.1: Understands dimensions and indicators of health.

2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

Health 3.1: Understands how family, culture, and environmental factors affect personal health.

3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.

Health 3.2: Evaluates health and fitness information.

3.2.1 Evaluates health and fitness information, products, and services.

#### Language

CC: College and Career Language Anchor Standards

Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5 - Demonstrate understanding of word relationships and nuances in word meanings.

6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge

#### Mathematics

CC: Mathematical Practices (MP)

1 - Make sense of problems and persevere in solving them.

2 - Reason abstractly and quantitatively.

Introduction to Health Science Careers

5 - Use appropriate tools strategically.

6 - Attend to precision.

## Reading

### CC: College and Career Reading Anchor Standards

#### Key Ideas and Details

1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6 - Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

10 - Read and comprehend complex literary and informational texts independently and proficiently.

## Science

### Science and Engineering Practices

1. Asking questions and defining problems

2. Developing and using models

5. Using mathematics and computational thinking

8. Obtaining, evaluating, and communicating information

## Social Studies

### Social Studies Skills

5.1.1 (11) Analyzes the underlying assumptions of positions on an issue or event.

5.1.2 (12) Evaluates the plausibility of an analysis of decisions affecting the global community.

#### Social Studies Skills 5.2: Uses inquiry-based research.

5.2.1 (9-10) Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.

5.2.2 (11) Evaluates the validity, reliability, and credibility of sources when researching an issue or event.

#### Social Studies Skills 5.3: Deliberates public issues.

#### Social Studies Skills 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

5.4.1 (9-10) Evaluates multiple reasons or factors to develop a position paper or presentation.

5.4.1 (11) Evaluates and interprets other points of view on an issue within a paper or presentation.

5.4.1 (12) Evaluates positions and evidence to make one's own decisions in a paper or presentation.

21st Century Skills

**LEARNING AND INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Creative Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

**INFORMATION, MEDIA AND TECHNOLOGY SKILLS**

**Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications, and Technology (ICT Literacy)**

- Apply Technology Effectively

**LIFE AND CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects
- Produce Results

**Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

- Students will pass, at 80%, a written and practical test covering personal blood-borne pathogen prevention standards. Students will demonstrate critical thinking skills when applying these standards in all classroom and health care settings. This assessment will be linked to OSHA, WISHA, MSDS and Center for Disease Control (CDC) standards.
- After demonstrating comprehension of district emergency procedure documents students will, in leadership positions, participate in school emergency procedure drills.
- Students will demonstrate their ability to perform safe practice by adhering to principles of body mechanics and standard precautions with in all classroom and health care settings.

**Leadership Alignment:**

Students arrange for guest speakers to present to the class  
Students arrange for field trips to local industry sites  
Students make peer presentations on current event topics in health care  
Students arrange for workplace visits to local industry sites  
Students set up clinical laboratories to conduct diagnostic tests (and practice skills) with peers (such as taking blood pressure, pulse, heart rate, respiration)

## 21st Century Skills

## Critical Thinking and Problem Solving:

-Reason Effectively

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

-Use Systems Thinking

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

-Make Judgments and Decisions

2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs

2.C.2 Analyze and evaluate major alternative points of view

2.C.3 Synthesize and make connections between information and arguments

2.C.4 Interpret information and draw conclusions based on the best analysis

2.C.5 Reflect critically on learning experiences and processes

-Solve Problems

2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways

2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions

## Information Literacy

-Access and Evaluate Information

4.A.1 Access information efficiently (time) and effectively (sources)

4.A.2 Evaluate information critically and competently

-Use and Manage Information

4.B.1 Use information accurately and creatively for the issue or problem at hand

4.B.2 Manage the flow of information from a wide variety of sources

4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

## Initiative and Self-Direction

-Work Independently

8.B.1 Monitor, define, prioritize and complete tasks without direct oversight

-Be Self-Directed Learners

8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

8.C.2 Demonstrate initiative to advance skill levels towards a professional level

8.C.3 Demonstrate commitment to learning as a lifelong process

8.C.4 Reflect critically on past experiences in order to inform future progress

## Standards and Competencies

### C-8 Standard: Ethics and Legal Responsibilities

- C-8.1 Be aware of malpractice and liability issues.
- C-8.2 Maintain client confidentiality.
- C-8.3 Operate within scope of practice.
- C-8.4 Comply with legal requirements for documentation.
- C-8.5 Respect client rights and self-determination.
- C-8.6 Promote justice and equal treatment of all persons.
- C-8.7 Recognize the importance of client need over other considerations.
- C-8.8 Exhibit loyalty to fellow workers and the organization.
- C-8.9 Report any activity that adversely affects the health, safety, or welfare of clients or fellow workers.
- C-8.10 Comply with pertinent regulatory guidelines, including OSHA standards.
- C-8.11 Respect interdisciplinary differences among team members.

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

#### Comprehension and Collaboration (9-10)

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and

#### Presentation of Knowledge and Ideas (9-10)

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)

#### Comprehension and Collaboration (11-12)

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly a

#### Presentation of Knowledge and Ideas (11-12)

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, su

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

### Health and Fitness

### Language

#### CC: College and Career Language Anchor Standards

#### Conventions of Standard English

- 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### Knowledge of Language

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### Vocabulary Acquisition and Use

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5 - Demonstrate understanding of word relationships and nuances in word meanings.

6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

### **Mathematics**

#### CC: Mathematical Practices (MP)

6 - Attend to precision.

### **Reading**

#### CC: College and Career Reading Anchor Standards

##### Key Ideas and Details

1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### Craft and Structure

4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6 - Assess how point of view or purpose shapes the content and style of a text.

##### Integration of Knowledge and Ideas

9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

##### Range of Reading and Level of Text Complexity

10 - Read and comprehend complex literary and informational texts independently and proficiently.

### **Science**

#### Science and Engineering Practices

4. Analyzing and interpreting data

5. Using mathematics and computational thinking

8. Obtaining, evaluating, and communicating information

### **Social Studies**

#### Social Studies Skills

##### Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

5.1.1 (9-10) Analyzes consequences of positions on an issue or event.

5.1.2 Evaluates the precision of a position on an issue or event.

5.1.2 (12) Evaluates the plausibility of an analysis of decisions affecting the global community.

Social Studies Skills 5.2: Uses inquiry-based research.

5.2.1 (9-10) Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.

5.2.2 (11) Evaluates the validity, reliability, and credibility of sources when researching an issue or event.

Social Studies Skills 5.3: Deliberates public issues.

Social Studies Skills 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

5.4.1 (9-10) Evaluates multiple reasons or factors to develop a position paper or presentation.

