

AGENDA FOR BOARD OF DIRECTORS
AUBURN SCHOOL DISTRICT NO. 408
Monday, June 12, 2017

- I. TIME AND PLACE
 - 1. 7 p.m. at Auburn High School Commons
- II. ROLL CALL
 - 1. Roll call of board members
- III. PLEDGE OF ALLEGIANCE
- IV. AUDIENCE PARTICIPATION
 - 1. Written communications
 - 2. Scheduled communications
 - 3. Unscheduled communications
 - 4. Community groups and organizations
- V. LEGISLATIVE UPDATE
- VI. STUDENT AND STAFF RECOGNITION
 - 1. Recognition of student
 - 2. Recognition of staff
 - 3. Honoring of retirees
- VII. STUDENT PARTICIPATION
 - 1. Lake View Elementary School art display
 - 2. Lake View Elementary School PTA report
 - 3. Activity/athletic report
 - 4. Requests for travel
- VIII. SCHOOL PROGRAMS AND STUDENT ACHIEVEMENT
 - 1. Annual district resource conservation program report
 - 2. King County green district recognition
 - 3. 2013-17 and 2017-20 Mt. Baker Middle School improvement plan
 - 4. 2016-17 career and technical education curriculum review
 - 5. Middle school and high school social studies materials review
- IX. PERSONNEL
 - 1. Certificated and classified personnel report
 - 2. Requests for travel

X. BUILDING PROGRAM

1. Acquisition by condemnation
2. Resolution No. 1238
3. Resolution No. 1240
4. Authorization to call for bids
5. Elementary school projects--selection of architectural firms

XI. FINANCE

1. Vouchers

XII. DIRECTORS

1. Approval of minutes
2. Second reading of revised policies
3. Discussion
4. Executive session

LEGISLATIVE UPDATE

The board will discuss legislative items.

STUDENT AND STAFF RECOGNITION

1. Recognition of Student

The Auburn School District Board of Directors will recognize Ellie Walter-Goodspeed, an eighth grade student at Mt. Baker Middle School, for being an outstanding student.

Ellie is an extraordinarily distinguished individual. She always greets everyone with a warm, welcoming smile. She is encouraging, uplifting, kind and knows how to make all students feel included.

Her positive attitude is contagious. At a fastpitch game earlier this fall, Ellie's voice was heard all inning long cheering and lifting up her teammates through the pouring rain, encouraging and inspiring them.

Ellie is a leader and has been active in ASB for the past three years. She is currently ASB co-president. She arrives early to meetings, works at lunches, participates in school spirit days, and is the kind of leader people want to follow. She delegates and aptly includes everyone in tasks with poise and confidence.

Ellie carries her positivity and dedication to the classroom. She works diligently to balance sports, clubs, and academics. She is not shy about asking a question if she needs help. Ellie motivates others in the classroom and takes challenges in stride. Her favorite subject is biology.

She is co-editor in chief for the school newspaper and shows great leadership in her journalism classroom. She tells the story of Mt. Baker students with the intent to serve and share the good in others.

Ellie plays soccer, fastpitch, and volleyball. She plans to go into law enforcement when she finishes college.

Principal Greg Brown said, "Our school has been fortunate to have such an incredible individual go through these halls. Ellie makes Mt. Baker a better school."

2. Recognition of Staff

The Auburn School District Board of Directors will recognize Kelly Wilson, para-educator at Lake View Elementary, for her outstanding service.

Kelly has worked in Auburn for three years in the structured learning classroom. Kelly works with special needs students and is a one-on-one para-educator.

Kelly loves working with kids. "They are my passion," she said. "It is really exciting when they learn something new."

Kelly grew up in Bellevue. She graduated from Central Washington University. She and husband Dennis moved to Arizona where she lived for 12 years working in the resort and apartment management business. She also taught preschool.

They moved back to Washington to be near family. After adopting son Andrew, Kelly wanted a job in a school district to have time with her son when he was out of school. The position at Lake View was the perfect fit.

SLC teacher Lori Sheehan said, "Kelly shares her knowledge, compassion, and overall understanding of what kids need. I could go on and on about the wonderful qualities Kelly has. She is a wonderful educator and our students are lucky to have her at Lake View."

In her off time, Kelly and Dennis spend time with Andrew who is now in second grade at Lake View. They like to go to the park, movies, hiking and vacation in Oregon. The family is active in Cub Scouts, too.

3. Honoring of Retirees

This evening, the board will honor certificated and classified retirees.

STUDENT PARTICIPATION

1. Lake View Elementary School Art Display

Ryan Foster, associate superintendent of principal leadership and school programs, will introduce John Aiken, Lake View Elementary School principal, who will introduce Kayden Fox and Kaylee Elliott, students. The team will present the Lake View Elementary School art display, share a brief PowerPoint, and answer questions from the board.

2. Lake View Elementary School PTA Report

Ryan Foster will reintroduce John Aiken, who will share a brief video (<https://youtu.be/4nrtRDfijLg>) to present the Lake View Elementary School PTA report and answer questions from the board.

3. Athletics/Activities Report–Lake View Elementary School Chess Team

John Aiken will introduce Colby Anderson and Allison Whale, students, who will present a brief PowerPoint presentation of the Lake View Elementary School chess team program to the board and answer any questions.

4. Requests for Travel

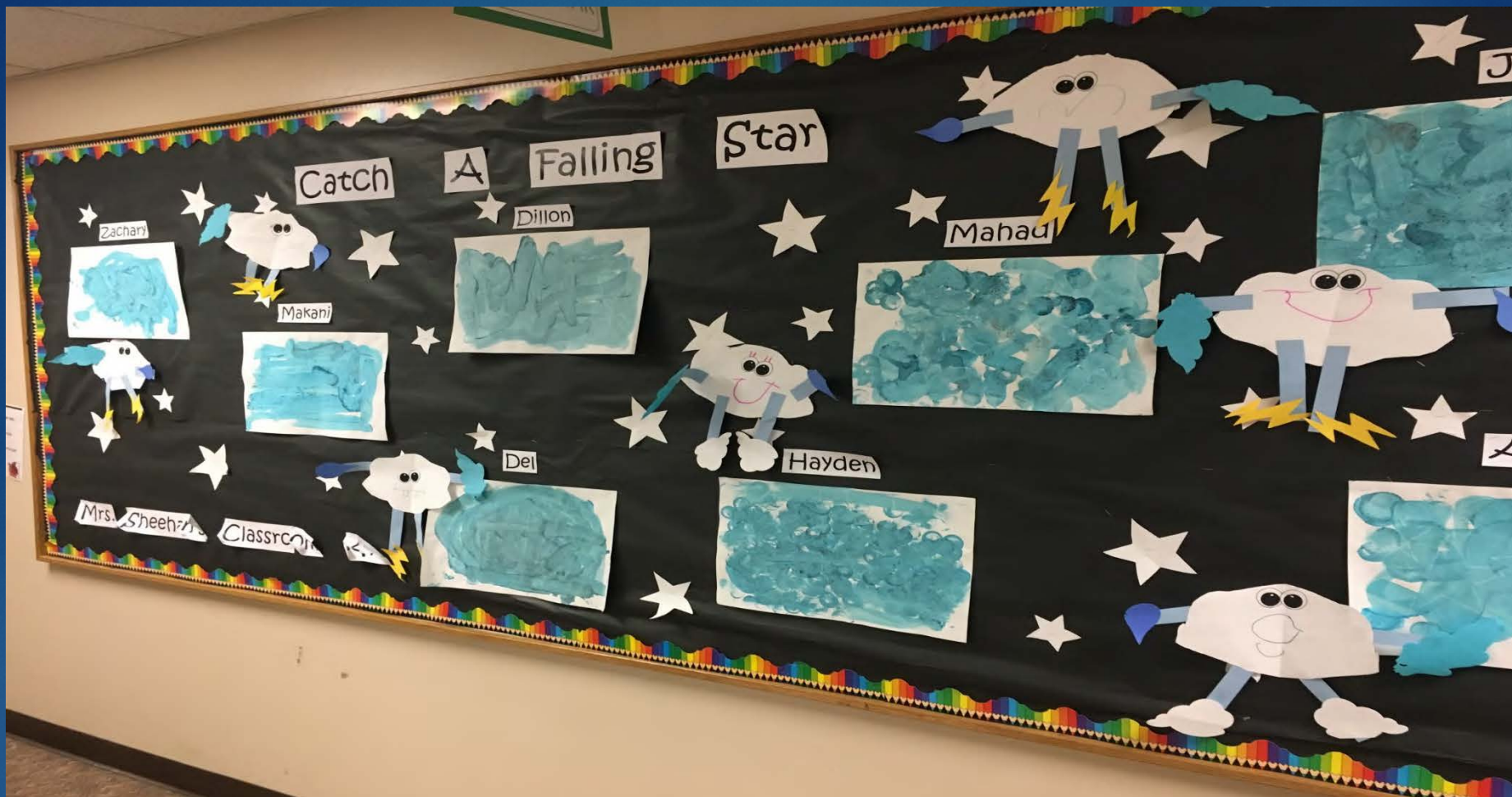
- a. Eighteen Auburn Riverside High School students request permission to travel to Spokane, Thursday to Saturday, May 25-27. The purpose of the trip is to compete in the state fastpitch tournament. Lodging will be at the Ramada Inn North, meals will be at local restaurants, and travel will be by rental vans. All expenses will be paid by ASB and district funds. Bryce Strand and Emma Bedsworth, Auburn Riverside High School coaches, and Matt Muxen, Olympic Middle School coach, request permission to accompany the students. Two substitutes will be needed for two days. *By prior administrative approval.*
- b. Four Auburn Mountainview High School students request permission to travel to Richland, Thursday to Saturday, May 25-27. The purpose of the trip is to compete in the state tennis tournament. Lodging will be at the Comfort Inn, meals will be at local restaurants, and travel will be by rental car. All expenses will be paid by ASB and district funds. Kay Lorrain, Auburn Mountainview High School coach, requests permission to accompany the students. A substitute will be needed for a day and a half. *By prior administrative approval.*
- c. Twenty Auburn High School students request permission to travel to Tacoma, Thursday to Sunday, August 3-6. The purpose of the trip is to attend the UCA (Universal Cheerleaders Association) Cheer Camp. Lodging and meals will be at the University of Puget Sound and travel will be by school bus. All expenses will be paid by ASB funds. Donna Bowler, Auburn High School teacher, and Katelynn Guthrie, assistant coach, request permission to accompany the students. No substitute will be needed.

Recommendation:

That the above trips be approved as requested.

Lake View

ART DISPLAYS



MRS. SHEEHAN'S FALLING STARS.

PRIMARY SLC



MRS. GIDLEY'S WATERLILIES AND BUTTERFLIES

1ST GRADE



MRS. ROLLAND'S MONET FLOWERS.

1ST GRADE



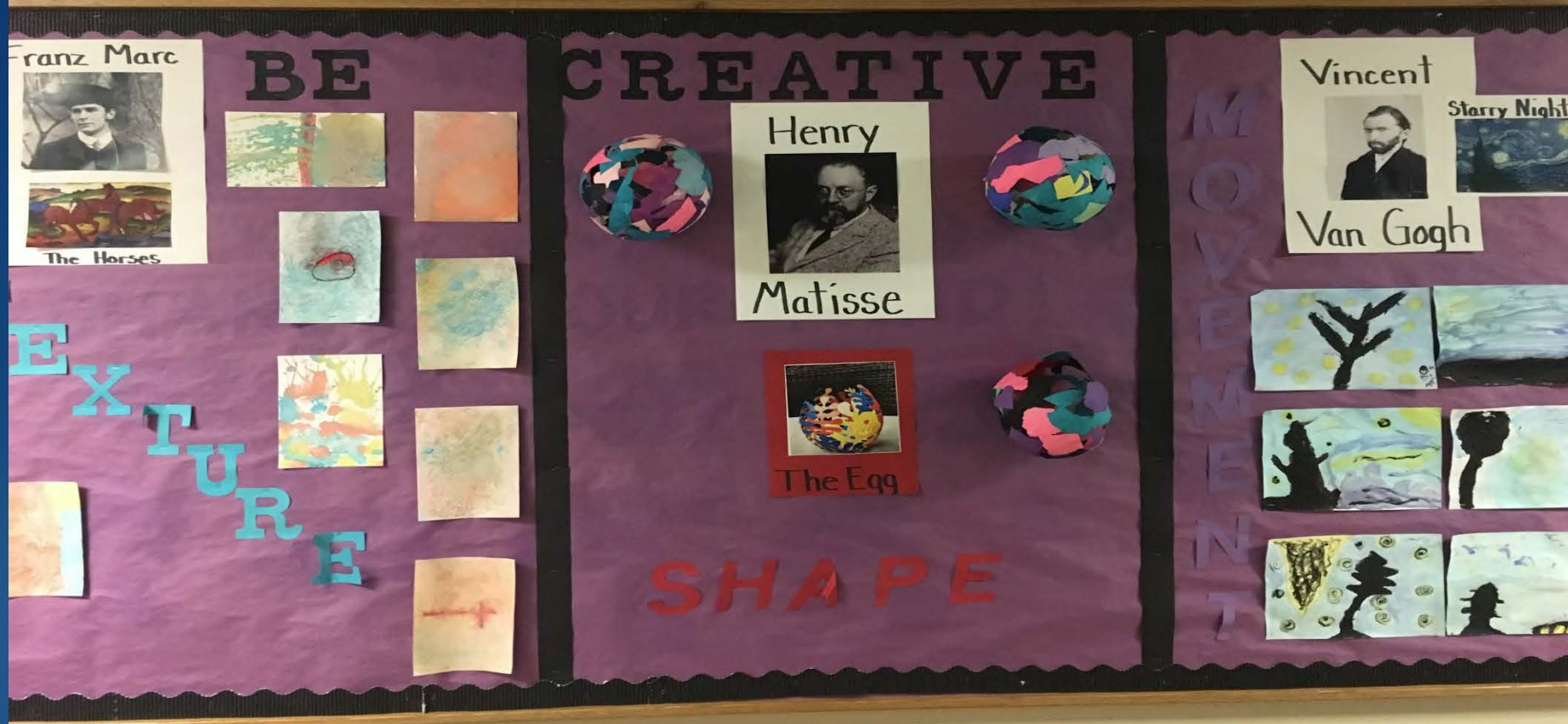
MRS. EGBERT'S RED BALLOONS.

2ND GRADE



MRS. MERTEN'S CHAGALL SUNS.

3RD GRADE



MRS. JOHNSON'S TEXTURES AND SHAPES.

4TH GRADE



MRS. MCCLOSKEY'S EL GATOS.

4TH GRADE



MS. CALDWELL'S JUNGLE.

5TH GRADE



Thanks for inviting
us to share.



Lake View

Chess Club





2017 Washington State Chess Championships

Greater
Tacoma Convention
& Trade Center



Greater
Tacoma Convention
& Trade Center







Kenmore JH
Kenmore (KJH)

Kokanee
Elementary
Woodinville(KKN)

Lakeview
Auburn
Auburn(LVI)

ChessLife

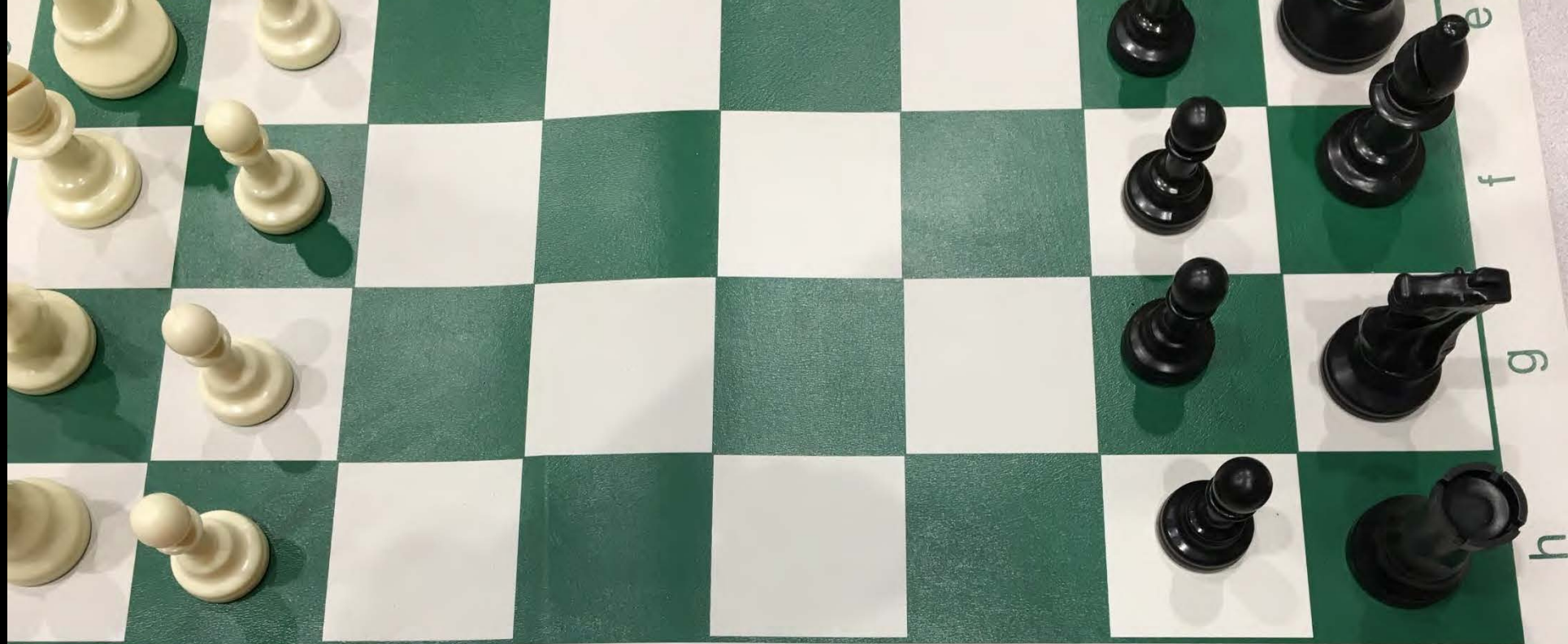
Develop your ability to

Instructions: Using the piece name, place the "Defending" King in the square. When notation is next to a piece name, place

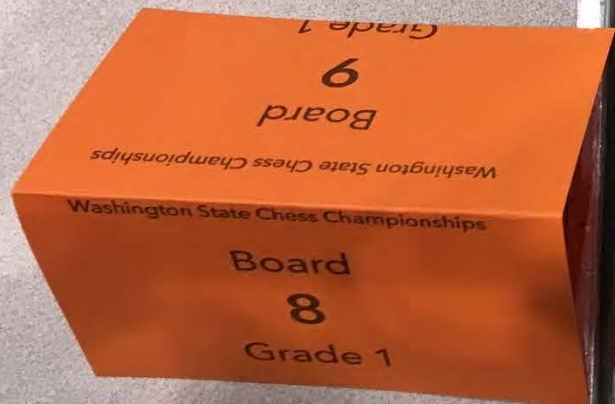
	1	2	3	4
PAWN				
YOU HAVE	R(x2)	Q, N	Q, Rd5	K, R
DEFENDER	K	K	K	K

	1	2	3	4
KNIGHT				
YOU HAVE	K, P	Q	B, N	Ba1, P(x2)
DEFENDER	K, P	K, P	K, P	K

	1	2	3	4
BISHOP				
YOU HAVE	R, B	B(x2)	Q(x2)	K, Q, N
DEFENDER	Ke8, P	Kc8, R, P	Kd5	Kd5



Chess4Life "Win, Draw, Learn!"



SCHOOL PROGRAMS AND STUDENT ACHIEVEMENT

1. Annual District Resource Conservation Program Report

Randy Thomas, executive director of maintenance and operation, and Scott Weide, resource conservation manager, will present the Annual Resource Conservation Program Report required to comply with our Puget Sound Energy Resource Incentive Grant program.

2. King County Green District Recognition

Dale Alekel, King County Green School Program, will recognize the achievement of Auburn School District as a Level 1 King County Green School District with the presentation of a plaque.

3. 2013-17 and 2017-20 Mt. Baker Middle School Improvement Plan

Heidi Harris, assistant superintendent of student learning, will introduce Greg Brown, Mt. Baker Middle School principal, who will introduce Penni Swanson, Mt. Baker Middle School teacher. Together they will review progress on their 2013-17 plan and present the 2017-20 Mt. Baker Middle School Improvement Plan, share a PowerPoint presentation, and answer questions from the board. This presentation aligns with the 2013-16 District Strategic Plan, goal 1: student achievement, objective 2 school improvement plans; and the 2015-16 Stated District Goals, standard III "create conditions district wide for student and staff success."

Recommendation: That the board approve the 2013-17 Mt. Baker Middle School Improvement Plan.

4. 2016-17 Career and Technical Education Curriculum Review for American Sign Language, Culinary Arts, Family and Consumer Science, Health Science, Sports Medicine, JROTC, Cosmetology, AP Computer Science, Computer Science, and Mechatronics-First Reading

Heidi Harris will introduce Lew Keliher, coordinator of career and technical education, who will introduce Steve Calhoun, sports medicine teacher; Cindy Pratt, health sciences teacher; Kelly Jensen, family and consumer science teacher; Cindy Anderson, American sign language teacher; and Marci Killian, culinary arts teacher, who will present the curriculum review for each program. Lew Keliher will speak to JROTC, cosmetology, AP computer science, computer science, and mechatronics.

This presentation aligns with the 2013-16 District Strategic Plan, Goal 1 Student Achievement, Objective 1 Professional Communities, "Instruction is aligned to state, national common core and industry standards."

Recommendation:

That the board approve the 2016-17 Career and Technical Education Curriculum Review for American sign language, culinary arts, family and consumer science, health science, sports medicine, JROTC, cosmetology, AP computer science, computer science and mechatronics for first reading with the second reading and adoption scheduled for Monday, June 26.

5. Middle School and High School Social Studies Materials Review-First Reading

Heidi Harris will introduce Adam Ladage, assistant director of student learning 8-12, to present the Middle School and High School Social Studies Materials Review and Adoption. Mr. Ladage will introduce Abe VanDerPuy, social studies teacher at Auburn High School, and Robin Light, social studies teacher at Rainier Middle School. The team will share a brief PowerPoint as they present an overview of the pilot and recommendations from the committee

Recommendation:

That the board approve the proposed Middle School and High School Materials Review for first reading with second reading and adoption scheduled for Monday, June 26.

Annual Conservation Report: A Celebration of Conservation

Auburn School District Resource
Conservation Management Program

More than \$600,000 revenue!

THIS DOCUMENT HAS A GRAY PANTOGRAPH AND TEAL BORDER ON WHITE PAPER

PSE PUGET SOUND ENERGY

PO Box 97034
Bellevue, WA 98009-9734

DATE: 05/05/2017
CHECK NO: 0000846579

Amount
\$***17,172.00

Pay *** SEVENTEEN THOUSAND ONE HUNDRED SEVENTY-TWO USD ***

VOID AFTER 90 DAYS

TO THE ORDER OF AUBURN SCHOOL DISTRICT
915 4TH ST NE
AUBURN WA 98002-4452

Key Bank
Portland, Maine

AUTHORIZED SIGNATURE

THIS CHECK HAS A TRUE WATERMARK AND VISIBLE EMBEDDED FIBERS

ACCOLA'S PAYABLE
CITY OF AUBURN
2000 4TH STREET
STATE OF WASHINGTON 98001

AUBURN WASHINGTON

CLAIMS CHECK

DATE: 05/18/2014
CHECK NO: 404032
AMOUNT: \$200.00

PAY Five Hundred Eighty-two Dollars and Five Cents

TO THE ORDER OF AUBURN SCHOOL DIST #408
915 4TH ST NE
AUBURN, WA 98002-4499

#0404032# 6115000524# 67141100323AM

THIS DOCUMENT HAS A GRAY PANTOGRAPH AND TEAL BORDER ON WHITE PAPER

PSE PUGET SOUND ENERGY

PO Box 9885
Bellevue, Washington 98003-0885

DATE: 12/19/2014
CHECK NO: 0000799720

Amount
\$***33,250.00

Pay *** THIRTY-THREE THOUSAND TWO HUNDRED FIFTY USD ***

VOID AFTER 90 DAYS

TO THE ORDER OF AUBURN SCHOOL DISTRICT
002-4452

Key Bank
Portland, Maine

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PSE PUGET SOUND ENERGY

PO Box 9885
Bellevue, Washington 98003-0885

DATE: 12/11/2015
CHECK NO: 0000819524

Amount
\$***34,809.00

Pay *** THIRTY-FOUR THOUSAND EIGHT HUNDRED EIGHT USD ***

VOID AFTER 90 DAYS

TO THE ORDER OF AUBURN SCHOOL DISTRICT
915 4TH ST NE
AUBURN WA 98002-4452

Key Bank
Portland, Maine

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PSE PUGET SOUND ENERGY

PO Box 9988
Bellevue, Washington 98003-0988

DATE: 05/09/2017
CHECK NO: 0000788598

Amount
\$***33,193.00

Pay *** THIRTY-THREE THOUSAND ONE HUNDRED NINETY-THREE USD ***

VOID AFTER 90 DAYS

TO THE ORDER OF AUBURN SCHOOL DISTRICT
915 4TH ST NE
AUBURN WA 98002-4452

Key Bank
Portland, Maine

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PSE PUGET SOUND ENERGY

PO Box 9988
Bellevue, Washington 98003-0988

DATE: 11/16/2012
CHECK NO: 0000757958

Amount
\$***35,000.00

Pay *** THIRTY-FIVE THOUSAND USD ***

VOID AFTER 90 DAYS

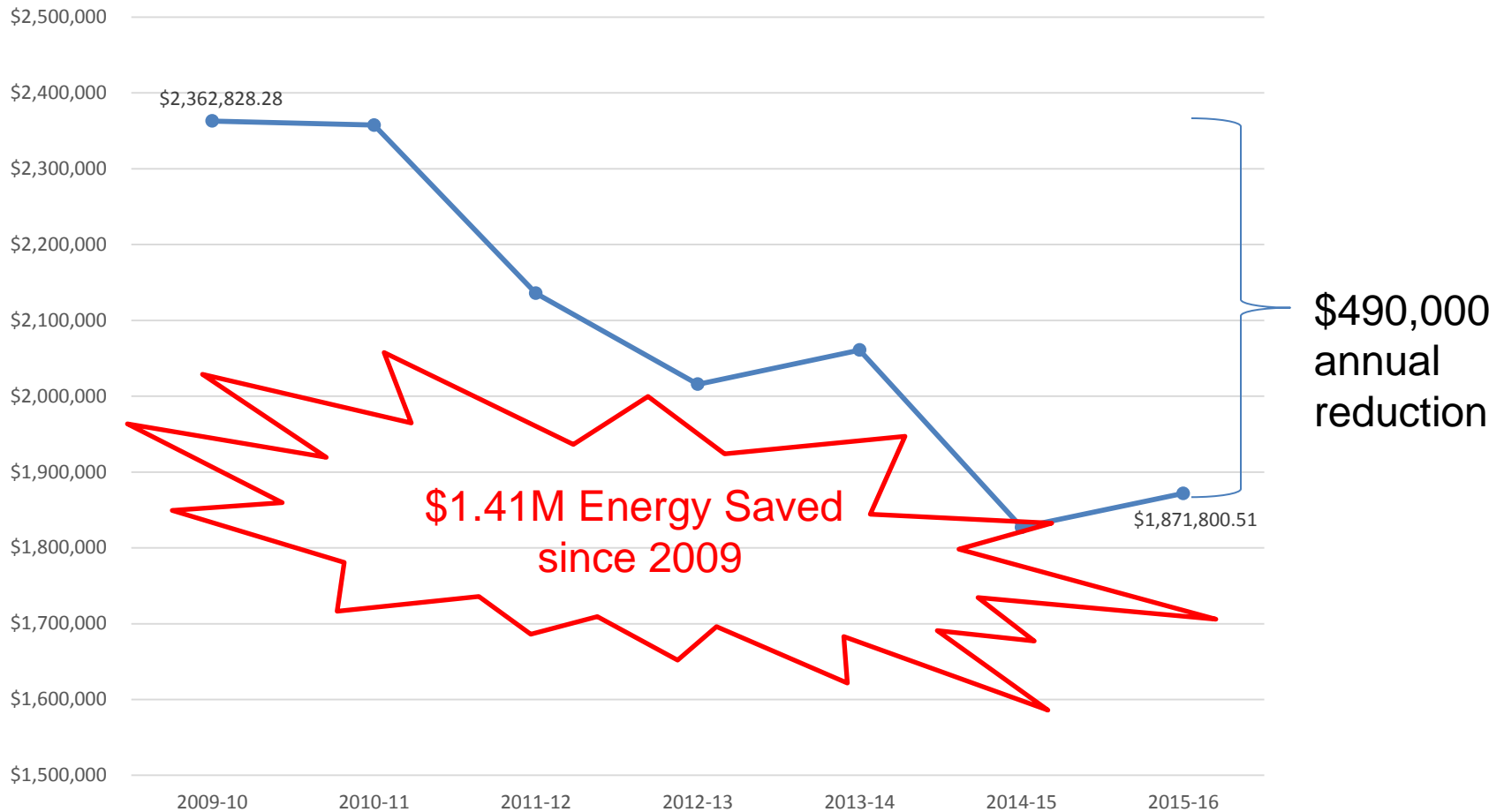
TO THE ORDER OF AUBURN SCHOOL DISTRICT
915 4TH ST NE
AUBURN WA 98002-4452

Key Bank
Portland, Maine

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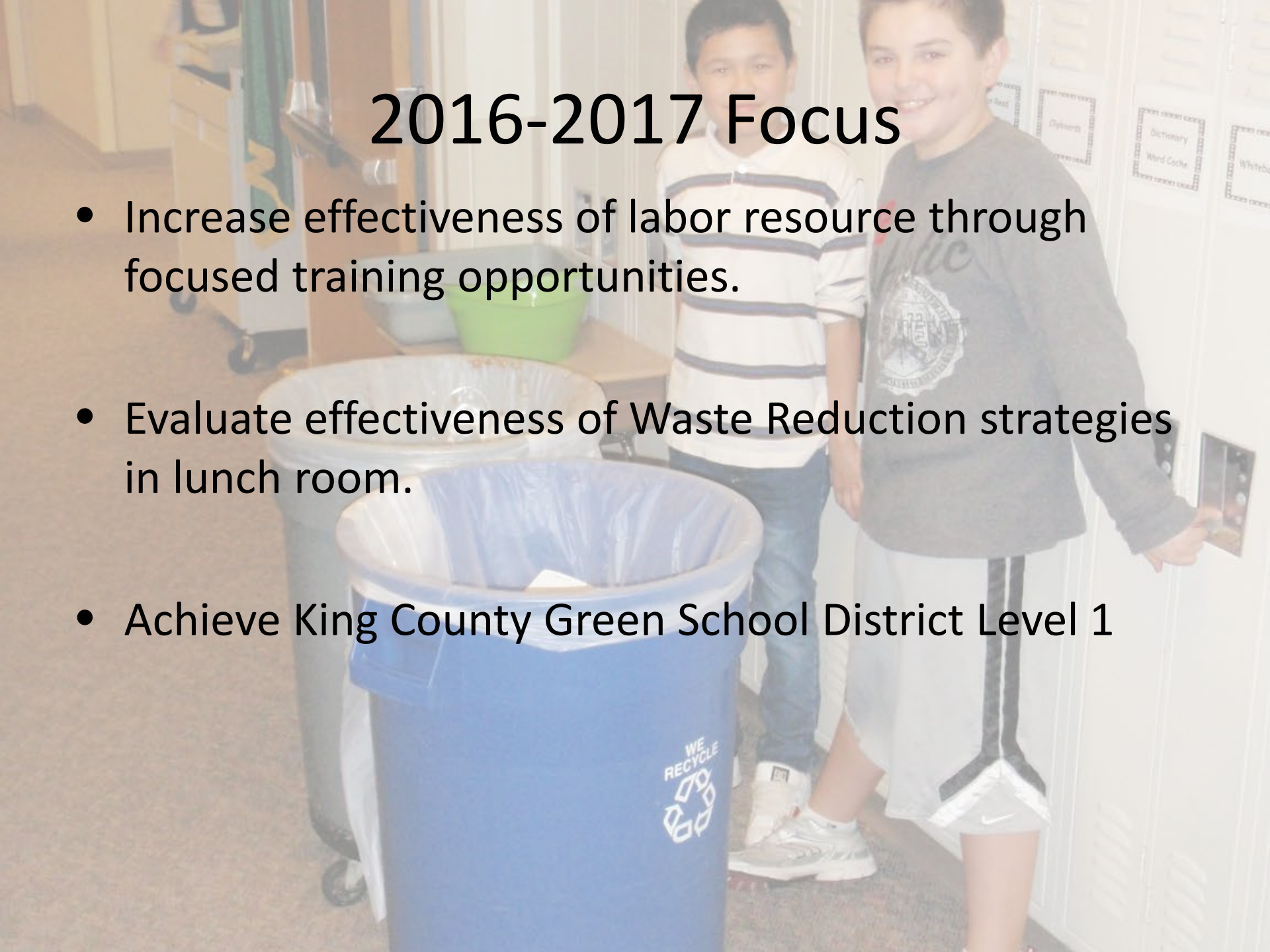
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Annual Puget Sound Energy Expenditure



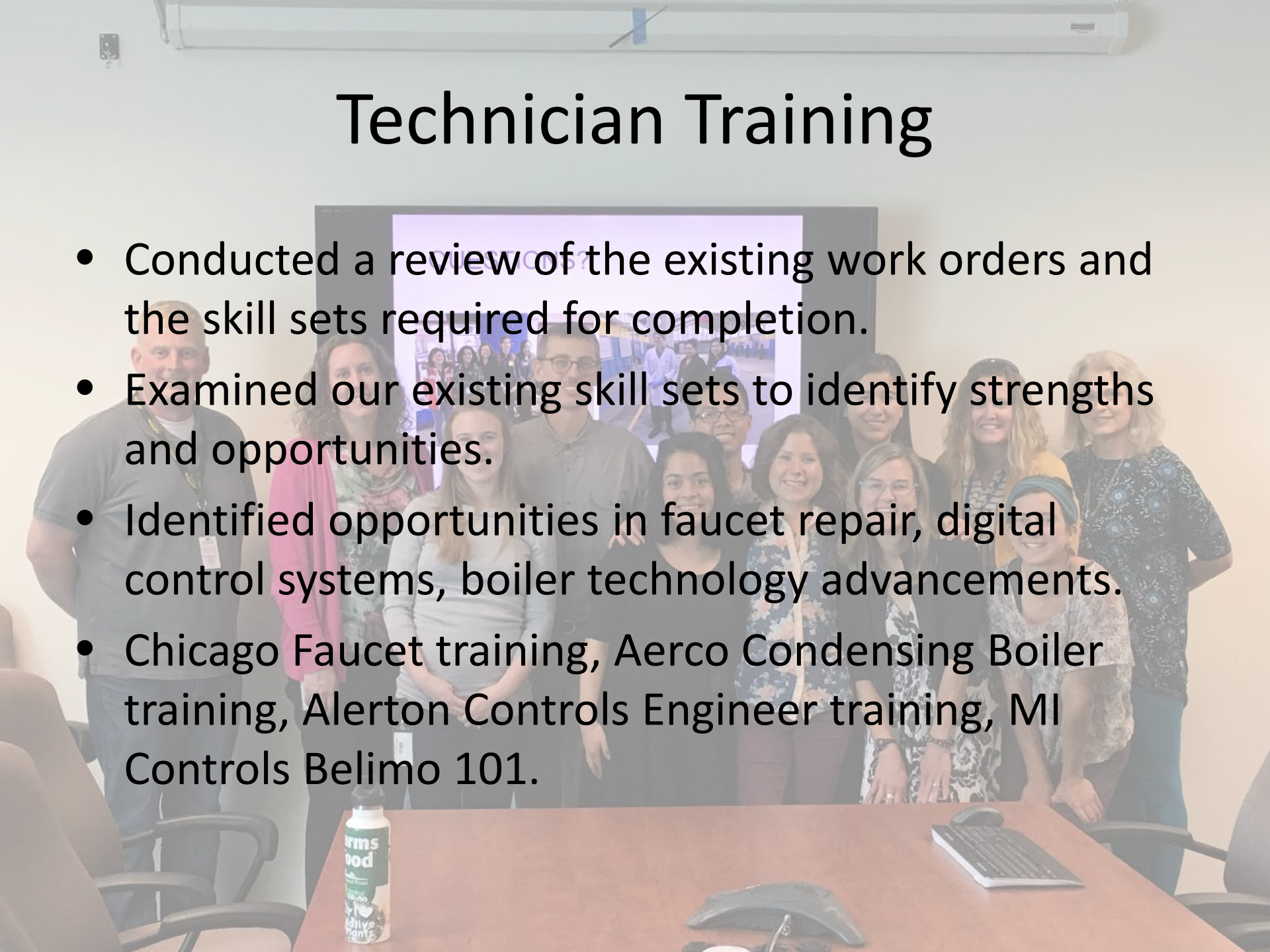
2016-2017 Focus

- Increase effectiveness of labor resource through focused training opportunities.
- Evaluate effectiveness of Waste Reduction strategies in lunch room.
- Achieve King County Green School District Level 1



Technician Training

- Conducted a review of the existing work orders and the skill sets required for completion.
- Examined our existing skill sets to identify strengths and opportunities.
- Identified opportunities in faucet repair, digital control systems, boiler technology advancements.
- Chicago Faucet training, Aerco Condensing Boiler training, Alerton Controls Engineer training, MI Controls Belimo 101.

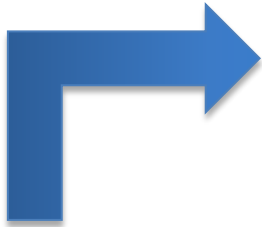


Waste Reduction Strategies

- Partnered with University of Washington School of Public Health, King County Solid Waste Division, and City of Auburn.
- Studied waste generated in school lunch program.