5.4.1 (11) Evaluates and interprets other points of view on an issue within a paper or presentation.

5.4.1 (12) Evaluates positions and evidence to make one's own decisions in a paper or presentation.

5.4.2 (9-10) Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.

## **Writing**

CC: College and Career Writing Anchor Standards

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

#### Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

#### Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

#### Information Literacy

- Access and Evaluate Information
- Use and Manage Information

#### Media Literacy

- Analyze Media
- Create Media Products

#### Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

### LIFE AND CAREER SKILLS

#### Flexibility and Adaptability

- Adapt to Change
- Be Flexible

#### Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

#### Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

#### Productivity and Accountability

- Manage Projects
- Produce Results

#### Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

Students will demonstrate knowledge and awareness of preventive health behaviors specific to a group other than their peers, by leading a wellness project to be presented to that specific group, through a community organization. The project will include prevention of illness, reduction of health risk factors, alternative health practices and strategies for individuals to manage their own health status.

**Leadership Alignment:**

Students arrange for guest speakers to present to the class  
Students arrange for field trips to local industry sites  
Students make peer presentations on current event topics in health care  
Students arrange for workplace visits to local industry sites  
Students set up clinical laboratories to conduct diagnostic tests (and practice skills) with peers (such as taking blood pressure, pulse, heart rate, respiration)

## 21st Century Skills

## Creativity and Innovation: Work Creatively with Others

- 1.B.1 Develop, implement and communicate new ideas to others effectively
- 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- 1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- 1.B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

## Critical Thinking and Problem Solving

## -Reason Effectively

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

## -Use Systems Thinking

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

## -Make Judgments and Decisions

2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs

2.C.2 Analyze and evaluate major alternative points of view

2.C.3 Synthesize and make connections between information and arguments

2.C.4 Interpret information and draw conclusions based on the best analysis

2.C.5 Reflect critically on learning experiences and processes

## Communication and Collaboration: Communicate Clearly

3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions

3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

3.A.4 Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

3.A.5 Communicate effectively in diverse environments (including multi-lingual)

## Information Literacy

## - Access and Evaluate Information

4.A.1 Access information efficiently (time) and effectively (sources)

4.A.2 Evaluate information critically and competently

## - Use and Manage Information

4.B.1 Use information accurately and creatively for the issue or problem at hand

4.B.2 Manage the flow of information from a wide variety of sources

4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

## Social and Cross-Cultural: Work Effectively in Diverse Teams

9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds

9.B.2 Respond open-mindedly to different ideas and values

## Standards and Competencies

### Aligned to Washington State Standards

#### Arts

#### Communication - Speaking and Listening

##### Comprehension and Collaboration (9-10)

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and

SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchan

SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning present

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

##### Presentation of Knowledge and Ideas (9-10)

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)

##### Comprehension and Collaboration (11-12)

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly a

SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned excha

SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent a

SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the i

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SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

##### Presentation of Knowledge and Ideas (11-12)

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, su

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

## Health and Fitness

### Health 2.1: Understands dimensions and indicators of health.

2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

### Health 2.2: Understands stages of growth and development.

2.2.1 Analyzes the physiological and psychological changes throughout the lifetime.

2.2.2 Understands how to maintain sexual health throughout life.

2.2.3 Evaluates hereditary factors affecting growth, development, and health.

### Health 2.3: Understands the concepts of prevention and control of disease.

2.3.1 Analyzes personal health practices, and how they affect communicable diseases.

2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases.

### Health 2.4: Acquires skills to live safely and reduce health risks.

2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.

2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.

2.4.3 Analyzes stress and how it relates to personal stress-management strategies.

2.4.4 Creates personal stress-management strategies.

2.4.5 Analyzes the stages of addiction and dependency and the impact on the individual, family, and society.

### Health 3.1: Understands how family, culture, and environmental factors affect personal health.

3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.

3.1.2 Analyzes how environmental factors impact health.

3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.

### Health 3.2: Evaluates health and fitness information.

### Health 3.3: Evaluates the impact of social skills on health.

3.3.1 Analyzes conflict situations

## Language

### CC: College and Career Language Anchor Standards

#### Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### Knowledge of Language

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### Vocabulary Acquisition and Use

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5 - Demonstrate understanding of word relationships and nuances in word meanings.

6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge

## Mathematics

### CC: Mathematical Practices (MP)

- 3 - Construct viable arguments and critique the reasoning of others.
- 6 - Attend to precision.

## Reading

## Science

### Science and Engineering Practices

- 1. Asking questions and defining problems
- 4. Analyzing and interpreting data
- 7. Engaging in argument from evidence
- 8. Obtaining, evaluating, and communicating information

## Social Studies

### Social Studies Skills

#### Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

- 5.1.2 Evaluates the precision of a position on an issue or event.
- 5.1.2 (11) Evaluates the depth of a position on an issue or event.

#### Social Studies Skills 5.2: Uses inquiry-based research.

- 5.2.1 (9-10) Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.

#### Social Studies Skills 5.3: Deliberates public issues.

- 5.3.1 (9-10) Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.
- 5.3.1 (11) Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion.

#### Social Studies Skills 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

- 5.4.1 (9-10) Evaluates multiple reasons or factors to develop a position paper or presentation.
- 5.4.1 (11) Evaluates and interprets other points of view on an issue within a paper or presentation.
- 5.4.1 (12) Evaluates positions and evidence to make one's own decisions in a paper or presentation.

21st Century Skills

**LEARNING AND INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Creative Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

**INFORMATION, MEDIA AND TECHNOLOGY SKILLS**

**Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications, and Technology (ICT Literacy)**

- Apply Technology Effectively

**LIFE AND CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects
- Produce Results

**Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

Working in simulated health care teams, students will accomplish tasks meeting leadership requirements, while recognizing the diversity of team members and respecting interdisciplinary differences in various allied health professions.  
Students will collaborate, using conflict management skills as needed to accomplish their common goals while also following the proper line of authority, as needed in the classroom and in clinical settings.