Method: Food Waste Audits

Waste audits were performed using “trash-on-a-tarp” methodology



Waste Audit Data, Lunchroom

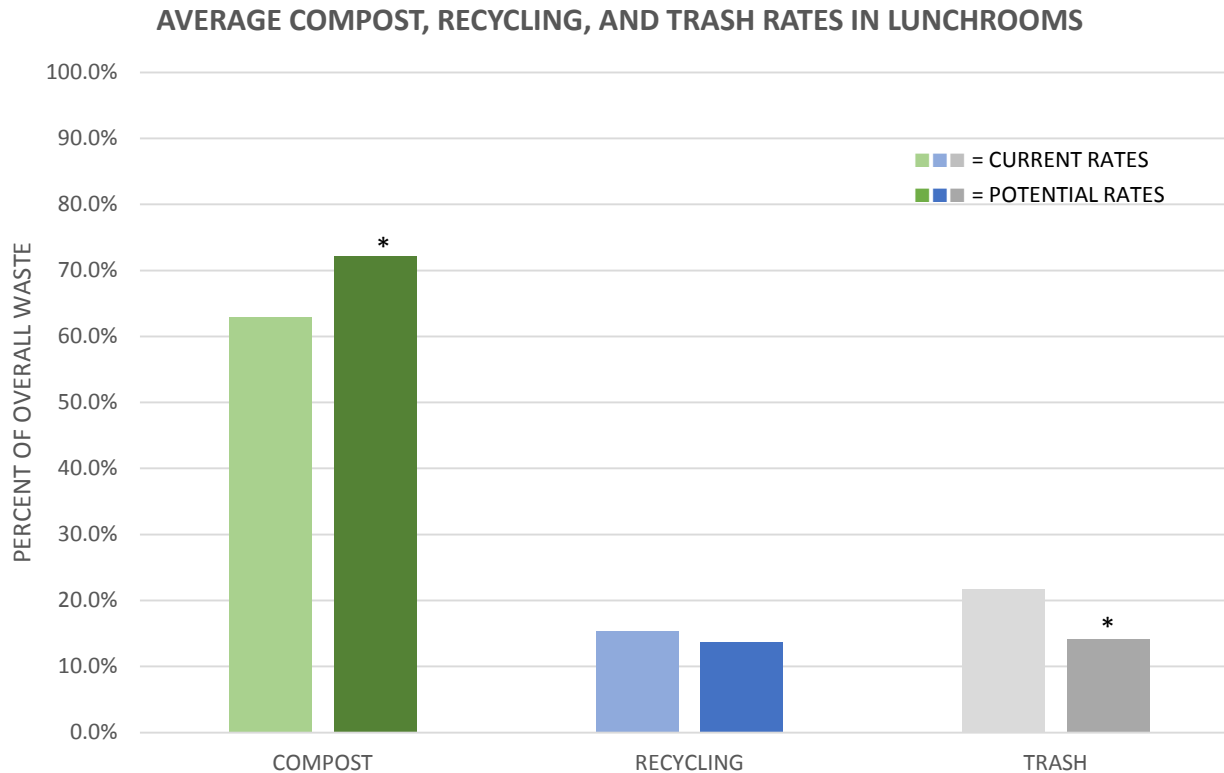


Figure. Of the lunchrooms that did provide compost bins (n=8), the mean current and potential compost, recycling, and trash rates are depicted. Statistical significance was found in the difference between current and potential compost and trash rates.

*p<0.05



LIVABLE
CITY YEAR

UNIVERSITY of WASHINGTON

Waste Audit Data, Kitchen

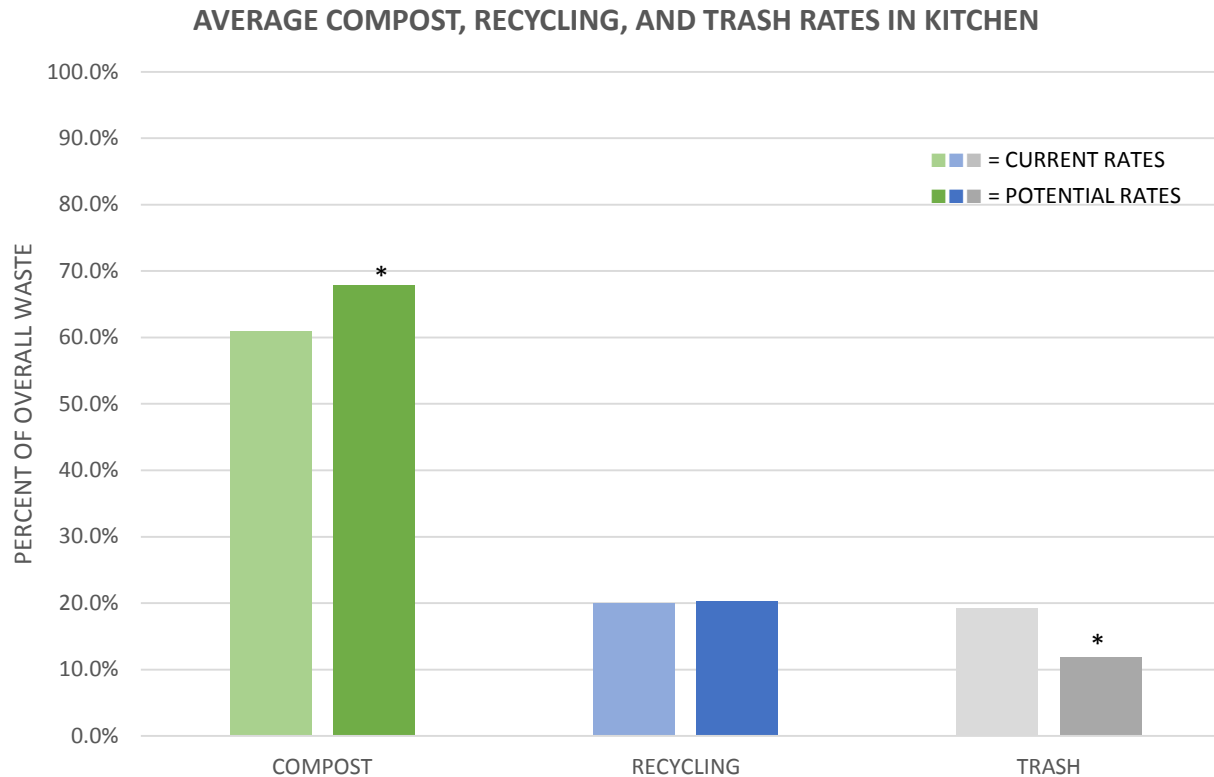


Figure. Of the kitchens that did utilize compost bins (n=12), the mean current and potential compost, recycling, and trash rates are depicted. Statistical significance was found in the difference between current and potential compost and trash rates.

*p<0.05



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Compost Bins Matter

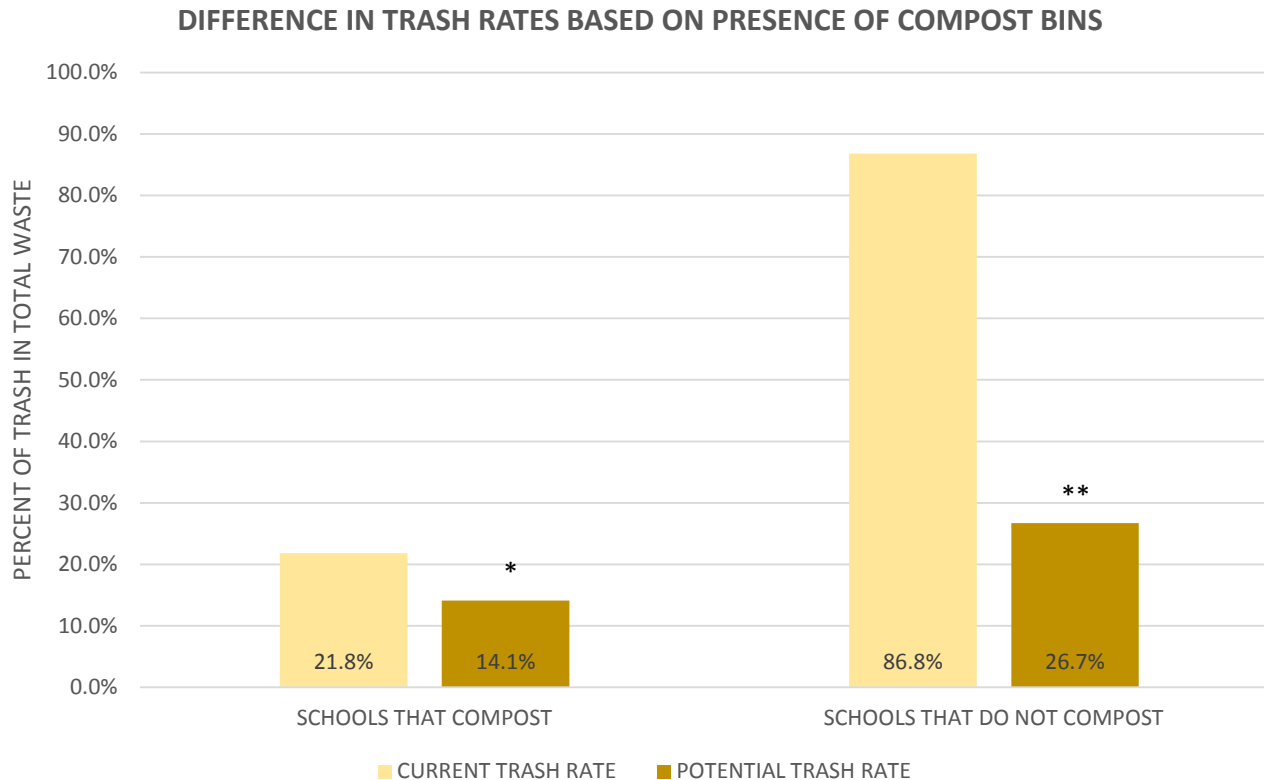
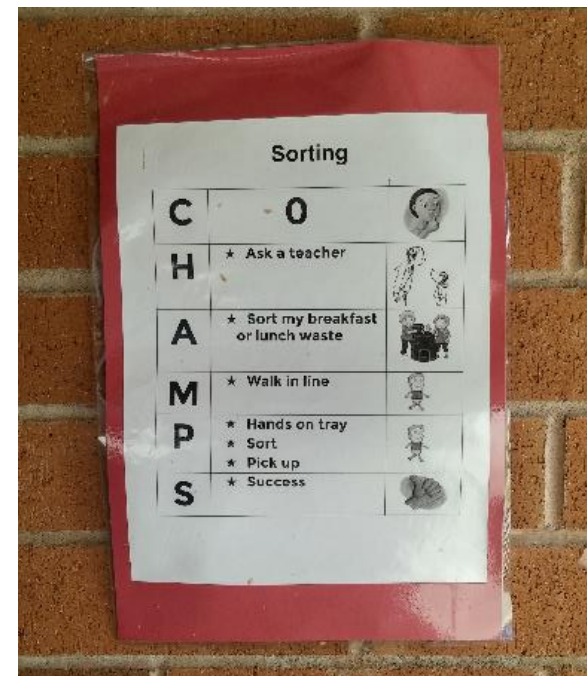


Figure. Comparison of schools that do and do not have compost bins in the lunchrooms. All schools had significantly lower potential trash rates compared to current trash rates, whether they currently compost or not.

* $p < 0.05$ ** $p < 0.001$

Differences by grade level, presence of green teams, presence of lunchroom monitors

- No differences between elementary and middle/high school rates
- Observational data support the use of the following in schools to improve overall sorting rates, although statistical analyses was limited by sample size:
 - Student-run Green Teams
 - Lunchroom Monitors



Green Schools Participation Matters

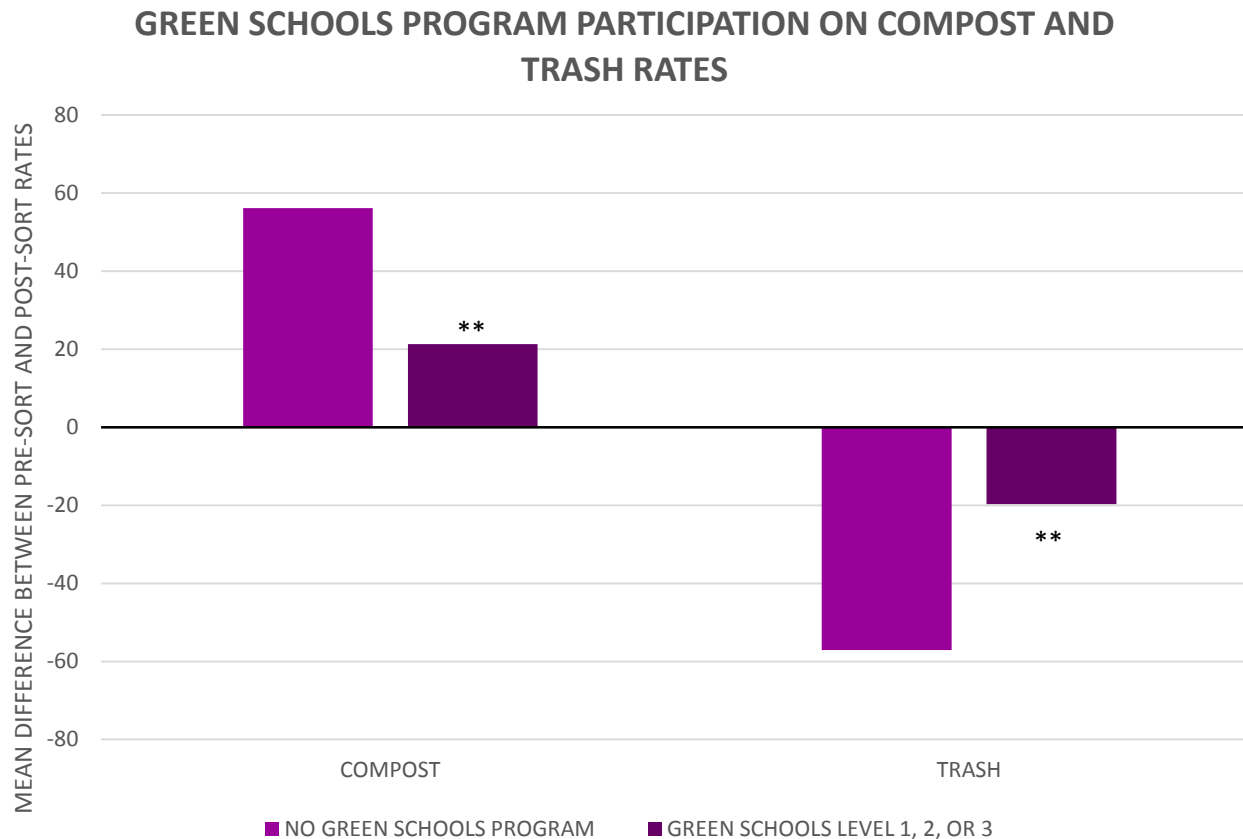


Figure. Comparison of schools participating (N=10) or not participating (N=5) in King County Green Schools program according to the difference in pre-sort and post-sort compost and trash rates.

**p<0.01



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CITY YEAR

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Auburn School District King County Green Schools

Highest Level	Elementary	Highest Level	Middle Schools
1	Alpac Elementary	1	Cascade Middle School
3	Arthur Jacobsen Elementary	1	Mount Baker Middle School
1	Chinook Elementary	3	Olympic Middle School
1	Dick Scobee Elementary	1	Rainier Middle School
1	Evergreen Heights Elementary	Highest Level	High Schools
1	Gildo Rey Elementary	1	Auburn High School
1	Hazelwood Elementary	1	Auburn Mountainview High School
3	Ilalko Elementary	1	West Auburn High School
4	Lake land Hills Elementary	Working Toward level 1	
2	Lake View Elementary	Auburn Riverside High School	
4	Lea Hill Elementary	Not Yet Participating	
2	Washington Elementary	Pioneer Elementary School	
		Terminal Park Elementary School	

Mt. Baker Middle School



School Improvement Plan

Overall SIP Goals

- The percentage of students achieving at levels three and four will increase by 5% each year and the percentage of students achieving at levels one and two will decrease by 5% each year, as measured by the reading and math SBA for the years 2013-2016 (2017).
- The average percentage of students failing one or more classes will be reduced by 10% each year through the intentional implementation of research based strategies that increase student engagement in their learning.

SIP

- Action Strategy: Goals 1 & 2
 - Teach, reinforce, and assess common and content specific tier 2 vocabulary across content areas.
 - Tier 2 High frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Examples of Tier 2 words are develop, complex, analyze, cite text, determine, establish, draw conclusion, evaluate.

Goal Three

- Relationships - “Challenge kids”
- Engaging Students with Poverty *Jensen*
- ACE Study
- *Deep Equity*

What are the 10 *Adverse Childhood Experiences*?

1. Child Sexual Abuse

2. Child Physical Neglect

3. Child Physical Abuse

4. Child Emotional Abuse

5. Child Emotional Neglect

6. Witnessing Domestic Violence against the mother

7. Loss of a Parent to Death or Abandonment

8. Mentally ill, Depressed, or Suicidal Family Member

9. Incarceration of a Family Member

10. Drug Addicted or Alcoholic Family Member

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Washington School Classroom (30 Students)

Adverse Childhood Experiences (ACEs)

6 students with no ACE

5 students with 1 ACE

6 students with 2 ACEs

3 students with 3 ACEs

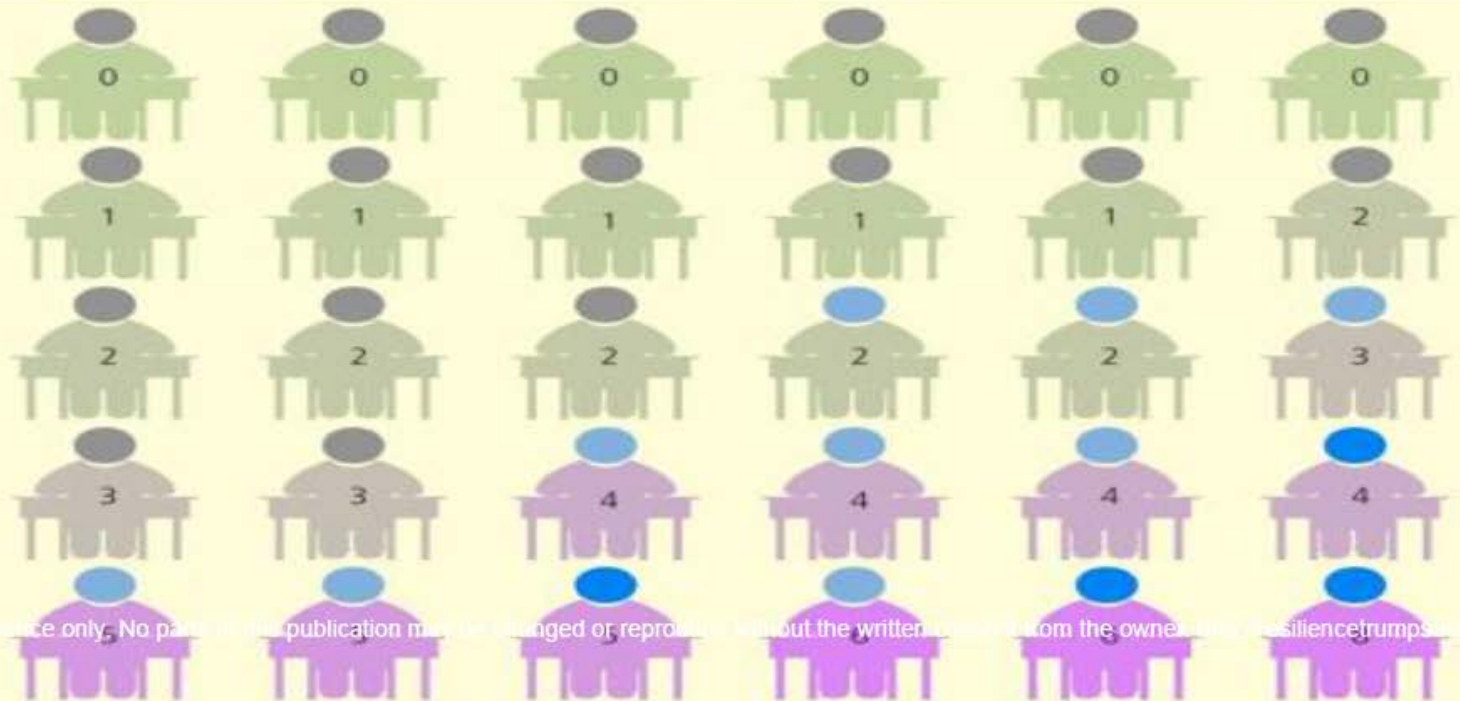
7 students with 4 or 5 ACEs

3 students with 6 or more ACEs

58% (17) students with no exposure to physical abuse or adult to adult violence

29% (9) of students exposed to physical abuse or adult to adult violence

13% (4) of students exposed to physical abuse and adult to adult violence

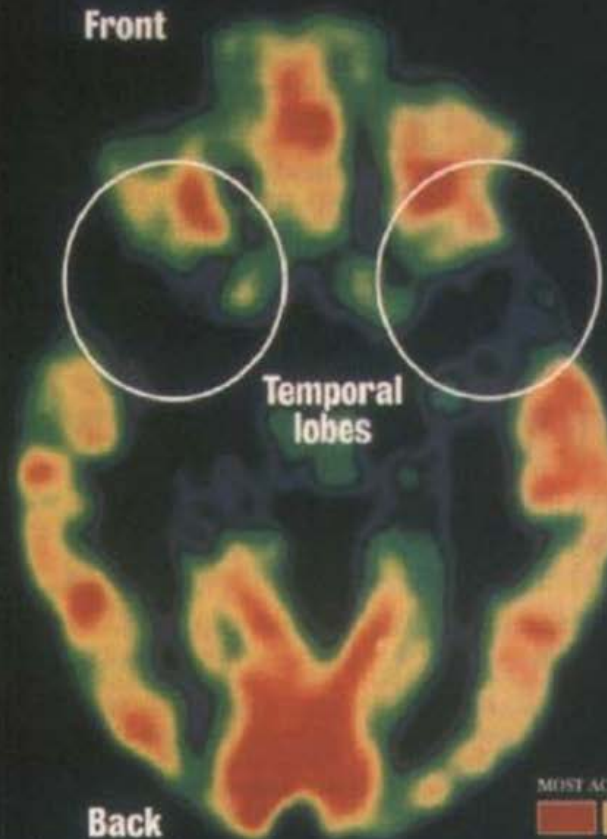


Healthy Brain

This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.



Front



An Abused Brain

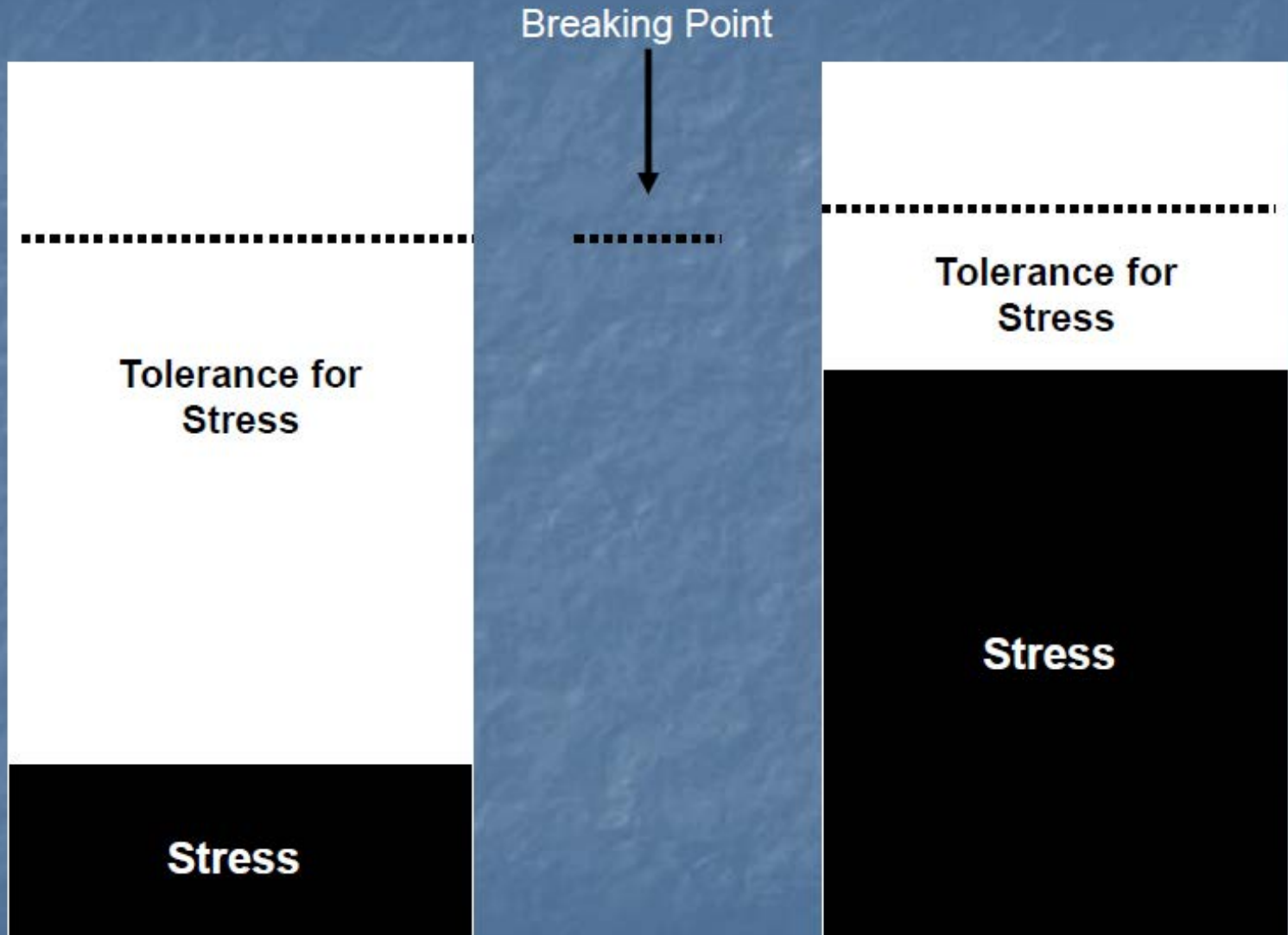
This PET scan of the brain of a Romanian orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top), which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.

MOST ACTIVE LEAST ACTIVE

Red	Orange	Green	Blue	Black
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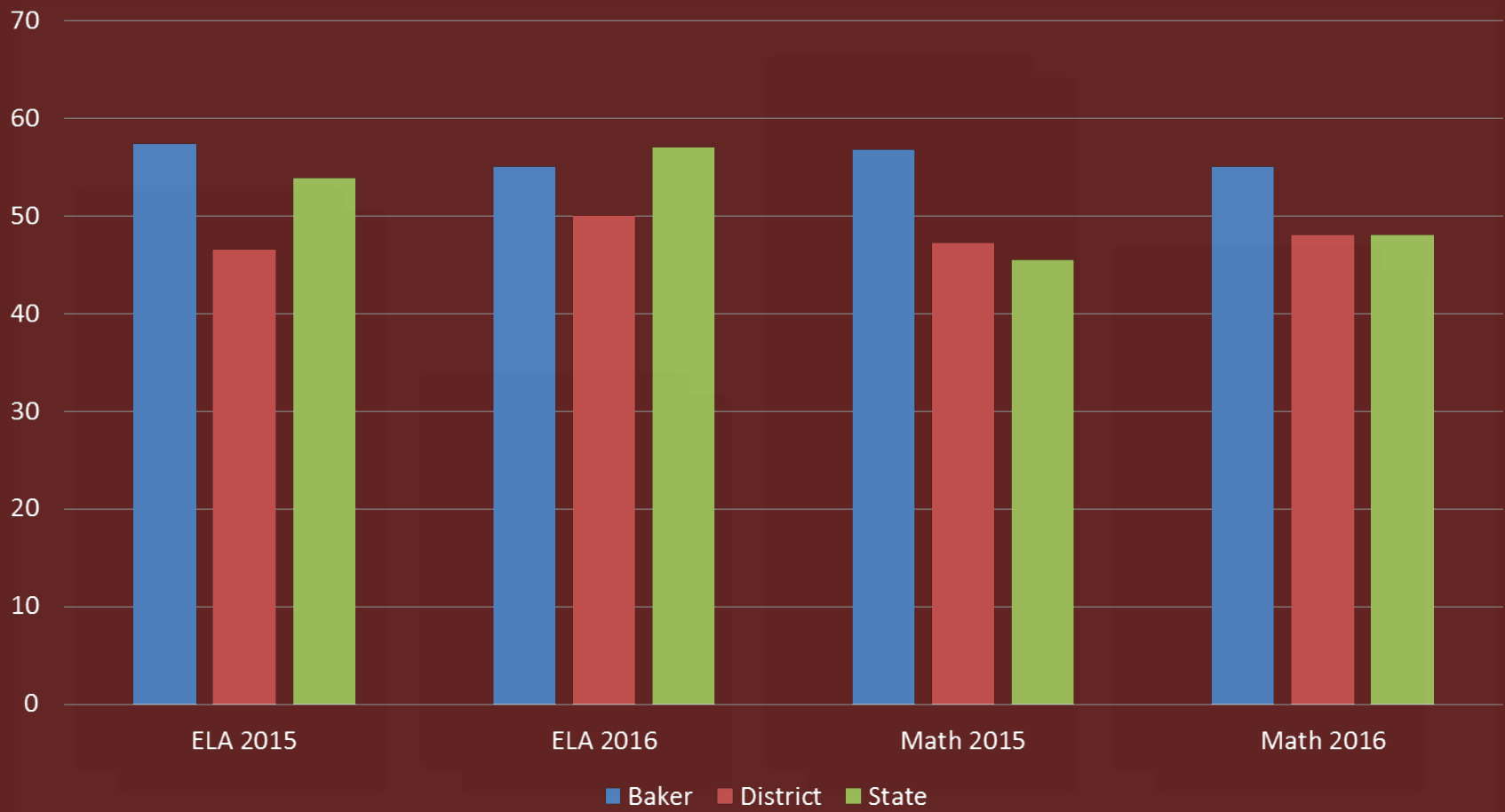
Window of Stress Tolerance



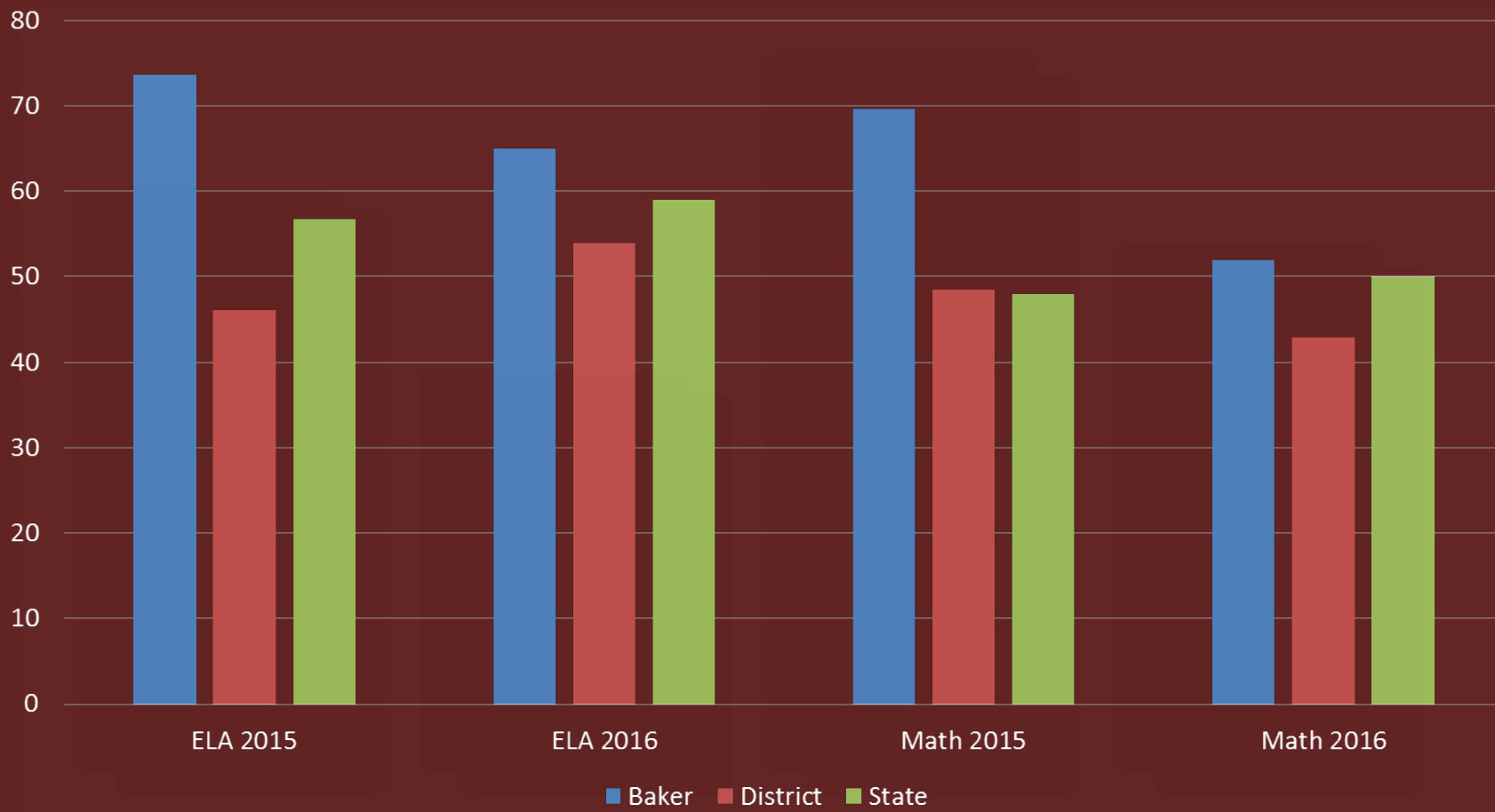
Discipline Referrals have Decreased!

- Suspensions 2011-2012 230
- Suspensions 2012-2013 123
- Suspensions 2013-2014 78
- Suspensions 2014-2015 63
- Suspensions 2015-2016 47
- Suspensions 2016-2017 ?

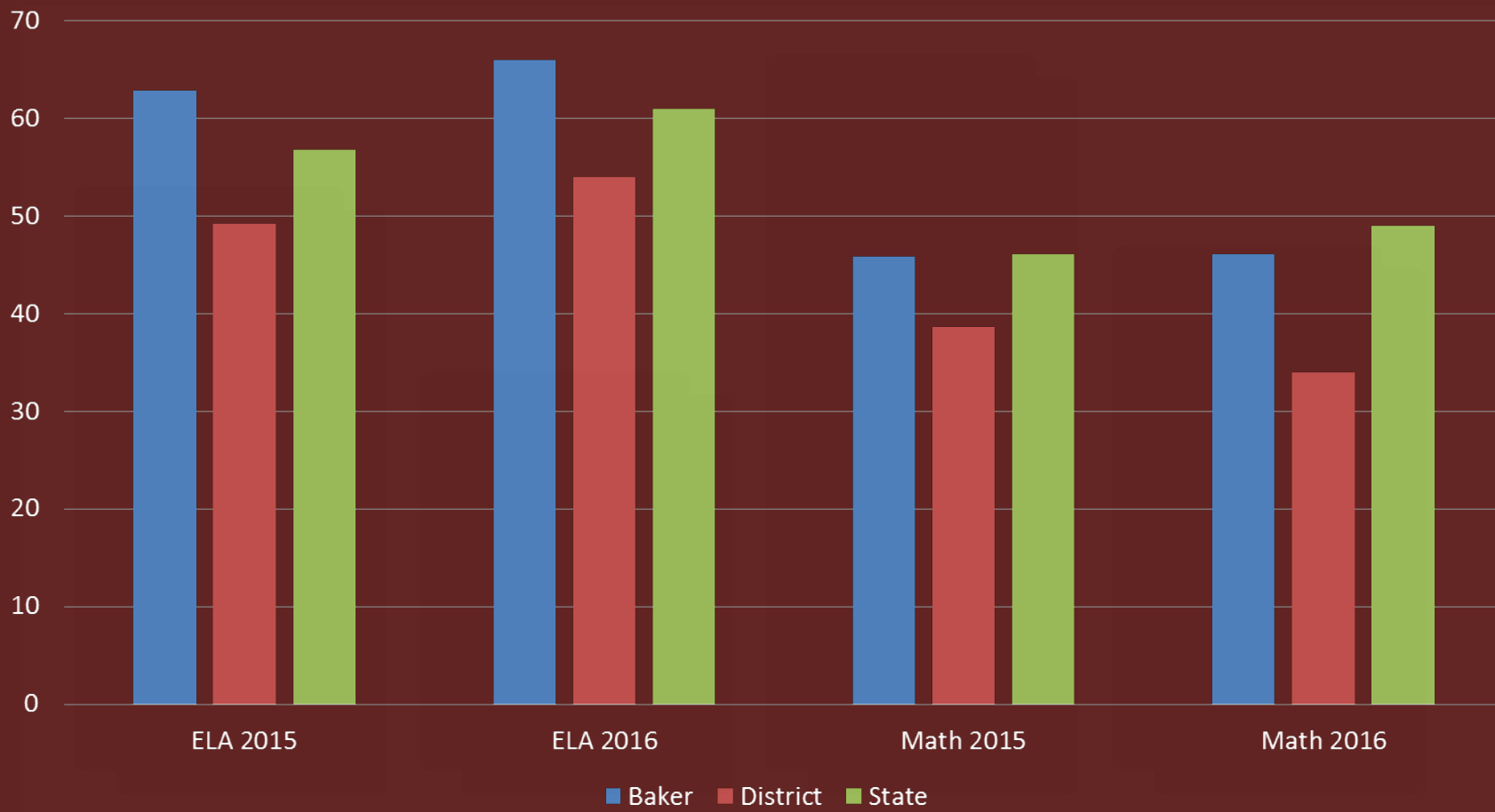
6th Grade



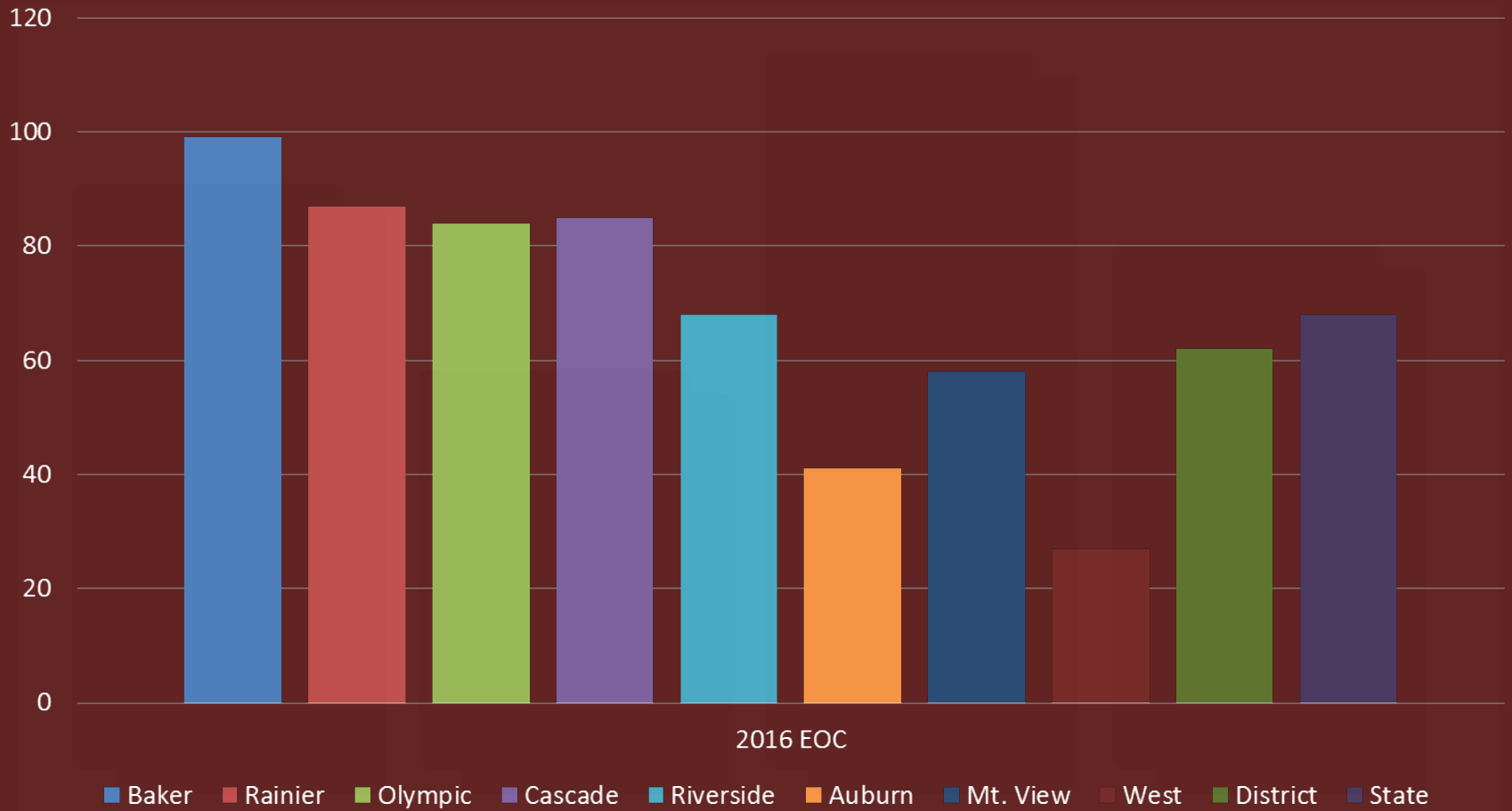
7th Grade



8th Grade



Biology EOC



Mt. Baker MAP Trend Data - Reading

	6 th F	6 th W	6 th S	7 th F	7 th W	7 th S	8 th F	8 th W	8 th S
2016-17									
80-100%	17%	19%	20%	25%	30%	26%	26%	27%	30% ▾
61-80%	26%	26%	28%	25%	23%	28%	27%	27%	30%
41-60%	17%	21%	22%	20%	17%	19%	23%	18%	20%
21-40%	20%	17%	19%	15%	18%	16%	13%	11%	14%
0-20%	19%	17%	11%	14%	12%	12%	11%	17%	7%

Instructional Specialists Support

- Each core teacher selected 5 struggling students from their classes.
- Focused strategies (taught by IS and through our ACES work during the year) were implemented:
 - Proximity
 - Vocabulary strategies
 - Multiple reps
 - Purposeful teacher check in's
 - Preferential seating/encouragement
- 140 reported so far...76 showed significant growth on MAPS

FULL REVISION

Deep Equity Principle 4: Students are reinforced for academic development	Deep Equity Principle 7: Interactions stress collectivity as well as individuality
Consistently and intentionally engage students in goal setting and self-reporting grades (1.44) <ul style="list-style-type: none">- Students monitoring/tracking their own assessments- Students goal setting for future assessments	Continue to build collective teacher efficacy (1.57) <ul style="list-style-type: none">- Aligned assessment calendars- Strong PLC's- Literacy Handbook- Student of Concern Meetings
Deep Equity – YESS implementation	Deep Equity – YESS implementation
ACES	ACES

GO BULLDOGS!!!!



Auburn School District #408
Career and Technical Education



Curriculum Review
of the courses in the
HEALTH AND
HUMAN SERVICES
PATHWAYS

2016-2017

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INTRODUCTION

Career and Technical Education (CTE) is an innovator and leader in education in Washington that offers courses of study to ensure students explore, compete, and succeed as lifelong learners in the world of work. (Statewide Strategic Plan for Secondary Career and Technical Education, Report to the Legislature, Randy Dorn, December 2012)

The vision for CTE in Washington State states: *Education and workforce leaders partner to engage students and prepare them for life success through multiple career pathways that are relevant to student interests and responsive to the needs of employers and the economy.* The Statewide Strategic Plan for CTE addresses four trends borne out by current research.

1. The tie between education attainment and lifelong earning potential is evident and proven.
2. The education requirements for most occupations are growing.
3. There is a growing gap between workers' skill attainment and estimated employer requirements.
4. CTE helps prevent dropouts from high school, improves math scores, and improves chances of going onto postsecondary education.

The solution presented by the Strategic Plan is threefold:

1. Robust, relevant, rigorous and academic career and technical education, including strong implementation and integration of the 21st Century Skills and the Common Core State Standards (CCSS) across K-12 programs and disciplines, to prepare students for postsecondary education they will need.
2. Targeted, 21st century-oriented skill training such as integration of the 21st Century Skills, to meet education requirements for jobs today and tomorrow.
3. Career planning for all students, regardless of career or postsecondary path, to ready all students for the world of work.

The committee that developed the state strategic plan identified four major goals to help shape CTE in Washington into a responsive, powerful vehicle to help students achieve and to overcome some of the barriers we currently face. In summary, the goals are to:

1. Improve the access to and quality of CTE, which prepares students for lifelong learning and employment through the development of adaptable skills and knowledge.
2. Ensure that every student receives comprehensive career guidance that leads to a personalized Program of Study (POS).
3. Require CTE teachers and administrators to be fully prepared and supported in their roles as educator instructional leaders.
4. Ensure that CTE is a results-driven education system so as to demonstrate a positive return on investment.

The state strategic plan continues by identifying specific, measurable objectives and recommendations necessary to reach those goals and improve the statewide CTE program and educational opportunities for all students.

WASHINGTON STATE CAREER AND TECHNICAL EDUCATION PROGRAM STANDARDS

The Career and Technical Education (CTE) Program Standards are designed to empower students to live, learn and work as productive citizens in a global society. CTE Programs must meet standards established by the Office of the Superintendent of Public Instruction (OSPI). These CTE standards are designed to ensure high quality, consistent and relevant CTE programs as essential components of the educational and career pathways. These standards provide OPSI approval guidelines for CTE courses and guide the development and continuous improvement of CTE programs in local school districts.

Career and Technical Education is a planned program of courses and learning experiences that begins with exploration of career options, supports basic academic and life skills, and enables achievement of high academic standards, leadership, options for high skill, high wage employment preparation, and advanced and continuing education. (RCW 28C.04.100)

Washington Career and Technical Education Foundations

1. Students will demonstrate occupationally-specific skills and competencies including the application of related Essential Academic Learning Requirements and Grade Level Expectations [and Common Core State Standards] using a contextual approach.
2. CTE programs are an integral part of the K-20 education system and are coordinated with other workforce development programs.
3. Students who participate in CTE programs develop and apply skills and knowledge needed to live, learn and work in an increasingly diverse society. These skills include an appreciation for all aspects of diversity, respectful interaction with diverse cultures, and recognition and elimination of harassment, bias, and stereotyping.
4. Leadership skills are integrated into the content of each course. Students are encouraged to participate in a career and technical student leadership organization related to the program pathway.

5. Employability skills are integrated into the content of each course, and students in CTE programs participate in some form of work-based learning.
6. CTE programs assist students with career planning and development, transition, employment and post-secondary options.
7. CTE instructional equipment, facilities and environment are comparable to those used in the workplace.
8. The instructor holds a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned.
9. CTE instructors are provided time and resources to connect student learning with work, home and community.
10. CTE programs are structured so that supervision, safety and the number of training stations determine the maximum number of students per classroom.
11. An advisory committee actively guides the relevance and continuous improvement of the program.
12. CTE programs are reviewed annually and the results are used for continuous program improvement.

Industry-Defined Standards

Career and Technical Education programs ensure academic rigor, align with the state's education reform requirements and help address the skills gap for Washington's economy as validated by advisory committees. Each course and program identify, teach and assess the knowledge, skills and competencies required to perform successfully in the workplace. These standards define the technical content of CTE courses as defined in the curriculum frameworks. In the absence of industry-defined skill standards developed at the national or state level, local advisory committee validation will be required.

21st Century Skills

State CTE courses will exemplify the intentional synthesis of technical knowledge and skills, traditional academics, and 21st century skills. CTE programs are aligned with rigorous industry and academic standards. Integrating 21st century skills into all curricula positions CTE as a premier course of study for career and college readiness for all students, and places more students on the path to success.

The Framework for 21st Century Skills presents a holistic view of teaching and learning that combines a focus on 21st century student outcomes (a blending of specific skills, content knowledge, expertise and literacies) with support systems to help students master the multi-dimensional abilities required of them in the 21st century. (Partnership for 21st Century Skills, www.p21.org)

Learning and Innovation Skills. Skills that prepare for a more complex life and work environment and are essential to prepare for the future. These skills include: critical thinking and problem-solving; communication; collaboration, creativity and innovation.

Information, Media & Technology Skills. The ability to exhibit a range of functional and critical thinking skills related to information, media and technology. These skills include: informational literacy; media literacy; information; communication and technology (ICT) literacy.

Life & Career Skills. Students need the skills to develop the ability to navigate the complex life and work environments in the globally competitive information age. Skills in this area include: flexibility and adaptability; initiative and self-direction; social and cross-cultural skills; productivity and accountability; leadership and responsibility.

Common Core and Washington Standards

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. Standards are supported or supplemented through Career and Technical Education (CTE) courses. Interdisciplinary themes are woven throughout CTE courses, providing relevant content and contexts for learning.

Leadership

Leadership skill development for all students is a required, integral part of all Career and Technical Education (CTE) instructional programs. Leadership can be defined as the ability to preside, guide, or manage self, others, activities, or events with responsibility for the final outcome. Integrating leadership skill development into CTE instructional programs enables students to fully utilize the subject matter content they receive. These skills empower each student to assume responsible roles in the family, community, business and industry environments.

In Washington State, core leadership skills are organized into three categories of skill development: individual, group, and community and career. When planning individual courses, districts choose which of the core leadership skill(s) from each category are taught and assessed in that course. Upon completion of a program (sequence of courses), students will be able to demonstrate knowledge and skills in all of the leadership skills.

Career and Technical Student Organizations

Students in Washington State have the opportunity to practice leadership skills on the highest professional level through Career and Technical Education Student Organizations (CTSOs). Washington State recognizes the following CTSOs:

- DECA: An Association of Marketing Students
- Future Business Leaders of America (FBLA)
- Family, Career, and Community Leaders of America (FCCLA)
- FFA (formerly known as the Future Farmers of America)
- Skills USA Washington
- Technology Student Association (TSA)
- Washington Vocational Sports Medicine Association (WVSMA)

Through CTSO organizations, students have leadership skill development opportunities available at the classroom, local, state, national and international levels. Integrating CTSO programs and activities into the curriculum offers the ability for students to participate in out-of-school activities as well. These could include various meetings, community service projects, and local, state, regional workshops and conferences. These events are opportunities for students to interact in a professional environment with a diverse group of peers while learning from professionals in industries related to the curriculum.

Career and Technical Education Student Organization activities integrated into the related CTE curriculum become co-curricular activities that extend a student's learning. They give students an important opportunity to experience the application of foundational leadership skills and technical standards learned in the classroom. They provide students the opportunity to:

- Test their abilities with their peers in a variety of subject areas by completing a variety of projects and preparations at the highest levels. These activities or competitive events are evaluated against criteria set at industry standards.

- Raise their own standard of achievement to the related industry standard.
- Advance and extend leadership skills beyond the classroom utilizing academic and technical skills in an environment that will assist the student in connecting to their future career and educational goals.

The table of Core Leadership Skills for Washington State can be found on the next page.

WASHINGTON STATE CAREER AND TECHNICAL EDUCATION

Core Leadership Skills

The leadership skills listed in the three categories below are the core leadership skills that students should be able to demonstrate prior to their completion of a Career and Technical Education program. These core leadership skills are common to all of the recognized Washington Career and Technical Student Organizations.

When planning an individual course, districts may choose which core leadership skills from each category will be addressed in that course. Upon completion of a program (sequence of courses), students will be able to demonstrate each of the core leadership skills. All students will apply leadership skills in real-world, family, community, and business and industry applications.

<u>Leadership: Individual Skills</u>	<u>Leadership: Group Skills</u>	<u>Leadership: Community and Career Skills</u>
1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.	2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.	3.1 The student will analyze the roles and responsibilities of citizenship.
1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders.	2.2 The student will demonstrate knowledge of conflict resolution and challenge management.	3.2 The student will demonstrate social responsibility in family, community, and business and industry.
1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.	2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.	3.3 The student will understand their role, participate in and evaluate community service and service learning activities.
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.	2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.	3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life.
1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.	2.5 The student will demonstrate a working knowledge of parliamentary procedure.	3.5 The student will understand and utilize organizational systems to advocate for issues at the local, state, national and international level.
1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.	2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.	3.6 The student will understand the importance and utilize the components and structure of community-based organizations.
	2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.	3.7 The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals.
	2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.	

Employability Skills

Employability skill development for all students is a required, integral part of all Career and Technical Education (CTE) programs. Employability can be defined as human relations personal management, and personality (affective) skills needed to be a good employee.

When planning individual courses, districts may choose which of the core employability skill(s) from each category that will be addressed in that course. Upon completion of a sequence of courses, students will be able to demonstrate knowledge and skills in all of the employability skills.

Based upon the Secretary's Commission of Achieving Necessary Skills (SCANS, 1993), the following list represents the core employability skills that students should be able to demonstrate prior to their completion of a Career and Technical Education program.

- 1.1 The student will demonstrate the ability to identify, organize, plan, and allocate resources. This means that the student is able to demonstrate allocating time, money, materials, space and staff.
- 1.2 The student will demonstrate the ability to acquire and use information in family, community, business and industry settings. This means that the student can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.
- 1.3 The student will demonstrate an understanding of complex inter-relationships (systems). This means that the student understands social, organizational, and technological systems; they can monitor and correct performance; and they can design and improve systems.
- 1.4 The student will demonstrate an ability to work with a variety of technology systems, identify or solve problems with equipment, including computers. This means that the student can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

- 1.5 The student will use interpersonal skills to communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. This means that the student can effectively work on teams, teach others, serve customers, lead, negotiate, and work effectively with people from culturally diverse backgrounds.

In order for students to succeed, we need to prepare them for the ever-changing world of work, which means not only college readiness, but career readiness—students with access to postsecondary education and skill attainment possibilities that will prepare them to be successful in the 21st century. The components of strong Career and Technical Education Programs outlined above do just that. Offering a unique opportunity to engage students in an enormous variety of subjects, CTE incorporates academic, career and technical skills. Also preparing students for all of life that comes after high school, CTE has a goal that is not represented anywhere in education.

Career and Technical Education needs to be an integral part of every student's education so that all students graduate from high school globally-competitive for work, prepared for postsecondary education, and ready for life as a positive contributing member of society in the 21st century. With CTE, students succeed.



Introduction

The Office of the Superintendent of Public Instruction (OSPI) Career and Technical Education Department requires all CTE courses to go through a re-approval process. The purpose is to make certain that all CTE courses:

- Ensure academic rigor.
- Align with the state's education reform requirements.
- Help address the skills gap of Washington's economy.
- Maintain strong relationships with local CTE advisory committees for the design and delivery of Career and Technical Education.

A re-approval schedule of specific program areas was created by OSPI and the Auburn School District follows this schedule on a five-year cycle.

Programs in the Health and Human Services Pathways were reviewed during the 2016-2017 school year. These programs include American Sign Language, Culinary Arts, Family and Consumer Sciences, Health Science, and Sports Medicine. The curriculum for each course within these programs was reviewed based upon the components identified in the Washington State Career and Technical Education Program Standards. The pages that follow include the curriculum updates for the courses in this pathway.

Careers in Education

INTRODUCTION

Course Name	<u>Careers in Education</u>	Grade Level(s)	<u>10, 11, 12</u>
Course Length	<u>One year program - 180 hours</u>	Course Code (s)	<u>CTE 210</u>

Course Description

Have you always dreamed of a career involving children? Do you want to make a difference in a child's educational experience? Gain valuable skills working with school-age children at an elementary school while you develop a professional portfolio documenting your knowledge and experience. Instruction includes child development, learning styles, and the special-needs of children. Successful completion qualifies you to take Teaching Academy where you can apply your skills at an elementary/secondary field site. Family Career and Community Leaders of America and/or 21st Century Skills are the integrated leadership opportunities to teach you skills for life.

*Individual student material costs **may** be needed for this course.*

Pathway Connections

Primary Connection	Education and Training
Secondary Connection	Teaching/Training

Sample Sequence of Courses

Careers in Education, Teaching Academy 1, 2, 3, 4

Cross Credit and/or College Credit

Green River College, Highline College, Renton Technical College

Basic Textbook

"The First Days of School: How to Be an Effective Teacher" By Harry K. Wong (Class Set of 35)

"Teaching Second Edition" By Sharleen L. Kato *Goodheart-Wilcox* (Class Set of 35)

Equipment

Class set of Chromebooks

Software

Supplemental Materials

- Teachers Recruiting Future Teachers Resource Guide, 2002, 2006, 2016
- Full set of Paula Rutherford workbooks
- Paula Rutherford New Teacher's Professional Development Kit

Skills Gap Data (CTE Courses only)

Quick Facts: Kindergarten and Elementary School Teachers	
2015 Median Pay	\$54,550 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	Internship/residency
Number of Jobs, 2014	1,517,400
Job Outlook, 2014-24	6% (As fast as average)
Employment Change, 2014-24	87,800

Quick Facts: Middle School Teachers	
2015 Median Pay	\$55,860 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	Internship/residency
Number of Jobs, 2014	627,500
Job Outlook, 2014-24	6% (As fast as average)
Employment Change, 2014-24	36,800

Quick Facts: High School Teachers	
2015 Median Pay	\$57,200 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	Internship/residency
Number of Jobs, 2014	961,600
Job Outlook, 2014-24	6% (As fast as average)
Employment Change, 2014-24	55,900

COURSE OUTLINE

Course Name Careers in Education **Grade Level(s)** 10, 11, 12

Have you always dreamed of a career involving children? Do you want to make a difference in a child's educational experience? Gain valuable skills working with school-age children at an elementary school while you develop a professional portfolio documenting your knowledge and experience. Instruction includes child development, learning styles, and the special-needs of children. Successful completion qualifies you to take Teaching Academy where you can apply your skills at an elementary/secondary field site. Family Career and Community Leaders of America and/or 21st Century Skills are the integrated leadership opportunities to teach you skills for life.

*Individual student material costs **may** be needed for this course.*

- 1. Professional Development and Screening**
 - A. The teacher's role with students, parents, and community
 - B. CPR Certification
 - C. District Transportation Form
 - D. District Volunteer Background Check
 - E. Internship Orientation
 - F. Para-Pro Assessment
 - G. Portfolio
- 2. Safe and Healthy Learning Environment**
 - A. Healthy Environment
- 3. The Learner**
 - A. Ages and Stages
 - B. Theorists
 - C. PIES
 - D. Different Types of Learners
 - E. Culture and Identity
 - F. Learning Styles
 - G. Multiple Intelligences
 - H. Understanding Self and Others
- 4. Education**
 - A. History
 - B. Law (State and National level)
 - C. Current Issues in Education

5. Effective Teaching in the Educational Setting

- A. Planning Lessons
- B. Implementing Lessons
- C. Assessment Methods
- D. Teaching Methods
- E. Classroom Management
- F. Classroom Organization
- G. Bulletin Boards and Teaching Tools

6. Internship

- A. Journals and Observations
- B. Small Group and Large Group Experience
- C. Apply and Practice Course Content

POWER STANDARDS

Course Name Careers in Education **Grade Level(s)** 10, 11, 12

- PS 1: Analyze career paths within early childhood, education and related services.
- PS 2: Demonstrate a safe and healthy learning environment for children.
- PS 3: Analyze developmentally appropriate practices to plan for early childhood, education, and services.
- PS 4: Demonstrate professional practices and standards related to working with children.
- PS 5: Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
- PS 6: Demonstrate techniques for positive collaborative relationships with children.

SKILLS GAP/LABOR MARKET DATA
FACSE/ Careers in Education Program

Careers in Education Overall		
High School	Quick Facts: High School Teachers	
	2015 Median Pay	\$57,200 per year
	Typical Entry-Level Education	Bachelor's degree
	Work Experience in a Related Occupation	None
	On-the-job Training	Internship/residency
	Number of Jobs, 2014	961,600
	Job Outlook, 2014-24	6% (As fast as average)
	Employment Change, 2014-24	55,900
CTE	Quick Facts: Career and Technical Education Teachers	
	2015 Median Pay	\$52,800 per year
	Typical Entry-Level Education	Bachelor's degree
	Work Experience in a Related Occupation	Less than 5 years
	On-the-job Training	See How to Become One
	Number of Jobs, 2014	231,800
	Job Outlook, 2014-24	4% (Slower than average)
	Employment Change, 2014-24	10,200

Teaching K-5	Quick Facts: Kindergarten and Elementary School Teachers		
	2015 Median Pay	\$54,550 per year	
	Typical Entry-Level Education	Bachelor's degree	
	Work Experience in a Related Occupation	None	
	On-the-job Training	Internship/residency	
	Number of Jobs, 2014	1,517,400	
	Job Outlook, 2014-24	6% (As fast as average)	
	Employment Change, 2014-24	87,800	
Teaching 6-8	Quick Facts: Middle School Teachers		
	2015 Median Pay	\$55,860 per year	
	Typical Entry-Level Education	Bachelor's degree	
	Work Experience in a Related Occupation	None	
	On-the-job Training	Internship/residency	
	Number of Jobs, 2014	627,500	
	Job Outlook, 2014-24	6% (As fast as average)	
	Employment Change, 2014-24	36,800	



Auburn School District

Course: Careers in Education		Total Framework Hours up to: 180
CIP Code: 130101	<input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: February 17, 2017
Career Cluster: Education and Training		Cluster Pathway: Teaching/Training

Power Standards

- P1: Analyze career paths within early childhood, education and related services.
- P2: Demonstrate a safe and healthy learning environment for children.
- P3: Analyze developmentally appropriate practices to plan for early childhood, education, and services.
- P4: Demonstrate professional practices and standards related to working with children.
- P5: Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
- P6: Demonstrate techniques for positive collaborative relationships with children.

Unit Outline

	<u>Hours</u>
Unit 1: Professional Development and Screening	20
Unit 2: Safe and Healthy Learning Environment	30
Unit 3: The Learner	40
Unit 4: Education	20
Unit 5: Effective Teaching in the Educational Setting	30
Unit 6: Internship	40
Total Hours	180

Unit 1: Professional Development and Screening

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students will complete professional screening, including:

- CPR Certification
- District Transportation Form
- District Volunteer Background Check
- Internship Orientation

Leadership Alignment:

21st Century Skills

FCCLA Star Event – *Career Investigation*

Standards and Competencies

Standard/Unit: Unit 1

FCS 4.1 Analyze career paths within early childhood, education and related services

Industry Standards and /or Competencies

Total Learning Hours for Unit: 20

FCS 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.

FCS 4.1.2 Analyze opportunities for employment and entrepreneurial endeavors.

FCS 4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

FCS 4.1.4 Analyze the effects of early childhood, education, and services occupations on local, state, national, and global economies.

FCS 4.1.5 Create an employment portfolio for use with applying for internships and work based learning opportunities in education and early childhood.

FCS 4.1.6 Analyze the role of professional organizations in education and early childhood.

Aligned Washington State Standards

Arts	
English Language Arts	SL1 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 and persuasively.
Educational Technology	2. DIGITAL CITIZENSHIP: Students demonstrate a clear understanding of technology systems and operations and practice safety, legal and ethical behavior.
Health and Physical Ed.	
Mathematics	
English Language Arts Reading	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.
Science	
Social Studies	

Unit 2: Safe and Healthy Learning Environment

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Project-based visual representation to assess students' *ability to create a product*

Leadership Alignment:

21st Century Skills

FCCLA Star Event – <i>Illustrated Talk</i>	
Standards and Competencies	
Standard/Unit: Unit 2 FCS 4.4 Demonstrate a safe and healthy learning environment for children.	
Industry Standards and /or Competencies	Total Learning Hours for Unit: 30
FSC 4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity. FCS 4.4.2 Apply safe and healthy practices that comply with state regulations. FCS 4.4.3 Implement strategies to teach children health, safety, and sanitation habits. FCS 4.4.4 Plan safe and healthy meals and snacks. FCS 4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities. FCS 4.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases. FCS 4.4.7 Demonstrate security and emergency procedures.	
Aligned Washington State Standards	
Arts	1.2 Develops visual arts skills and techniques.
English Language Arts	SL1 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 and persuasively.
Educational Technology	1. INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.
Health and Physical Ed.	2. The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.
Mathematics	
English Language Arts Reading	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.
Science	
Social Studies	
English Language Arts Writing	W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Unit 3: The Learner COMPONENTS AND ASSESSMENTS	
Performance Assessments: Project-based visual representation to assess students' knowledge mastery with a rubric assessment	
Leadership Alignment: 21 st Century Skills FCCLA Star Event – <i>Focus On Children</i>	
Standards and Competencies	
Standard/Unit: Unit 3 FCS 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.	
Industry Standards and /or Competencies	Total Learning Hours for Unit: 40

FCS 4.2.1 Analyze child development theories and their implications for educational and childcare practices. FCS 4.2.2 Apply a variety of assessment methods to observe and interpret children's growth and development. FCS 4.2.3 Analyze cultural and environmental influences when assessing children's development. FCS 4.2.4 Analyze abilities and needs of children and their effects on children's growth and development. FCS 4.2.5 Analyze strategies that promote children's growth and development.	
Aligned Washington State Standards	
Arts	
English Language Arts	SL1 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 and persuasively.
Educational Technology	1. INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.
Health and Physical Ed.	
Mathematics	
English Language Arts Reading	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.
Science	
Social Studies	4. HISTORY The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.
English Language Arts Writing	W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Unit 4: Education COMPONENTS AND ASSESSMENTS	
Performance Assessments: Performance-based visual representation to assess students' <i>reasoning proficiency</i> with a rubric assessment	
Leadership Alignment: 21 st Century Skills FCCLA Star Event – <i>Advocacy</i>	
Standards and Competencies	
Standard/Unit: Unit 4 FCS 4.6 Demonstrate professional practices and standards related to working with children.	
Industry Standards and /or Competencies	Total Learning Hours for Unit: 20
FCS 4.6.1 Utilize opportunities for continuing training and education. FCS 4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations. FCS 4.6.3 Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs. FCS 4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements. FCS 4.6.5 Apply business management skills to planning businesses in early childhood, education, and services.	
Aligned Washington State Standards	
Arts	
English Language Arts	SL1 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 and persuasively.

Educational Technology	2. DIGITAL CITIZENSHIP: Students demonstrate a clear understanding of technology systems and operations and practice safety, legal and ethical behavior.
Health and Physical Ed.	
Mathematics	
English Language Arts Reading	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.
Science	
Social Studies	4. HISTORY The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.
English Language Arts Writing	W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Unit 5: Effective Teaching in the Educational Setting COMPONENTS AND ASSESSMENTS	
Performance Assessments: Project-based visual representation to assess students' <i>skills and ability to create a product</i> with a rubric assessment	
Leadership Alignment: 21 st Century Skills FCCLA Star Event – <i>Chapter Service Project Display and Portfolio</i>	
Standards and Competencies	
Standard/Unit: Unit 5 FCS 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.	
Industry Standards and /or Competencies	Total Learning Hours for Unit: 30
FCS 4.3.1 Analyze a variety of curriculum and instructional models. FCS 4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children. FCS 4.3.3 Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values. FCS 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children. FCS 4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development. FCS 4.3.6 Establish activities, routines, and transitions.	
Aligned Washington State Standards	
Arts	1.2 Develops visual arts skills and techniques.
English Language Arts	SL1 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 and persuasively.
Educational Technology	1. INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.
Health and Physical Ed.	
Mathematics	
English Language Arts Reading	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.
Science	
Social Studies	

English Language Arts Writing	W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Unit 6: Internship COMPONENTS AND ASSESSMENTS	
Performance Assessments: Performance-based visual representation to assess students' skills with a rubric assessment	
Leadership Alignment: 21 st Century Skills FCCLA Star Event – <i>Teach and Train</i>	
Standards and Competencies	
Standard/Unit: Unit 6 FCS 4.5 Demonstrate techniques for positive collaborative relationships with children.	
Industry Standards and /or Competencies	Total Learning Hours for Unit: 40
FCS 4.5.1 Apply developmentally appropriate guidelines for behavior. FCS 4.5.2 Demonstrate problem-solving skills with children. FCS 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children. FCS 4.5.4 Implement strategies for constructive and supportive interactions between children and families. FCS 4.5.5 Analyze children's developmental progress and summarize developmental issues and concerns.	
Aligned Washington State Standards	
Arts	
English Language Arts	SL1 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 and persuasively.
Educational Technology	2. DIGITAL CITIZENSHIP: Students demonstrate a clear understanding of technology systems and operations and practice safety, legal and ethical behavior.
Health and Physical Ed.	
Mathematics	
English Language Arts Reading	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.
Science	
Social Studies	
English Language Arts Writing	W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

21st Century Skills

Check those that students will demonstrate in this course:

LEARNING & INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☒ Implement Innovations

Critical Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgments and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA & 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 & 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

Interior Design for Living

COURSE OUTLINE

Course Name Design for Living Part One – Fashion **Grade Level(s)** 9, 10, 11, 12

Are you interested in fashion? Do you have an artistic flair? Use your creativity and individual style to enjoy this course. In this course you will learn about the history of fashion, how color influences fashion, what your clothes are made of, how to use a sewing machine, and much more. Looking to get involved? Family Career and Community Leaders of America and/or 21st Century Skills are the integrated leadership opportunities to teach you skills for life. *Individual student material costs may be needed for this course.*

- 1. Leadership**
 - A. Fashion Show
- 2. Historical Awareness**
 - A. The Why of Clothes
 - B. The History of Fashion
 - C. Famous Designers
- 3. Fundamentals of Design**
 - A. Elements of Design
 - B. Principles of Design
- 4. Color Theory**
 - A. Color Wheel
 - B. Color Schemes
 - C. Psychological Effects
- 5. Textiles**
 - A. Types of Fabrics
 - B. Uses of Fabrics
 - C. Manufacturing Methods
- 6. Sketching Practices**
 - A. Croquis
- 7. Safety Regulations**
 - A. Care Labels
 - B. Labor Laws
- 8. Career Exploration**
 - A. Post-Secondary
 - B. Program of Study

COURSE OUTLINE

Course Name	Design for Living-Part Two (Housing & Interiors)	Grade Level(s)	9 – 12
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Do you learn best by using your hands? This project-based course allows students to utilize creativity while developing knowledge and skills related to housing, interior design, and home décor. Looking to get involved? Family Career and Community Leaders of America and/or 21st Century Skills are the integrated leadership opportunities to teach you skills for life. *Individual student material costs may be needed for this course.*

1. Leadership

- A. Room Make over

2. Historical Awareness

- A. The Why of
- B. The History
- C. Furniture

3. Fundamentals of Design

- A. Elements
- B. Principles

4. Color Theory

- A. Color Wheel
- B. Color Schemes
- C. Psychological Effects

5. Textiles

- A. Types of fabrics
- B. Uses of fabrics
- C. Construction and manufacturing methods

6. Sketching Practices

- A. Floor Plans

7. Safety Regulations

- A. Labor Laws

8. Career Exploration

- A. Post-Secondary
- B. Program of Study

POWER STANDARDS

Course Name Design for Living Part One - Fashion **Grade Level(s)** 9, 10, 11, 12

1. Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).
2. Analyze design and development of and fashion through the ages.
3. Analyze and utilize elements and principles of design.
4. Apply basic and complex color schemes and color theory.
5. Evaluate fiber and textile products and materials.
6. Apply sketching methods to the world of design.
7. Evaluate various safety standards and regulations in today's society.
8. Analyze and evaluate career paths within consumer service industries.

SKILLS GAP/LABOR MARKET DATA

Human Services Program

Table 3: Selected STEM occupations with fast employment growth, projected 2012–22

Occupation	Employment growth, projected 2012–22 (percent)	Employment		Median annual wage, May 2013	Typical entry-level education ¹
		2012	Projected 2022		
Information security analysts ²	37%	75,100	102,500	\$88,590	Bachelor's degree
Operations research analysts	27	73,200	92,700	74,630	Bachelor's degree
Statisticians	27	27,600	34,900	79,290	Master's degree
Biomedical engineers	27	19,400	24,600	88,670	Bachelor's degree
Actuaries ³	26	24,300	30,600	94,340	Bachelor's degree
Petroleum engineers	26	38,500	48,400	132,320	Bachelor's degree
Computer systems analysts	25	520,600	648,400	81,190	Bachelor's degree
Software developers, applications	23	613,000	752,900	92,660	Bachelor's degree
Mathematicians	23	3,500	4,300	102,440	Master's degree
Software developers, systems software	20	405,000	487,800	101,410	Bachelor's degree
Computer user support specialists ⁴	20	547,700	658,500	46,620	Some college, no degree
Web developers	20	141,400	169,900	63,160	Associate's degree
Civil engineers	20	272,900	326,600	80,770	Bachelor's degree
Biological science teachers, postsecondary	20	61,400	73,400	75,740	Doctoral or professional degree
Environmental science and protection technicians, including health	19	32,800	38,900	41,700	Associate's degree

¹ Unless otherwise specified, occupations typically require neither work experience in a related occupation nor on-the-job training to obtain competency.

² In addition to the education specified, this occupation typically requires less than 5 years of work experience in a related occupation.

³ In addition to the education specified, this occupation typically requires long-term on-the-job training for workers to obtain competency.

⁴ In addition to the education specified, this occupation typically requires moderate-term on-the-job training for workers to obtain competency.

Source: U.S. Bureau of Labor Statistics, Employment Projections program (employment, projections, and education data) and Occupational Employment Statistics survey (wage data).



Auburn School District Interior - Design for Living

Course: Design for Living Part Two – Interior Design		Total Framework Hours: 90
CIP Code: 190601	<input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 3/10/2017
Career Cluster:	Technology and Communication	Cluster Pathway: Visual Arts

Power Standards

- PS 1: FCS 11.1 Analyze career paths within the housing, interior design, and furnishings industry.
- PS 2: FCS 11.5 Analyze design and development of architecture, interiors and furnishings through the ages.
- PS 3: FCS 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.
- PS 4: FCS 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design, and furnishings industries.
- PS 5: FCS 11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs.
- PS 6: FCS 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.
- PS 7: FCS 11.8 Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors and furnishings industries.

Unit Outline

		<u>Hours</u>
Unit 1:	Career Exploration	10
Unit 2:	Historical Housing	10
Unit 3:	Elements and Principles of Design	25
Unit 4:	Floor Plans	20
Unit 5:	Textiles/Coverings/Treatments	15
Unit 6:	Housing and Safety Regulations	<u>10</u>
Total Hours		90

UNIT 1 Career Exploration

COMPONENTS AND ASSESSMENTS

Performance Assessments:
Multimedia rubric-based project
Guest Speakers/Reflection

Leadership Alignment:
21st Century interdisciplinary theme--financial, economic, business & entrepreneurial literacy
21st Century Skill: Information, Media and Technology, Life and Career Connection
Power of One
Star Events

Standards and Competencies

Unit 1: Career Exploration

PS 1: FCS 11.1 Analyze career paths within the housing, interiors, and furnishings industry.

Industry Standards and/or Competencies

Total Learning Hours for Unit: 10

1.1 FCS 11.1.1 Explain the roles and functions of individuals engaged in housing, interiors, and furnishings careers.

1.2 FCS 11.1.3 Summarize education, training, and credentialing requirements and opportunities for career paths in housing and interior design.

Aligned Washington State Learning Standards

Arts	1.1 Understand arts concepts and vocabulary 4.5 Demonstrate knowledge of arts careers and the knowledge of arts skills in the world of work
Computer Science	
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.2.1 Communicate and collaborate to learn with others.
English Language Arts	SL1 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 and persuasively. a. 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 of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. 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 and creative perspectives. d. 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 investigation or complete the task. SL3 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.
Environment & Sustainability	
Financial Education	
Health and Physical Education	

Mathematics	
Science	
Social Studies	
UNIT 2 Historical Housing	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: Rubric-based research project on architectural designs and styles of period homes, identifying how history has shaped furniture, housing, and architectural designs. Create rubric-based timeline.	
Leadership Alignment: 21st Century Skill: Learning and Innovation, Information, Media and Technology, Life and Career	
Standards and Competencies	
Unit 2: PS 2: FCS 11.5 Analyze design and development of architecture, interiors and furnishings through the ages.	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 10
2.1 FCS 11.5.1 Describe features of furnishings that are characteristic of various historical periods.	
2.2 FCS 11.5.3 Illustrate the development of architectural styles throughout history.	
Aligned Washington State Learning Standards	
Arts	1.1 Understand arts concepts and vocabulary 4.4 Understand that the arts shape and reflect culture and history
Computer Science	
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.2.1 Communicate and collaborate to learn with others
English Language Arts	SL1 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 and persuasively.
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	4.1.1 Analyzes change and continuity within a historical time period. (9/10)
UNIT 3 Elements and Principles of Design	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: Rubric-based Handbook of Elements and Principles Color Creation/Color Wheel/Rubric Based Comprehensive Written Evaluation	
Leadership Alignment: 21st Century Skill: Learning and Innovation, Information, Life and Career Community Service	

Families First Power of One STAR Events	
Standards and Competencies	
Unit 3: PS 3: FCS 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 25
FCS 11.6.4 Critique design plans to address client's needs, goals and resources.	
Aligned Washington State Learning Standards	
Arts	1.1 Understand arts concepts and vocabulary 1.2 Develop arts skills and techniques 2.1 Apply a creative process in the arts 3.1 Use the arts to express and present ideas and feelings 3.2 Use the arts to communicate for a specific purpose 3.3 Develop personal aesthetic criteria to communicate artistic choices 4.2 Demonstrate and analyze the connections between the arts and other content areas 4.5 Demonstrate knowledge of arts careers and the knowledge of arts skills in the world of work
Computer Science	
Educational Technology	1.2.1 Communicate and collaborate to learn with others.
English Language Arts	SL1 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 and persuasively. RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	
UNIT 4 Floor Plans	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: Rubric-based floor plans drawn to scale with industry standard symbols, considering: efficiency, safety, function of space, cost, personal and family needs, relationships between zones, traffic patterns and comfort features including plumbing, lighting, writing and ventilation and will complete a presentation and evaluation.	
Leadership Alignment: 21st Century Skill: Learning and Innovation, Life and Career Power of One	
Standards and Competencies	
Unit 4: PS 3: FCS 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors. PS 4: FCS 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design, and furnishings industries.	