**Leadership Alignment:**

Students arrange for guest speakers to present to the class  
Students arrange for field trips to local industry sites  
Students make peer presentations on current event topics in health care  
Students arrange for workplace visits to local industry sites  
Students set up clinical laboratories to conduct diagnostic tests (and practice skills) with peers (such as taking blood pressure, pulse, heart rate, respiration)

## 21st Century Skills

## Creativity and Collaboration: Work Creatively with Others

- 1.B.1 Develop, implement and communicate new ideas to others effectively
- 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- 1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- 1.B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

## Critical Thinking and Problem Solving

## - Reason Effectively

- 2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

## - Use Systems Thinking

- 2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

## - Make Judgments and Decisions

- 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs
- 2.C.2 Analyze and evaluate major alternative points of view
- 2.C.3 Synthesize and make connections between information and arguments
- 2.C.4 Interpret information and draw conclusions based on the best analysis
- 2.C.5 Reflect critically on learning experiences and processes

## Communication and Collaboration

## - Communicate Clearly

- 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- 3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- 3.A.4 Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- 3.A.5 Communicate effectively in diverse environments (including multi-lingual)

## - Collaborate with Others

- 3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams
- 3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- 3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

## Social and Cross-Cultural

## - Interact Effectively with Others

- 9.A.1 Know when it is appropriate to listen and when to speak
- 9.A.2 Conduct themselves in a respectable, professional manner

## - Work Effectively in Diverse Teams

- 9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds

9.B.2 Respond open-mindedly to different ideas and values

9.B.3 Deverage social and cultural differences to create new ideas and increase both innovation and quality of work

## Standards and Competencies

### Aligned to Washington State Standards

#### Arts

#### Communication - Speaking and Listening

##### Comprehension and Collaboration (9-10)

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and

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SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning present

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

##### Presentation of Knowledge and Ideas (9-10)

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)

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## **Health and Fitness**

Health 2.1: Understands dimensions and indicators of health.

2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

Health 3.3: Evaluates the impact of social skills on health.

3.3.1 Analyzes conflict situations

## **Language**

CC: College and Career Language Anchor Standards

Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Knowledge of Language

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5 - Demonstrate understanding of word relationships and nuances in word meanings.

6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge

## **Mathematics**

CC: Mathematical Practices (MP)

1 - Make sense of problems and persevere in solving them.

3 - Construct viable arguments and critique the reasoning of others.

## **Reading**

CC: College and Career Reading Anchor Standards

Key Ideas and Details

1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6 - Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10 - Read and comprehend complex literary and informational texts independently and proficiently.

**Science**

Science and Engineering Practices

- 1. Asking questions and defining problems
- 4. Analyzing and interpreting data
- 7. Engaging in argument from evidence

**Social Studies**

Social Studies Skills

Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

5.1.1 (9-10) Analyzes consequences of positions on an issue or event.

5.1.2 Evaluates the precision of a position on an issue or event.

5.1.2 (11) Evaluates the depth of a position on an issue or event.

5.1.2 (12) Evaluates the plausibility of an analysis of decisions affecting the global community.

Social Studies Skills 5.2: Uses inquiry-based research.

5.2.1 (9-10) Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.

Social Studies Skills 5.3: Deliberates public issues.

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Social Studies Skills 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

5.4.1 (9-10) Evaluates multiple reasons or factors to develop a position paper or presentation.

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21st Century Skills

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

In lab/clinical settings students will demonstrate, in writing and orally, professionalism, flexibility, problem solving, critical thinking and job related skills, as evaluated by the instructor in accordance with industry standards.

Possible scoring guides:

1. The same tool used for professionals in this lab/clinical setting adapted appropriately for use with students.
2. A scoring guide based on the employability skills in the employability skills column of this framework.

Using current technology applications, students will create a career plan reflecting research of the preparation required for a variety of healthcare career options. Students will utilize and practice upgraded technology skills.

This demonstration could be part of the student's High School and Beyond Plan and/or their culminating project.

**Leadership Alignment:**

Students arrange for guest speakers to present to the class

Students arrange for field trips to local industry sites

Students make peer presentations on current event topics in health care

Students arrange for workplace visits to local industry sites

Students set up clinical laboratories to conduct diagnostic tests (and practice skills) with peers (such as taking blood pressure, pulse, heart rate, respiration)

21st Century Skills

Flexibility and Adaptability

- Adapt to Change

7.A.1 Adapt to varied roles, jobs responsibilities, schedules and contexts

7.A.2 Work effectively in a climate of ambiguity and changing priorities

- Be Flexible

7.B.1 Incorporate feedback effectively

7.B.2 Deal positively with praise, setbacks and criticism

7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

Initiative and Self-Direction: Be Self-Directed Learners

Be Self-Directed Learners

8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

8.C.2 Demonstrate initiative to advance skill levels towards a professional level

8.C.3 Demonstrate commitment to learning as a lifelong process

8.C.4 Reflect critically on past experiences in order to inform future progress

**Standards and Competencies**

C-8 Standard: Ethics and Legal Responsibilities

C-8.1 Be aware of malpractice and liability issues.

C-8.2 Maintain client confidentiality.

C-8.3 Operate within scope of practice.

C-8.4 Comply with legal requirements for documentation.

C-8.5 Respect client rights and self-determination.

C-8.6 Promote justice and equal treatment of all persons.

C-8.7 Recognize the importance of client need over other considerations.

C-8.8 Exhibit loyalty to fellow workers and the organization.

C-8.9 Report any activity that adversely affects the health, safety, or welfare of clients or fellow workers.

C-8.10 Comply with pertinent regulatory guidelines, including OSHA standards.

## Aligned to Washington State Standards

### Arts

#### Communication - Speaking and Listening

##### Comprehension and Collaboration (9-10)

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and

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## Health and Fitness

## Language

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- 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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Knowledge of Language

## Mathematics

## Reading

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Key Ideas and Details

- 1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## Science

## Social Studies

Social Studies Skills

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21st Century Skills

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**Creativity and Innovation**

- Think Creatively
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**Creative Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

**INFORMATION, MEDIA AND TECHNOLOGY SKILLS**

**Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

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- Apply Technology Effectively

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- Adapt to Change
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- Manage Goals and Time
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**Social and Cross-Cultural**

- Interact Effectively with Others
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- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

Students will include information about their clinical experience or job shadow experience and the skills they need to acquire to meet their career options, in a school wide portfolio, to be used in career planning.

In lab/clinical settings students will demonstrate, in writing and orally, professionalism, flexibility, problem solving, critical thinking and job related skills, as evaluated by the instructor in accordance with industry standards.

Possible scoring guides:

1. The same tool used for professionals in this lab/clinical setting adapted appropriately for use with students.
2. A scoring guide based on the employability skills in the employability skills column of this framework.

Using current technology applications, students will create a career plan reflecting research of the preparation required for a variety of healthcare career options.

Students will utilize and practice upgraded technology skills.

This demonstration could be part of the student's High School and Beyond Plan and/or their culminating project.

**Leadership Alignment:**

Leadership:

- 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.
- 1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.
- 1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.
- 1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.