PS 6: FCS 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 20
4.1 FCS 11.4.2 Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, and electrical, and mechanical systems. 4.2 FCS 11.4.3 Draft an interior space to scale using correct architecture symbols. 4.3 FCS 11.4.4 Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features. 4.4 FCS 11.6.4 Critique design plans to address client's needs, goals and resources. 4.5 FCS 11.7.2 Prepare sketches, elevations, and renderings using appropriate media. 4.6 FCS 11.7.3 Prepare visual presentations including legends, keys, and schedules.	
Aligned Washington State Learning Standards	
Arts	1.1 Understand arts concepts and vocabulary 1.2 Develop arts skills and techniques 2.1 Apply a creative process in the arts 3.1 Use the arts to express and present ideas and feelings 3.2 Use the arts to communicate for a specific purpose 3.3 Develop personal aesthetic criteria to communicate artistic choices 4.2 Demonstrate and analyze the connections between the arts and other content areas 4.5 Demonstrate knowledge of arts careers and the knowledge of arts skills in the world of work
Computer Science	
Educational Technology	1.2.1 Communicate and collaborate to learn with others.
English Language Arts	RST4 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. RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	
UNIT 5 Textiles/Coverings/Treatments	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: Dream Room Project: Create and present a color board with the following textiles; tiles wall coverings, window treatments, fabrics, paint and hardware Rubric-based evaluation	
Leadership Alignment: 21st Century Skill: Learning and Innovation, Life and Career Families First Financial Fitness STAR Events	
Standards and Competencies	
Unit 5: PS 3: FCS 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.	

PS 5: FCS 11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs.	
PS 6: FCS 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 15
5.1 FCS 11.3.1 Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment.	
5.2 FCS 11.6.4 Critique design plans to address client's needs, goals and resources.	
5.3 FCS 11.7.2 Prepare sketches, elevations, and renderings using appropriate media.	
5.4 FCS 11.7.3 Prepare visual presentations including legends, keys, and schedules.	
Aligned Washington State Learning Standards	
Arts	1.1 Understand arts concepts and vocabulary 1.2 Develop arts skills and techniques 2.1 Apply a creative process in the arts 3.1 Use the arts to express and present ideas and feelings 3.2 Use the arts to communicate for a specific purpose 3.3 Develop personal aesthetic criteria to communicate artistic choices 4.2 Demonstrate and analyze the connections between the arts and other content areas 4.5 Demonstrate knowledge of arts careers and the knowledge of arts skills in the world of work
Computer Science	
Educational Technology	1.2.1 Communicate and collaborate to learn with others.
English Language Arts	RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	
UNIT 6 Housing Safety and Regulations	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: Through guest speakers or research-based project examining and analyzing laws and regulations that impact the housing industry and develop a presentation to share their findings	
Leadership Alignment: 21st Century interdisciplinary them - Environmental Literacy 21st Century Skill: Learning and Innovation, Life and Career Career Connections Financial Fitness	
Standards and Competencies	
Unit 6: PS 7: FCS 11.8 Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors and furnishings industries.	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 10
6.1 FCS 11.8.1 Examine legislation, regulations, and public policy that affect residential and commercial interior design as well as the housing and furnishings	

industries.	
<i>Aligned Washington State Learning Standards</i>	
Arts	1.1 Understand arts concepts and vocabulary 4.5 Demonstrate knowledge of arts careers and the knowledge of arts skills in the world of work
Computer Science	
Educational Technology	1.2.1 Communicate and collaborate to learn with others.
English Language Arts	SL1 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 and persuasively. SL3 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.
Environment & Sustainability	
Financial Education	
Health and Physical Education	2.4: Acquires skills to live safely and reduce health risks.
Mathematics	
Science	
Social Studies	

21st Century Skills

Check those that students will demonstrate in this course:

LEARNING & INNOVATION

Creativity and Innovation

- ☐ Think Creatively
- ☐ Work Creatively with Others
- ☐ Implement Innovations

Critical Thinking and Problem Solving

- ☐ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgments and Decisions
- ☐ Solve Problems

Communication and Collaboration

- ☐ Communicate Clearly
- ☐ Collaborate with Others

INFORMATION, MEDIA & 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 & 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

Personal Choices

INTRODUCTION

Course Name	<u>Personal Choices</u>	Grade Level(s)	<u>6, 7, 8</u>
Course Length	<u>90 hours</u>	Course Code (s)	<u>190001</u>

Course Description: Designed to address the concerns of younger students as they face the challenge of understanding themselves, the people around them, and managing their own lives and resources. Making connections between family, school and community as well as using the planning process for problem solving and decision making is a major focus of Personal Choices.

Pathway Connections	Consumer Sciences
Primary Connection	Human Services
Secondary Connection	

Sample Sequence of Courses: and Consumer	Personal Choices, Kitchen Science, HS Family
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Cross Credit and/or College Credit	n/a
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Basic Textbook	Exploring Life and Career
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Equipment:	Foods Lab, Computer Lab
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Software

Supplemental Materials

Skills Gap Data (CTE Courses only)

COURSE OUTLINE

Course Name Personal Choices **Grade Level(s)** 6, 7, 8

Course content includes interests of younger students as they face the challenge of understanding themselves, the people around them, and managing their own lives and resources.

1. Unit one Relationships

- A. Building good relationships
- B. Friends and family positive relationships
- C. Communication skills
- D. Self-esteem, self-concept, personal awareness
- E. Character and personality

2. Unit two Career Connections

- A. Leadership and communications for the workplace
- B. Careers in Family and Consumer Sciences
- C. Teamwork and goal setting
- D. Work ethic and professionalism

3. Unit three Human Development

- A. Ages and stages
- B. Growth and development birth to school age
- C. Parenting factors
- D. Communities and families
- E. Activities for young children

4. Unit four Personal Nutrition

- A. Nutrients and food sources
- B. Dietary needs across the lifespan
- C. Wellness and food selection
- D. Food acquisition and preparation
- E. Food safety and sanitation

5. Unit five Financial Fitness

- A. Personal finances
- B. Family finances
- C. Management principles for clothing, housing, foods and transportation
- D. Needs and wants
- E. Financial goals across the life span

POWER STANDARDS

Course Name	<u>Personal Choices</u>	Grade Level(s)	<u>6, 7, 8</u>
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- PS 1: Demonstrate communication skills that contribute to positive relationships.
- PS 2: Analyze personal needs and characteristics and their effects on interpersonal relationships.
- PS 3: Demonstrate management of financial resources to meet goals of individuals and families across the life span.
- PS 4: Demonstrate leadership and teamwork skills in school, community and work.
- PS 5: Analyze principles of human growth and development across the lifespan.
- PS 6: Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- PS 7: Demonstrate ability to select, store, prepare and serve nutritious and aesthetically pleasing foods.
- PS 8: Evaluate the need for personal and family financial planning.

SKILLS GAP/LABOR MARKET DATA

Human Services Program

Table 3: Selected STEM occupations with fast employment growth, projected 2012–22

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² In addition to the education specified, this occupation typically requires less than 5 years of work experience in a related occupation.

³ In addition to the education specified, this occupation typically requires long-term on-the-job training for workers to obtain competency.

⁴ In addition to the education specified, this occupation typically requires moderate-term on-the-job training for workers to obtain competency.

Source: U.S. Bureau of Labor Statistics, Employment Projections program (employment, projections, and education data) and Occupational Employment Statistics survey (wage data).

Table 3: Selected STEM occupations with fast employment growth, projected 2012–22

Occupation	Employment growth, projected 2012–22 (percent)	Employment		Median annual wage, May 2013	Typical entry-level education ¹
		2012	Projected 2022		
Information security analysts ²	37%	75,100	102,500	\$88,590	Bachelor's degree
Operations research analysts	27	73,200	92,700	74,630	Bachelor's degree
Statisticians	27	27,600	34,900	79,290	Master's degree
Biomedical engineers	27	19,400	24,600	88,670	Bachelor's degree
Actuaries ³	26	24,300	30,600	94,340	Bachelor's degree
Petroleum engineers	26	38,500	48,400	132,320	Bachelor's degree
Computer systems analysts	25	520,600	648,400	81,190	Bachelor's degree
Software developers, applications	23	613,000	752,900	92,660	Bachelor's degree
Mathematicians	23	3,500	4,300	102,440	Master's degree
Software developers, systems software	20	405,000	487,800	101,410	Bachelor's degree
Computer user support specialists ⁴	20	547,700	658,500	46,620	Some college, no degree
Web developers	20	141,400	169,900	63,160	Associate's degree
Civil engineers	20	272,900	326,600	80,770	Bachelor's degree
Biological science teachers, postsecondary	20	61,400	73,400	75,740	Doctoral or professional degree
Environmental science and protection technicians, including health	19	32,800	38,900	41,700	Associate's degree

¹ Unless otherwise specified, occupations typically require neither work experience in a related occupation nor on-the-job training to obtain competency.

² In addition to the education specified, this occupation typically requires less than 5 years of work experience in a related occupation.

³ In addition to the education specified, this occupation typically requires long-term on-the-job training for workers to obtain competency.

⁴ In addition to the education specified, this occupation typically requires moderate-term on-the-job training for workers to obtain competency.

Source: U.S. Bureau of Labor Statistics, Employment Projections program (employment, projections, and education data) and Occupational Employment Statistics survey (wage data).



Auburn School District Personal Choices

Course : Personal Choices		Total Framework Hours up to: 90
CIP Code: 190001	<input checked="" type="checkbox"/> Exploratory	Date Last Modified: February 2017
Career Cluster: Human Services		Cluster Pathway: Consumer Services

COMPONENTS AND ASSESSMENTS

Performance Assessments: Students will role-play various conflict situations to demonstrate appropriate solutions and skills.

Leadership Alignment: Students will identify and set short and long term personal goals and develop a plan for achieving them.
 21st Century Skills, 8.A.1 Set goals with success criteria, 9.A.1 Know when it is appropriate to listen and when to speak.

Standards and Competencies

Standard/Unit: #1 Relationships

Industry Standards and/or Competencies

Total Learning Hours for Unit: 20

Examine processes for building and maintaining interpersonal relationships
 Analyze the effect of self-esteem and self-image on interpersonal relationships
 Analyze personal needs and characteristics and their effects on interpersonal relationships
 Demonstrate communication skills that contribute to positive relationships
 Analyze functions and expectations of various types of relationships
 Evaluate effective conflict prevention and management techniques

Aligned Washington State Standards

Arts	3.2 Use the arts to communicate for a specific purpose
English Language Arts	L-Vocabulary Acquisition and Use (Standards 4,5,6)
Educational Technology	1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions 2.1.1 Practice personal safety
Health and Physical Ed.	3.3 Use social skills to promote health and safety in a variety of situations
Mathematics	
Science	
Social Studies	

COMPONENTS AND ASSESSMENTS	
Performance Assessments: Students will communicate clearly and effectively with a mock interviewer using their language skills to interact, analyzing how communication skills impact career settings and assessing their strengths and weaknesses.	
Leadership Alignment: Students will communicate clearly and interact effectively with others by participating in a mock job interview. 21 st Century Skills, 9.A.2 Conduct self in professional manner, 3.A.3 Use communication for a range of purposes.	
Standards and Competencies	
Standard/Unit: #2 Career Connection	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 10
Apply communication skills in school, community and work settings Examine potential career choices to determine the knowledge, skills and attitudes associated with each. Demonstrate leadership and teamwork skills in school, community and work Demonstrate work ethics and professionalism Analyze potential career choices to determine knowledge, skills and attitudes associated with each. Analyze career paths within family and community services.	
Aligned Washington State Standards	
Arts	
English Language Arts	WHST Production and Distribution of Writing (Standards 1,2,4,5,6)
Educational Technology	1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions 2.1.1 Practice personal safety 2.2.1 Develop skills to use technology effectively. 1.3.2 Locate and organize information from a variety of sources and media 2.3.1 Select and use common applications
Health and Physical Ed	
Mathematics	
Science	
Social Studies	

COMPONENTS AND ASSESSMENTS	
Performance Assessments: After researching and analyzing the principles of human growth and development and conditions that influence it, students will use the planning process for problem solving and decision-making to complete a project addressing a specific human development issue.	
Leadership Alignment: Students will create and deliver a multi-media presentation to a group. 21 st Century Skills, 1.A.1 Use a wide range of idea creation techniques, 5.B.1 Utilize media creation tools.	
Standards and Competencies	
Standard/Unit:#3 Human Development	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 10
Analyze principles of human growth and development across the lifespan Analyze conditions that influence human growth and development Analyze physical and emotional factors related to beginning parenting Evaluate external support systems that provide services for parents	
Aligned Washington State Standards	
Art	2.1 Apply a creative process in the arts
Communications	
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures. 1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry. 1.3.2 Locate and organize information from a variety of sources and media.
Health and Fitness	2.1 Recognize patterns of growth and development 2.3 Acquire skills to live safely and reduce health risks 3.2 Gather and analyze health information
Math	
Reading, Writing	RST Integration of Knowledge and Ideas (Standards 7,8)
Science	MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence growth of organisms.
Social Studies	

COMPONENTS AND ASSESSMENTS	
Performance Assessments: Using safe food practices, a team of students will plan, order, prepare and serve an aesthetically pleasing meal that meets the nutritional and wellness needs of an assigned family scenario. Students will self-evaluate their menus by doing nutritional analysis.	
Leadership Alignment: Students will create an individual meal plan meeting all daily needs and then, as a group, the class will compile the plans to create a meal plan booklet. 20 th Century Skills, 2.B.1 Analyze how parts of a whole interact to produce outcomes in complex systems, 2.A.1 Use various types of reasoning appropriate to the situation.	
Standards and Competencies	
Standard/Unit: #4 Personal Nutrition	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 30
Apply various dietary guidelines in planning to meet nutrition and wellness needs Demonstrate ability to select, store, prepare and serve nutritious and aesthetically pleasing foods Evaluate the nutritional needs of individuals and families in relation to health across the lifespan Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the lifespan Demonstrate food safety and sanitation procedures	
Aligned Washington State Standards	
Arts	
English Language Arts	
Educational Technology	1.1.1.Generate ideas and create original works for personal group expression using a variety of digital tools 1.2.1.Communicate and collaborate to learn with others 1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry. 1.3.2 Locate and organize information from a variety of sources and media 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions. 2.2.1 Develop skills to use technology effectively 2.4.1 Formulate and synthesize new knowledge
Health and Physical Ed	
Mathematics	Ratios and Proportional Reasoning 7-Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System 7-Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers. Expressions and Equations 7-Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 8-Understand the connections between proportional relationships, lines and linear expressions.
Science	MS-ETS1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
Social Studies	

COMPONENTS AND ASSESSMENTS	
Performance Assessments: Students will design and implement a budget for a major family event in a group project.	
Leadership Alignment: Working in groups, students will create a budget and plan a major event such as a trip or a family celebration. 21st Century Skills, 3.B.1 Demonstrate ability to work effectively with diverse teams, Use information accurately and creatively for the problem at hand.	
Standards and Competencies	
Standard/Unit: #5 Financial Fitness	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 20
Evaluate the need for personal and family financial planning Apply management principles to individual and family financial practices Analyze how individuals and families make choices to satisfy needs and wants Demonstrate management of financial resources to meet goals of individuals and families across the lifespan	
Aligned Washington State Standards	
Arts	3.2 Use the arts to communicate for a specific purpose
English Language Arts	WHST Text Types and purposes (Standards 1,4,6)
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry. 1.3.2 Locate and organize information from a variety of sources and media. 1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions. 2.3.2 Select and use online applications. 2.4.1 Formulate and synthesize new knowledge.
Health and Physical Ed	
Mathematics	Ratios and Proportional Reasoning 7-Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System 7-Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers. Expressions and Equations 7-Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
Science	
Social Studies	

21st Century Skills

Check those that students will demonstrate in this course:

LEARNING & INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☒ Implement Innovations

Critical Thinking and Problem Solving

- ☒ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgments and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA & 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 & 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

Independent Living

COURSE OUTLINE

Course Name Living on Your Own **Grade Level(s)** 10-12

Are you ready for life after high school? Learn how! Can you cook a delicious meal on a budget? Would you like to explore careers that fit your personality? Ace a job interview? Do you know how to make your money grow and spend it wisely? Learn how to get along with future roommates and co-workers. Discover what a positive dating relationship looks like. This class will help prepare you for the realities of your future. Take this class and be a step ahead in life.

- 1. Understanding Self**
 - A. Self Evaluation
 - B. Values Exploration
 - C. Needs vs. Wants
 - D. Personality Traits
 - E. Interpersonal Skills
- 2. Professionalism**
 - A. Invest in Yourself
 - B. Job Applications, Resumes, Cover Letters
 - C. Interview Skills
 - D. Paycheck Basics
 - E. Career Research
- 3. Personal Finance**
 - A. Banking
 - B. Credit
 - C. Insurance
 - D. Investing
 - E. Taxes
 - F. Budgets
- 4. Relationships**
 - A. Teenagers
 - B. Parenting
 - C. Employment
 - D. Roommates
 - E. Intimate
- 5. Wellness, Nutrition, and Food Preparation**
 - A. Nutrients
 - B. Food and Kitchen Safety
 - C. Making Daily Food Choices
 - D. Food Preparation Skills
 - E. Grocery Shopping

- 6. Apparel, Care and Repair**
 - A. Selecting Clothing
 - B. Caring for Clothing/Laundry
 - C. Mending Skills
 - D. Sewing Project
 - E. Shopping for Clothes

- 7. Consumer Awareness**
 - A. Choosing a Place to Live
 - B. Applying Design in the Home
 - C. Home Safety and Security
 - D. Getting along with Roommates
 - E. Types of Transportation
 - F. Buying a Car

SKILLS GAP/LABOR MARKET DATA

Human Services Program

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Auburn School District

Course: Living on Your Own / Independent Living		Total Framework Hours: 90
CIP Code: 19002	<input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 4/1/2017
Career Cluster: Human Services		Cluster Pathway: Social and Personal Services

Power Standards

1. Identify and explain how personality traits and values impact career planning.
2. Explore a career plan that aligns with personal interests, financial goals, and desired lifestyle.
3. Apply management principals to personal financial planning.
4. Analyze personal needs and characteristics and their effects on interpersonal relationships.
5. Analyze factors that influence nutritional and wellness practices.
6. Demonstrate skills needed to select, repair, and care for apparel products.
7. Contrast housing and transportation options based on financial plan.

Unit Outline

	<u>Hours</u>
Unit 1: Understanding Self	10
Unit 2: Career Preparation/Professionalism	15
Unit 3: Resource Management/Personal Finance	15
Unit 4: Relationships	10
Unit 5: Wellness, Nutrition, and Food Preparation	20
Unit 6: Fashion and Apparel/Care and Repair	10
Unit 7: Housing and Transportation/Consumer Awareness	10
Total Hours	90

Unit 1: Understanding Self

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Participate in activities that help increase their self-awareness, values, and will use a rational decision making process to set and implement personal goals

Leadership Alignment:

Leadership activity embedded in curriculum and instruction. Examples-locally developed leadership project or activity, embedded 21st century interdisciplinary theme activity such as financial awareness, business and entrepreneurial literacy, health and safety)

Standards and Competencies

Unit: 1 Understanding Self

1. Identify and explain how personality traits and values impact career planning.

Industry Standards and/or Competencies

Total Learning Hours for Unit: 10

- 3. The student analyzes and evaluates the impact of real-life influences on health
- 3.4 Understands the impact of emotions on health

Aligned Washington State Learning Standards

Arts	
Computer Science	
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 2.2.1 Develop skills to use technology effectively.
English Language Arts	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. SL2 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 any discrepancies among the data. SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL5 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. W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. W10 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.
Environment & Sustainability	
Financial Education	Employment and Income 9.EI Explore a career plan that aligns with personal interest, financial goals, and desired lifestyle.
Health and Physical Education	H1So1.HSa Assess self-esteem and determine its impact on personal dimensions of health.

	H8.So4.HS Advocate for ways to manage or resolve interpersonal conflict. H4.So4.HS Demonstrate effective communication skills to express emotions.
Mathematics	
Science	
Social Studies	
Unit: 2 Career Preparation / Professionalism	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: Complete employment portfolio.	
Leadership Alignment: In pairs, students will peer-edit their employment documents, interview a community member about his/her career to gain insight about education, roles, responsibilities, and interests. Complete self-assessments of interest, personalities, and values. Consult with peers about what conclusions might be drawn about potential career options. STAR Events: Career Investigation and Job Interview.	
<i>Standards and Competencies</i>	
Unit: 2 Explore a career plan that aligns with personal interests, financial goals, and desired lifestyle.	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 15
FCS 1.2-Demonstrate transferable and employability skills in school, community and workplace settings. FCS 13.0-Demonstrate respectful and caring relationships in the family, workplace, and community. FCS 1.1.4- Analyze potential effects of career path decisions on balancing work and family. FCS 1.1.6-Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.	
<i>Aligned Washington State Learning Standards</i>	
Arts	
Computer Science	
Educational Technology	1.1.1-Generate ideas and create original works for personal and group expression using a variety of digital tools. 2.2.1-Develop skills to use technology effectively.
English Language Arts	SL1-Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. SL2-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 any discrepancies among the data. SL4 -Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL5-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. W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

	W10 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.
Environment & Sustainability	
Financial Education	
Health and Physical Education	3.3-Evaluates the impact of social skills on health.
Mathematics	
Science	
Social Studies	

Unit: 3 Resource Management / Personal Finance

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Select and use online applications.

Leadership Alignment:

FCCLA Financial Fitness 21st Century Theme: Financial, Economic, Business and Entrepreneurial Literacy

Standards and Competencies

Unit: 3 Resource Management / Personal Finance

Apply management principals to personal financial planning.

Industry Standards and/or Competencies

Total Learning Hours for Unit: 15

FCS 2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities.

FCS 2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.

FCS 2.1.5 Apply consumer skills to decisions about housing, utilities, and furnishings.

FCS 2.5.4 Analyze practices that allow families to maintain economic self-sufficiency

FCS 2.6.1 Evaluate the need for personal and family financial planning.

FCS 2.6.2 Apply management principles to individual and family financial practices.

FCS 2.6.3 Apply management principles to decisions about insurance for individuals and families.

Aligned Washington State Learning Standards

Arts	
Computer Science	
Educational Technology	1.1.1-Generate ideas and create original works for personal and group expression using a variety of digital tools. 2.2.1-Develop skills to use technology effectively.
English Language Arts	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL2 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 any discrepancies among the data.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to</p>

	<p>enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>W1-Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W2- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W6-Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W10-Write routinely over extended time frames (time for research,</p>
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	2.1- Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

Unit 4: Relationships

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Project-based visual representation to assess students' knowledge mastery with a rubric assessment.

Leadership Alignment:

Students interview a successful couple and complete a reflection on individual relationship values. STAR Events: Interpersonal Communications.

Standards and Competencies

Unit: 4 Relationships

Analyze personal needs and characteristics and their effects on interpersonal relationships.

Industry Standards and/or Competencies

Total Learning Hours for Unit: 10

- 6.1 FCS 13.1 Analyze functions and expectations of various types of relationships
- 6.2 FCS 13.1.5 Analyze processes for handling unhealthy relationships. Demonstrate stress management strategies for family, work and community settings.
- 6.4 FCS 13.3 Demonstrate communication skills that contribute to positive relationships
- 6.5 FCS 13.3.2 Demonstrate verbal and non-verbal behaviors and attitudes that contribute to effective communications.
- 6.8 FCS 15.1.2 Analyze expectations and responsibilities of parenting.
- 6.10 FCS 15.3.1 Assess community resources and services available to families.

Aligned Washington State Learning Standards

Arts	
Computer Science	
Educational Technology	<p>1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <p>2.2.1 Develop skills to use technology effectively.</p>
English Language Arts	<p>SL2 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 any discrepancies among the data.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance,</p>

	and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL5 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. W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. W10 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.
Environment & Sustainability	
Financial Education	
Health and Physical Education	2.2.2 Understands how to maintain sexual health throughout life. 2.3: Understands the concepts of prevention and control of disease. 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. 3.3.1 Analyzes conflict situations
Mathematics	
Science	
Social Studies	

Unit: 5 Wellness, Nutrition, and Food Preparation

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Select and use online applications.

Leadership Alignment:

FCCLA Financial Fitness 21st Century Theme: Financial, Economic, Business and Entrepreneurial Literacy

Standards and Competencies

Unit: 5 Wellness, Nutrition, and Food Preparation

Analyze factors that influence nutritional and wellness practices

Industry Standards and/or Competencies

Total Learning Hours for Unit: 20

- FCS 9.2 Apply risk management procedures to food safety, food testing, and sanitation.
- FCS 9.2.1 Analyze factors that contribute to food borne illness.
- FCS 9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.
- FCS 9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.
- FCS 9.3.2 Analyze nutritional data
- FCS 9.3.5 Analyze recipe/ formula proportions and modifications for food production
- FCS 9.3.5 Critique the selection of foods to promote a healthy lifestyle.
- FCS 9.5.3 Prepare food for presentation and assessment.
- FCS 9.5.4 Maintain test kitchen/ laboratory and related equipment and supplies.
- FCS 9.6.9 Utilize food code points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.

Aligned Washington State Learning Standards	
Arts	1.2 Develop arts skills and techniques
Computer Science	
Educational Technology	1.1.1-Generate ideas and create original works for personal and group expression using a variety of digital tools. 2.2.1-Develop skills to use technology effectively.
English Language Arts	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL2 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 any discrepancies among the data.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 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.</p> <p>W10-Write routinely over extended time frames (time for research,</p> <p>RST3-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.</p>
Environment & Sustainability	
Financial Education	<p>Spending and Saving 10.SS</p> <p>1. Create a plan to manage spending and achieve financial goals.</p>
Health and Physical Education	<p>Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. H5N3.HS</p> <p>Design, monitor, and adjust a personal nutrition plan, considering cost, availability, access, nutritional value, balance, freshness, and culture. H7N6.HS</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.3.2 Analyzes the progress of a personal fitness plan</p> <p>1.5.4 Evaluates how healthy and unhealthy eating patterns impact the function of the body.</p> <p>3.2: Evaluates health and fitness information.</p> <p>4.1.1 Analyzes daily health and fitness habits.</p> <p>4.2 Develops and monitors a health and fitness plan.</p>
Mathematics	
Science	
Social Studies	2.1- Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

Unit: 6 Fashion and Apparel / Care and Repair

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Project based visual representation to assess students' ability to create a product with a rubric assessment

Leadership Alignment:

Star event and fashion construction-create a display using samples of their skills.

Standards and Competencies

Unit: 6 Fashion and Apparel / Care and Repair Demonstrate skills needed to select, repair, and care for apparel products.	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 10
16.4 Demonstrate skills need to produce, alter, or repair fashion, apparel, and textile products.	
16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textile, apparel and fashion products	
Aligned Washington State Learning Standards	
Arts	1.2 Develop arts skills and techniques
Computer Science	
Educational Technology	1.1.1 -Generate ideas and create original works for personal and group expression using a variety of digital tools. 2.2.1 -Develop skills to use technology effectively.
English Language Arts	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. W10 -Write routinely over extended time frames (time for research, 2.2.4 Apply understanding of <u>text organizational structures</u> . Recognize and use previously taught organizational structures (<i>description, comparison and contrast, sequential order, chronological order, cause and effect, order of importance, process/procedural, concept/definition, problem/solution, episodic, and generalization/principle</i>) to aid comprehension.
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	10. SS Spending and Saving 7. Demonstrate how to use comparison shopping skills to buy or finance a major purchase. 10. CD Credit and Debt 1. Compare the cost of borrowing \$1000 by means of different consumer credit options.
Science	
Social Studies	2.1- Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

Unit: 7 Housing and Transportation / Consumer Awareness COMPONENTS AND ASSESSMENTS	
Performance Assessments: Select and use online applications.	
Leadership Alignment: FCCLA Financial Fitness 21 st Century Theme: Financial, Economic, Business and Entrepreneurial Literacy	
Standards and Competencies	
Unit: 7 Housing and Transportation / Consumer Awareness Apply management principals to personal financial planning. Contrast housing and transportation options based on financial plan. Project-based visual representation to assess students' reasoning proficiency with a rubric assessment.	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 10
4.1 FCS 2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.	

4.2 FCS 2.1.5	Apply consumer skills to decisions about housing, utilities, and furnishings
4.5 FCS 2.5.1	Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.
4.8 FCS 2.6.1	Evaluate the need for personal and family financial planning.
4.9 FCS 2.6.2	Apply management principles to individual and family financial practices.
<i>Aligned Washington State Learning Standards</i>	
Arts	
Computer Science	
Educational Technology	<p>1.1.1-Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <p>2.2.1-Develop skills to use technology effectively.</p>
English Language Arts	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL2 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 any discrepancies among the data.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 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.</p> <p>W1-Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W2- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W6-Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W10-Write routinely over extended time frames (time for research)</p>
Environment & Sustainability	
Financial Education	<p>10. SS-Spending and Saving</p> <p>Research the costs and benefits of a new versus used car (e.g., maintenance, safety, financing, and gas mileage) versus alternative forms of transportation.</p>
Health and Physical Education	
Mathematics	
Science	
Social Studies	2.1- Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

21st Century Skills

Check those that students will demonstrate in this course:

LEARNING & INNOVATION

Creativity and Innovation

- ☐ Think Creatively
- ☐ Work Creatively with Others
- ☐ Implement Innovations

Critical Thinking and Problem Solving

- ☐ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgments and Decisions
- ☐ Solve Problems

Communication and Collaboration

- ☐ Communicate Clearly
- ☐ Collaborate with Others

INFORMATION, MEDIA & 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 & 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

Nutrition and Wellness (CTE 250)

INTRODUCTION

Course Name	<u>Nutrition and Wellness</u>	Grade Level(s)	<u>10, 11, 12</u>
Course Length	<u>One Semester</u>	Course Code (s)	<u>CTE 250</u>

Course Description	Nutrition and Wellness explores the impact of nutrition and food choices on personal health. Students will have the opportunity to learn the health consequences and causes of abnormal eating patterns. Food preparation, kitchen safety and sanitation are covered. Students learn the benefits of physical activity combined with healthy eating to maintain optimal health. Group and individual projects include tasting and cooking labs that focus on the healthy eating. 21 ST Century Skills are the integrated leadership component of this course. Individual student material costs may be applicable to this course.
Pathway Connections	
Primary Connection	Health & Medical Services
Secondary Connection	Social and Personal Services
Sample Sequence of Courses	CTE Family Health, Nutrition and Wellness,
Cross Credit and/or College Credit	CTE Health
Basic Textbook	Nutrition and Wellness for Life (Goodheart Willcox Publisher)
Equipment	Large and small kitchen equipment, appliances and tools. Chrome books
Software	Google drive package
Supplemental Materials	Create a Great Plate DVD, What's On My Plate, Weight of the Nutrition, Nutritional Disorders, Recovery: Anorexia and Bulimia, Get Off the SoFAS, avoiding Solid Fats and Added Sugar, Pass on the Salt, Nutrition Labels-reading between the lies, Eat Smart, Jobs in Food Nutrition.
Skills Gap Data (CTE Courses only)	Nutrition and Wellness is an important course which focuses on food and nutrition in order to produce optimal wellness. Youth entering the workforce need to be healthy in order to be a contributing member of society. Students are lacking in skills to maintain a healthy weight; 30% of Auburn School District students are overweight; 37% have concerns; 42% do not exercise enough to maintain health; 80% of students are spending too much time on computers or video games according to Healthy Youth Survey 2015.

COURSE OUTLINE

Course Name Nutrition and Wellness (CTE 250)

10, 11, 12

Nutrition and Wellness explores the impact of nutrition and food choices on personal health. Students will have the opportunity to learn the health consequences and causes of abnormal eating patterns. Food preparation, kitchen safety and sanitation are covered. Students learn the benefits of physical activity combined with healthy eating to maintain optimal health. Group and individual projects include tasting and cooking labs that focus on the healthy eating. 21ST Century Skills are the integrated leadership component of this course. Individual student material costs may be applicable to this course.

1. Fitness/Wellness: Activities for a Healthy Life

- A. Wellness in Your Life
- B. Health Triangle/Wellness Wheel
- C. Goal Setting and Creating Action Plans
- D. Physical Fitness and Active Living
- E. Using a pedometer to promote moving
- F. Personal Fitness PROGRAM Plan and Contract

2. Food, Kitchen Safety and Sanitation

- A. Times, Temperatures and Danger Signs of Food Borne illness
- B. Preparing Food Safely
- C. Proper use of Equipment

3. Nutrition

- A. Nutrients for Good Health
- B. Reading and Using Food Label
- C. My Plate Key to Eating Plans
- D. The Dietary Guidelines
- E. Choices for a Healthy Weight
- F. Body Image-Eating Disorders
- G. Food Related Illnesses

4. Meal Planning and Preparation

- A. Kitchen Equipment
- B. Recipe Measuring
- C. Reading a Recipe
- D. Cooking Terms
- E. Abbreviations
- F. Changing Yields
- G. Planning Meals
- H. Food Labs
 - 1) Grains
 - 2) Vegetables
 - 3) Fruits
 - 4) Milk
 - 5) Meat, Poultry or Fish
 - 6) Eggs, Beans or Nuts
 - 7) Fats and Oils

5. Careers in Nutrition and Wellness

- A. Career Investigation
- B. Industry Standards in the Workplace

POWER STANDARDS

Course Name NUTRITION AND WELLNESS **Grade Level(s)** 10, 11, 12

- PS 1: Plan a personal exercise, nutrition, wellness program that enhances health.
- PS 2: Analyze conditions and practices that promote safe food handling.
- PS 3: Understands relationship of nutrition and food nutrients to body composition and physical performance.
- PS 4: Demonstrate ability to select, store, prepare and serve nutritious and aesthetically pleasing food.
- PS 5: Analyze career paths within food science, food technology, dietetics and nutrition industries.



Auburn School District Nutrition and Wellness

Course: Nutrition and Wellness		Total Framework Hours: 90
CIP Code: 190501	<input type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 3/10/2017
Career Cluster: Human Services		Cluster Pathway: Health and Medical Services

Power Standards

- PS 1 FCS 15 Plan a personal exercise, nutrition, wellness program that enhances health
- PS 2 FCS 14.4.1 Analyze conditions and practices that promote safe food handling
- PS 3: HF1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance
- PS 4: PCS 14.3.3 Demonstrate ability to select, store, prepare and serve nutritious and aesthetically pleasing food.
- PS 5: PCS 9.1 Analyze career paths within food science, food technology, dietetics and nutrition industries.

Unit Outline

	<u>Hours</u>
Unit 1: Fitness/Wellness: Activities For A Healthy Life	25
Unit 2: Food, Kitchen, Safety and Sanitation	10
Unit 3: Nutrition	25
Unit 4: Meal Planning and Preparation	20
Unit 5: Careers in Nutrition and Wellness	<u>10</u>
Total Hours	90

UNIT 1-FITNESS/WELLNESS: ACTIVITIES FOR A HEALTHY LIFE

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Through research the student will identify factors leading to a healthy life and present them using technology or appropriate medium

Assessment:

- Students Reports & Presentations
- Short Answer Essay
- Oral Response

Best Works for High School Culminating Project

Exit Survey

Leadership Alignment:

Use interpersonal and problem solving skills to influence and guide others towards a goal. Inspire others to reach their very best via example and selflessness.

Demonstrate integrity and ethical behavior using influence and power. Act responsibly with the interests of the larger community in mind.

Family, Career, and Community Leaders of America (FCCLA) PROGRAM:

Power of One

Student Body

Illustrated Talk

Skills for Life

Community Service

Standards and Competencies

Unit 1: FITNESS/WEELNES: ACTIVITIES FOR A HEALTHY LIFE

Plan a personal exercise, nutrition, wellness program that enhances health.

Industry Standards and/or Competencies

Total Learning Hours for Unit: 25

- 1.1 FCS 9.6 Demonstrate food science dietetics and nutrition management principles and practices
- 1.2 HF1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance.
- 1.3 FCS 14.2.1 Analyze the effect of nutrients on health, appearance and peak performance
- 1.4 FCS 14.2.3 Analyze the effects of food and diet fads, food addictions and eating disorders on wellness

Aligned Washington State Learning Standards

Arts	
Computer Science	
Educational Technology	2.2.1 Develop skills to use technology effectively
English Language Arts	<p>SL.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 and persuasively.</p> <p>SL.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 any discrepancies among the data</p> <p>Speaking and Listening</p> <p>CC: Reading Informational Text</p> <p>Key Ideas and Details (9-10)</p> <p>2- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and it</p>

	shaped and refined by specific details; provide an objective summary of the text. Integration of Knowledge and Ideas (9-10) WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	CC: Mathematical Practices (MP) 5-Use appropriate tools strategically.
Science	
Social Studies	
UNIT 2 Food, Kitchen, Safety and Sanitation COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> • Safety Test-Pre and Post • Demonstrate food safety and sanitation skills in several types of food preparation lab activities. • Research and present healthy and unhealthy food practices showing comprehension, cause and effect in situations relating to food borne 	
Leadership Alignment: 21 st Century interdisciplinary theme: health literacy Family, Career, and Community Leaders of America(FCCCLA) program: Student Body-food safety information Community Service Power of One	
Standards and Competencies	
Unit:2 Food, Kitchen, Safety and Sanitation Analyze conditions and practices that promote safe food handling	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 10
2.1 FCS 14.4.2 Analyze safety and sanitation practices throughout the food chain	
2.2 FCS 14.4.5 Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.	
Aligned Washington State Learning Standards	
Arts	
Computer Science	
Educational Technology	2.2.1 Develop skills to use technology effectively
English Language Arts	Speaking and Listening SL1 Initiate and participate effectively in a range of collaborative discussion(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 and persuasively R12 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. CC: Reading Informational Text Key ideas and Details (9-10) WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Environment & Sustainability	

Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	

UNIT 3 NUTRITION

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Nutrition Test
- Class discussions
- Projects-
- Group Nutrient Project
- My Plate-Food Tracker/Diet Analysis
- Super Food

Leadership Alignment:

Work creatively with others. Think creatively learning and innovation skills, 21ST Century Theme: Health Literacy

Family, Career, & Community Leaders of America

Student Body

Power of One

Standards and Competencies

Unit: 3 Nutrition

PS 4: HF1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance

Industry Standards and/or Competencies

Total Learning Hours for Unit: 25

- 3.1 FCS 14.1 Analyze factors that influence nutrition and wellness practices across the lifespan
- 3.2 FCS 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs
- 3.3 FCS 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
- 3.4 14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.