Students arrange for guest speakers to present to the class

Students arrange for field trips to local industry sites

Students make peer presentations on current event topics in health care

Students arrange for workplace visits to local industry sites

Students set up clinical laboratories to conduct diagnostic tests (and practice skills) with peers (such as taking blood pressure, pulse, heart rate, respiration)

21st Century Skills

Flexibility and Adaptability

- Adapt to Change

7.A.1 Adapt to varied roles, jobs responsibilities, schedules and contexts

7.A.2 Work effectively in a climate of ambiguity and changing priorities

- Be Flexible

7.B.1 Incorporate feedback effectively

7.B.2 Deal positively with praise, setbacks and criticism

7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

Initiative and Self-Direction: Be Self-Directed Learners

Be Self-Directed Learners

8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

8.C.2 Demonstrate initiative to advance skill levels towards a professional level

8.C.3 Demonstrate commitment to learning as a lifelong process

8.C.4 Reflect critically on past experiences in order to inform future progress

**Standards and Competencies**

C-9 Standard: Employability and Career Development

C-9.1 Demonstrate professionalism and key employability skills.

- C-9.2 Maintain professional conduct and appearance.
- C-9.3 Use analytical skills to solve problems and make decisions.
- C-9.4 Adapt to changing situations.
- C-9.5 Upgrade technology skills.
- C-9.6 Understand various career options and the preparation required for them.

## Aligned to Washington State Standards

### Arts

#### Communication - Speaking and Listening

##### Comprehension and Collaboration (9-10)

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and

SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchan

SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

##### Presentation of Knowledge and Ideas (9-10)

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)

##### Presentation of Knowledge and Ideas (11-12)

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, su

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

### Health and Fitness

#### Health 2.1: Understands dimensions and indicators of health.

2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

#### Health 2.3: Understands the concepts of prevention and control of disease.

2.3.1 Analyzes personal health practices, and how they affect communicable diseases.

2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases.

#### Health 3.1: Understands how family, culture, and environmental factors affect personal health.

3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.

#### Health 3.2: Evaluates health and fitness information.

3.2.1 Evaluates health and fitness information, products, and services.

#### Health 3.3: Evaluates the impact of social skills on health.

3.3.1 Analyzes conflict situations

**Language**

**Mathematics**

**Reading**

**Science**

Science and Engineering Practices

- 1. Asking questions and defining problems
- 4. Analyzing and interpreting data
- 7. Engaging in argument from evidence
- 8. Obtaining, evaluating, and communicating information

**Social Studies**

Social Studies Skills

Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

- 5.1.1 (9-10) Analyzes consequences of positions on an issue or event.
- 5.1.1 (11) Analyzes the underlying assumptions of positions on an issue or event.
- 5.1.2 Evaluates the precision of a position on an issue or event.

Social Studies Skills 5.2: Uses inquiry-based research.

- 5.2.1 (9-10) Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.
- 5.2.1 (11) Evaluates and revises research questions to refine inquiry on an issue or event.

Social Studies Skills 5.3: Deliberates public issues.

- 5.3.1 (9-10) Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.
- 5.3.1 (11) Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion.
- 5.3.1 (12) Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues.

Social Studies Skills 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

- 5.4.1 (9-10) Evaluates multiple reasons or factors to develop a position paper or presentation.
- 5.4.1 (11) Evaluates and interprets other points of view on an issue within a paper or presentation.
- 5.4.1 (12) Evaluates positions and evidence to make one's own decisions in a paper or presentation.
- 5.4.2 (9-10) Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.

**Writing**

CC: College and Career Writing Anchor Standards

Text Types and Purposes

Production and Distribution of Writing

- 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge

- 7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

#### Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

#### Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

#### Information Literacy

- Access and Evaluate Information
- Use and Manage Information

#### Media Literacy

- Analyze Media
- Create Media Products

#### Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

### LIFE AND CAREER SKILLS

#### Flexibility and Adaptability

- Adapt to Change
- Be Flexible

#### Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

#### Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

#### Productivity and Accountability

- Manage Projects
- Produce Results

#### Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

After completing units of study in communication, confidentiality, and legal documentation, students, within their scope of practice, will role-play various scenarios in which they will demonstrate their ability to listen, adjust to a variety of client situations, check for understanding, respond appropriately to clients with empathy, and maintain privacy. Students will accurately document relevant information and write a set of instructions to use in a home setting.

**Leadership Alignment:**

## Leadership:

- 1.1 Analyze, refine and apply decision-making skills through classroom, family, community, business, and industry experiences.
- 1.3 Demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.
- 2.1 Communicate, participate and advocate effectively in pairs, small groups, teams and large groups in order to reach common goals.

Students arrange for guest speakers to present to the class

Students arrange for field trips to local industry sites

Students make peer presentations on current event topics in health care

Students arrange for workplace visits to local industry sites

Students set up clinical laboratories to conduct diagnostic tests (and practice skills) with peers (such as taking blood pressure, pulse, heart rate, respiration)

## 21st Century Skills

## Communicate Clearly

- 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- 3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- 3.A.4 Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- 3.A.5 Communicate effectively in diverse environments (including multi-lingual)

## Be Flexible

- 7.B.1 Incorporate feedback effectively
- 7.B.2 Deal positively with praise, setbacks and criticism
- 7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

## Manage Goals and Time

- 8.A.1 Set goals with tangible and intangible success criteria
- 8.A.2 Balance tactical (short-term) and strategic (long-term) goals
- 8.A.3 Utilize time and manage workload efficiently

## Work Independently

- 8.B.1 Monitor, define, prioritize and complete tasks without direct oversight

## Manage Projects

- 10.A.1 Set and meet goals, even in the face of obstacles and competing pressures
- 10.A.2 Prioritize, plan and manage work to achieve the intended result

## Produce Results

- 10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - 10.B.1.a Work positively and ethically
  - 10.B.1.b Manage time and projects effectively
  - 10.B.1.c Multi-task
  - 10.B.1.d Participate actively, as well as be reliable and punctual
  - 10.B.1.e Present oneself professionally and with proper etiquette
  - 10.B.1.f Collaborate and cooperate effectively with teams
  - 10.B.1.g Respect and appreciate team diversity
  - 10.B.1.h Be accountable for results

## Standards and Competencies

C-10 Standard: Technical Skill

C-10.1 Demonstrate skill and knowledge appropriate for the career strand. (See Career Strands C11 – C15)

### Aligned to Washington State Standards

#### Arts

#### Communication - Speaking and Listening

##### Comprehension and Collaboration (9-10)

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and

SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchan

SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning present

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

##### Presentation of Knowledge and Ideas (9-10)

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)

##### Comprehension and Collaboration (11-12)

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly a

SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned excha

SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent a

SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the i

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

##### Presentation of Knowledge and Ideas (11-12)

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, su

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

## Health and Fitness

### Health 2.1: Understands dimensions and indicators of health.

2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

### Health 2.2: Understands stages of growth and development.

2.2.1 Analyzes the physiological and psychological changes throughout the lifetime.

2.2.2 Understands how to maintain sexual health throughout life.

2.2.3 Evaluates hereditary factors affecting growth, development, and health.

### Health 3.1: Understands how family, culture, and environmental factors affect personal health.

3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.