Aligned Washington State Learning Standards

Arts	
Computer Science	
Educational Technology	2.2.1 Develop skills to use technology effectively
English Language Arts	<p>Speaking and Listening</p> <p>SL 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher –led) with diverse partners on grades 11-13 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL 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</p> <p>R12 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.</p> <p>CC: Reading informational Text</p>

	Key ideas and Details (9-10) WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;
Environment & Sustainability	
Financial Education	
Health and Physical Education	1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance
Mathematics	
Science	
Social Studies	

UNIT 4 MEAL PLANNING AND PREPARATION

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Actively demonstrate preventative practices related to Kitchen Safety procedures.

Actively participate in the preparation of nutritional food

Labs-

- Plan and prepare meals
- Evaluate meal plans

Leadership Alignment:

Solve problems, work independently, self-directed, manage projects, produce results, and work creatively with others, critical thinking and problem solving, reason effectively.

Cook at home

Standards and Competencies

Unit: 4 MEAL PLANNING AND PREPARATION

FCS 14.3.3 Demonstrate ability to select, store, prepare and serve nutritious and aesthetically pleasing food.

Industry Standards and/or Competencies

Total Learning Hours for Unit: 20

4.1 FCS 14.3 Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families

4.2 FCS 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs

4.3 FCS 14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families

Aligned Washington State Learning Standards

Arts	3.1 Use the arts to express and present ideas and feelings 3.2 Use the arts to communicate for a specific purpose
Computer Science	
Educational Technology	2.2.1 Develop skills to use technology effectively
English Language Arts	SL1 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 and persuasively. R12 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 R14 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. WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	CC: Mathematical Practices 5- Use appropriate tools strategically
Science	
Social Studies	

UNIT 5 -CAREERS IN NUTRITION AND WELLNESS

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Examine Potential career choices within the food production , food services industries, food, science, dietetics, and nutrition industries

- Class discussion
- Career Investigation
- Student Reports and Presentations

Oral Questioning

Leadership Alignment:

Leadership activity embedded in curriculum and instruction. 21st Century interdisciplinary theme activity such as global awareness, financial , economic, business & entrepreneurial literacy , civic literacy, health and safety, environmental literacy

Family, Career, & Community Leaders of America

Research on career investigation and job interviewing

Standards and Competencies

Unit: 5 CAREERS IN NUTRITION AND WELLNESS

PS 7: FCS 9.1 Analyze career paths within food science, food technology, dietetics and nutrition industries

Industry Standards and/or Competencies

Total Learning Hours for Unit:

Complete employment portfolio.

9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries

9.1.1 Explain the roles and functions of individuals engaged in food science, food technology, and dietetics and nutrition careers.

9.1.3 Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics and nutrition.

Aligned Washington State Learning Standards

Arts	
Computer Science	
Educational Technology	2.2.1 Develop skills to use technology effectively
English Language Arts	SL1 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 and persuasively SL2 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 any discrepancies among the data SL5 Make strategic use of digital media (e.g. , textual, graphical , audio, visual, and interactive elements) in presentations to enhance learning. R12 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

	WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Environment & Sustainability	
Financial Education	
Health and Physical Education	1.4.2 Analyzes and or evaluates the components of skill related fitness as related to careers/occupations/recreation. 4.1.2 Analyzes career opportunities in health and fitness
Mathematics	
Science	
Social Studies	

21st Century Skills

Check those that students will demonstrate in this course:

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

INTRODUCTION

Course Name	<u>Kitchen Science</u>	Grade Level(s)	<u>6, 7, 8</u>
Course Length	<u>90 hours</u>	Course Code (s)	<u>190001</u>

Course Description: Designed to explore introductory Food Science principles in a food preparation laboratory experience. Through laboratory experiences students learn the role nutrients play in producing overall good health and health consequences. Healthy eating to maintain optimal health, science principles related to food preparation.

Pathway Connections	Consumer Sciences
Primary Connection	Human Services
Secondary Connection	

Sample Sequence of Courses:	Personal Choices, Kitchen Science, HS Family and Consumer, Food Science and Nutrition, Nutrition and Wellness
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Cross Credit and/or College Credit	n/a
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Basic Textbook	Adventures in Foods and Nutrition
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Equipment:	Foods Lab, Computer Lab
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Software

Supplemental Materials

Skills Gap Data (CTE Courses only)

COURSE OUTLINE

Course Name Kitchen Science

Grade Level(s) 6, 7, 8

Course content includes introductory exploration of Food Science, basic Foods and Nutrition and food preparation.

1. Unit one Food Safety and Sanitation

- A. Demonstrate food safety and sanitation procedures
- B. Apply risk management procedures to food safety and sanitation
- C. Foods lab management skills
- D. Determine factors that contribute to food borne illness
- E. Practice good personal hygiene/health procedures
- F. Careers in Food Science

2. Unit two Science Principles and Procedures in the Foods Lab

- A. Science Principles and Procedures
- B. States of Matter, Energy
- C. Chemical Reactions, Physical changes
- D. Plant processes
- E. Elements and Compounds

3. Nutrients

- A. Water
- B. Carbohydrates
- C. Protein
- D. Lipids
- E. Vitamins and Minerals

4. Unit four Food Preparation

- A. Nutrients and food sources
- B. Dietary needs across the lifespan
- C. Wellness and food selection
- D. Food acquisition and preparation

POWER STANDARDS

Course Name Kitchen Science **Grade Level(s)** 6, 7, 8

- PS 1: Investigate the meaning of food science and careers in food science, food production and nutrition.
- PS 2: Analyze and practice current county and state food safety and sanitation practices
- PS 3: Demonstrate science principles within the kitchen laboratory.
- PS 4: Demonstrate leadership and teamwork skills in school, community and work.
- PS 5: Relate chemistry and biology fundamentals to the study and practice of food science.
- PS 6: Apply various dietary guidelines in planning to meet nutrition and wellness needs
- PS 7: Demonstrate ability to select, store, prepare and serve nutritious and aesthetically pleasing foods
- PS 8: Demonstrate and evaluate the chemical reactions that occur in food science experiments and during food preparation.

Auburn School District #408

Customer Services Pathway OSPI Curriculum Approval 2017-2018



SKILLS GAP/LABOR MARKET DATA

Human Services Program

Quick Facts: Dietitians and Nutritionists

2015 Median Pay	\$57,910 per year \$27.84 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	Internship/residency
Number of Jobs, 2014	66,700
Job Outlook, 2014-24	16% (Much faster than average)
Employment Change, 2014-24	11,000

Quick Facts: Food Service Managers

2015 Median Pay	\$48,690 per year \$23.41 per hour
Typical Entry-Level Education	High school diploma or equivalent
Work Experience in a Related Occupation	Less than 5 years
On-the-job Training	None
Number of Jobs, 2014	305,000
Job Outlook, 2014-24	5% (As fast as average)
Employment Change, 2014-24	15,700

Quick Facts: Interior Designers

2015 Median Pay	\$48,840 per year \$23.48 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2014	58,900
Job Outlook, 2014-24	4% (Slower than average)



Auburn School District

Course: Kitchen Science		Total Framework Hours up to: 90
CIP Code: 190504	<input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: February 20, 2017
Career Cluster: Science Technology Engineering and Mathematics		Cluster Pathway: Science and Mathematics

Power Standards

- PS1: Investigate and implement food safety and sanitation practices.
- PS 2: Use science principles and procedures to investigate questions in the foods lab.
- PS 3: Relate science fundamentals to the study and practice of food science.
- PS 4: Describe the basic nutrients. Make choices for health and fitness.
- PS 5: Apply kitchen skills and science principles to prepare foods.

Unit Outline

	<u>Hours</u>
Unit 1: Food Safety and Sanitation	15
Unit 2: Science Principles and Procedures to Investigate Questions in Foods Lab	30
Unit 3: Nutrients	30
Unit 4: Applying Knowledge to Food Preparation	<u>15</u>
Total Hours	90

UNIT 1: Food Safety and Sanitation

Performance Assessments:

Food Safety, Sanitation & Food Borne Illnesses

Students will examine various food borne illnesses, and demonstrate food safety and sanitation procedures.

Assessment:

- Selected Responses
- Projects
- Lab Assessment
- Products Produced
- Case Studies
- Quiz

Leadership Alignment: Leadership activity:

Kitchen Safety and Sanitation Survey. Students use information about kitchen safety and sanitation to produce a home inspection form. They take their form home and use it with their family to evaluate the safety of their home cooking practices and environment.

Embedded 21st Century Skills:

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

3.A.5 Communicate effectively in diverse environments

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

8.A.3 Utilize time and manage workload efficiently

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

11.B.1 Act responsibly with the interests of the larger community in mind.

Standard/Unit:

PS1: Investigate and implement food safety and sanitation practices.

Industry Standards and/or Competencies

FASC National Standards:

8.2 Demonstrate food safety and sanitation procedures.

9.2 Apply risk management procedures to food safety, food testing, and sanitation.

9.2.1 Determine factors that contribute to food borne illness.

9.2.5 Practice good personal hygiene/health procedures

Total Learning Hours for Unit: 15

Aligned Washington State Standards

Educational Technology

EALR 1 – Integration

Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.

Components

1.1: Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

1.2: Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.

EALR 2 – Digital Citizenship

Students demonstrate a clear understanding of technology systems and operations and practice safe, legal and ethical behavior.

Components

	<p>2.1: Practice Safety: Practice safe, legal and ethical behavior in the use of information and technology.</p> <p>2.3: Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p>
Health and Physical Ed.	<p>2.3 Understands the concepts of prevention and control of disease.</p> <p>2.4 Acquires skills to live safely and reduce health risks.</p>
Math- Common Core State Standards	<p>Ratios and Proportional Reasoning</p> <p>7- Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>The Number System</p> <p>7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.</p> <p>8- Know that there are numbers that are not rational, and approximate them by rational numbers</p> <p>Expressions and Equations</p> <p>7- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>8- Understand the connections between proportional relationships, lines and linear equations.</p> <p>Geometry</p> <p>7- Solve real-life and mathematical problems involving angle measure, area, surface area and volume.</p> <p>8- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.</p>
Reading-Common Core State Standards	<p>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.</p> <p>READING IN SCIENCE/TECH</p> <p>3. Follow precisely a multistep procedure when carrying out experiments, taking measurements</p>
Science-Next Generation Science Standards	<p>NEXTGEN SCIENCE PRACTICES</p> <p>Developing and Using Models</p> <p>Obtaining, Evaluating, and Communicating Information</p> <p>NEXTGEN MIDDLE SCHOOL STANDARDS</p> <p>MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms</p> <p>MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</p>

UNIT 2: Use science principles and procedures to investigate questions in the foods lab

Performance Assessments:

Use science principles and procedures to investigate questions in the foods lab.

Demonstrates knowledge of basic science concepts including:

- Elements & Compounds
- Mixtures
- Solutions
- Energy
- States of Matter
- Plant processes

Assessment:

- Selected Responses
- Science Labs and Assessments
- Products Produced
- Student Projects
- Quiz Questions

Leadership Alignment: Leadership activity:

- Project similar to FCCLA Student Body: students will define a health/nutrition need that they see in the community, and devise a possible solution. They will select an appropriate audience to address their solution with, and develop a way to take their message to that audience.

Embedded 21st Century Skills:

- 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- 3.A.5 Communicate effectively in diverse environments
- 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.
- 4.A.2 Evaluate information critically and competently
- 4.B.1 Use information accurately and creatively for the issue or problem at hand
- 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
- 8.A.3 Utilize time and manage workload efficiently
- 8.C.4 Reflect critically on past experiences in order to inform future progress
- 9.A.1 Know when it is appropriate to listen and when to speak
- 9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- 10.A.2 Prioritize, plan and manage work to achieve the intended result
- 11.B.1 Act responsibly with the interests of the larger community in mind.

Standard/Unit:

- PS 2. Use science principles and procedures to investigate questions in the foods lab.
- PS 3: Relate science fundamentals to the study and practice of food science.
- PS 5: Apply kitchen skills and science principles to prepare foods.

Industry Standards and/or Competencies FASC National Standards 8.2 Demonstrate food safety and sanitation procedures. 9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene. 9.3.3 Apply principles of food production to maximize nutrient retention in prepared foods. 9.4.5 Maintain test kitchen/laboratory and related equipment and supplies.		Total Learning Hours for Unit: 30
<i>Aligned Washington State Standards</i>		
Educational Technology	EALR 1 – Integration Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems. Components 1.1: Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. 1.2: Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.	
Math- Common Core State Standards	Ratios and Proportional Reasoning 7- Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System 7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers. 8- Know that there are numbers that are not rational, and approximate them by rational numbers Expressions and Equations 7- Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 8- Understand the connections between proportional relationships, lines and linear equations. Geometry 7- Solve real-life and mathematical problems involving angle measure, area, surface area and volume. 8- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.	
Reading-Common Core State Standards	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. READING IN SCIENCE/TECH 1. Cite specific textual evidence to support analysis of science and technical texts 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. 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 6–8 texts and topics. 7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic	
Science-Next Generation Science Standards	NEXTGEN SCIENCE PRACTICES Developing and Using Models	

	<p>Analyzing and Interpreting Data Constructing Explanations and Designing Solutions Obtaining, Evaluating, and Communicating Information Using Mathematics and Computational Thinking Planning and Carrying Out Investigations Engaging in Argument from Evidence NEXTGEN MIDDLE SCHOOL STANDARDS MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms</p>
Speaking and Listening- Common Core State Standards	<p>1. Engage effectively in a range of collaborative discussions</p>
Writing-Common Core State Standards	<p>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. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>

UNIT 3: Nutrients

Performance Assessments: Students will identify the functions in the body, and food preparation information for the following nutrients:

Water
Carbohydrates
Lipids
Proteins
Vitamins
Minerals

Assessment:

- Selected Responses
- Short Answer Essay
- Lab Assessment
- Products Produced
- Simulations/Models
- Class Discussions
- Oral Questioning
- Quiz/Test Questions

Leadership Alignment: Leadership activities:

- Denaturation tests. Test several actions that may or may not denature proteins. Which ones did? How would that affect cooking choices in your home?
- Vitamin C tests: which actions reduced Vitamin C content? How will that information affect food practices you encourage your family to use?

Embedded 21st Century Skills:

- 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- 3.A.5 Communicate effectively in diverse environments
- 4.A.2 Evaluate information critically and competently
- 4.B.1 Use information accurately and creatively for the issue or problem at hand
- 8.A.3 Utilize time and manage workload efficiently
- 9.A.1 Know when it is appropriate to listen and when to speak
- 9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- 10.A.2 Prioritize, plan and manage work to achieve the intended result
- 11.B.1 Act responsibly with the interests of the larger community in mind.

Standard/Unit:

PS 3: Relate science fundamentals to the study and practice of food science.
PS 4: Describe the basic nutrients. Make choices for health and fitness.

Industry Standards and/or Competencies

FASC National Standards:

- 9.2.5 Practice good personal hygiene/health procedures.
- 9.3 Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.
- 9.3.2 Appraise and interpret nutritional data.
- 9.3.6 Critique the selection of foods to promote a healthy lifestyle.

Total Learning Hours for Unit: 30

<i>Aligned Washington State Standards</i>	
Educational Technology	<p>EALR 1 – Integration Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.</p> <p>Components</p> <p>1.1: Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.</p> <p>1.2: Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.</p> <p>1.3: Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p>
Math- Common Core State Standards	<p>Ratios and Proportional Reasoning 7- Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>The Number System 7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.</p> <p>8- Know that there are numbers that are not rational, and approximate them by rational numbers</p> <p>Expressions and Equations 7- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>8- Understand the connections between proportional relationships, lines and linear equations.</p> <p>Geometry 7- Solve real-life and mathematical problems involving angle measure, area, surface area and volume.</p> <p>8- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.</p>
Reading-Common Core State Standards	<p>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.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>READING IN SCIENCE/TECH</p> <p>1. Cite specific textual evidence to support analysis of science and technical texts</p> <p>2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>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 6–8 texts and topics.</p> <p>7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic</p>
Science-Next Generation Science Standards	<p>NEXTGEN SCIENCE PRACTICES</p> <p>Developing and Using Models</p> <p>Analyzing and Interpreting Data</p> <p>Constructing Explanations and Designing Solutions</p> <p>Obtaining, Evaluating, and Communicating Information</p> <p>Using Mathematics and Computational Thinking</p> <p>Planning and Carrying Out Investigations</p> <p>Engaging in Argument from Evidence</p> <p>NEXTGEN MIDDLE SCHOOL STANDARDS</p> <p>MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of</p>

	<p>organisms</p> <p>MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</p> <p>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p>
Speaking and Listening-Common Core State Standards	<p>1. Engage effectively in a range of collaborative discussions</p>
Writing-Common Core State Standards	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation</p>

UNIT 4: Applying knowledge to food preparation

Performance Assessments:

Students will apply science principles and food preparation skills to prepare high quality foods.

Assessment:

- Selected Responses
- Lab Projects
- Products Produced/quiz/Test questions

Leadership Alignment: Leadership activities:

- Marketplace activity—students create or adapt recipes to sell to a target audience. Then create advertising for their product, aimed at the target audience.
- Chemical reaction/physical change tests. Using preselected combinations of ingredients, students will create and observe several reactions of common kitchen ingredients, and determine whether the reaction was physical or chemical. Discuss with families what steps in family food preparation are chemical changes and which are physical changes.
- Valentine Rose sale—produce, advertise and sell chocolate roses for Valentine's Day
- Home Club projects creating products to share with family and friends: Cooking projects, Spooky puppets for potential babysitting clients, Holiday gifts, Chocolate roses for Valentine Sale

Embedded 21st Century Skills:

1. A.2 Create new and worthwhile ideas (both incremental and radical concepts).
- 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- 3.A.5 Communicate effectively in diverse environments
- 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.

4.A.2 Evaluate information critically and competently 4.B.1 Use information accurately and creatively for the issue or problem at hand 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 8.A.3 Utilize time and manage workload efficiently 8.C.4 Reflect critically on past experiences in order to inform future progress 9.A.1 Know when it is appropriate to listen and when to speak 9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds 10.A.2 Prioritize, plan and manage work to achieve the intended result 11.B.1 Act responsibly with the interests of the larger community in mind.		
Standard/Unit: PS 5: Apply kitchen skills and science principles to prepare foods.		
Industry Standards and/or Competencies FASC National Standards: 8.2 Demonstrate food safety and sanitation procedures 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equip 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques 8.5.14 Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor. 9.2.5 Practice good personal hygiene/health procedures. 9.5.3 Prepare food for presentation and assessment. 9.5.5 Implement procedures that affect quality product performance.		Total Learning Hours for Unit: 15
Aligned Washington State Standards		
Educational Technology	EALR 1 – Integration Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems. Components 1.1: Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. 1.2: Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.	
Math- Common Core State Standards	Ratios and Proportional Reasoning 7- Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System 7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers. 8- Know that there are numbers that are not rational, and approximate them by rational numbers Expressions and Equations 7- Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 8- Understand the connections between proportional relationships, lines and linear equations. Geometry 7- Solve real-life and mathematical problems involving angle measure, area, surface area and volume. 8- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.	

Health and Physical Ed.	2.4 Acquires skills to live safely and reduce health risks.
Reading-Common Core State Standards	READING IN SCIENCE/TECH 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements
Science-Next Generation Science Standards	NEXTGEN MIDDLE SCHOOL STANDARDS MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

21st Century Skills

Check those that students will demonstrate in this course:

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

1, 2

INTRODUCTION

Course Name	<u>Teaching Academy</u>	Grade Level(s)	<u>11, 12</u>
Course Length	<u>One semester course</u>	Course Code (s)	<u>CTE 211, 212, 213, 214</u>

Course Description	<p>This class is a continuation of Careers in Education course. Have you always dreamed of becoming a teacher? Do you want to inspire others and make a difference? In this course, you will become an intern for a teacher in an Auburn School District elementary or secondary classroom. Whatever you are interested in teaching from music to science to general classroom instruction, there is a placement waiting for you! Complete your professional portfolio while teaching in a classroom. Family Career and Community Leaders of America and/or 21st Century Skills are the integrated leadership opportunities to teach you skills for life. <i>Individual student material costs may be needed for this course.</i></p>
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Pathway Connections	
Primary Connection	Education and Training
Secondary Connection	Teaching/Training

Sample Sequence of Courses	Careers in Education, Teaching Academy 1, 2, 3, 4
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Cross Credit and/or College Credit	Green River College, Highline College, Renton Technical College
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Basic Textbook

Equipment	Class set of Chromebooks
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Software

Supplemental Materials	<ul style="list-style-type: none"> • Teachers Recruiting Future Teachers Resource Guide, 2002, 2006, 2016 • Full set of Paula Rutherford workbooks • Paula Rutherford New Teacher's Professional Development Kit
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Skills Gap Data (CTE Courses only)

Quick Facts: Kindergarten and Elementary School Teachers	
2015 Median Pay	\$54,550 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	Internship/residency
Number of Jobs, 2014	1,517,400
Job Outlook, 2014-24	6% (As fast as average)
Employment Change, 2014-24	87,800

Quick Facts: Middle School Teachers	
2015 Median Pay	\$55,860 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	Internship/residency
Number of Jobs, 2014	627,500
Job Outlook, 2014-24	6% (As fast as average)
Employment Change, 2014-24	36,800

Quick Facts: High School Teachers	
2015 Median Pay	\$57,200 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	Internship/residency
Number of Jobs, 2014	961,600
Job Outlook, 2014-24	6% (As fast as average)
Employment Change, 2014-24	55,900

COURSE OUTLINE

Course Name Teaching Academy **Grade Level(s)** 11, 12

This class is a continuation of Careers in Education course. Have you always dreamed of becoming a teacher? Do you want to inspire others and make a difference? In this course, you will become an intern for a teacher in an Auburn School District elementary or secondary classroom. Whatever you are interested in teaching from music to science to general classroom instruction, there is a placement waiting for you! Complete your professional portfolio while teaching in a classroom. Family Career and Community Leaders of America and/or 21st Century Skills are the integrated leadership opportunities to teach you skills for life. *Individual student material costs may be needed for this course.*

1. Professional Development and Screening

- A. The teacher's role with students, parents, and community
- B. CPR Certification
- C. District Transportation Form
- D. District Volunteer Background Check
- E. Internship Orientation
- F. ParaPro Assessment Preparation

2. College and Career Readiness 4.1

- A. Scholarships
- B. Personal Statements
- C. Professional Organizations 4.6.2
- D. College Visits
- E. Portfolio

3. Pedagogy 4.3

- A. Multicultural Experience
- B. IEP
- C. 504
- D. Diversity
- E. Allergies
- F. Philosophy of Education
- G. Scope and Sequence 4.3
- H. Connecting Common Core

4. Internship

- A. Journals and Observations
- B. Small Group and Large Group Experience
- C. Apply and Practice Course Content

POWER STANDARDS

Course Name Teaching Academy **Grade Level(s)** 11, 12

- PS 1: Analyze career paths within early childhood, education and related services.
- PS 2: Demonstrate transferable and employability skills in school, community and workplace settings.
- PS 3: Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
- PS 4: Demonstrate techniques for positive collaborative relationships with children.

Auburn School District #408

Teaching and Training PATHWAY OSPI Curriculum Re-approval 2017-2018



SKILLS GAP/LABOR MARKET DATA FACSE Program

FACSE Program Overall		
Teaching	Quick Facts: Postsecondary Teachers	
	2015 Median Pay	\$72,470 per year
	Typical Entry-Level Education	See How to Become One
	Work Experience in a Related Occupation	See How to Become One
	On-the-job Training	None
	Number of Jobs, 2014	1,313,000
	Job Outlook, 2014-24	13% (Faster than average)
	Employment Change, 2014-24	177,000
	Quick Facts: Kindergarten and Elementary School Teachers	
	2015 Median Pay	\$54,550 per year
	Typical Entry-Level Education	Bachelor's degree
	Work Experience in a Related Occupation	None
	On-the-job Training	Internship/residency
	Number of Jobs, 2014	1,517,400
	Job Outlook, 2014-24	6% (As fast as average)
	Employment Change, 2014-24	87,800



Auburn School District

Course: Teaching Academy		Total Framework Hours up to: 180
CIP Code: 190708	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: January 17, 2017
Career Cluster: Education and Training		Cluster Pathway: Teaching/Training

Power Standards

- P1: Analyze career paths within early childhood, education and related services.
- P2: Demonstrate transferable and employability skills in school, community and workplace settings.
- P3: Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
- P4: Demonstrate techniques for positive collaborative relationships with children.

Unit Outline

	<u>Hours</u>
Unit 1: Professional Development and Screening	25
Unit 2: College and Career Readiness	30
Unit 3: Pedagogy	35
Unit 4: Internship	90
Total Hours	180

Unit 1: Professional Development and Screening

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students will complete professional screening, including:

- CPR Certification
- First Aid
- District Transportation Form
- District Volunteer Background Check
- Internship Orientation

Leadership Alignment:

21st Century Skills

FCCLA Star Event – *Illustrated Talk*

Standards and Competencies

Standard/Unit: Unit 1

FCS 4.1 Analyze career paths within early childhood, education and related services.

Industry Standards and/or Competencies

Total Learning Hours for Unit: 25

FCS 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.

FCS 4.1.2 Analyze opportunities for employment and entrepreneurial endeavors.

FCS 4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

FCS 4.1.4 Analyze the effects of early childhood, education, and services occupations on local, state, national, and global economies.

FCS 4.1.5 Create an employment portfolio for use with applying for internships and work based learning opportunities in education and early childhood.

FCS 4.1.6 Analyze the role of professional organizations in education and early childhood.

Aligned Washington State Standards

Arts	
English Language Arts	SL1 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 and persuasively. 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.
Educational Technology	2. DIGITAL CITIZENSHIP: Students demonstrate a clear understanding of technology systems and operations and practice safety, legal and ethical behavior.
Health and Physical Ed	2.1.1 Evaluates dimensions of health and relates to personal health behaviors. 2.3: Understands the concepts of prevention and control of disease. 2.3.1 Analyzes personal health practices, and how they affect communicable diseases. 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices
Mathematics	
Science	
Social Studies	

Unit 2: College and Career Readiness

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Performance-based visual representation to assess students' *reasoning proficiency* with a rubric assessment

Leadership Alignment: 21 st Century Skills FCCLA Star Event – <i>Career Investigation</i>	
Standards and Competencies	
Standard/Unit: Unit 2 FCS 1.2 Demonstrate transferable and employability skills in school, community and workplace settings.	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 30
FCS 1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career. FCS 1.2.2 Demonstrate job seeking and job keeping skills. FCS 1.2.3 Apply communication skills in school, community and workplace settings. FCS 1.2.4 Demonstrate teamwork skills in school, community and workplace settings. FCS 1.2.5 Analyze strategies to manage the effects of changing technologies in workplace settings. FCS 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings. FCS 1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments. FCS 1.2.8 Demonstrate work ethics and professionalism.	
Aligned Washington State Standards	
Arts	
English Language Arts	SL1 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 and persuasively. 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. W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Educational Technology	1. INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems. 2. DIGITAL CITIZENSHIP: Students demonstrate a clear understanding of technology systems and operations and practice safety, legal and ethical behavior.
Health and Physical Ed	
Mathematics	
Science	
Social Studies	
Unit 3: Pedagogy COMPONENTS AND ASSESSMENTS	
Performance Assessments: Project-based visual representation to assess students’ <i>skills and ability to create a product</i> with a rubric assessment	
Leadership Alignment: 21 st Century Skills FCCLA Star Event – <i>Chapter Service Project Display and Portfolio</i>	
Standards and Competencies	
Standard/Unit: Unit 3 FCS 4.3 Demonstrate integration of curriculum and instruction to meet children’s developmental needs and interests.	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 35

FCS 4.3.1 Analyze a variety of curriculum and instructional models. FCS 4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children. FCS 4.3.3 Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values. FCS 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children. FCS 4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development. FCS 4.3.6 Establish activities, routines, and transitions. STARS 3.1 1 Demonstrate knowledge of age appropriate practices	
Aligned Washington State Standards	
Arts	1.2 Develops visual arts skills and techniques.
English Language Arts	SL1 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 and persuasively. SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL5 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. W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W. 11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Language Standards COMMON CORE 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. L3 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.
Educational Technology	1. INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems. 2.1 Communicate and collaborate to learn with others
Health and Physical Ed	
Mathematics	
Science	
Social Studies	
Unit 4: Internship COMPONENTS AND ASSESSMENTS	
Performance Assessments: Performance-based visual representation to assess students' <i>skills</i> with a rubric assessment	
Leadership Alignment: 21 st Century Skills FCCLA Star Event – <i>Teach and Train</i>	
Standards and Competencies	
Standard/Unit: Unit 4 FCS 4.5 Demonstrate techniques for positive collaborative relationships with children.	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 90

FCS 4.5.1 Apply developmentally appropriate guidelines for behavior.
 FCS 4.5.2 Demonstrate problem-solving skills with children.
 FCS 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.
 FCS 4.5.4 Implement strategies for constructive and supportive interactions between children and families.
 FCS 4.5.5 Analyze children's developmental progress and summarize developmental issues and concerns.

Aligned Washington State Standards

Arts	.1 Understand arts concepts and vocabulary 1.2 Develop arts skills and techniques 2.1.1 Applies a creative process to visual arts. Demonstrates a creative process: <ul style="list-style-type: none"> Identifies the audience and purpose of the creation of a body of original visual artworks. Explores, gathers, and interprets information from diverse sources to create original visual artworks.
English Language Arts	SL1 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 and persuasively. 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. W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Educational Technology	2. DIGITAL CITIZENSHIP: Students demonstrate a clear understanding of technology systems and operations and practice safety, legal and ethical behavior.
Health and Physical Ed	
Mathematics	
Science	
Social Studies	

21st Century Skills

Check those that students will demonstrate in this course:

LEARNING & INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☒ Implement Innovations

Critical Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgments and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA & 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 & 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

Fashion Design

SKILLS GAP/LABOR MARKET DATA

Human Services Program

Table 3: Selected STEM occupations with fast employment growth, projected 2012–22

Occupation	Employment growth, projected 2012–22 (percent)	Employment		Median annual wage, May 2013	Typical entry-level education ¹
		2012	Projected 2022		
Information security analysts ²	37%	75,100	102,500	\$88,590	Bachelor's degree
Operations research analysts	27	73,200	92,700	74,630	Bachelor's degree
Statisticians	27	27,600	34,900	79,290	Master's degree
Biomedical engineers	27	19,400	24,600	88,670	Bachelor's degree
Actuaries ³	26	24,300	30,600	94,340	Bachelor's degree
Petroleum engineers	26	38,500	48,400	132,320	Bachelor's degree
Computer systems analysts	25	520,600	648,400	81,190	Bachelor's degree
Software developers, applications	23	613,000	752,900	92,660	Bachelor's degree
Mathematicians	23	3,500	4,300	102,440	Master's degree
Software developers, systems software	20	405,000	487,800	101,410	Bachelor's degree
Computer user support specialists ⁴	20	547,700	658,500	46,620	Some college, no degree
Web developers	20	141,400	169,900	63,160	Associate's degree
Civil engineers	20	272,900	326,600	80,770	Bachelor's degree
Biological science teachers, postsecondary	20	61,400	73,400	75,740	Doctoral or professional degree
Environmental science and protection technicians, including health	19	32,800	38,900	41,700	Associate's degree

¹ Unless otherwise specified, occupations typically require neither work experience in a related occupation nor on-the-job training to obtain competency.

² In addition to the education specified, this occupation typically requires less than 5 years of work experience in a related occupation.

³ In addition to the education specified, this occupation typically requires long-term on-the-job training for workers to obtain competency.

⁴ In addition to the education specified, this occupation typically requires moderate-term on-the-job training for workers to obtain competency.

Source: U.S. Bureau of Labor Statistics, Employment Projections program (employment, projections, and education data) and Occupational Employment Statistics survey (wage data).



Auburn School District Fashion Apparel and Design

Course: Design for Living Part One - Fashion		Total Framework Hours: 90
CIP Code: 190901	<input type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 3/10/2017
Career Cluster: Technology and Communication	Cluster Pathway: Visual Arts	

Power Standards

- PS 1: Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).
- PS 2: Analyze design and development of and fashion through the ages.
- PS 3: Analyze and utilize elements and principles of design.
- PS 4: Apply basic and complex color schemes and color theory.
- PS 5: Evaluate fiber and textile products and materials.
- PS 6: Apply sketching methods to the world of design.
- PS 7: Evaluate various safety standards and regulations in today's society.
- PS 8: Analyze and evaluate career paths within consumer service industries.

Unit Outline

	<u>Hours</u>
Unit 1: Leadership	5
Unit 2: Historical Awareness	15
Unit 3: Fundamentals of Design	12
Unit 4: Color Theory	15
Unit 5: Textiles	10
Unit 6: Sketching Practices	15
Unit 7: Safety Regulations	5
Unit 8: Career Exploration	13
Total Hours	90

Unit 1: Leadership	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: Project-based visual representation to assess students' <i>knowledge mastery</i> with a rubric assessment	
Leadership Alignment: 21 st Century Skills FCCLA Star Event – <i>Illustrated Talk</i>	
Standards and Competencies	
Unit 1: Family and Consumer Sciences National Standards 1.2 Demonstrate transferable and employability skills in school, community and workplace settings.	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 5
<ul style="list-style-type: none"> 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings. 	
Aligned Washington State Learning Standards	
Arts	4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
Computer Science	
Educational Technology	2. Students demonstrate a clear understanding of technology systems and operations and practice safe, legal and ethical behavior.
English Language Arts	SL1 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 and persuasively. RST2 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. WHST 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	5.1.2 Evaluates the plausibility of an analysis of decisions affecting the global community.
Unit 2: Historical Awareness	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: Project-based visual representation to assess students' <i>knowledge mastery</i> with a rubric assessment	
Leadership Alignment: 21 st Century Skills FCCLA Star Event – <i>Illustrated Talk</i>	
Standards and Competencies	
Unit 2: Family and Consumer Sciences National Standards Historical Influences Designer Contributions	

Future Predictions	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 15
3.1 Describe the history of fashion, including how fashion trends change. 3.2 Explain what affects fashion trends	
Aligned Washington State Learning Standards	
Arts	3.1 Uses visual arts to express feelings and present ideas. 3.2 Use the arts to communicate for a specific purpose 4.5.1 Analyzes and evaluates how the knowledge, skills, and work habits of visual arts are vital and transferrable to the world of work, including careers in visual arts
Computer Science	
Educational Technology	1. Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.
English Language Arts	SL1 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 and persuasively. SL5 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. RST2 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. WHST 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. WHST 7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	4. The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Unit 3: Fundamentals of Design

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Project-based visual representation to assess students' **reasoning proficiency** with a rubric assessment
 Verbal Quiz Reflection
 Project-Based Assessment
 Rubric Comprehensive
 Written Evaluation

Leadership Alignment:

21st Century Skills
 FCCLA Star Event – *Illustrated Talk*
 Creativity and Innovation, Life and Career.

Standards and Competencies	
Unit 3: Family and Consumer Sciences National Standards 16.3 Demonstrate fashion, apparel, and textile design skills. PS 2: Demonstrate and analyze the elements and principles of design. PS 3: FCS 16.3 Demonstrate apparel and textiles design skills. Impact of the Elements of Design (color, line, shape, form, texture) Impact of the Principles of Design (proportion, scale, rhythm, balance, unity, variety, emphasis)	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 12
2.1 FCS 16.3.3 Utilizing elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.	
Aligned Washington State Learning Standards	
Arts	1.1 Understands and applies visual arts concepts and vocabulary. 1.1.1 Creates, analyzes, and evaluates the elements of visual arts when producing a work of art. Elements of Visual Arts: Line, Shape, Form, Color, Value, Texture, Space 1.1.7 Creates, analyzes, and evaluates repetition/pattern, contrast, variety, balance, movement/rhythm, proportion, emphasis/dominance, and harmony/unity in a work of art. Visual Arts-Principles of Design: Repetition/Pattern, Contrast, Emphasis/Dominance, Variety, Balance, Movement/Rhythm, Proportion, Harmony/Unit
Computer Science	
Educational Technology	1. Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.
English Language Arts	SL1 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 and persuasively. SL5 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 RST2 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. RST7 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. WHST 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	

Unit 4: Color Theory	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: Performance-based visual representation to assess students' skills with a rubric assessment	

Leadership Alignment: 21 st Century Skills FCCLA Star Event – <i>Illustrated Talk</i>	
Standards and Competencies	
Unit 4: 16.3 Demonstrate fashion, apparel, and textile design skills	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 15
16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.	
Aligned Washington State Learning Standards	
Arts	1.1 Understands and applies visual arts concepts and vocabulary. 1.2 Develops visual arts skills and techniques. 3.2 Use the arts to communicate for a specific purpose.
Computer Science	
Educational Technology	
English Language Arts	SL1 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 and persuasively. RST2 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. WHST 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	

Unit 5: Textiles	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: Project-based visual representation to assess students' ability to create a product with a rubric assessment Rubric-based Project Comprehensive written evaluation	
Leadership Alignment: 21 st Century Skills Creativity and Innovation, Life and Career FCCLA Star Event – <i>Illustrated Talk</i>	
Standards and Competencies	
Unit 5: PS 3: FCS 16.2: Evaluate fiber and textile products and materials. PS 4: FCS 16.3 Demonstrate fashion, apparel and textiles design skills. PS 5: FCS 16.4 Demonstrate skills needed to produce, alter, or repair textiles products and apparel. Fabric Characteristics Consumer Awareness	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 10
4.1 FCS 16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.	

4.2 FCS 16.2.2 Evaluate performance characteristics of textile fiber and fabrics.	
4.3 FCS 16.2.4 Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.	
4.4 FCS 16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions.	
4.5 FCS 16.4.2 Explain production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products.	
Aligned Washington State Learning Standards	
Arts	1.1 Understands and applies visual arts concepts and vocabulary. 3.1 Uses visual arts to express feelings and present ideas. 3.2 Use the arts to communicate for a specific purpose 4.5.1 Analyzes and evaluates how the knowledge, skills, and work habits of visual arts are vital and transferrable to the world of work, including careers in visual arts
Computer Science	
Educational Technology	
English Language Arts	SL1 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 and persuasively. RST2 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. RST7 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. W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	9 – 12 INQE Model The essence of scientific investigation involves the development of a theory or conceptual model that can generate testable predications.
Social Studies	

Unit 6: Sketching Practices

COMPONENTS AND ASSESSMENTS

Performance Assessments: Project-based visual representation to assess students' ability to create a product with a rubric assessment	
Leadership Alignment: 21 st Century Skills FCCLA Star Event – <i>Interior Design and Fashion Design</i>	
Standards and Competencies	
Unit 6: 16.3 Demonstrate fashion, apparel, and textile design skills.	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 15
FCS 16.3.4 Demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern making technique.	
FCS 16.4 Demonstrate skills needed to produce, alter, or repair textiles products and apparel.	
Aligned Washington State Learning Standards	
Arts	1.1 Understands and applies visual arts concepts and vocabulary.

	2.1.1 Applies a creative process to visual arts. 3.1 Uses visual arts to express feelings and present ideas. 3.2 Use the arts to communicate for a specific purpose 4.5.1 Analyzes and evaluates how the knowledge, skills, and work habits of visual arts are vital and transferrable to the world of work, including careers in visual arts.
Computer Science	
Educational Technology	1. Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.
English Language Arts	SL1 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 and persuasively. RST2 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. WHST 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	9 – 12 APPD The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
Social Studies	

Unit 7: Safety Regulations

COMPONENTS AND ASSESSMENTS

Performance Assessments: Written-based personal communication to assess students' <i>reasoning proficiency</i> with a rubric assessment	
Leadership Alignment: 21 st Century Skills FCCLA Star Event – <i>Interpersonal Communication</i>	
Standards and Competencies	
Unit 7: 16.2 Evaluate fiber and textile product and materials.	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 5
16.2.3 Summarize textile legislation, standards, and labeling in the global economy.	
Aligned Washington State Learning Standards	
Arts	1.1 Understands and applies visual arts concepts and vocabulary.
Computer Science	
Educational Technology	1. Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.
English Language Arts	SL1 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 and persuasively. RST2 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.

	WHST 7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	

Unit 8: Career Exploration

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Written-based personal communication to assess students' *reasoning proficiency* with a rubric assessment

Leadership Alignment:

21st Century Skills

FCCLA Star Event – *Career Investigation* and *Career Connection*

Standards and Competencies

Unit 8:

3.1 Analyze career paths within consumer service industries.

FCS 1.2 Demonstrate transferable and employability skills in school, community and workplace settings.

Industry Standards and/or Competencies

Total Learning Hours for Unit: 13

FCS 1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.

FCS 1.2.2 Demonstrate job seeking and job keeping skills.

FCS 1.2.3 Apply communication skills in school, community and workplace settings.

FCS 1.2.4 Demonstrate teamwork skills in school, community and workplace settings.

FCS 1.2.5 Analyze strategies to manage the effects of changing technologies in workplace settings.

FCS 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.

FCS 1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.

FCS 1.2.8 Demonstrate work ethics and professionalism.

Aligned Washington State Learning Standards

Arts	1.1 Understands and applies visual arts concepts and vocabulary.
Computer Science	
Educational Technology	1. Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.
English Language Arts	SL1 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 and persuasively. RST2 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. WHST 7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Environment & Sustainability	

Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	

21st Century Skills

Check those that students will demonstrate in this course:

LEARNING & INNOVATION

Creativity and Innovation

- ☐ Think Creatively
- ☐ Work Creatively with Others
- ☐ Implement Innovations

Critical Thinking and Problem Solving

- ☐ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgments and Decisions
- ☐ Solve Problems

Communication and Collaboration

- ☐ Communicate Clearly
- ☐ Collaborate with Others

INFORMATION, MEDIA & 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 & 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

Cosmetology

INTRODUCTION

Course Name	<u>Cosmetology</u>	Grade Level(s)	<u>11-12</u>
Course Length	<u>Year-long course</u>	Course Code(s)	<u>CTE 265, 266</u>

Course Description Students participating in the Cosmetology program housed at Cascade Beauty College will possess sufficient knowledge, confidence, and skills to pass the state-approved practical and written examinations to obtain a license and a successful position in the industry. The course includes theory training and practical application. Individual student costs are applicable in this program.

Pathway Connections

Primary Connection	Social and Personal Services
Secondary Connection	Arts and Communications

Sample Sequence of Courses Introduction to Business and/or Marketing, Cosmetology

Basic Textbook Refer to Cascade Beauty College Catalog for information about textbooks and materials.

Equipment Refer to Cascade Beauty College Catalog for information about equipment and supplies.

Skills Gap Data (CTE Courses only) According to the Occupational Outlook Handbook website (www.bls.gov), the following percents indicate the job outlook for barbers, hairdressers, and cosmetologists.

- Overall employers of barbers, hairdressers, and cosmetologists is expected to grow 14 percent from 2010 to 2020, as fast as the average for all occupations. Most job openings will result from the need to replace workers who leave the occupation.
- Employment of manicurists and pedicurists is expected to grow 17 percent from 2010 to 2020, about as fast as the average for all occupations. High turnover and the growing number of nail salons will result in very good job opportunities.
- Employment of skincare specialists is expected to grow 25 percent from 2010 to 2020, faster than the average for all occupations. The growing number of beauty salons and spas should result in good job opportunities.

COURSE OUTLINE

Course Name Cosmetology Grade Level(s) 12

Students participating in the Cosmetology program housed at Cascade Beauty College will possess sufficient knowledge, confidence, and skills to pass the state-approved practical and written examinations to obtain a license and a successful position in the industry. The course includes theory training and practical application. Individual student costs are applicable in this program.

Cosmetology students will learn 21st Century Skills and be exposed to integrated leadership opportunities that will teach you skills for life. *Individual student material costs will be needed for this course.* Ask your counselor for the cosmetology packet.

1. Introduction to Cosmetology

A. Principles and Practices

2. Anatomy and Physiology

3. Electricity and Chemistry

4. Salon Business

5. Trichology and Design

6. Haircutting and Styling

7. Chemical Texturizing

8. Hair Coloring

9. Nails

10. Skin

Social and Personal Services PATHWAY
OSPI Curriculum Re-approval
2017-2018

SKILLS GAP/LABOR MARKET DATA
Cosmetology Program

Cosmetology Program Overall		
Cosmetology	Quick Facts: Barbers, Hairdressers, and Cosmetologists	
	2015 Median Pay	\$23,710 per year \$11.40 per hour
	Typical Entry-Level Education	Postsecondary non-degree award
	Work Experience in a Related Occupation	None
	On-the-job Training	None
	Number of Jobs, 2014	656,400
	Job Outlook, 2014-24	10% (Faster than average)
	Employment Change, 2014-24	64,400
Cosmetology	<p>According to the U.S. Bureau of Labor Statistics employment and wage statistics last compiled in June, 2014, cosmetologists in the United States earn an hourly wage falling somewhere between \$8.34 and \$23.21.</p> <p>Annual salaries range from \$15,530 to \$42,460. The average full-time cosmetologist earns about \$11.13 per hour, or \$23,140 over the course of a year (2080 hours). Most licensed cosmetologists work in “personal care industries,” which include full-service salons, day spas and as skin care and nail technicians. These cosmetologists earn an average of \$12.96 per hour, or an annual salary of \$26,950, according to the BLS.</p>	
Cosmetology	<p>Cosmetologists who work in department stores as makeup artists and sales representatives earn about \$9.73 per hour, or \$20,240 per year. Cosmetologists who teach in beauty schools or technical colleges typically earn about \$13.24 per hour, or \$27,540 over the course of a year.</p> <p>Not surprisingly, cosmetologists who work in the motion picture and video industry are the highest earners, with an average hourly wage of \$29.50 and an annual salary of about \$67,370. Those who work for performing arts companies make about \$22.90 per hour, and average \$47,710 per year.</p> <p>Cosmetologists are paid in several different ways: a set hourly wage; a commission based upon a percentage (usually 50%) of the services they perform; or a salary plus commission basis. They also are paid a commission (usually 10-15%) on the retail products they sell, and customarily receive tips from their customers, usually somewhere in the range of 10-20% of the cost of the service. Tips vary according to the type of salon, city, and geographic region of the United States. Cosmetologists who are independent contractors earn what is left over after expenses such as rent, supply costs, advertising, and other business expenses are paid.</p>	



Auburn School District

Cosmetology

			Total Framework Hours up to: 900
CIP Code: 120401	<input type="checkbox"/> Exploratory	<input checked="" type="checkbox"/> Preparatory	Date Last Modified: February 23, 2017
Career Cluster: Human Services			Cluster Pathway: Health Sciences

Unit Outline

	<u>Hours</u>
Unit 1: Introduction to Cosmetology-Principles and Practices	40
Unit 2: Anatomy and Physiology	60
Unit 3: Electricity and Chemistry	60
Unit 4: Salon Business	40
Unit 5: Trichology and Design	125
Unit 6: Haircutting and Styling	125
Unit 7: Chemical Texturizing	125
Unit 8: Hair Coloring	125
Unit 9: Nails	100
Unit 10: Skin - Infection Control	100
Total Hours	900

UNIT 1 Introduction to Cosmetology	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> Students will role-play situations demonstrating effective communication techniques Students will create and deliver a multi-media presentation discussing the importance of physical and mental health 	
Leadership Alignment: <ul style="list-style-type: none"> Students will create and maintain a vocabulary, terminology, and procedure journal 	
Standards and Competencies	
Unit 1: Introduction to Cosmetology	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 40
<ul style="list-style-type: none"> Explain the elements of effective communication Develop and maintain positive human relations Ability to enhance communication with visual media Ability to perform for or work directly with the public Understand importance of physical and mental health 	
Aligned Washington State Standards	
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 2.2.1 Develop skills to use technology effectively. 2.3.1 Select and use common applications.
English Language Arts CCSS	CCSS ELA-Literacy SL.11-12.5 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.SL--Presentation of CCSS ELA-Literacy 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. CCSS Literacy L.11-12.6 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 considering a word or phrase important to comprehension or expression
Health and Physical Education	3.1 Understand how environmental factors affect one's health. (Air, water, noise, chemicals). 3.2 Gather and analyze health information. 3.3 Use social skills to promote health and safety in a variety of situations.
Social Studies	Social Studies 3.1 Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions

UNIT 2 Anatomy and Physiology

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will maintain up-to-date Material Safety Data Sheet (MSDS) and have it available at all times
- Students will create diagrams of cells, organs, and the skeletal system, accurately labeling each component
- Using a mannequin, demonstrate their knowledge anatomy and physiology terminology through personal demonstration in daily practice, i.e. Each student will demonstrate the ability to wrap perm rods that land ½ off base as it relates to the shape of each head and explain why based on their knowledge of A&P.
- Pass a written exam on the “Building Blocks” of the Human Body with a 70% or better.

Leadership Alignment:

- Students will participate in First Aid/ Safety skills instruction and demonstrate the skills to other class members
- Students will create and maintain a vocabulary, terminology, and procedure journal

Standards and Competencies

Unit 2: Anatomy and Physiology

Industry Standards and/or Competencies

Total Learning Hours for Unit: 60

- Recognize the structure and function of bacteria and viruses
- Identify the procedures and precautions for infection control
- List simple safety and first-aid applications for minor burns, cuts, choking, eye injury and fainting
- Explain the relationship and function of cells, tissues, primary organs, and body systems within the human body
- Identify the structure, function, and primary cosmetological significance of eight major body systems

Aligned Washington State Standards

Arts	1.1 Understand arts concepts and vocabulary 1.2 Develop arts skills and techniques
Educational Technology	1.2.1 Communicate and collaborate to learn with others. 1.3.2 Locate and organize information from a variety of sources and media. 2.1.2 Practice ethical and respectful behavior. 2.2.1 Develop skills to use technology effectively. 2.3.1 Select and use common applications. 2.3.2 Select and use online applications. 2.4.1 Formulate and synthesize new knowledge.
English Language Arts CCSS	CCSS.ELA-Literacy.L.11-12.6 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 considering a word or phrase important to comprehension or expression. CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Health and Physical Education	2.2 Understanding the concept of control and prevention of disease. 3.1 Understand how environmental factors affect one's health. (Air, water, noise, chemicals).
Science	HS-LS1C Cells contain specialized parts for determining essential functions such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the transfer of information, and movement.

	<p>HS- APPB The technological design process begins by defining a problem in terms of criteria and constraints, conducting research and generating several different solutions.</p> <p>HS-APPC Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.</p> <p>HS-APPD The ability to solve problems is greatly enhanced by use of mathematics and information technologies.</p> <p>HS-APPF It is important for all citizens to apply science and technology to critical issues that influence society.</p> <p>HS-INQA Scientists generate and evaluate questions to investigate the natural world.</p> <p>HS-INQC Conclusions must be logical, based on evidence, and consistent with prior established knowledge.</p> <p>SYSB: Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible.</p>
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UNIT 3 Electricity and Chemistry	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> Using correct vocabulary students will demonstrate the proper and safe use of electrical appliances in cosmetology Students will predict then test the pH level of various products, compare their results to their predictions, and explain what each level indicates Identify the precautions necessary for various classifications of chemicals when working with professional products and cosmetics. Explain and demonstrate the fundamental theory and procedures of perming 	
Leadership Alignment: <ul style="list-style-type: none"> Students will develop a plan to achieve agreed upon goals for the class Students will work effectively in diverse teams, work creatively with others, use systems thinking, collaborate with others, guide and lead others, be responsible to others. Students will create and maintain a vocabulary, terminology, and procedure journal 	
Standards and Competencies	
Unit 3: Electricity and Chemistry	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 60
<ul style="list-style-type: none"> Define the major terms used in electricity Describe the safety measures to be followed when using electrical appliances Explain how electricity is used in cosmetology Describe matter, the five elements of hair, and the structure and behavior of atoms and bonds Describe the pH scale and values associated with water, acids, and alkalines Identify the precautions necessary for various classifications of chemicals when working with professional products 	
Aligned Washington State Standards	
Educational Technology	2.4.1 Formulate and synthesize new knowledge.
English Language Arts CCSS	<p>CCSS.ELA-Literacy.RL.9-10.2 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.</p> <p>CCSS.ELA-Literacy.RL.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 11–12 texts and topics.</p> <p>CCSS.ELA-Literacy.RL.9-10.2 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.</p>

	<p>CCSS.ELA-Literacy.RL.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 11–12 texts and topics.</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
Health and Physical Education	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>2.3 Acquire skills to live safely and reduce health risks.</p>
Math CCSS	<p>N-Q-Reason quantitatively and use units to solve problems</p> <p>1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>
Science	<p>INQB: Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the question, and care in collecting, analyzing, and displaying the data.</p> <p>INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.</p> <p>PS2G: Chemical reactions change the arrangement of atoms in the molecules of substances. Chemical reactions release or acquire energy from their surroundings and result in the formation of new substances.</p> <p>PS2H: Solutions are mixtures in which particles of one substance are evenly distributed through another substance. Liquids are limited in the amount of dissolved solid or gas that they can contain. Aqueous solutions can be described by relative quantities of the dissolved substances and acidity or alkalinity (pH).</p> <p>PS2I: The rate of a physical or chemical change may be affected by factors such as temperature, surface area, and pressure.</p>

UNIT 4 Salon Business	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> Students will create a business plan outlining the requirements for opening a salon Working in small groups students will create a sample retail display 	
Leadership Alignment: <ul style="list-style-type: none"> Working in groups students will contact local salon owners and arrange for a field trip and/or guest speaker Students will select a salon of their choice, visit the salon, tour and interview the owner. From their interview, they will determine the type of business it is and ask questions to gain additional understanding of the salon and how they conduct business. In teams of like salon business models, students will create a presentation to share with the rest of the class. Students will create and maintain a vocabulary, terminology, and procedure journal 	
Standards and Competencies	
Unit 4: Salon Business	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 40
<ul style="list-style-type: none"> Establish short and long term personal goals List the steps used to develop and maintain professional relationships Describe salon ownership types, structure, operations, and requirements for the practice of good business Define the techniques used to recommend retail product sales to clients Explain the steps to search for a job Identify which job offer to accept 	
Aligned Washington State Standards	
Art	4.5 Demonstrate knowledge of arts careers and the knowledge of arts skills in the world of work
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.2.1 Communicate and collaborate to learn with others. 1.3.2 Locate and organize information from a variety of sources and media. 2.1.1 Practice personal safety. 2.1.2 Practice ethical and respectful behavior. 2.2.1 Develop skills to use technology effectively 2.3.1 Select and use common applications.
English Language Arts	CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

	<p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p> <p>CCSS.ELA-Literacy.SL.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>CCSS.ELA-Literacy.SL.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.</p> <p>CCSS.ELA-Literacy.SL.11-12.3. 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.</p> <p>CCSS.ELA-Literacy.SL.11-12.4 Vocabulary Acquisition and Use 11-12.4. 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.</p> <p>a. 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</p>
Health and Physical Education	<p>3.1 Understand how environmental factors affect one's health. (Air, water, noise, chemicals).</p> <p>3.3 Use social skills to promote health and safety in a variety of situations.</p> <p>3.4 Understand how emotions influence decision-making.</p> <p>4.1 Analyze health and safety information.</p>
Social Studies	<p>Economics 2.1 Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.</p> <p>Economics 2.2.1 Understands that nations have competing philosophies about how best to produce, distribute, and consume goods, services, and resources.</p> <p>Economics 2.3 Understands the government's role in the economy. Understand that prices in competitive markets create incentives that influence the choices of buyers and sellers.</p> <p>Economics 2.4 Understands the economic issues and problems that all societies face. Understand that investment in people, tools, and technology affect employment levels and standard of living</p>
Mathematics CCSS	<p>N-Q-Reason quantitatively and use units to solve problems</p> <p>1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>Creating Equations A-CED</p> <p>Create equations that describe numbers or relationships</p> <p>1. Create equations and inequalities in one variable and use them to solve problems.</p> <p>4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving</p> <p>Reasoning with Equations and Inequalities A-REI</p> <p>Understand solving equations as a process of reasoning and explain the reasoning</p> <p>1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p>

UNIT 5 Trichology and Design

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Working with a partner students will perform hair analysis and demonstrate proper draping, shampooing, and scalp massage services

Leadership Alignment:

- Students will plan and participate in a service project offering hair services to a group or organization in need
- Students will create and maintain a vocabulary, terminology, and procedure journal

Standards and Competencies

Unit 5: Trichology and Design

Industry Standards and/or Competencies

Total Learning Hours for Unit: 125

- Define the theory of hair including formation, growth, structure, behavior, and color
- Recognize how to care for the hair by doing an evaluation for common hair disorders
- Explain and demonstrate proper draping, shampooing, and scalp massage services
- Identify proportions used when creating a design for the human body and face
- Recognize and analyze key areas to create and support the client's total image by using proper communication skills during consultations
- Demonstrate client safety, protection, and consultation
- Demonstrate sterilization, sanitation, and service preparation

Aligned Washington State Standards

Art	1.2 Develop arts skills and techniques 2.1 Apply a creative process in the arts
English Language Arts CCSS	L--Vocabulary Acquisition and Use (Standard 6) WHST--Research to Build and Present Knowledge (Standard 9)
Health and Physical Education	2.2 Understanding the concept of control and prevention of disease. 2.3 Acquire skills to live safely and reduce health risks.
Science	INQF: Science is a human endeavor that involves logical reasoning and creativity and entails the testing, revision, and occasional discarding of theories as new evidence comes to light. LS1D: The cell is surrounded by a membrane that separates the interior of the cell from the outside world and determines which substances may enter and which may leave the cell.

UNIT 6 Haircutting and Styling

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Working with a partner students will demonstrate proper client consultations and communications
- Using a hair mannequin students will demonstrate various haircuts, thermal, and wet styling

Leadership Alignment:

- In teams students will create cards depicting various styles and challenge opposing teams to draw a card and complete the style within a specified amount of time
- Students will create and maintain a vocabulary, terminology, and procedure journal

Standards and Competencies

Unit 6: Haircutting and Styling

Industry Standards and/or Competencies

Total Learning Hours for Unit: 125

- Identify the haircutting tools, areas of the head, and fundamental cutting techniques used when cutting hair
- Demonstrate proper procedures to achieve basic haircuts
- Recognize and identify the primary considerations and fundamentals of hairstyling theory
- Explain and demonstrate thermal and wet styling
- Explain and demonstrate long hair styling
- Define hair additions and describe methods of attachment
- Demonstrate client safety, protection, and consultation
- Demonstrate sterilization, sanitation, and service preparation

Aligned Washington State Standards

Art	1.2 Develop arts skills and techniques 2.1 Apply a creative process in the arts 3.3 Develop personal aesthetic criteria to communicate artistic choices
English Language Arts CCSS	SL--Presentation of Knowledge and Ideas (Standard 6)
Health and Physical Education	3.4 Understand how emotions influence decision-making. 3.2 Gather and analyze health information.
Science	APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.
Social Studies	Social Studies 3.1 Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions

UNIT 7 Chemical Texturizing

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will demonstrate the procedures in performing chemical texturizing including:
 - Performing a patch test to ensure there will not be an adverse reaction
 - Reviewing the manufacturer's instructions
 - Choosing the correct formula based on hair texture, porosity, and elasticity
 - Instructing a client on hair maintenance

Leadership Alignment:

- Working in teams students will assure all safety standards are met to prepare for an inspection
- Students will create and maintain a vocabulary, terminology, and procedure journal

Standards and Competencies

Unit 7: Chemical Texturizing

Industry Standards and/or Competencies

Total Learning Hours for Unit: 125

- Explain the history of perming
- Explain and demonstrate the fundamental theory and procedures of perming, chemical relaxing, and curl reforming
- Demonstrate client safety, protection, and consultation
- Demonstrate sterilization, sanitation, and service preparation

Aligned Washington State Standards

Art	1.2 Develop arts skills and techniques
English Language Arts CCSS	L--Vocabulary Acquisition and Use (Standard 6) RST--Key Ideas and Details (Standard 3)
Health and Physical Education	4.1 Analyze health and safety information.
Math CCSS	N-Q-Reason quantitatively and use units to solve problems (Standard 1)
Science	PS2G: Chemical reactions change the arrangement of atoms in the molecules of substances. Chemical reactions release or acquire energy from their surroundings and result in the formation of new substances. PS21: The rate of a physical or chemical change may be affected by factors such as temperature, surface area, and pressure.

UNIT 8 Hair Coloring	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> With a partner students will conduct a skin patch test for permanent color to determine sensitivity or allergic reaction to certain chemicals Students will create their own color wheel to demonstrate understanding of the law of color Students will create their own color consultation binder by clipping photos of various color designs from magazines and books and assembling them in a binder Color lab: Students will demonstrate decolorizing and recolorizing by applying lightener to several swatches of dark hair and noting the degrees of decolorization then, recolorize the swatches with toner and record the results 	
Leadership Alignment: <ul style="list-style-type: none"> Students will prepare and conduct a fashion show demonstrating how to dress for success in the cosmetology industry Students will create and maintain a vocabulary, terminology, and procedure journal 	
Standards and Competencies	
Unit 8: Hair Coloring	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 125
<ul style="list-style-type: none"> Define color and the law of color Identify the natural and artificial level, tone, and intensity of hair color Demonstrate and explain the procedures used to change existing hair color Demonstrate client safety, protection, and consultation Demonstrate sterilization, sanitation, and service preparation 	
Aligned Washington State Standards	
Art	1.2 Develop arts skills and techniques 3.3 Develop personal aesthetic criteria to communicate artistic choices
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.
English Language Arts CCSS	L--Vocabulary Acquisition and Use (Standard 6) RST--Key Ideas and Details (Standard 3)
Health and Physical Education	4.1 Analyze health and safety information.
Math CCSS	N-Q-Reason quantitatively and use units to solve problems (Standard 1)
Science	PS2G: Chemical reactions change the arrangement of atoms in the molecules of substances. Chemical reactions release or acquire energy from their surroundings and result in the formation of new substances. PS21: The rate of a physical or chemical change may be affected by factors such as temperature, surface area, and pressure.

UNIT 9 Nails	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> • With a partner students will perform a hand and nail examination demonstrating proper procedures • Students will perform a basic manicure and pedicure demonstrating the proper procedures 	
Leadership Alignment: <ul style="list-style-type: none"> • Working in pairs students will peer tutor one another to prepare for the practical and written license exams • Students will create and maintain a vocabulary, terminology, and procedure journal 	
<i>Standards and Competencies</i>	
Unit 9: Nails	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 100
<ul style="list-style-type: none"> • Describe the structure, growth, diseases, disorders, and conditions of the nail • Explain and demonstrate the services for natural nail care • Demonstrate client safety, protection, and consultation • Demonstrate sterilization, sanitation, and service preparation 	
<i>Aligned Washington State Standards</i>	
Art	1.2 Develop arts skills and techniques 3.3 Develop personal aesthetic criteria to communicate artistic choices
English Language Arts	L--Vocabulary Acquisition and Use (Standard 6)
Health and Physical Education	2.2 Understanding the concept of control and prevention of disease. 3.2 Gather and analyze health information.
Science	INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

UNIT 10 Skin	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> Students will demonstrate a facial and makeup application using proper facial and makeup application procedures 	
Leadership Alignment: <ul style="list-style-type: none"> Students will participate in a college or job fair providing information about cosmetology to attendees Students will create and maintain a vocabulary, terminology, and procedure journal 	
Standards and Competencies	
Unit 10: Skin	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 100
<ul style="list-style-type: none"> Define the function, composition, and types of skin Identify the differences between the disorders and diseases of skin Explain and demonstrate steps used during a basic facial Identify the difference between temporary and permanent hair removal and explain the techniques used for each Explain the basic steps used during a makeup application Demonstrate client safety, protection, and consultation Demonstrate sterilization, sanitation, and service preparation 	
Aligned Washington State Standards	
Art	2.1 Apply a creative process in the arts 3.1 Use the arts to express and present ideas and feelings
English Language Arts	L--Vocabulary Acquisition and Use (Standard 6)
Health and Physical Education	2.2 Understanding the concept of control and prevention of disease. 3.2 Gather and analyze health information. 3.3 Use social skills to promote health and safety in a variety of situations. 4.1 Analyze health and safety information.
Science	SYSB: Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible. APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design. LS1C: Cells contain specialized parts for determining essential functions such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the transfer of information, and movement. LS1D: The cell is surrounded by a membrane that separates the interior of the cell from the outside world and determines which substances may enter and which may leave the cell.
Social Studies	Social Studies 3.1 Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions

21st Century Skills

Check those that students will demonstrate in this course:

LEARNING & INNOVATION

Creativity and Innovation

- ☐ Think Creatively
- ☐ Work Creatively with Others
- ☐ Implement Innovations

Critical Thinking and Problem Solving

- ☐ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgments and Decisions
- ☐ Solve Problems

Communication and Collaboration

- ☐ Communicate Clearly
- ☐ Collaborate with Others

INFORMATION, MEDIA & 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 & 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

Personal Health

CTE 303

INTRODUCTION

Course Name	<u>CTE Personal Health</u>	Grade Level(s)	<u>9, 10,11,12</u>
Course Length	<u>One Semester</u>	Course Code (s)	<u>CTE 303</u>

Course Description	How will the choices you make today determine the rest of your life? Take your life into your own hands by learning how to have an active role in developing a healthy lifestyle for yourself and those around you. Participate in interactive lessons, class discussions, simulations, and guest speaker presentations to help you answer personal questions. Topics include nutrition, cooking, emotional/mental health, relationships, substance abuse, safety and wellness and career exploration. 21 st Century Skills is the integrated leadership component of this course. Individual student material cost may be applicable to this course.
Pathway Connections	Human Services
Primary Connection	Human Services
Secondary Connection	Social and Personal Services
Sample Sequence of Courses	CTE 303 Personal Health, CTE 240 Living on Your Own, CTE 250 Nutrition and Wellness
Cross Credit and/or College Credit	Health/CTE
Basic Textbook	
Equipment	Chromebooks
Software	Google Documents & Drive
Supplemental Materials	Updated movies, FLASH Curriculum, Netz-Smarts Membership
Skills Gap Data (CTE Courses only)	Students in the Auburn School District need to gain skills and knowledge to allow them to obtain optimal health so they will join the workforce as a healthy productive member of society. According to Auburn School District 2015 Healthy Schools Survey; 30% of 10 th grade students use alcohol; 22% smoke marijuana; 4.5% have used illegal drugs; 20% have been bullied at school; 30% are overweight or obese; 28% reported depression with 15% considering suicide; 11 % attempted suicide, The health program strongly supports student with knowledge about the following topics; 87% were taught HIV/AIDS and were provided knowledge about abstinence and pregnancy education, in addition they were given information about STD and pregnancy prevention. The Health Program supports students in making healthy and supportive decisions, which fill the gap shown in the Healthy Skill Survey.

COURSE OUTLINE

Course Name CTE Personal Health **Grade Level(s)** 10,11,12

How will the choices you make today determine the rest of your life? Take your life into your own hands by learning how to have an active role in developing a healthy lifestyle for yourself and those around you. Participate in interactive lessons, class discussions, simulations, and guest speaker presentations to help you answer personal questions. Topics include nutrition, cooking, emotional/mental health, relationships, substance abuse, safety and wellness and career exploration. 21st Century Skills is the integrated leadership component of this course. Individual student material cost may be applicable to this course.

- 1. Nutrition for Health**
 - A. The Nutrients
 - B. Nutritional Facts Labels
 - C. Healthy Eating Plans, My Plate, Dietary Guidelines
- 2. Healthy Cooking**
 - A. Food and Kitchen Safety
 - B. Preparing Food Safely
 - C. Proper Use of Equipment
 - D. Food Preparation
- 3. Emotional/Mental Health**
 - A. Stress Management
 - B. Depression, Anxiety, and Suicide Prevention
 - C. Understanding and Managing Emotions
 - D. Conflict Management
- 4. Relationships and Reproduction**
 - A. Evaluate Personality Traits
 - B. Dating and Friendships
 - C. Family Relationships
 - D. Human Growth and Development
- 5. Substance Abuse**
 - A. Alcohol
 - B. Smoking, Vaping, and Hookah's
 - C. Marijuana
 - D. Addictive Drugs
 - E. Addiction and Recovery Programs

- 6. Safety and Wellness**
- A. Cyber Safety
 - B. Goal Setting and Action Plans for A Healthy Life
 - C. CPR and First Aid
 - D. Violence Prevention

- 7. Career Investigation**
- A. Career Investigation
 - B. Industry Standards in the Workplace

POWER STANDARDS

Course Name CTE Personal Health **Grade Level(s)** 9,10,11,12

- PS 1: Analyze food choices and physical activities and demonstrate the knowledge of making healthy food choices.
- PS 2: Demonstrate safety and sanitation practices.
- PS 3: Identify impact of social emotional health to reduce risk and increase wellness.
- PS 4: Analyze interrelationship among physical, emotional, social, and intellectual aspects of human growth and development.
- PS 5: Acquires skills to live safely and reduce health risk.
- PS 6: Summarize short-and long-term effects of substance abuse on dimensions of health.
- PS 7: Analyze career paths within the human services pathway.



Auburn School District Personal Health

Course: Personal Health		Total Framework Hours: 90
CIP Code: 190003	<input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 4/10/2017
Career Cluster: Human Services	Cluster Pathway: Social and Personal Services	

Power Standards:

1. Analyze food choices and physical activities and demonstrate the knowledge of making healthy food choices.
2. Demonstrate safety and sanitation practices.
3. Identify impact of social emotional health to reduce risk and increase wellness.
4. Analyze interrelationship among physical, emotional, social, and intellectual aspects of human growth and development.
5. Acquires skills to live safely and reduce health risk.
6. Analyze career paths within the human services pathway.

Unit Outline

	<u>Hours</u>
Unit 1: Nutrition for Health	20
Unit 2: Healthy Cooking	20
Unit 3: Social Emotional Health	15
Unit 4: Sexual Health	10
Unit 5: Safety and Wellness	15
Unit 6: Substance Abuse	5
Unit 7: Career Investigation	5
Total Hours	90

Unit 1: Nutrition for Health

COMPONENTS AND ASSESSMENTS

Performance Assessments:

CBA: Classroom Choices

Create personal nutrition and fitness plan based on current guidelines.

Leadership Alignment:

FCCLA: Student Body Eat Right

Be Fit

Healthy Choices

21st Century Skills Health Literacy: Understand preventative physical and mental health measures, including proper diet, nutrition, and exercise.

Standards and Competencies

Unit 1: Nutrition for Health

PS 1.0 Analyze food choices and physical activities and demonstrate the knowledge of making healthy food choices.

Industry Standards and/or Competencies

Total Learning Hours for Unit: 20

1.1 Classify Foods by food groups and nutrients. H1.N1.

1.2 Evaluate resources for accessing valid and reliable information, products, and services for healthy eating. H2.N2.HS

1.3 Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. H5.N3.HS

1.4 Evaluate nutritional content for a variety of beverage and describe benefits and consequences of intake. H1.N2

1.5 Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. H7.N4.HS

1.6 Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases. H1.N5.HS

1.7 Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors. H6.N6.HS

Aligned Washington State Learning Standards

Arts Use the arts to communicate for a specific purpose. 3.2

Computer Science

Educational Technology Locate and organize information from a variety of sources and media. 1.1.1
Select and use common applications 2.3.1

English Language Arts 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 persuasively. SL1
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. SL5
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. R14
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 task, purposes, and audiences.

Health and Physical Education Classify Foods by food groups and nutrients. H1.N1.
Evaluate resources for accessing valid and reliable information, products, and services for healthy eating. H2.N2.HS
Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. H5.N3.HS
Evaluate nutritional content for a variety of beverage and describe benefits and consequences of intake. H1.N2

	<p>Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. H7.N4.HS</p> <p>Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases. H1.N5.HS</p> <p>Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors. H6.N6.HS</p>
Mathematics	
Science	<p>Food molecules are broken down to provide the energy and chemical constituents needed to synthesize other molecules. 9-11</p> <p>LS1I</p>
Social Studies	

Unit 2: Healthy Cooking	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: Demonstrate preventative practices related to kitchen safety procedures. Actively participate in the preparation of nutritional foods.	
Leadership Alignment: 21 st Century Skill: Health Literacy Student Body: Food Safety Information	
Standards and Competencies	
Unit 2: Healthy Cooking PS 2.0 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs. FCS 14.3	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 20
2.1 Demonstrate safety and sanitation practices. FCS: 14.3.3. 2.2 Analyze food borne illness factors, including causes, foods at risk, and methods of prevention. FCS: 14.4.5	
Aligned Washington State Learning Standards	
Arts	
Computer Science	
Educational Technology	1.2.1 Communication and Collaborate to learn with others.
English Language Arts	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 persuasively. SL1 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. 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 task, purposes, and audiences.
Science	Living organisms have the capacity to produce very large populations. 9-11 LS2B
Social Studies	

Unit 3: Social Emotional Health	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: CBA: Stressed and Depressed	
Leadership Alignment: 21 st Century Skill: Information Literacy: Access and evaluate information. Evaluate information critically and competently. FCCLA: Stop the Violence	
Standards and Competencies	
Unit 3: Social and Emotional Health Identify impact of social emotional health to reduce risk and increase wellness.	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 15
3.1 Analyze stress and how it relates to personal stress management strategies. FCS 2.4.1 3.2 Understand the impact of emotions on health. FCS 3.4 3.3. Summarize strategies for coping with difficult emotions, including defense mechanisms. H1.So4.HS 3.4 Compare and contrast the influence of family, peers, culture, media, technology, and other factors on harassment, intimidation, and bullying. H2.So5.HS	
Aligned Washington State Learning Standards	
Arts	
Computer Science	
Educational Technology	2.1.1 Practice personal safety.
English Language Arts	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. 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. R14 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 task, purposes, and audiences.
Environment & Sustainability	
Financial Education	
Health and Physical Education	Assess self-esteem and determine its impact on personal dimensions of health. H1.So1.HSa Describe how to support someone who has symptoms of an eating disorder. H8.So2.HS Develop a personal stress management plan. H7.So3.HS Summarize strategies for coping with difficult emotions, including defense mechanisms. H1.So4.HS Compare and contrast the influence of family, peers, culture, media, technology, and other factors on harassment, intimidation, and bullying. H2.So5.HS Explain how to help someone who is thinking about attempting suicide. H1.So6.HSc
Mathematics	
Science	
Social Studies	

Unit 4: Relationships and Reproduction	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: STD Project/Presentation Unit Test	
Leadership Alignment: 21 st Century Skill: health literacy. Obtaining, interpreting, and understanding basic health and services and using such information and services in ways that enhance health. FCCLA: Family Ties	
Standards and Competencies	
Unit 4: Sexual Health Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development. FCS 12.1.2	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 10
4.1 Describe laws related to accessing sexual health care services. H3.Se6.HS 4.2 Understand importance of personal and social responsibility for sexual decisions. H7.Se6.HS 4.3 Examine laws and consequences related to sexual offenses, including when a minor is involved. H1.Se6.HSa 4.4 Identify laws and concerns related to sending or posting sexually explicit pictures or messages. H1.Se6.HSb 4.5 Differentiate between affection, love, commitment, and sexual attraction. H1.Se5.HSa 4.6 Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.HSb 4.7 Identify local youth-friendly sexual health services. H3.Se4.HS 4.8 Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV. H1.Se4.HSa 4.9 Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation. H2.Se3.HS 4.10 Summarize fertilization, fetal development, and childbirth. H1.Se1.HSa 4.11 Explain the role hormones play in sexual behavior and decision-making. H5.Se1.HS 4.12 Describe emotional, social, physical, and financial effects of being a teen or young adult parent. H1.Se1.HSb 4.13 Describe behaviors that impact reproductive health. H1.Se1.HSc 4.14 Describe steps of testicular self-exam and the importance of breast self-awareness. H7.Se1.HS	
Aligned Washington State Learning Standards	
Arts	Use the arts to communicate for a specific purpose. 3.1
Computer Science	
Educational Technology	Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.1.1 Formulate and synthesize new knowledge. 2.4.1
English Language Arts	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. SL1 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. R14 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 task, purposes, and audiences.
Environment & Sustainability	
Financial Education	
Health and Physical Education	Describe laws related to accessing sexual health care services. H3.Se6.HS Understand importance of personal and social responsibility for sexual decisions. H7.Se6.HS

	<p>Examine laws and consequences related to sexual offenses, including when a minor is involved. H1.Se6.HSa</p> <p>Identify laws and concerns related to sending or posting sexually explicit pictures or messages. H1.Se6.HSb</p> <p>Differentiate between affection, love, commitment, and sexual attraction. H1.Se5.HSa</p> <p>Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.HSb</p> <p>Identify local youth-friendly sexual health services. H3.Se4.HS</p> <p>Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV. H1.Se4.HSa</p> <p>Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation. H2.Se3.HS</p> <p>Summarize fertilization, fetal development, and childbirth. H1.Se1.HSa</p> <p>Explain the role hormones play in sexual behavior and decision-making. H5.Se1.HS</p> <p>Describe emotional, social, physical, and financial effects of being a teen or young adult parent. H1.Se1.HSb</p> <p>Describe behaviors that impact reproductive health. H1.Se1.HSc</p> <p>Describe steps of testicular self-exam and the importance of breast self-awareness. H7.Se1.HS</p>
Mathematics	
Science	Egg and sperm cells are formed by a process.... Fertilization restores the original number of chromosomes pairs and reshuffles the genetic information allowing for variation among offspring. 9-11 LS1I
Social Studies	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

Unit 5 Safety and Wellness	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: Create a resource that outlines where and how students can access valid and reliable health information, products, and services. H3.W4.HS	
Leadership Alignment: FCCLA: A Better You 21 st Century Skill: health literacy. Obtaining, interpreting, and understanding basic health and services and using such information and services in ways that enhance health.	
Standards and Competencies	
Unit 5: Safety and Wellness PS: Acquires skills to live safely and reduce health risk. 2.3	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 15
5.1 Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS 5.2 Create a resource that outlines where and how students can access valid and reliable health information, products, and services. H3.W4.HS 5.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 5.4 Implement strategies to achieve a personal health goal. H6.W7.HS 5.5 Apply basic first aid skills. H7.Sa2.HSa 5.6 Demonstrate CPR and AED procedures. H7.Sa2.HSb 5.7 Advocate for violence prevention. H8.Sa3.HS 5.8 Analyze potential dangers of sharing personal information through electronic media H1.Sa3.HS 5.9 Evaluate societal influences on violence. H2.Sa3.HS 5.10 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid potentially violent situations. H7.Sa3.HS	
Aligned Washington State Learning Standards	
Arts	Understand and apply visual arts concepts and vocabulary. 1.1
Computer Science	
Educational Technology	2.1.1 Practice personal safety.
English Language Arts	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. SL1 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. R14 Write informative/explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W2
Environment & Sustainability	
Financial Education	
Health and Physical Education	Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS Create a resource that outlines where and how students can access valid and reliable health information, products, and services. H3.W4.HS Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Implement strategies to achieve a personal health goal. H6.W7.HS Apply basic first aid skills. H7.Sa2.HSa Demonstrate CPR and AED procedures. H7.Sa2.HSb Advocate for violence prevention. H8.Sa3.HS

	Analyze potential dangers of sharing personal information through electronic media H1.Sa3.HS Evaluate societal influences on violence. H2.Sa3.HS Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid potentially violent situations. H7.Sa3.HS
Mathematics	
Science	
Social Studies	

Unit 6: Substance Abuse

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors.