3.1.2 Analyzes how environmental factors impact health.

3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.

### Health 3.3: Evaluates the impact of social skills on health.

3.3.1 Analyzes conflict situations

## Language

## Mathematics

## Reading

### CC: College and Career Reading Anchor Standards

#### Key Ideas and Details

1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6 - Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

10 - Read and comprehend complex literary and informational texts independently and proficiently.

## Science

### Science and Engineering Practices

1. Asking questions and defining problems

- 7. Engaging in argument from evidence
- 8. Obtaining, evaluating, and communicating information

## **Social Studies**

### Social Studies Skills

#### Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

- 5.1.1 (9-10) Analyzes consequences of positions on an issue or event.
- 5.1.1 (11) Analyzes the underlying assumptions of positions on an issue or event.
- 5.1.1 (12) Analyzes the short-term and long-term implications of decisions affecting the global community.
- 5.1.2 (12) Evaluates the plausibility of an analysis of decisions affecting the global community.

#### Social Studies Skills 5.2: Uses inquiry-based research.

- 5.2.1 (9-10) Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.
- 5.2.1 (11) Evaluates and revises research questions to refine inquiry on an issue or event.
- 5.2.2 (11) Evaluates the validity, reliability, and credibility of sources when researching an issue or event.

#### Social Studies Skills 5.3: Deliberates public issues.

- 5.3.1 (9-10) Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.

#### Social Studies Skills 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

- 5.4.1 (9-10) Evaluates multiple reasons or factors to develop a position paper or presentation.
- 5.4.1 (11) Evaluates and interprets other points of view on an issue within a paper or presentation.
- 5.4.1 (12) Evaluates positions and evidence to make one's own decisions in a paper or presentation.
- 5.4.2 (9-10) Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.

21st Century Skills

**LEARNING AND INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Creative Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

**INFORMATION, MEDIA AND TECHNOLOGY SKILLS**

**Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications, and Technology (ICT Literacy)**

- Apply Technology Effectively

**LIFE AND CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects
- Produce Results

**Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

After completing units of study in communication, confidentiality, and legal documentation, students, within their scope of practice, will role-play various scenarios in which they will demonstrate their ability to listen, adjust to a variety of client situations, check for understanding, respond appropriately to clients with empathy, and maintain privacy. Students will accurately document relevant information and write a set of instructions to use in a home setting.

**Leadership Alignment:**

## Leadership:

- 1.1 Analyze, refine and apply decision-making skills through classroom, family, community, business, and industry experiences.
- 1.3 Demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.
- 2.1 Communicate, participate and advocate effectively in pairs, small groups, teams and large groups in order to reach common goals.

Students arrange for guest speakers to present to the class

Students arrange for field trips to local industry sites

Students make peer presentations on current event topics in health care

Students arrange for workplace visits to local industry sites

Students set up clinical laboratories to conduct diagnostic tests (and practice skills) with peers (such as taking blood pressure, pulse, heart rate, respiration)

## 21st Century Skills

## Work Creatively with Others

- 1.B.1 Develop, implement and communicate new ideas to others effectively
- 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- 1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- 1.B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

## Communicate Clearly

- 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- 3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- 3.A.4 Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- 3.A.5 Communicate effectively in diverse environments (including multi-lingual)

## Collaborate with Others

- 3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams
- 3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- 3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

## Be Flexible

- 7.B.1 Incorporate feedback effectively
- 7.B.2 Deal positively with praise, setbacks and criticism
- 7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

## Be Self-Directed Learners

- 8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- 8.C.2 Demonstrate initiative to advance skill levels towards a professional level
- 8.C.3 Demonstrate commitment to learning as a lifelong process
- 8.C.4 Reflect critically on past experiences in order to inform future progress

**Standards and Competencies**

C-11 Standard: Therapeutic Services Career Standards

- C-11.1 Demonstrate successful client interaction
- C-11.2 Communicate client information among team members allowing for feedback
- C-11.3 Demonstrate knowledge of collecting and documenting information in alignment with regulatory and facility guidelines
- C-11.4 Understand treatment planning and implementation within a scope of practice.
- C-11.5 Monitor and evaluate client status
- C-11.6 Apply principles of body mechanics to position, transfer and transport clients
- C-11.7 Explore career options in the therapeutic services area (such as nursing, physicians, physical therapist, speech pathologist, dental hygienists, respiratory therapists, emergency medical technicians, etc).

### Aligned to Washington State Standards

#### Arts

#### Communication - Speaking and Listening

CC: College and Career Speaking and Listening Anchor Standards

##### Comprehension and Collaboration

- 1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

##### Presentation of Knowledge and Ideas

- 4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### Health and Fitness

Health 2.1: Understands dimensions and indicators of health.

- 2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

Health 2.3: Understands the concepts of prevention and control of disease.

- 2.3.1 Analyzes personal health practices, and how they affect communicable diseases.
- 2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases.

Health 3.1: Understands how family, culture, and environmental factors affect personal health.

- 3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.
- 3.1.2 Analyzes how environmental factors impact health.
- 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.

Health 3.3: Evaluates the impact of social skills on health.

- 3.3.1 Analyzes conflict situations

#### Language

#### Mathematics

#### Reading

CC: Reading for Literacy in Science and Technical Subjects

#### Key Ideas and Details (9-10)

RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

#### Craft and Structure (9-10)

RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

RST.9-10.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

#### Integration of Knowledge and Ideas (9-10)

RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

#### Range of Reading and Level of Text Complexity (9-10)

RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

#### Key Ideas and Details (11-12)

RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

#### Craft and Structure (11-12)

RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

#### Integration of Knowledge and Ideas (11-12)

RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

#### Range of Reading and Level of Text Complexity (11-12)

RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

### **Science**

#### Science and Engineering Practices

1. Asking questions and defining problems
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

## Social Studies

### Social Studies Skills

#### Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

- 5.1.1 (9-10) Analyzes consequences of positions on an issue or event.
- 5.1.1 (11) Analyzes the underlying assumptions of positions on an issue or event.
- 5.1.1 (12) Analyzes the short-term and long-term implications of decisions affecting the global community.
- 5.1.2 Evaluates the precision of a position on an issue or event.
- 5.1.2 (11) Evaluates the depth of a position on an issue or event.
- 5.1.2 (12) Evaluates the plausibility of an analysis of decisions affecting the global community.