Leadership Alignment:

Student Body – Make Healthy Choices

Standards and Competencies

Unit 6: Safety and Wellness

PS: Summarize short-and long-term effects of substance abuse on dimensions of health. H1.Su2.HSa

Industry Standards and/or Competencies

Total Learning Hours for Unit: 5

Compare and contrast school, local, state, and federal laws related to substance possession and use. H1.Su5.HS

Analyze valid and reliable information to prevent or treat substance dependency and addiction. H3.Su4.HS

Understand how codependency relates to substance use and abuse. H1.Su4.HS

Design a drug-free message for a community beyond school. H8.Su3.HS

Summarize short- and long-term effects of substance abuse on dimensions of health. H1.Su2.HSa

Analyze why individuals choose to use or not use substances. H1.Su1.HSa

Differentiate classifications of substances. H1.Su1.HSb

Analyze validity of information on substance use. H3.Su1.HSa

Describe laws related to minors accessing substance abuse treatment. H3.Su1.5b

Aligned Washington State Learning Standards

Arts	Use the arts to communicate for a specific purpose. 3.1
Computer Science	
Educational Technology	2.3.1 Select and use common applications
English Language Arts	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. SL1 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. R14 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 task, purposes, and audiences.
Environment & Sustainability	
Financial Education	
Health and Physical Education	Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS Analyze how a variety of factors impact personal and community health. H2.W3.HS Create a resource that outlines where and how students can access valid and reliable health information, products, and services. H3.W4.HS Predict potential short- and long-term outcomes of a personal health-related decision. H5.W6.HS Apply basic first aid skills. H7.Sa2.HSa Demonstrate CPR and AED procedures. H7.Sa2.HSb
Mathematics	
Science	

Social Studies	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
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Unit 7: Career Investigation	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: Compare and contrast careers in the health industry.	
Leadership Alignment: Star Events: Career Investigation	
Standards and Competencies	
Unit 7: Career Investigation PS: Analyze career paths within the human services pathway.	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 5
7.1 Examine potential career choices to determine the knowledge, skills, and attitudes associated with each. FCS 1.2.1	
Aligned Washington State Learning Standards	
Arts	
Computer Science	
Educational Technology	2.3.1 Select and use common applications.
English Language Arts	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. SL1 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. R14 Write informative/explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W2
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	

The 21st Century Skills should be taught and assessed throughout the course. This table should be included at the end of this document.

21st Century Skills		
Check those that students will demonstrate in this course:		
LEARNING & INNOVATION Creativity and Innovation <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input checked="" type="checkbox"/> Solve Problems Communication and Collaboration <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others	INFORMATION, MEDIA & TECHNOLOGY SKILLS Information Literacy <input checked="" type="checkbox"/> Access and /evaluate Information <input checked="" type="checkbox"/> Use and Manage Information Media Literacy <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products Information, Communications and Technology (ICT Literacy) <input checked="" type="checkbox"/> Apply Technology Effectively	LIFE & CAREER SKILLS Flexibility and Adaptability <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible Initiative and Self-Direction <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners Social and Cross-Cultural <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams Productivity and Accountability <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results Leadership and Responsibility <input type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others

Culinary Arts

Beginning/Advanced

INTRODUCTION

Course Name	<u>Culinary Arts 1 – 2</u>	Grade Level(s)	<u>9-12</u>
Course Length	<u>1 semester</u>	Course Code (s)	<u>CTE 331/332</u>

Course Description	Culinary Arts students receive hand on training through individual and group lab activates in food preparation techniques, kitchen safety, equipment, nutrition, menu planning, catering, food garnishing, business opportunities and leadership development. Students will have the opportunity to explore and prepare for careers in the restaurant and hostility industry, as well as participate in catering projects, specialized field trips to culinary institutions and local culinary competitions.
Pathway Connections	
Primary Connection	Restaurant and food & beverage services
Secondary Connection	Hospitality And tourism
Sample Sequence of Courses	Culinary arts 1 – Culinary Arts 2 – Culinary Arts 3 – Post secondary opportunities starting with tech prep articulation with Renton Technical College
Cross Credit and/or College Credit	Non Lab science – Renton Technical College cross credit
Basic Textbook	Culinary Essentials – instruction material are composed by and originate with the instructors and are derived from the culinary competencies established and revised by the American Culinary Federation.
Equipment	Large and small kitchen equipment, appliances and tools, commercial kitchen equipment, cash register, chrome books for each student.
Software	Google classroom – MS word
Supplemental Materials	On cooking, On Baking, Pro Chef
Skills Gap Data (CTE Courses only)	www.careerbridge.wa.gov

INTRODUCTION

Course Name	<u>Culinary Arts 3 – 4</u>	Grade Level(s)	<u>9-12</u>
Course Length	<u>1 semester</u>	Course Code (s)	<u>CTE 332/334</u>

Course Description	Culinary Arts students receive hand on training through individual and group lab activates in food preparation techniques, kitchen safety, equipment, nutrition, menu planning, catering, food garnishing, business opportunities and leadership development. Students will have the opportunity to explore and prepare for careers in the restaurant and hostility industry, as well as participate in catering projects, specialized field trips to culinary institutions and local culinary competitions.
Pathway Connections	
Primary Connection	Restaurant and food & beverage services
Secondary Connection	Hospitality And tourism
Sample Sequence of Courses	Culinary arts 1 – Culinary Arts 2 – Culinary Arts 3 – Post secondary opportunities starting with tech prep articulation with Renton Technical College
Cross Credit and/or College Credit	Non Lab science – Renton Technical College cross credit
Basic Textbook	Culinary Essentials – instruction material are composed by and originate with the instructors and are derived from the culinary competencies established and revised by the American Culinary Federation.
Equipment	Large and small kitchen equipment, appliances and tools, commercial kitchen equipment, cash register, chrome books for each student.
Software	Google classroom – MS word
Supplemental Materials	On cooking, On Baking, Pro Chef
Skills Gap Data (CTE Courses only)	www.careerbridge.wa.gov

INTRODUCTION

Course Name	<u>Culinary Arts 5-6</u>	Grade Level(s)	<u>9-12</u>
Course Length	<u>Yearlong course</u>	Course Code (s)	<u>CTE 335/336</u>

Course Description	Culinary Arts students receive hand on training through individual and group lab activates in food preparation techniques, kitchen safety, equipment, nutrition, menu planning, catering, food garnishing, business opportunities and leadership development. Students will have the opportunity to explore and prepare for careers in the restaurant and hostility industry, as well as participate in catering projects, specialized field trips to culinary institutions and local culinary competitions.
Pathway Connections	
Primary Connection	Restaurant and food & beverage services
Secondary Connection	Hospitality And tourism
Sample Sequence of Courses	Culinary arts 1 – Culinary Arts 2 – Culinary Arts 3 – Post secondary opportunities starting with tech prep articulation with Renton Technical College
Cross Credit and/or College Credit	Non Lab science – Renton Technical College cross credit
Basic Textbook	Culinary Essentials – instruction material are composed by and originate with the instructors and are derived from the culinary competencies established and revised by the American Culinary Federation.
Equipment	Large and small kitchen equipment, appliances and tools, commercial kitchen equipment, cash register, chrome books for each student.
Software	Google classroom – MS word
Supplemental Materials	On cooking, On Baking, Pro Chef
Skills Gap Data (CTE Courses only)	www.careerbridge.wa.gov

COURSE OUTLINE

Course Name Culinary Arts **Grade Level(s)** 9-12

Culinary Arts students receive hands-on training through individual and group lab activities in food preparation techniques, kitchen safety, equipment use, nutrition, menu planning, catering, food garnishing, business operations, and leadership development. Students will have opportunities to explore and prepare for careers in the restaurant and hospitality industry, as well as participate in catering projects, specialized field trips to culinary institutions, and local culinary competitions.

1. Culinary Safety

- A. Food Handlers training and Permit
- B. Kitchen Equipment Training Usage and Safety
- C. Basic Knife Handling Skills
- D. Food Borne Issues and Cross Contamination and Serve Safe Training

2. Food Service Industry

- A. Career Options
- B. Culinary Professional
- C. Customer Service
- D. Dining Room (Front of the house)
- E. Management Basics
- F. Food Service Standards and Laws

3. Professional Commercial Kitchen

- A. Technology
- B. Equipment
- C. Small Wares
- D. Nutrition
- E. Creating Menus
- F. Using Standardized recipes (Calculation and Conversions)

4. Culinary Applications

- A. Cooking Techniques
- B. Seasonings and Flavorings
- C. Breakfast Cookery
- D. Cold Foods Sandwiches and Appetizers
- E. Stocks, Sauces and Soups
- F. Fish, Shellfish, Poultry and Meat Cookery
- G. Pasta, Grains, Fruits, Vegetables and Legumes

5. Bakery and Pastry Application

- A. Baking Technics
- B. Yeast Breads and Rolls
- C. Quick Breads
- D. Desserts

6. Barista Training

- A. Cashiering
- B. Recipes
- C. Roasting

7. Catering/ Leadership and Community Outreach

- A. Community Service
- B. Customer Service
- C. Time Management
- D. School Organized Leadership Activities
- E. Pro Start, Renton Technical Community College Competitions, FCCLA/Skills USA

POWER STANDARDS

Course Name Culinary Arts

Grade Level(s) 9-12

PS 1: Safety & Sanitation

- Food handlers permit certification/training
- Kitchen Equipment, safety/usage training
- Knife skills
- Food borne illness/cross contamination training and understanding

PS 2: Cooking Techniques

- Miser end place
- Stock cookery
- Methodology & techniques
- Recipe understanding & competency
- Soup

PS 3: Bakery

- Weight & scale measurement
- Baking Techniques – boxed, scratch made, flours, leavened
- Recipe conversions
- Equipment training – deck ovens, sheeter, Hobart mixer, kitchen aid mixer

PS 4: Barista & Customer service

- Sanitation & safety
- Coffee knowledge – bean roasting, different types of beverages, shot pulling, syrup/flavoring, coffee art.
- Cashiering – money handling, counting back change, end of day till counting/report
- Customer service
- Job search/field trips/careers exploration

PS 5: Catering/Leadership & Community involvement

- Front/back of house training
- Customer service
- Community outreach
- Invoicing/costing/menu planning
- FCCLA/Skills USA/Pro Start/Renton Technical College competition

SKILLS GAP/LABOR MARKET DATA
Business Education Program

Culinary Arts	
First Line Supervisors of Food and Service Worker	Openings per year: 993 / Growth rate :2.1% / Median hourly \$16.92 Average yearly: \$36,820 High school diploma needed
Chef and Head Cooks	Openings per year 80/ Growth rate: 2.0%/ Median Hourly \$22.70 Average Yearly \$52,700. Requires training in vocational schools, related on the job experience, or associate's degree
Cooks All Other	Openings per year: 19/ Growth rate :2.0% / Median hourly \$14.41 Average yearly: \$32,400
Food Service Managers	Openings per year: 210 / Growth rate :2.2% / Median hourly \$23.67 Average yearly: \$52,940 Requires training in vocational schools, related on the job experience, or associate's degree
Cooks, Institution and Cafeterias	Openings per year: 494/ Growth rate :1.7% / Median hourly \$14.87 Average yearly: \$31,280 High school diploma needed
Cooks, Restaurant	Openings per year: 1242/ Growth rate :2.2% / Median hourly \$12.86 Average yearly: \$27,120 High school diploma needed



Auburn School District	
Course: Culinary Arts Beginning/Culinary Arts Advanced/Contract Study	Total Framework Hours up to: 540
CIP Code: 120503 <input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: Dec. 8 2016
Career Cluster: Hospitality and Tourism	Cluster Pathway: Restaurant and Food/Beverage Services

COMPONENTS AND ASSESSMENTS	
<p>Performance Assessments:</p> <ul style="list-style-type: none"> The student will demonstrate safe food and handling skills by passing the King County Food Workers Card Assessment. The student will demonstrate safe hand washing procedures Students will demonstrate proper food safety and sanitation practice in all food labs. The student will develop and use, within the day-to-day operation of the culinary kitchen, an HACCP flow chart (sanitation) that demonstrates the cause/effect relationship between food handling and serving. Students will participate in safety talks and lectures, and document safety practices in a log or journal. (HACCP, OSHA, L&I etc.) Students will take corrective action based on evidence gathered by instructors for continuous improvement of safety and sanitation practices. (HACCP, etc.) The student will pass a state-sanctioned food handler test, and demonstrate knowledge and understanding of food service safety, related vocabulary comprehension, and cause/effect relationships relative to food borne illness. The student will pass a safety/equipment test, and demonstrate knowledge and understanding of safety practices in the food service facility, related vocabulary comprehension, and cause/effect relationships relative to proper use of utensils and equipment. All sanitation and safety procedures will be continuously applied and assessed in learning activities. Acting as a team leader, students will apply safety and sanitation procedures while managing purchasing and inventory systems. 	
<p>Leadership Alignment:</p> <ul style="list-style-type: none"> Students will obtain a Washington State Food Worker Card. The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry. Student develops a safety section in culinary portfolio and documents. The student will identify and analyze the characteristics of family, community, business, and industry leaders. The student will make an industry contact to arrange for an informational interview, a guest speaker or a field trip 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs 4.A.1 Access information efficiently (time) and effectively (sources) The food service workers/ student will choose various options within the industry to explore. Food service workers/ students need and use ongoing career and training plans throughout the course. The food service worker/ student will do job searches throughout their career to broaden their pathway options. 	
Standards and Competencies	
Culinary Arts Beginning Unit 1: Food Safety and Sanitation	
Competencies	Total Learning Hours for Unit: 20

- Demonstrate waste disposal and recycling methods.
- Demonstrate ability to maintain necessary records to document time and temperature control employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.
- Determine factors that contribute to food borne illnesses.
- Demonstrate food handling and preparation techniques that prevent cross contamination between raw and read-to-eat foods and between animal or fish sources and other food products.
- Practice good personal hygiene/health procedures, hand washing and report symptoms of illness.
- Demonstrate safe procedures in the use, care, and storage of chemical equipment.
- Demonstrate how to correctly wash dishes. Three compartment sink method and understanding & dish machine.
- Demonstrate proper equipment cleaning procedures.
- Arrange food product using “first in/first out” rotation system.

Aligned Washington State Standards

Educational Technology	1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.
English Language Arts Grades 9-10	RST--Key Ideas and Details (Standard 2)
Science	APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies. HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
NS FACSE	5.1 Analyze career paths within the facilities management and maintenance areas. 5.3 Demonstrate sanitation procedures for a clean and safe environment.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- The student will demonstrate proper tool identification by participating in kitchen tours and scavenger hunts.
- The student will demonstrate safe hand washing procedures
- Students will demonstrate basic food safety first aid using role play situations that require assessment of the injury and appropriate treatment.
- Students will demonstrate proper food safety and sanitation practice in all food labs.
- The student will develop and use, within the day-to-day operation of the culinary kitchen, an HACCP flow chart (sanitation) that demonstrates the cause/effect relationship between food handling and serving.
- Students will participate in safety talks and lectures, and document safety practices in a log or journal. (HACCP, OSHA, L&I etc.)
- Students will take corrective action based on evidence gathered by instructors for continuous improvement of safety and sanitation practices. (HACCP, etc.)
- The student will pass a state-sanctioned food handler test, and demonstrate knowledge and understanding of food service safety, related vocabulary comprehension, and cause/effect relationships relative to food borne illness.
- The student will pass a proctored safety test, and demonstrate and sign off on knowledge and understanding of safety practices in the food service facility, related vocabulary comprehension, and cause/effect relationships relative to proper use of utensils and equipment.
- All sanitation and safety procedures will be continuously applied and assessed in learning activities.
- Acting as a team leader, students will apply safety and sanitation procedures while managing purchasing and inventory systems.

Leadership Alignment:

- Student groups will help inventory, organize and maintain all kitchen supplies and small equipment.
- Students will obtain a Washington State Food Worker Card.
- The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.
Lead Station Worker or Sanitation Supervisor Leadership Activity:
- The students will work in teams to develop a safety/sanitation information page that could be used in a food service establishment.
- The student will identify and analyze the characteristics of family, community, business, and industry leaders.
- 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

<ul style="list-style-type: none">• 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs• 4.A.1 Access information efficiently (time) and effectively (sources)• The food service workers will choose various options within the industry and interview current employees and report to the class.• Food service workers need and use ongoing career and training plans found in the career center.• The food service worker will do job searches throughout their career.		
Culinary Arts Advanced-CS (5-6)		
Unit 1: Food Safety and Sanitation		
Competencies		Total Learning Hours for Unit: 15-15
<ul style="list-style-type: none">• Demonstrate waste disposal and recycling methods.• Demonstrate ability to maintain necessary records to document time and temperature control employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.• Determine factors that contribute to food borne illnesses.• Demonstrate food handling and preparation techniques that prevent cross contamination between raw and read-to-eat foods and between animal or fish sources and other food products.• Practice good personal hygiene/health procedures, and report symptoms of illness.• Demonstrate safe procedures in the use, care, and storage of chemical equipment.• Demonstrate how to correctly wash dishes. Three compartment sink method & understanding & dish machine.• Demonstrate proper equipment cleaning procedures.• Arrange food product using “first in/first out” rotation system.		
Aligned Washington State Standards		
Educational Technology	1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.	
English Language Arts Grades 9-10	RST--Key Ideas and Details (Standard 2)	
Science	APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies. HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.	
NS FACSE	5.1 Analyze career paths within the facilities management and maintenance areas. 5.1.1 Explain the roles and functions of individuals engaged in facilities management and maintenance careers. 5.3 Demonstrate sanitation procedures for a clean and safe environment. 5.3.1 Analyze the various types of cleaning methods and their environmental effects.	
COMPONENTS AND ASSESSMENTS		
Performance Assessments: <ul style="list-style-type: none">• The student will develop posters to identify potentially hazardous working conditions and provide alternatives to assist in prevention of such hazards.• Advanced students will do presentations for the beginning classes on items selected from the competencies list• Students will analyze their work experiences and skill level by creating a career portfolio that includes, but is not limited to the following: a personal biography, resume, and job application.• Students will research and then compare and contrast 3 food service jobs in relationship to their own skills development, their plans for a food service career and the lifestyle they want to enjoy.• Students will conduct a real or mock interview elaborating on skills, goals, and decisions made concluding with a summary of their work to date and prediction for the future.• Students who are CTSO members (or other approved leadership) may expand this assessment to include Regional and State event competitions.• Using a variety of resources the student will research one aspect of the hospitality industry, comparing and contrasting it to others, and evaluating and analyzing the opportunities within that career path. The student will elaborate on their research by giving an original presentation (display, video production, Power Point presentation, etc.).		

<ul style="list-style-type: none"> Students will use applied thinking skills to demonstrate and teach classmates the proper use of a selected piece of equipment. Students will apply decision-making and planning skills to demonstrate proper use of equipment, this must include demonstration and explanation, variety of uses, all safety issues. Related math and science principles must be clear to the targeted audience. Students will develop and use a competency performance rubric for assessing the proper and efficient use of equipment, hand tools, and utensils. Students will perform at a level 3 or better when assessed using the rubric, demonstrating persistence to reach these goals. Given a food service situation students will demonstrate correct use of appropriate equipment. <p>Relevance to Work:</p> <ul style="list-style-type: none"> Food service workers/ student work efficiently and accurately to perform tasks required of them. Food service workers/ student benefit the business through correct use and care of all equipment. Food service workers/ student benefit the business through cost awareness in food preparation and by preventing waste. 		
<p>Leadership Alignment:</p> <ul style="list-style-type: none"> Students will obtain a First Aid card. The student will identify and analyze the characteristics of family, community, business, and industry leaders. The student will make an industry contact to arrange for an informational interview, a guest speaker or a field trip Skills USA Program, Catering and community involvement. Peer Teaching (a piece of equipment or tool) on learning experiences and processes 3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) 8.A.1 Set goals with tangible and intangible success criteria 10.A.2 Prioritize, plan and manage work to achieve the intended result 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs 4.A.1 Access information efficiently (time) and effectively (sources) The food service workers/ student will choose various options within the industry. Food service workers/ student need and use ongoing career and training plans. The food service worker/ student will do job searches throughout their career. 		
Standards and Competencies		
<p>Culinary Arts Beginning Unit 2: Food Service Equipment</p>		
Competencies		Total Learning Hours for Unit: 10
<ul style="list-style-type: none"> Demonstrate skills in knife, tool, and equipment handling. Identify and use the following equipment: pots and pans, processing equipment, cooking equipment, measuring equipment, hand tools, and refrigeration equipment. Practice correct use and care of equipment Operate all kitchen equipment safely and pass industry standard assessment. Competency performance levels are defined as follows: Level 1 – Has some knowledge, but cannot perform the task. Level 2 – Needs assistance to perform the task. Level 3 – Performs the task with little or no assistance. Level 4 – Able to teach the task. 		
Aligned Washington State Standards		
English Language Arts Grades 9-10	L--Vocabulary Acquisition and Use (Standard 6)	

Science	PS2I: The rate of a physical or chemical change may be affected by factors such as temperature, surface area, and pressure. HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
NS FACSE	8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment. 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements. 8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements. 8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> The student will develop posters to identify potentially hazardous working conditions and provide alternatives to assist in prevention of such hazards. Students will use applied thinking skills to demonstrate and teach classmates the proper use of a selected piece of equipment. Students will apply decision-making and planning skills to demonstrate proper use of equipment, this must include demonstration and explanation, variety of uses, all safety issues. Related math and science principles must be clear to the targeted audience. Students will develop and use a competency performance rubric for assessing the proper and efficient use of equipment, hand tools, and utensils. Students will perform at a level 3 or better when assessed using the rubric, demonstrating persistence to reach these goals. Given a food service situation students will demonstrate correct use of appropriate equipment. <p>Relevance to Work:</p> <ul style="list-style-type: none"> Food service workers/student work efficiently and accurately to perform tasks required of them. Food service workers/student benefit the business through correct use and care of all equipment. Food service workers/student benefit the business through cost awareness in food preparation and by preventing waste 	
Leadership Alignment: <ul style="list-style-type: none"> Students will obtain a First Aid card. Skills USA Program (or Catering events & community involvement) 2.C.5 Reflect critically on learning experiences and processes 3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) 8.A.1 Set goals with tangible and intangible success criteria 10.A.2 Prioritize, plan and manage work to achieve the intended result 	
Standards and Competencies	
Culinary Arts Advanced-CS	
Unit 2: Food Service Equipment - Preventing Accidents and Injuries	
Competencies	Total Learning Hours for Unit: 15-15
<ul style="list-style-type: none"> Examine factors that contribute to maintaining safe and healthy work and community environments. Demonstrate skills in knife, tool, and equipment handling. Demonstrate proper safety method used for typical/standard culinary equipment. Record hazardous situations accurately and communicate to appropriate authorities Competency performance levels are defined as follows: Level 1 – Has some knowledge, but cannot perform the task. Level 2 – Needs assistance to perform the task. Level 3 – Performs the task with little or no assistance. Level 4 – Able to teach the task. 	
Aligned Washington State Standards	
English Language Arts	SL--Presentation of Knowledge and Ideas (Standard 4)

Grades 9-10	
Science	INQE: essence of scientific investigation involves the development of a theory or conceptual model that can generate testable predictions.
NS FACSE	8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment. 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements. 8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements. 8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.

COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> The student will demonstrate proper measurement techniques by participating in measurement stations. The student will demonstrate using proper measurements and reading standardized recipes by completing various cooking labs and completing a competency performance rubric. Having determined the recipe yield needed, the student will convert (increase or decrease) a recipe, analyze and make recipe ingredient adjustments, and determine modifications in preparation. The student will test the recipe for conversion success. <ul style="list-style-type: none"> Students will develop and use a competency performance rubric (which includes all framework columns) for assessing the proper and efficient use of recognized standard preparation methods. 	
Leadership Alignment: <ul style="list-style-type: none"> Student workers will apply proper cooking methods and present food aesthetically to achieve desired results. Skills USA Program (or replace with individual leadership) Table Service Competition/Market basket competition. Commercial Baking 1.B.1 Develop, implement and communicate new ideas to others effectively 2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems 7.B.2 Deal positively with praise, setbacks and criticism 	
Standards and Competencies	
Culinary Arts Beginning Unit 3: Kitchen Basics	
Competencies	Total Learning Hours for Unit: 20
<ul style="list-style-type: none"> Use proper measurement. Demonstrate standard recipe use Recipe conversions understanding and competency. Demonstrate food presentation techniques. Apply the fundamental of time and temperature to cooking, cooling, and reheating of a variety of foods. Utilize weights and measures to demonstrate proper scaling and measurement techniques. Cooking techniques understanding and competency. 	
Aligned Washington State Standards	
English Language Arts Grades 9-10	RST--Range of Reading and Level of Text Complexity (Standard 10) Reading: 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. READING IN SCIENCE/TECH 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements

Math	<p>NQA- Reason quantitatively and use units to solve problems (Standard 1,3) Ratios and Proportional Reasoning 7- Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System 7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers. 8- Know that there are numbers that are not rational, and approximate them by rational numbers Expressions and Equations</p>
Science	<p>PS21: The rate of a physical or chemical change may be affected by factors such as temperature, surface area, and pressure. APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies. HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.</p>
NS FACSE	<p>8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment. 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.</p>
COMPONENTS AND ASSESSMENTS	
<p>Performance Assessments:</p> <ul style="list-style-type: none"> • The student will demonstrate proper knife skills, understanding various knife cuts and techniques through different lab assignments. • The student will properly identify how to use and maintain equipment by presenting culinary equipment presentations to the class. • The student will demonstrate proper measurement techniques by participating in measurement stations. • The student will demonstrate using proper measurements and reading standardized recipes by completing various cooking labs and completing a competency performance rubric. • Having determined the recipe yield needed, the student will convert (increase or decrease) a recipe, analyze and make recipe ingredient adjustments, and determine modifications in preparation. The student will test the recipe for conversion success. • Students will develop and use a competency performance rubric (which includes all framework columns) for assessing the proper and efficient use of recognized standard preparation methods. <p>Relevance to Work:</p> <ul style="list-style-type: none"> • Food service workers/student present food aesthetically and quickly. • Recipe conversion is a critical and necessary industry skills for cooks and chefs. • Food service workers/student apply proper cooking method to achieve desired results. • Food service workers/student recognize the proper use of convenience, value-added, further processed or par cooked items. <p>Leadership Alignment:</p> <ul style="list-style-type: none"> • Student groups will help inventory, organize and maintain all kitchen supplies and small equipment. • Skills USA Program (or replace with individual leadership) • Table Service Competition • Culinary Arts • Commercial Baking 	

- 1.6 The student will demonstrate self-advocacy skills by achieving planned, individual goals.
- Black Box Team Competition or equivalent
- 2.2 The student will demonstrate knowledge of conflict resolution & challenge management.
- 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.
- 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.
- 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.
- 2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.
- 2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.
- 1.B.1 Develop, implement and communicate new ideas to others effectively
- 2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- 7.B.2 Deal positively with praise, setbacks and criticism

Standards and Competencies		
Culinary Arts Advanced and CS Unit 3: Kitchen Basics -Tools and Equipment		
Competencies		Total Learning Hours for Unit: 15-15
<ul style="list-style-type: none"> • Demonstrate skills in knife, tool, and equipment handling. • Identify and use the following equipment: pots and pans, processing equipment, cooking equipment, measuring equipment, hand tools, and refrigeration equipment. • Practice correct use and care of equipment • Operate all kitchen equipment safely • Use proper measurement. • Demonstrate standard recipe use • Recipe conversion understanding and competency. • Demonstrate food presentation techniques. • Apply the fundamental of time and temperature to cooking, cooling, and reheating of a variety of foods. • Utilize weights and measures to demonstrate proper scaling and measurement techniques. • Create standardized recipes. • Manage amounts of food to meet needs of customers, clients 		
Aligned Washington State Standards		
English Language Arts Grades 9-10	L--Vocabulary Acquisition and Use (Standard 6)	
Science	PS21: The rate of a physical or chemical change may be affected by factors such as temperature, surface area, and pressure. APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies. HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.	
Math	NQA- Reason quantitatively and use units to solve problems (Standard 1,3) Ratios and Proportional Reasoning 7- Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System 7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers. 8- Know that there are numbers that are not rational, and approximate them by rational numbers Expressions and Equations	

NS FACSE	<p>8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.</p> <p>8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.</p> <p>8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</p> <p>8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.</p> <p>8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.</p>
COMPONENTS AND ASSESSMENTS	
<p>Performance Assessments:</p> <ul style="list-style-type: none"> • The student will demonstrate leadership skills by presenting a recipe review extended learning project to their class. • Students will complete their portfolio, to include samples of best recipes and work. • Groups of students will plan and present a simulation/role play of employee interview and orientation, training, and evaluation. • Advanced students will present their career portfolio to a panel of industry experts for entry into the industry and/or post-secondary training, summarizing their work to date and list goals for the future. 	
<p>Leadership Alignment:</p> <ul style="list-style-type: none"> • Students will participate in leadership roles within the kitchen and classroom. Each student will act as the “head chef” and lead their group members in assigned tasks. • Job Interview • Job Skill Demo • Extemporaneous Speaking • 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. • The student will participate in a range of personal and team building activities: • Informational interviews • Portfolio development • Culminating project • Peer evaluation • 3.3 The student will understand their role, participate in and evaluate community service and service learning activities. <p>2nd and 3rd year students will take a leadership role in following items, placing the calls, setting up the trips and working with the presenters.</p> <ul style="list-style-type: none"> • The student will participate as a member of a culinary arts-specific committee, e.g., • Safety Committee • Marketing Committee • Field Trip Committee • Guest Speaker Committee • Fundraising Committee • These committees will be run using the same procedures as Skills associations and with Roberts Rules. • 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed • Students will adopt a community service project and do a presentation to their advisory board or school administration. • 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 • 10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to: • 10.B.1.h Be accountable for results 	

Standards and Competencies	
Culinary Arts Beginning through Contract Study Unit 4: Team Building and Leadership Skills	
Competencies	Total Learning Hours for Unit:10-10-10
<ul style="list-style-type: none"> Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members. Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication. Demonstrate leadership skills and abilities in the workplace and community. 	
Aligned Washington State Standards	
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.
English Language Arts Grades 9-10	SL--Presentation of Knowledge and Ideas (Standard 4, 5)
Science	SYSB: Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible.
NS FACSE	10.3 Apply concepts of quality service to assure customer satisfaction.
COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> The student will demonstrate proper food preparation techniques by participating in various food labs and using a competency performance rubric for assessing the proper and efficient use of recognized standard preparation methods and procedures. Students will perform food preparation techniques at a level 3 or better in each food preparation category according to a recognized competency standard Students will set goals to carry out and incorporate into their final portfolio, a meal planning and preparation extended learning project. The project shall include such steps/elements as planning, purchasing, preparation, documentation, cost analysis, and evaluation. A minimum of 3 courses is required, e.g., appetizer, entrée, starch, cooked vegetable, dessert. Students will develop and use a competency performance rubric (in each food preparation category) for assessing the application of recognized standard preparation procedures. Students will perform at a level 3 or better when assessed using the rubric, demonstrating persistence to reach these goals. 	
Leadership Alignment: <ul style="list-style-type: none"> Students will prepare food for various restaurant menus, kitchen lab activities, and catering events, working in groups to cost out and create timelines, preparation tasks and delivery of food to customers. Produce Results <ul style="list-style-type: none"> 10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to: <ul style="list-style-type: none"> 10.B.1.a Work positively and ethically 10.B.1.b Manage time and projects effectively 10.B.1.c Multi-task 	
Standards and Competencies	
Culinary Arts Beginning/Advanced Unit 5: Food Preparation Techniques	
Competencies	Total Learning Hours for Unit: 40-35
<ul style="list-style-type: none"> Demonstrate a variety of cooking methods including roasting and baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, working, convection, micro waving, and other emerging technologies. Prepare breakfast meats, eggs, cereals, and batter products / sandwiches, canapés, and appetizers / salads, dressings, marinades, and spices / fruits, vegetables, and starches / stocks, soups, and sauces / baked goods and desserts Apply recognized/standards procedures for Quick Breads, Yeast products, breakfast cookery, Salads & dressings, Garnishing, and Pasta Apply recognized/standards procedures for sandwiches, fruits/vegetables, seasoning, rice, and stock/soup/sauce 	

<ul style="list-style-type: none"> • Demonstrate food presentation techniques. • Verify standards for food quality 	
Aligned Washington State Standards	
English Language Arts Grades 9-10	RST--Key Ideas and Details (Standard 3) RST--Range of Reading and Level of Text Complexity (Standard 10)
Math	NQA- Reason quantitatively and use units to solve problems (Standard 3) Ratios and Proportional Reasoning 7- Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System 7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers. 8- Know that there are numbers that are not rational, and approximate them by rational numbers Expressions and Equations 7- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
NS FACSE	8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods. 8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques. 10.3 Apply concepts of quality service to assure customer satisfaction.
COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> • The student will demonstrate safe food preparations and service during service opportunities and gather evidence of customer satisfaction. • Students will set goals to carry out and incorporate into their final portfolio, a meal planning and preparation extended learning project. The project shall include such steps/elements as planning, purchasing, preparation, documentation, cost analysis, and evaluation. A minimum of 3 courses is required, e.g., appetizer, entrée, starch, cooked vegetable, dessert. Students will develop and use a competency performance rubric (in each food preparation category) for assessing the application of recognized standard preparation procedures. Students will perform at a level 3 or better when assessed using the rubric, demonstrating persistence to reach these goals. <p>Relevance to Work:</p> <ul style="list-style-type: none"> • Recognized standard procedures for breakfast cookery are critical and necessary skills for chefs and breakfast cooks. • Recognized standard procedures for sandwich, hors d'oeuvres and garnish preparation are critical and necessary skills for cooks. • Seasoning use in food preparation is critical and necessary skill for cooks. • Recognized standard procedures for salad, salad dressing and fruit preparation are critical and necessary skills for cooks. • Recognized standard procedures for vegetable, pasta, and rice preparation are critical and necessary skills for cooks. • Recognized standard procedures for stock, soup and sauce preparation are critical and necessary skills for chefs. • Recognized standard procedures for protein cookery are critical and necessary skills for cooks. • Recognized standard procedures for poultry and fish cookery are critical and necessary skills for cooks. • The application of the fundamentals of baking science is a necessary and critical skill for chefs, bakers, and pastry cooks. • Recognized standard procedures for quick bread and yeast products are critical and necessary skills for cooks. • Recognized standard procedures for dessert preparation are critical and necessary skills for cooks. • Recognized standard procedures for beverage preparation are critical and necessary skills for cooks. 	
Leadership Alignment: <ul style="list-style-type: none"> • Students will prepare food for various restaurant menus, kitchen lab activities, and catering events, working in groups to cost out and create timelines, preparation tasks and delivery of food to customers. 	

- Skills USA Program (or other leadership like school catering events of sports banquets, School Board retreats, City Counsel gathering or Advisory dinners)
 - Job Demonstration
 - Baking Skills
 - Table Service
 - Culinary Arts
- The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.
- Peer Teaching
- The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.
- Production Area Lead Position, e.g.:
 - Sous chef
 - Dining Room Manager
 - Station Captain
- 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

Culinary Arts Contract Study
Unit 5: Preparing and Serving Safe Food

Competencies	Total Learning Hours for Unit: 35
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- Demonstrate professional plating, garnishing, and food presentation techniques.
- Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
- Practice proper serving techniques to customers/clients during service opportunities.

Aligned Washington State Standards

English Language Arts Grades 9-10	RST--Key Ideas and Details (Standard 3) RST--Range of Reading and Level of Text Complexity (Standard 10)
Math	NQA- Reason quantitatively and use units to solve problems (Standard 3) Ratios and Proportional Reasoning 7- Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System 7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers. 8- Know that there are numbers that are not rational, and approximate them by rational numbers Expressions and Equations 7- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
NS FACSE	8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods. 8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.