#### Social Studies Skills 5.3: Deliberates public issues.

- 5.3.1 (9-10) Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.
- 5.3.1 (11) Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion.
- 5.3.1 (12) Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues.

#### Social Studies Skills 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

- 5.4.1 (9-10) Evaluates multiple reasons or factors to develop a position paper or presentation.
- 5.4.1 (11) Evaluates and interprets other points of view on an issue within a paper or presentation.
- 5.4.1 (12) Evaluates positions and evidence to make one's own decisions in a paper or presentation.
- 5.4.2 (9-10) Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.

## Writing

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

#### Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

#### Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

#### Information Literacy

- Access and Evaluate Information
- Use and Manage Information

#### Media Literacy

- Analyze Media
- Create Media Products

#### Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

### LIFE AND CAREER SKILLS

#### Flexibility and Adaptability

- Adapt to Change
- Be Flexible

#### Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

#### Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

#### Productivity and Accountability

- Manage Projects
- Produce Results

#### Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

Interpersonal

- Participates as a member of a team – contributes to group effort
- Exercises leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- Works with diversity – works well with men or women of diverse backgrounds.

Information

- Acquires and evaluates information
- Organizes and maintains information
- Interprets and communicates information

Systems

- Understand Systems – knows how social, organizational, and technological systems work and operates effectively with them.

**Leadership Alignment:**

Leadership:

- 1.4 Be involved in activities that require applying theory, problem solving and using critical thinking skills while understanding the outcomes of related decisions.
- 2.8 Demonstrate the ability to incorporate and utilize the principals of group dynamics in a variety of settings.

Students arrange for guest speakers to present to the class

Students arrange for field trips to local industry sites

Students make peer presentations on current event topics in health care

Students arrange for workplace visits to local industry sites

Students set up clinical laboratories to conduct diagnostic tests (and practice skills) with peers (such as taking blood pressure, pulse, heart rate, respiration)

21st Century Skills

Flexibility and Adaptability

- Adapt to Change

7.A.1 Adapt to varied roles, jobs responsibilities, schedules and contexts

7.A.2 Work effectively in a climate of ambiguity and changing priorities

- Be Flexible

7.B.1 Incorporate feedback effectively

7.B.2 Deal positively with praise, setbacks and criticism

7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

Initiative and Self-Direction: Be Self-Directed Learners

Be Self-Directed Learners

8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

8.C.2 Demonstrate initiative to advance skill levels towards a professional level

8.C.3 Demonstrate commitment to learning as a lifelong process

8.C.4 Reflect critically on past experiences in order to inform future progress

**Standards and Competencies**

C-12 Standard: Health Informatics Strand Standards

C-12.1 Communicate information accurately and within legal/regulatory guidelines

C-12.2 Analyze information for specific purposes

C-12.3 Read and interpret information from medical documents, applying knowledge of medical terminology and ICD-9 codes

C-12.4 Understand the resources, routes, and flow of information within the health care system

C-12.5 Describe documentation, storage and security of medical/personal information

## Aligned to Washington State Standards

### Arts

#### Communication - Speaking and Listening

##### Comprehension and Collaboration (9-10)

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and

SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchan

SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning present

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

##### Presentation of Knowledge and Ideas (9-10)

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)

##### Comprehension and Collaboration (11-12)

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly a

SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned excha

SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent a

SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the i

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

##### Presentation of Knowledge and Ideas (11-12)

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, su

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

## Health and Fitness

### Health 2.1: Understands dimensions and indicators of health.

2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

### Health 3.1: Understands how family, culture, and environmental factors affect personal health.

3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.

3.1.2 Analyzes how environmental factors impact health.

3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.

### Health 3.3: Evaluates the impact of social skills on health.

3.3.1 Analyzes conflict situations

## Language

## Mathematics

## Reading

## Science

### Science and Engineering Practices

7. Engaging in argument from evidence

8. Obtaining, evaluating, and communicating information

## Social Studies

### Social Studies Skills

#### Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

5.1.1 (9-10) Analyzes consequences of positions on an issue or event.

5.1.1 (11) Analyzes the underlying assumptions of positions on an issue or event.

5.1.1 (12) Analyzes the short-term and long-term implications of decisions affecting the global community.

5.1.2 Evaluates the precision of a position on an issue or event.

5.1.2 (11) Evaluates the depth of a position on an issue or event.

5.1.2 (12) Evaluates the plausibility of an analysis of decisions affecting the global community.

#### Social Studies Skills 5.2: Uses inquiry-based research.

5.2.1 (9-10) Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.

5.2.1 (11) Evaluates and revises research questions to refine inquiry on an issue or event.

5.2.2 (11) Evaluates the validity, reliability, and credibility of sources when researching an issue or event.

5.2.2 (12) Evaluates the breadth of research to determine the need for new or additional investigation when researching an issue or event.

#### Social Studies Skills 5.3: Deliberates public issues.

5.3.1 (9-10) Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.

5.3.1 (11) Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion.

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#### Social Studies Skills 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

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5.4.1 (12) Evaluates positions and evidence to make one's own decisions in a paper or presentation.

5.4.2 (9-10) Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.

## Writing

### 21st Century Skills

#### LEARNING AND INNOVATION

##### Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

##### Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

##### Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

#### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

##### Information Literacy

- Access and Evaluate Information
- Use and Manage Information

##### Media Literacy

- Analyze Media
- Create Media Products

##### Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

#### LIFE AND CAREER SKILLS

##### Flexibility and Adaptability

- Adapt to Change
- Be Flexible

##### Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

##### Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

##### Productivity and Accountability

- Manage Projects
- Produce Results

##### Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

**Unit 13 DIAGNOSTIC STRAND STANDARDS****Hours: 10****Performance Assessment(s):**

Performance Activities:

Students will shadow or interview a professional in a diagnostic services career and describe the experience in a written journal, class presentation, or other communication method.

**Leadership Alignment:**

Leadership:

- 1.5 Demonstrate self-advocacy skills by achieving planned, individual goals.
- 1.6 Conduct self in a professional manner in practical career applications, organizational forums, and decision making goals.
- 2.3 Analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.

Students arrange for guest speakers to present to the class

Students arrange for field trips to local industry sites

Students make peer presentations on current event topics in health care

Students arrange for workplace visits to local industry sites

Students set up clinical laboratories to conduct diagnostic tests (and practice skills) with peers (such as taking blood pressure, pulse, heart rate, respiration)

21st Century Skills

Communication and Collaboration

- Communicate Clearly

3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions

3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

3.A.4 Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

3.A.5 Communicate effectively in diverse environments (including multi-lingual)

**Standards and Competencies**

C-13 Standard: Diagnostic Services Strand Standards

C-13.1 Demonstrate the principles of correct body mechanics for positioning, transferring, and transporting clients.

C-13.2 Explain procedures and goals to client/family of client. Check for understanding and for teaching needs.

C-13.3 Respond to requests for procedures and plan implementation of services.

C-13.4 Examine the most frequently used diagnostic procedures.

C-13.5 Illustrate the electromagnetic spectrum with a labeled diagram showing how regions of the spectrum differ regarding wavelength

C-13.6 Career exploration in diagnostic services field.

**Aligned to Washington State Standards****Arts****Communication - Speaking and Listening**Comprehension and Collaboration (9-10)

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and

SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange

SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning present

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas (9-10)

Comprehension and Collaboration (11-12)

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly a

SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned excha

SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent a

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SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

## Health and Fitness

## Language

### CC: College and Career Language Anchor Standards

#### Conventions of Standard English

- 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### Knowledge of Language

- 3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### Vocabulary Acquisition and Use

- 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5 - Demonstrate understanding of word relationships and nuances in word meanings.
- 6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge

**Mathematics**

**Reading**

**Science**

**Social Studies**

**Writing**

**21st Century Skills**

**LEARNING AND INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Creative Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

**INFORMATION, MEDIA AND TECHNOLOGY SKILLS**

**Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications, and Technology (ICT Literacy)**

- Apply Technology Effectively

**LIFE AND CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects
- Produce Results

**Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

Students will create a fictional health care clinic, creating a budget for all expenses realistic for such a site such as materials, equipments, staffing, etc. Students will estimate cost needed per visit in order to make the clinic financially viable.

**Leadership Alignment:**

## Leadership:

- 1.1 Analyze, refine and apply decision making skills through classroom, family, community, business, and industry experiences.
- 1.4 Be involved in activities that require applying theory, problem-solving and using critical thinking skills while understanding the outcomes of related decisions.
- 2.4 Demonstrate skills that assist in understanding and accepting responsibility of family, community, business and industry.
- 3.4 Understand the organizational skills necessary to be a successful leaders and citizen and practice those skills in real life.
- 3.7. Participate in the development of a program of work or strategic plan and work to implement the organization's goals.

Students arrange for guest speakers to present to the class

Students arrange for field trips to local industry sites

Students make peer presentations on current event topics in health care

Students arrange for workplace visits to local industry sites

Students set up clinical laboratories to conduct diagnostic tests (and practice skills) with peers (such as taking blood pressure, pulse, heart rate, respiration)

## 21st Century Skills

## Creativity and Innovation

## Work Creatively with Others

- 1.B.1 Develop, implement and communicate new ideas to others effectively
- 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- 1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

## Critical Thinking and Problem Solving

## Reason Effectively

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

## Use Systems Thinking

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

## Communication and Collaboration

## - Collaborate with Others

- 3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams
- 3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- 3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

## Initiative and Self-Direction

## - Be Self-Directed Learners

- 8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- 8.C.2 Demonstrate initiative to advance skill levels towards a professional level
- 8.C.3 Demonstrate commitment to learning as a lifelong process

## Productivity and Accountability

## - Manage Projects

10.A.1 Set and meet goals, even in the face of obstacles and competing pressures

10.A.2 Prioritize, plan and manage work to achieve the intended result

## - Produce Results

10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:

10.B.1.a Work positively and ethically

10.B.1.b Manage time and projects effectively

- 10.B.1.cDMulti-task
- 10.B.1.dDParticipate actively, as well as be reliable and punctual
- 10.B.1.eDPresent oneself professionally and with proper etiquette
- 10.B.1.fDollaborate and cooperate effectively with teams
- 10.B.1.gDRespect and appreciate team diversity
- 10.B.1.hDBe accountable for results

## Standards and Competencies

- C-14 Standard: Support Services Strand Standards
- C-14.1 Maintain a clean and healthy environment and demonstrate best practices to reduce or eliminate pathogenic organisms.
  - C-14.2 Establish, maintain and improve the presentation of the facility's physical environment.
  - C-14.3 Prioritize use of available resources for purchase and maintenance
  - C-14.4 Perform administrative and support service tasks following established guidelines and regulations.
  - C-14.5 Explore possible careers in the support services strand

## Aligned to Washington State Standards

### Arts

#### Communication - Speaking and Listening

CC: College and Career Speaking and Listening Anchor Standards

Presentation of Knowledge and Ideas

- 5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### Health and Fitness

Health 2.1: Understands dimensions and indicators of health.

- 2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

Health 2.4: Acquires skills to live safely and reduce health risks.

- 2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.

### Language

#### Mathematics

CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 2 - Reason abstractly and quantitatively.
- 3 - Construct viable arguments and critique the reasoning of others.
- 4 - Model with mathematics.
- 5 - Use appropriate tools strategically.
- 6 - Attend to precision.
- 7 - Look for and make use of structure.
- 8 - Look for and express regularity in repeated reasoning.

**Reading**

**Science**

**Social Studies**

**Writing**

**21st Century Skills**

<p><b>LEARNING AND INNOVATION</b></p> <p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Think Creatively</li> <li><input type="checkbox"/> Work Creatively with Others</li> <li><input type="checkbox"/> Implement Innovations</li> </ul> <p><b>Creative Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reason Effectively</li> <li><input type="checkbox"/> Use Systems Thinking</li> <li><input type="checkbox"/> Make Judgements and Decisions</li> <li><input checked="" type="checkbox"/> Solve Problems</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate Clearly</li> <li><input type="checkbox"/> Collaborate with Others</li> </ul>	<p><b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access and Evaluate Information</li> <li><input checked="" type="checkbox"/> Use and Manage Information</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze Media</li> <li><input type="checkbox"/> Create Media Products</li> </ul> <p><b>Information, Communications, and Technology (ICT Literacy)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply Technology Effectively</li> </ul>	<p><b>LIFE AND CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adapt to Change</li> <li><input type="checkbox"/> Be Flexible</li> </ul> <p><b>Initiative and Self-Direction</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Manage Goals and Time</li> <li><input checked="" type="checkbox"/> Work Independently</li> <li><input type="checkbox"/> Be Self-Directed Learners</li> </ul> <p><b>Social and Cross-Cultural</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interact Effectively with Others</li> <li><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</li> </ul> <p><b>Productivity and Accountability</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Manage Projects</li> <li><input checked="" type="checkbox"/> Produce Results</li> </ul> <p><b>Leadership and Responsibility</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Guide and Lead Others</li> <li><input checked="" type="checkbox"/> Be Responsible to Others</li> </ul>
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**Performance Assessment(s):**

Students will have a class debate regarding the financing of biotechnology devices (such as artificial limbs or insulin pumps). Who should pay for these devices? Individuals? Government? Private health insurance? Other? Have a small group prepare a 3-5 minute proposal about why their preferred method of payment is the best, and which is the worst. Cover as many options as possible and guide the students in thinking about how health care involves trade-offs. Students are charged with inventing a new biotechnology device (on paper) to present to a group of potential funders. Small group activity.

**Leadership Alignment:**

## Leadership:

1.3 Demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills

Students arrange for guest speakers to present to the class

Students arrange for field trips to local industry sites

Students make peer presentations on current event topics in health care

Students arrange for workplace visits to local industry sites

Students set up clinical laboratories to conduct diagnostic tests (and practice skills) with peers (such as taking blood pressure, pulse, heart rate, respiration)

## 21st Century Skills

## Guide and Lead Others

11.A.1 Use interpersonal and problem-solving skills to influence and guide others toward a goal

11.A.2 Devalue strengths of others to accomplish a common goal

11.A.3 Inspire others to reach their very best via example and selflessness

11.A.4 Demonstrate integrity and ethical behavior in using influence and power

## Social and Cross-Cultural

- Interact Effectively with Others

9.A.1 Know when it is appropriate to listen and when to speak

9.A.2 Conduct themselves in a respectable, professional manner

- Work Effectively in Diverse Teams

9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds

9.B.2 Respond open-mindedly to different ideas and values

9.B.3 Devalue social and cultural differences to create new ideas and increase both innovation and quality of work

## Collaborate with Others

3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams

3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

## Critical Thinking and Problem Solving:

Reason Effectively

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

## Creativity and Innovation: Work Creatively with Others

1.B.1 Develop, implement and communicate new ideas to others effectively

1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

**Standards and Competencies**

C-15 Standard: Biotechnology Strand Standards

C-15.1 Understand and be able to present definition of biotechnology

C-15.2 Understand the concept of DNA, genes, and identity

- C-15.3 Research current uses of biotechnology in health care
- C-15.4 Discuss financial implications of biotechnology adoption
- C-15.5 Discuss and debate the ethical implications of various issues in biotechnology or bioengineering
- C-15.6 Explore careers in the Biotechnology field.

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

#### Comprehension and Collaboration (9-10)

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and

SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchan

SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning present

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Presentation of Knowledge and Ideas (9-10)

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)

#### Comprehension and Collaboration (11-12)

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly a

SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned excha

SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent a

SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the i

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

#### Presentation of Knowledge and Ideas (11-12)

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, su

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

## Health and Fitness

## Language

CC: College and Career Language Anchor Standards

### Conventions of Standard English

- 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5 - Demonstrate understanding of word relationships and nuances in word meanings.
- 6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge

## Mathematics

CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 3 - Construct viable arguments and critique the reasoning of others.

## Reading

## Science

Science and Engineering Practices

1. Asking questions and defining problems
4. Analyzing and interpreting data
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

## Social Studies

Social Studies Skills

Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

- 5.1.1 (9-10) Analyzes consequences of positions on an issue or event.
- 5.1.1 (11) Analyzes the underlying assumptions of positions on an issue or event.
- 5.1.1 (12) Analyzes the short-term and long-term implications of decisions affecting the global community.
- 5.1.2 Evaluates the precision of a position on an issue or event.
- 5.1.2 (11) Evaluates the depth of a position on an issue or event.
- 5.1.2 (12) Evaluates the plausibility of an analysis of decisions affecting the global community.

Social Studies Skills 5.2: Uses inquiry-based research.

- 5.2.1 (9-10) Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.
- 5.2.1 (11) Evaluates and revises research questions to refine inquiry on an issue or event.
- 5.2.2 (11) Evaluates the validity, reliability, and credibility of sources when researching an issue or event.
- 5.2.2 (12) Evaluates the breadth of research to determine the need for new or additional investigation when researching an issue or event.

Social Studies Skills 5.3: Deliberates public issues.

- 5.3.1 (9-10) Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.
- 5.3.1 (11) Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion.
- 5.3.1 (12) Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues.

Social Studies Skills 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

- 5.4.1 (9-10) Evaluates multiple reasons or factors to develop a position paper or presentation.
- 5.4.1 (11) Evaluates and interprets other points of view on an issue within a paper or presentation.
- 5.4.1 (12) Evaluates positions and evidence to make one's own decisions in a paper or presentation.
- 5.4.2 (9-10) Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.

**Writing**

**21st Century Skills**

<b>21st Century Skills</b>		
<p><b>LEARNING AND INNOVATION</b></p> <p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Think Creatively</li> <li><input checked="" type="checkbox"/> Work Creatively with Others</li> <li><input type="checkbox"/> Implement Innovations</li> </ul> <p><b>Creative Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reason Effectively</li> <li><input checked="" type="checkbox"/> Use Systems Thinking</li> <li><input type="checkbox"/> Make Judgements and Decisions</li> <li><input type="checkbox"/> Solve Problems</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate Clearly</li> <li><input type="checkbox"/> Collaborate with Others</li> </ul>	<p><b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access and Evaluate Information</li> <li><input checked="" type="checkbox"/> Use and Manage Information</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze Media</li> <li><input type="checkbox"/> Create Media Products</li> </ul> <p><b>Information, Communications, and Technology (ICT Literacy)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply Technology Effectively</li> </ul>	<p><b>LIFE AND CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adapt to Change</li> <li><input type="checkbox"/> Be Flexible</li> </ul> <p><b>Initiative and Self-Direction</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Manage Goals and Time</li> <li><input type="checkbox"/> Work Independently</li> <li><input type="checkbox"/> Be Self-Directed Learners</li> </ul> <p><b>Social and Cross-Cultural</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Interact Effectively with Others</li> <li><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</li> </ul> <p><b>Productivity and Accountability</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Manage Projects</li> <li><input checked="" type="checkbox"/> Produce Results</li> </ul> <p><b>Leadership and Responsibility</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Guide and Lead Others</li> <li><input checked="" type="checkbox"/> Be Responsible to Others</li> </ul>