	10.3 Apply concepts of quality service to assure customer satisfaction.
COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> The student will demonstrate cost analysis techniques by completing a mock catering project that incorporates ingredients and cost analysis breakdown. Students will make an industry connection and conduct an informational interview and/or job shadow. Using a variety of resources, the student will analyze, design, and develop an “aspects of industry” project which shows an understanding of using and managing resource, e.g., the student will create a “mock” restaurant, catered event, community service project, “chef of the day,” etc. with supporting documentation to summarize their work and an evaluation of the process. Using a variety of presentation skills the student will present what they learned to classmates. Collection and analysis of data is critical for business success and must be learned by food service workers. The food service worker will understand the organization of receiving food through a check-in process. 	
Leadership Alignment: <ul style="list-style-type: none"> Students will develop an inventory schedule, cost analysis, and grocery orders for various activities that need to be accomplished in order to successfully operate and deliver food products to customers at the restaurant and through catering events. 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow. <ul style="list-style-type: none"> 11.A.1 Use interpersonal and problem-solving skills to influence and guide others toward a 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 <p>Production Area Lead Position: lead positions practice relative resource management applicable to their position.</p> <ul style="list-style-type: none"> 11.B.1 Act responsibly with the interests of the larger community in mind 	
Standards and Competencies	
Culinary Arts Beginning through Contract Study Unit 6: Resource Management	
Competencies	Total Learning Hours for Unit: 20-20-20
<ul style="list-style-type: none"> Collect/analyze inventory Practice inventory procedures including first in/first out concept, date markings, and specific record keeping. Apply principles of purchasing and receiving in food service operations 	
Aligned Washington State Standards	
English Language Arts Grades 9-10	RST--Craft and Structure (Standard 5) RST--Integration of Knowledge and Ideas (Standard 7) WHST--Research to Build and Present Knowledge (Standard 7)
Math	Ratios and Proportional Reasoning 7- Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System 7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers. 8- Know that there are numbers that are not rational, and approximate them by rational numbers Expressions and Equations 7- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
Science	ES2D: The Earth does not have infinite resources; increasing human consumption impacts the natural processes that renew some resources and it depletes other resources including those that cannot be renewed.
NS FACSE	5.2 Demonstrate planning, organizing, and maintaining an efficient housekeeping operation for residential or commercial facilities. 5.2.1 Apply housekeeping standards and procedures. 5.2.2 Operate cleaning equipment and tools. 5.2.3 Manage use of supplies.

	5.2.4 Maintain building interior surfaces, wall coverings, fabrics, furnishings, and floor surfaces. 5.2.5 Perform facilities maintenance based on established standards. 5.2.6 Analyze energy efficient methods. 5.2.7 Demonstrate quality services in keeping with customer expectations. 10.3 Apply concepts of quality service to assure customer satisfaction.
COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> The students will demonstrate healthy cooking techniques by modifying recipes with healthier ingredients and by altering cooking methods through food substitutions. Students will evaluate healthy food alternatives to develop menu planning for specific nutritional needs. 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life. 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work 8.A.3 Utilize time and manage workload efficiently 	
Leadership Alignment: <ul style="list-style-type: none"> Students will prepare food for various restaurant menus, kitchen lab activities, and catering events, working in groups to cost out and create timelines, preparation tasks and delivery of food to customers. 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life. 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work 8.A.3 Utilize time and manage workload efficiently 1.5 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. 	
Standards and Competencies	
Culinary Arts Beginning Unit 7: Nutrition and Menu Planning	
Competencies	Total Learning Hours for Unit: 20
<ul style="list-style-type: none"> Apply menu-planning principles to develop and modify menus. Determine menu prices utilizing proper cost controls. Describe the characteristics, functions and sources of the major nutrients. Do menu layout and design. Design themes, time lines, budgets, and agendas. 	
Aligned Washington State Standards	
English Language Arts Grades 9-10	L--Knowledge of Language (Standard 4) WHST--Research to Build and Present Knowledge (Standard 7)
Science	APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.
NS FACSE	9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries. 9.1.4 Analyze the impact of food science, dietetics, and nutrition occupations on local, state, national, and global economies. 10.3 Apply concepts of quality service to assure customer satisfaction.
Math	NQA- Reason quantitatively and use units to solve problems (Standard 2) Ratios and Proportional Reasoning 7- Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System 7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.

	8- Know that there are numbers that are not rational, and approximate them by rational numbers Expressions and Equations 7- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
COMPONENTS AND ASSESSMENTS	
Performance Assessments: 2nd and 3rd year students will move beyond the beginning standards <ul style="list-style-type: none"> The student will demonstrate menu planning principles by creating menus that provide customers with restaurant menu options that are visually appealing and specific to the theme of the service. 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life.	
Leadership Alignment: <ul style="list-style-type: none"> Students will prepare food for various restaurant menus, kitchen lab activities, and catering events, working in groups to cost out and create timelines, preparation tasks and delivery of food to customers. 2nd and 3rd year students will move beyond the beginning standards <ul style="list-style-type: none"> The student will demonstrate menu planning principles by creating menus that provide customers with restaurant menu options that are visually appealing and specific to the theme of the service. * Catering for varied clients with differing nutritional needs. 2.C.4 Interpret information and draw conclusions based on the best analysis 2.C.5 Reflect critically on learning experiences and processes 4.B.1 Use information accurately and creatively for the issue or problem at hand	
Standards and Competencies	
Culinary Arts Advanced/CS Unit 7: Nutrition and Meal Planning	
Competencies	Total Learning Hours for Unit: 20-20
<ul style="list-style-type: none"> Apply menu-planning principles to develop and modify menus. Determine menu prices utilizing proper cost controls. Describe the characteristics, functions and sources of the major nutrients. Do menu layout and design. Design themes, time lines, budgets, and agendas. Food service worker/student will benefit business in the areas of menu variety, product quality, and customer satisfaction Food service worker/student will apply proper cooking and storage for nutrient retention Food service worker/student will identify common food allergies Food service worker/student will recognize contemporary nutritional concerns such as vegetarianism, heart healthy menus, and religious dietary laws 	
Aligned Washington State Standards	
English Language Arts Grades 9-10	L--Knowledge of Language (Standard 4) WHST--Research to Build and Present Knowledge (Standard 7)
Science	APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
NS FACSE	9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries. 9.1.4 Analyze the impact of food science, dietetics, and nutrition occupations on local, state, national, and global economies. 10.3 Apply concepts of quality service to assure customer satisfaction.
Math	NQA- Reason quantitatively and use units to solve problems (Standard 2) Ratios and Proportional Reasoning 7- Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System 7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.

	8- Know that there are numbers that are not rational, and approximate them by rational numbers Expressions and Equations 7- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> The student will demonstrate professionalism through positive customer interactions and service during lab prep opportunities and catering events. Students will be evaluated based upon employability skills, taking initiative, and leading student groups with positive management and job responsibilities. In a real or role-play situation, students will demonstrate service procedures and operations of the culinary arts field and gather evidence of customer satisfaction. The student will apply/use recognized service procedures and operations in the culinary arts retail operation. 	
Leadership Alignment: <ul style="list-style-type: none"> Students will employ job-readiness skills in work habits/attitudes, commitment to quality, quantity of work, and attendance and punctuality. Customer Service <ul style="list-style-type: none"> 8.A.1 Set goals with tangible and intangible success criteria 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 3.5 The student will understand and utilize organizational systems to advocate for issues at the local, state, national and international level. The student will participate in a project that markets the culinary arts program with the oversight of advisory board members as evaluators. <ul style="list-style-type: none"> 9.B.3 Leverage social and cultural differences to create new ideas and increase both innovation and quality of work 10.A.2 Prioritize, plan and manage work to achieve the intended result 	
Standards and Competencies	
Culinary Arts Beginning Unit 8: Customer Service and Relations	
Competencies	Total Learning Hours for Unit: 20
<ul style="list-style-type: none"> Demonstrate work ethics and professionalism. Demonstrate quality customer service that exceeds expectations. Demonstrate ways to organize and delegate responsibilities. Demonstrate processes for cooperating, compromising, and collaborating 	
Aligned Washington State Standards	
English Language Arts Grades 9-10	WHST--Text Types and Purposes (Standard 1)
NS FACSE	10.3 Apply concepts of quality service to assure customer satisfaction. 10.3.1 Apply industry standards for service methods that meet expectations of guests or customers. 10.3.2 Analyze the relationship between employee attitude, appearance, and actions and guest or customer satisfaction. 10.3.4 Apply a system to evaluate and resolve employee, employer, guest, or customer complaints.
COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> Students will demonstrate service procedures and operations of the culinary arts field and gather evidence of customer satisfaction. The student will demonstrate professionalism through positive customer interactions and service during lab prep opportunities and catering events. Students will be evaluated based upon employability skills, taking initiative, and leading student groups with positive management and job responsibilities. A competency performance rubric will be used to assess the student's proper and efficient use of dining room service procedures and operations. Students will perform at a level 3 or better when assessed using the rubric, demonstrating persistence to reach these goals. The student will analyze, sequence and implement a plan for an activity scheduled as part of the culinary arts retail operation. A competency performance rubric will be used to assess the student's management of banquet procedures and set-up. Students will perform at a level 3 or better when assessed using the rubric, demonstrating persistence to reach these goals. 	

Leadership Alignment: <ul style="list-style-type: none">Students will employ job-readiness skills in work habits/attitudes, commitment to quality, quantity of work, and attendance and punctuality.Customer Service<ul style="list-style-type: none">8.A.1 Set goals with tangible and intangible success criteria8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise3.5 The student will understand and utilize organizational systems to advocate for issues at the local, state, national and international level.9.B.3 Leverage social and cultural differences to create new ideas and increase both innovation and quality of work10.A.2 Prioritize, plan and manage work to achieve the intended result		
Standards and Competencies		
Culinary Arts Advanced/CS Unit 8: Customer Service		
Competencies		Total Learning Hours for Unit: 20-20
<ul style="list-style-type: none">Demonstrate work ethics and professionalism.Demonstrate quality customer service that exceeds expectations.Demonstrate quality services that exceed the expectations of customers.Apply strategies for resolving complaints.Demonstrate the roles of decision making and problem solving in reducing and managing conflict.Demonstrate proper use of POS systems		
Aligned Washington State Standards		
English Language Arts Grades 9-10	SL--Comprehension and Collaboration (Standard 1)	
Math	NQA- Reason quantitatively and use units to solve problems (Standard 3) Ratios and Proportional Reasoning 7- Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System 7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers. 8- Know that there are numbers that are not rational, and approximate them by rational numbers Expressions and Equations 7- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	
NS FACSE	10.6 Demonstrate management of recreation, leisure, and other programs and events. 10.6.1 Coordinate client inquiries and requests. 10.6.2 Design themes, time lines, budgets, agendas, and itineraries. 10.6.3 Organize locations, facilities, suppliers, and vendors for specific services. 10.6.4 Prepare for distribution of event materials. 10.6.5 Demonstrate skills related to promoting and publicizing events.	
COMPONENTS AND ASSESSMENTS		
Performance Assessments: <ul style="list-style-type: none">The student will develop cover letters, resumes, and complete job applications to demonstrate job seeking skills in the hospitality industry. Students will analyze their work experiences and skill level by creating a career portfolio that includes, but is not limited to the following: a personal biography, resume, and job application. Students will research and then compare and contrast 3 food service jobs in relationship to their own skills development, their plans for a food service career and the lifestyle they want to enjoy. Students will conduct a real or mock interview elaborating on skills, goals, and decisions made concluding with a summary of their work to date and prediction for the future.		

Students who are CTSO members (or other approved leadership) may expand this assessment to include Regional and State event competitions. Using a variety of resources the student will research one aspect of the hospitality industry, comparing and contrasting it to others, and evaluating and analyzing the opportunities within that career path. The student will elaborate on their research by giving an original presentation (display, video production, Power Point presentation, etc.).		
Leadership Alignment: <ul style="list-style-type: none">Students will create a personal portfolio to present for future career opportunities. (Creating resumes and cover letters)The student will identify and analyze the characteristics of family, community, business, and industry leaders.The student will make an industry contact to arrange for an informational interview, a guest speaker or a field trip<ul style="list-style-type: none">1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs4.A.1 Access information efficiently (time) and effectively (sources)		
Standards and Competencies		
Culinary Arts Beginning through Contract Study Unit 9: Hospitality Industry		
Competencies		Total Learning Hours for Unit: 20-15-15
<ul style="list-style-type: none">Examine potential career choices to determine the knowledge, skills, and attitudes associated with each.Explore opportunities for employment and entrepreneurial endeavors.Examine education and training requirements and opportunities for career paths in food production and services.Develop an understanding of the hospitality industry/career opportunities in the field.		
Aligned Washington State Standards		
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.	
English Language Arts Grades 9-10	SL--Presentation of Knowledge and Ideas (Standard 6) WHST--Production and Distribution of Writing (Standards 4 and 6)	
Science	APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.	
NS FACSE	10.1 Analyze career paths within the hospitality, tourism and recreation industries. 10.1.1 Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers. 10.1.2 Analyze opportunities for employment in hospitality, tourism, and recreation careers. 10.1.3 Summarize education and training requirements and opportunities for career paths in hospitality, tourism, and recreation careers. 10.1.4 Analyze the impact of hospitality occupations on local, state, national, and global economies. 10.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in hospitality, tourism, and recreation careers	
COMPONENTS AND ASSESSMENTS		
Performance Assessments: <ul style="list-style-type: none">The student will demonstrate proper dining service during service operations and gather evidence of customer satisfaction.The student will apply/use recognized service procedures and operations in the culinary arts retail operation.		
Leadership Alignment: <ul style="list-style-type: none">Students will participate in restaurant service during lunch multiple times a week for multiple months each semester.		
Standards and Competencies		
Culinary Arts : Advanced - Contract Study Unit 10: Dining and Service		
Competencies		Total Learning Hours for Unit: 5-5

H1 Practice recognized dining room service procedures and operation H1.1 Know and demonstrate responsibilities of dining room team: server, busser, cashier, host/hostess, dining room manager H1.3 Using American service set a complete restaurant cover H1.4 Understand and demonstrate proper sanitation of the dining room H1.5 Identify and perform assigned side work duties. H1.7 Demonstrate proper seating procedures i.e. – table numbers, floor layout H1.9 Demonstrate proper POS systems competency. <ul style="list-style-type: none"> • Know and demonstrate responsibilities of dining room team: server, bus person, cashier, host/hostess, dining room manager • 7- Analyze proportional relationships and use them to solve real-world and mathematical problems. • 7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers. • 8- Know that there are numbers that are not rational, and approximate them by rational numbers • 7- Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 	
Aligned Washington State Standards	
English Language Arts Grades 9-10	SL--Presentation of Knowledge and Ideas (Standard 4)
Math	NQA- Reason quantitatively and use units to solve problems (Standard 3) Ratios and Proportional Reasoning 7- Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System 7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers. 8- Know that there are numbers that are not rational, and approximate them by rational numbers Expressions and Equations 7- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
NS FACSE	<ul style="list-style-type: none"> • 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. • 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. • 8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques. • 10.3 Apply concepts of quality service to assure customer satisfaction. • Identify and perform side work duties checklist. • Demonstrate proper food and beverage service. • Practice recognized banquet procedures and set-up • Operation of cash register or POS (point of sale) computer.
COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> • Students will demonstrate the proper procedure for making and serving hot and cold beverages during restaurant service. 	
Leadership Alignment: <ul style="list-style-type: none"> • Students will participate in restaurant service during lunch multiple times a week for multiple months each semester. 	
Standards and Competencies	
Culinary Arts Serve Advanced/CS Unit 11: Beverage service/Barista training	
Competencies	Total Learning Hours for Unit: 5-5

<ul style="list-style-type: none">• Demonstrate proper food and beverage service.• Demonstrate work ethics and professionalism.• Demonstrate quality customer service that exceeds expectations.• Cashiering , money handling, POS report,• Coffee beverage knowledge, drinks, recipes, shot pulling, bean roasting.• Career exploration, field trips, job shadow		
Aligned Washington State Standards		
English Language Arts Grades 9-10	RST--Key Ideas and Details (Standard 3) RST--Range of Reading and Level of Text Complexity (Standard 10)	
Math	NQA- Reason quantitatively and use units to solve problems (Standard 3)	
NS FACSE	10.3 Apply concepts of quality service to assure customer satisfaction. 10.3.1 Apply industry standards for service methods that meet expectations of guests or customers. 10.3.2 Analyze the relationship between employee attitude, appearance, and actions and guest or customer satisfaction. 10.3.4 Apply a system to evaluate and resolve employee, employer, guest, or customer complaints.	
COMPONENTS AND ASSESSMENTS		
Performance Assessments: <ul style="list-style-type: none">• Students will create a resume, cover letter, and complete a job application in preparation for mock interviews.		
Leadership Alignment: <ul style="list-style-type: none">• Students will create a personal portfolio to present for future career opportunities. (Creating resumes and cover letters)		
Standards and Competencies		
Culinary Arts Advanced/CS Unit 12: Job Skills		
Competencies		Total Learning Hours for Unit: 5-5
<ul style="list-style-type: none">• Demonstrate transferable and employability skills in community and workplaces.• Demonstrate job seeking and job keeping skills.• Develop an understanding of the hospitality industry/career opportunities in the field.• Discuss/evaluate industry trends as they relate to career opportunities and the future of the industry.		
Aligned Washington State Standards		
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.	
English Language Arts Grades 9-10	SL--Presentation of Knowledge and Ideas (Standard 6) WHST--Production and Distribution of Writing (Standards 4 and 6)	

21st Century Skills

Check those that students will demonstrate in this course:

LEARNING & INNOVATION

Creativity and Innovation

- ☐ Think Creatively
- ☐ Work Creatively with Others
- ☐ Implement Innovations

Critical Thinking and Problem Solving

- ☐ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgments and Decisions
- ☐ Solve Problems

Communication and Collaboration

- ☐ Communicate Clearly
- ☐ Collaborate with Others

INFORMATION, MEDIA & 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 & 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

American Sign Language 1 & 2

INTRODUCTION

Course Name	<u>American Sign Language 1 & 2</u>	Grade Level(s)	<u>9-12</u>
Course Length	<u>Year-long</u>	Course Code(s)	<u>CTE 281, 282</u>

Course Description American Sign Language 1 & 2 course introduces students to the visual language and the culture of the Deaf. Students will be introduced to various careers in deafness, with an emphasis towards Sign Language Interpreting. Students will learn vocabulary, grammar and culturally appropriate uses of American Sign Language through instructions and daily practice. Students will gain an awareness and understanding of the impact of deafness in our society, with the intent of contributing to a greater acceptance and appreciation of this unique language and culture.

Pathway Connections:

Primary Connection Health Occupations

Secondary Connection Social and Personal Services

Sample Sequence of Courses ASL 1 & 2; ASL 3 & 4; ASL 5 & 6

Cross Credit This course satisfies credit as a foreign language requirement for high school graduation.

Basic Textbook Signing Naturally Level I by Dawn Sign Press
A Basic Course in American Sign Language by TJ Publishers

Equipment Digital Camera's
Televisions
DVD Players
DVD Burners
LCD Projector

Software Various Instructional DVD's

Supplemental Materials Master ASL Curriculum
For Hearing People Only
Deaf Heritage

Skills Gap Data (CTE Courses only)	<u>Data is from the Bureau of Labor Statistics:</u>	
	Sign Language Interpreter/Translator	29% growth
	Audiologist	29% growth
	Social Worker	12% growth
	Teacher of the Deaf	6% growth
	Speech Language Pathologist	21% growth

COURSE OUTLINE

Course Name American Sign Language 1 & 2 Grade Level(s) 9 - 12

American Sign Language 1 & 2 course introduces students to the visual language and the culture of the Deaf. Students will be introduced to various careers in deafness, with an emphasis towards Sign Language Interpreting. Students will learn vocabulary, grammar and culturally appropriate uses of American Sign Language through instructions and daily practice. Students will gain an awareness and understanding of the impact of deafness in our society, with the intent of contributing to a greater acceptance and appreciation of this unique language and culture.

1. Introduction to ASL Interpretation and Introducing Oneself

- A. Unit Vocabulary
- B. The Sign Language Continuum
- C. Non-Grammatical Signals
- D. Sentence Types (Y/N-Q; WH-Q; Pos; Neg
- E. Sign Parameters
- F. Dominant & Non-Dominant Hands
- G. Manual Alphabet (Fingerspelling)
- H. Cardinal Numbers 1-15
- I. Observation of Native Signers
- J. Personal Pronouns (Singular & Plural)
- K. Predicate Adjectives
- L. ASL GLOSS
- M. Repetitive Motion Injuries
- N. Basic Interpreting Skills (English to ASL; ASL to English)

2. Exchanging Personal Information

- A. Unit Vocabulary
- B. Identifying People based on Physical Descriptions
- C. Local Schools, Colleges, Universities Vocabulary – Incorporate in Basic Conversations
- D. Cardinal Numbers 16-30
- E. Cultural/Historical Event: “Deaf President Now” & Gallaudet/Clerc
- F. Observation of Native Signers
- G. Possessive Pronouns (Singular & Plural)
- H. Identifying Nouns with Personal and Possessive Pronouns
- I. Agent Suffix
- J. Two Third-Person Pronouns
- K. Basic Interpreting Skills (English to ASL; ASL to English)
- L. Basic Sentence Structures
- M. Topic-Comment
- N. Classifiers
- O. Causes of Hearing Loss/Deafness

3. Talking About Surroundings

- A. Unit Vocabulary
- B. Non-Manuals for Distance
- C. Spatial Agreement
- D. Real-World Orientation & Signer's Perspective
- E. Reference Points
- F. Ordinal Numbers 1 – 9
- G. Cultural/Historical Component: Deaf Education/"For a Deaf Son"
- H. Observation of Native Signers

4. Telling Where You Live

- A. Unit Vocabulary, including Cities and Transportation
- B. Spatial Agreement
- C. Spatial Referencing
- D. Real-World Orientation & Signer's Perspective
- E. Ordinal Numbers 1 – 9
- F. Pronominal Classifiers
- G. Locatives with Pronominal Classifiers
- H. Cardinal Numbers 31-66
- I. Cultural/Historical Component: Alexander G. Bell/1880 Events
- J. Observation of Native Signers

5. Talking About Family

- A. Unit Vocabulary
- B. Age Numbers
- C. Contrastive Structure
- D. Ranking
- E. Family Relationships
- F. Cardinal Numbers 67-100
- G. Correct use of NO, NOT, NONE (Negatives)
- H. Cultural/Historical Component: Study/Acceptance of ASL
- I. Observation of Native Signers
- J. Object + Subject + Verb Sentence Structure
- K. Directional/Non-Directional Verbs
- L. Classifiers with Directional Verbs
- M. Basic Interpreting Skills (English to ASL; ASL to English)

6. Careers Using ASL

- A. Describing Careers Using ASL
- B. Interpreter Code of Ethics
- C. ASL Interpreters in the Puget Sound Area
- D. Personal Growth and Human Relations Skills
- E. Workplace Behavior
- F. Multicultural Social Etiquette

POWER STANDARDS

Course Name American Sign Language 1 & 2

Grade Level(s)

9 - 12

PS 1: Demonstrate the ability to introduce self in a culturally appropriate manner

PS 2: Exchange personal information

PS 3: Relate information about surroundings

PS 4: Share information about where student lives

PS 5: Express information about family

PS 6: Explore career options for individuals with American Sign Language skills

SKILLS GAP/LABOR MARKET DATA
American Sign Language

American Sign Language Overall		
American Sign Language 1 & 2	Quick Facts: Interpreters and Translators	
	<u>2015 Median Pay</u>	\$44,190 per year \$21.24 per hour
	<u>Typical Entry-Level Education</u>	Bachelor's degree
	<u>Work Experience in a Related Occupation</u>	None
	<u>On-the-job Training</u>	Short-term on-the-job training
	<u>Number of Jobs, 2014</u>	61,000
	<u>Job Outlook, 2014-24</u>	29% (Much faster than average)
	<u>Employment Change, 2014-24</u>	17,500
	Quick Facts: Audiologists	
	<u>2015 Median Pay</u>	\$74,890 per year \$36.01 per hour
	<u>Typical Entry-Level Education</u>	Doctoral or professional degree
	<u>Work Experience in a Related Occupation</u>	None
	<u>On-the-job Training</u>	None
	<u>Number of Jobs, 2014</u>	13,200
	<u>Job Outlook, 2014-24</u>	29% (Much faster than average)
	<u>Employment Change, 2014-24</u>	3,800
	Quick Facts: Social Workers	
	<u>2015 Median Pay</u>	\$45,900 per year \$22.07 per hour

	Typical Entry-Level Education	See How to Become One
	Work Experience in a Related Occupation	None
	On-the-job Training	None
	Number of Jobs, 2014	649,300
	Job Outlook, 2014-24	12% (Faster than average)
	Employment Change, 2014-24	74,800
	Quick Facts: Special Education Teachers	
	2015 Median Pay	\$56,800 per year
	Typical Entry-Level Education	Bachelor's degree
	Work Experience in a Related Occupation	None
	On-the-job Training	Internship/residency
	Number of Jobs, 2014	450,700
	Job Outlook, 2014-24	6% (As fast as average)
	Employment Change, 2014-24	28,100
	Quick Facts: Career and Technical Education Teachers	
	2015 Median Pay	\$52,800 per year
	Typical Entry-Level Education	Bachelor's degree
	Work Experience in a Related Occupation	Less than 5 years
	On-the-job Training	See How to Become One
	Number of Jobs, 2014	231,800
	Job Outlook, 2014-24	4% (Slower than average)
	Employment Change, 2014-24	10,200
	(Same as above)	
	(Same as above)	
American Sign Language 3 & 4	(Same as above)	
American Sign Language 5 & 6	(Same as above)	



Auburn School District

American Sign Language I (Semester 1-2)

Total Framework Hours up to: 180

CIP Code: 161603 ☒ **Exploratory** ☐ **Preparatory**

Date Last Modified: January 19, 2017

Career Cluster: Education and Training

Cluster Pathway: Social and Personal Services

Power Standards

- PS 1: Demonstrate the ability to introduce self in a culturally appropriate manner
- PS 2: Exchange personal information
- PS 3: Relate information about surroundings
- PS 4: Share information about where student lives
- PS 5: Express information about family
- PS 6: Explore career options for individuals with American Sign Language skills.

Unit Outline

	<u>Hours</u>
Unit 1: Introduction to ASL Interpretation and Introducing Oneself	35
Unit 2: Exchanging Personal Information	30
Unit 3: Talking About Surroundings	30
Unit 4: Telling Where You Live	35
Unit 5: Talking About Family	35
Unit 6: Careers Using ASL	<u>15</u>
Total Hours	180

UNIT 1 Introduction to ASL Interpretation and Introducing Yourself

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Deaf Awareness Quiz
 Unit 1 & Unit 2 Knowledge Test (ABC/SN-1)
 Unit 1 & Unit 2 Receptive Test (ABC/SN-1)
 Unit 1 & Unit 2 Expressive Test (ABC/SN-1)
 Tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL I level

Leadership Alignment

21st Century Skills:

- 1.A.1 Use a wide range of idea creation techniques (such as brainstorming)
- 1.A.2 Create new and worthwhile ideas (both incremental and radical concepts)
- 1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
- 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.5 Communicate effectively in diverse environments (including multi-lingual)

STANDARDS AND COMPETENCIES

Unit: 1

PS 1: Demonstrate the ability to introduce self in a culturally appropriate manner

Industry Standards and/or Competencies

Total Learning Hours for Unit: 35

- 1.1 Learn & master SN-1 Vocabulary
- 1.2 Recognize differences between SEE, PSE, ASL (Sign Language Continuum)
- 1.3 Understand and use Non-Manual Grammatical Signals
- 1.4 Learn and use ASL Sentence Types (Y/N-Q, WH-Q, Pos, Neg)
- 1.5 Understand and use Sign Parameters
- 1.6 Learn & Demonstrate Dominant/Non-Dominant Hand use
- 1.7 Memorize & demonstrate the Manual Alphabet (Fingerspelling)
- 1.8 Memorize & demonstrate Cardinal Numbers 1-15
- 1.9 Observe unit-specific language by native signers
- 1.10 Learn & master ABC-1 Vocabulary
- 1.11 Learn & apply Personal Pronouns (singular and plural)
- 1.12 Understand and demonstrate how to use predicate adjectives with Personal Pronouns(PP+ADJ+PP or ADJ+PP)
- 1.13 Learn & use ASL GLOSS
- 1.14 Learn to avoid Repetitive Motion Injuries (Groode 1-2) and other occupational hazards
- 1.15 Introduce basic interpreting skills (English to ASL, ASL to English)

Aligned Washington State Learning Standards

English Language Arts/ Communications

CCSS.ELA-Literacy.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 9–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

	<ul style="list-style-type: none"> a. 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 of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. 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 and creative perspectives. d. 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 investigation or complete the task. <p>CCSS.ELA-Literacy.SL.9-10.3 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.</p> <p>CCSS.ELA-Literacy.SL.9-10.4 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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>CCSS.ELA-Literacy.L.9-10.2 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.</p> <p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>
Health and Physical Education	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p>

	<p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
English Language Arts/ Reading	<p>CCSS.ELA-Literacy.RL.9-10.2 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.</p> <p>CCSS.ELA-Literacy.RL.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 11–12 texts and topics.</p> <p>CCSS.ELA-Literacy.RI.9-10.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
Social Studies	<p>4.3 Understands that there are multiple perspectives and interpretations of historical events.</p> <p>4.4 Uses history to understand the present and plan for the future</p> <p>5.1 Uses critical reasoning skills to analyze and evaluate positions.</p>
English Language Arts/ Writing	<p>CCSS.ELA-Literacy.W.9-10.1 Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented. <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). <p>CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

	<p>CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
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UNIT 2 Exchanging Personal Information

COMPONENTS AND ASSESSMENTS

Performance Assessments:

COPY-SIGN "EAGLE & SQUIRREL"

Unit 3 & Unit 4 Knowledge Test (ABC/SN-2)

Unit 3 & Unit 4 Receptive Test (ABC/SN-2)

Unit 3 & Unit 4 Expressive Test (ABC/SN-2)

Watch videos in ASL and retell or answer comprehension questions.

Sign a personal autobiography including their own language backgrounds, likes and dislikes, living situations (who with, where, what type of housing), and school/work information.

DAMIAN (Interactive Dialog)

Leadership Alignment:

21st Century Skills:

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

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

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

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

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

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

- a. work positively and ethically
- b. manage time and projects effectively
- c. multi-task
- d. participate actively, as well as be reliable and punctual
- e. present oneself professionally and with proper etiquette
- f. collaborate and cooperate effectively with teams
- g. respect and appreciate team diversity
- h. be accountable for results

STANDARDS AND COMPETENCIES

Unit: 2

PS 2: Exchange personal information

Competencies

Total Learning Hours for Unit: 30

- 2.1 Learn & master SN-2 Vocabulary
- 2.2 Learn how to Identify people based on basic physical descriptions, activities, or locations
- 2.3 Learn vocabulary for local colleges/universities/schools and incorporate them into basic conversations
- 2.4 Memorize & demonstrate Cardinal Numbers 16-30
- 2.5 Introduce cultural/historical component: "Deaf President Now"
- 2.6 Observe unit-specific language by native signers
- 2.7 Learn & master ABC-2 Vocabulary
- 2.8 Learn & apply Possessive Pronouns (singular and plural)
- 2.9 Understand and demonstrate how to use identifying Nouns with Personal & Possessive Pronouns (PP+N+PP or N+PP)
- 2.10 Understand and demonstrate how to use two third-person pronouns

- 2.11 Discuss use of the AGENT suffix with vocabulary
- 2.12 Introduce cultural/historical component: Gallaudet/Clerc (DH-1)
- 2.13 Practice basic interpreting skills (English to ASL, ASL to English)
- 2.14 Learn & master ABC-3 Vocabulary
- 2.15 Learn & use SVO, SVOS, OSV structures
- 2.16 Learn & apply Topic-Comment use with OSV structures
- 2.17 Learn how to use Adjectives with SVO, SVOS, OSV
- 2.18 Learn & practice using SASS Classifiers
- 2.19 Introduce cultural/historical component: Causes of deafness (DH-11)

Aligned Washington State Learning Standards

English Language Arts/ Communications	<p>CCSS.ELA-Literacy.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 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.SL.9-10.3 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.</p> <p>CCSS.ELA-Literacy.SL.9-10.4 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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.9-10.2 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.</p> <p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>
Health and Physical Education	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>

English Language Arts/ Reading	<p>CCSS.ELA-Literacy.RL.9-10.2 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.</p> <p>CCSS.ELA-Literacy.RL.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 11–12 texts and topics.</p> <p>CCSS.ELA-Literacy.RL.9-10.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
English Language Arts/ Writing	<p>CCSS.ELA-Literacy.W.9-10.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

UNIT 3 Talking About Surroundings

Performance Assessments

INTRODUCTION PROJECT

RECEPTIVE TRANSLATION- "TWO NEW FRIENDS"

Unit 5 & Unit 6 Knowledge Test (ABC/SN-3)

Unit 5 & Unit 6 Receptive Test (ABC/SN-3)

Unit 5 & Unit 6 Expressive Test (ABC/SN-3)

After studying ASL Storytelling, students will create their own story in ASL using correct grammatical and cultural components. Students will work in small groups to develop and prepare their stories as well as give feedback (peer evaluation) and support so that each student is able to produce their best work. Final stories are performed for the class and members from the Deaf community

Leadership Alignment

21st Century Skills:

- 1.A.1 Use a wide range of idea creation techniques (such as brainstorming)
- 1.A.2 Create new and worthwhile ideas (both incremental and radical concepts)
- 1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
- 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

STANDARDS AND COMPETENCIES

Unit: 3

PS 3: Relate information about surroundings

Competencies

Total Learning Hours for Unit: 30

- 3.1 Learn & master SN-3 Vocabulary
- 3.2 Learn & use Non-Manuals for Distance
- 3.3 Learn & use Spatial Agreement
- 3.4 Learn & use Real-World Orientation & Signer's Perspective
- 3.5 Learn & use Reference Points
- 3.6 Memorize & demonstrate Ordinal Numbers 1st – 9th
- 3.7 Introduce cultural/historical component: Deaf Education Options "For a Deaf Son"
- 3.8 Observe unit-specific language by native signers

Aligned Washington State Learning Standards

English Language Arts/ Communications

CCSS.ELA-Literacy.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 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.3

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.

CCSS.ELA-Literacy.SL.9-10.4

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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

	<p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.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.</p> <p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>
Health and Physical Education	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
English Language Arts/ Reading	<p>CCSS.ELA-Literacy.RL.9-10.2 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.</p> <p>CCSS.ELA-Literacy.RL.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 11–12 texts and topics.</p> <p>CCSS.ELA-Literacy.RL.9-10.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
English Language Arts/ Writing	<p>CCSS.ELA-Literacy.W.9-10.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.W.9-10.3 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CCSS.ELA-Literacy.W.9-10.8</p>

	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.9-10.9</p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
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UNIT 4 Telling Where You Live

Performance Assessments:

Sign a narrative about their daily routine including times and activities (ex: 7:00am wake up, brush teeth, eat breakfast; 7:45am ride the bus to school . . .).

RECEPTIVE TRANSLATION- “GOING OFF TO COLLEGE”

COPY SIGN – “WHICH ROOM WAS IT”

Study videos of Deaf storytelling and copy the way the story is signed in their own project. (Stories may include: “Timber”, “The Gum Story”, “The Gallaudet and Clerc Story.”)

Unit 7 & Unit 8 Knowledge Test (ABC/SN-4)

Unit 7 & Unit 8 Receptive Test (ABC/SN-4)

Unit 7 & Unit 8 Expressive Test (ABC/SN-4)

Leadership Alignment:

21st Century Skills:

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

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

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

7.B.1 Incorporate feedback effectively

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

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

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

Unit: 4

PS 4: Share information about where student lives

Competencies

Total Learning Hours for Unit: 35

- 4.1 Learn & master SN-4 Vocabulary
- 4.2 Learn & use vocabulary for cities/transportation
- 4.3 Review & use Spatial Agreement
- 4.4 Learn & use Spatial Referencing
- 4.5 Review & use Real-World Orientation & Signer's Perspective
- 4.6 Review & demonstrate Ordinal Numbers 1st – 9th
- 4.7 Learn & practice using Pronominal Classifiers
- 4.8 Practice using Locatives with Pronominal Classifiers
- 4.9 Memorize & demonstrate Cardinal Numbers 31-66
- 4.10 Introduce cultural/historical component: Alexander G. Bell, 1880 events (DH 2-3)
- 4.11 Observe unit-specific language by native signers
- 4.12 Learn & master ABC-4 Vocabulary
- 4.13 Learn & use Negative sentence structures
- 4.14 Review Yes-No Questions
- 4.15 Introduce Negative-Questions
- 4.16 Introduce cultural/historical component: 20th Century Advancements (DH 4-6)
- 4.17 Practice basic interpreting skills (English to ASL, ASL to English)
- 4.18 Learn & master ABC-5 Vocabulary
- 4.19 Learn & use Tense Indicators

4.20 Learn to distinguish between Time Signs and Tense Indicators

4.21 Learn when/how to use tense shifts

Aligned Washington State Learning Standards

English Language Arts/ Communications	<p>CCSS.ELA-Literacy.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 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.SL.9-10.3 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.</p> <p>CCSS.ELA-Literacy.SL.9-10.4 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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.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.</p> <p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures 4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own 5.1: Students use the language both within and beyond the school setting 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>
Health and Physical Education	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
English Language Arts/ Reading	<p>CCSS.ELA-Literacy.RL.9-10.2 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.</p> <p>CCSS.ELA-Literacy.RL.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 11–12 texts and topics.</p> <p>CCSS.ELA-Literacy.RL.9-10.9</p>

	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
English Language Arts/ Writing	<p>CCSS.ELA-Literacy.W.9-10.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

UNIT 5 Talking about Family

Performance Assessments:

Unit 9 & Unit 10 Knowledge Test (ABC/SN-5)

Unit 9 & Unit 10 Receptive Test (ABC/SN-5)

Unit 9 & Unit 10 Expressive Test (ABC/SN-5)

FAMILY TREE PROJECT

RECEPTIVE TRANSLATION – “MY 40TH BIRTHDAY”

Bring photographs and/or props of their family to share with the class. Students will present their photos and/or props and give information including names, ages, relationships, locations, events, and other important details. Students will also respond to questions asked by their peers about their photos.

Leadership Alignment:

21st Century Skills:

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

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

- a. work positively and ethically
- b. manage time and projects effectively
- c. multi-task
- d. participate actively, as well as be reliable and punctual
- e. present oneself professionally and with proper etiquette
- f. collaborate and cooperate effectively with teams
- g. respect and appreciate team diversity
- h. be accountable for results

STANDARDS AND COMPETENCIES

Unit: 5

PS 5: Express information about family

Competencies

Total Learning Hours for Unit: 35

- 5.1 Learn & master SN-5 Vocabulary
- 5.2 Learn & use Age Numbers
- 5.3 Learn & use Contrastive Structure
- 5.4 Learn & use Ranking
- 5.5 Learn & show family relationships
- 5.6 Memorize & demonstrate Cardinal Numbers 67-100
- 5.7 Learn correct use of NO, NOT, NONE for negatives
- 5.8 Introduce cultural/historical component: Study/Acceptance of ASL (DH-9)
- 5.9 Observe unit-specific language by native signers
- 5.10 Learn & master ABC-6 Vocabulary
- 5.11 Review use of OSV
- 5.12 Learn & use Directional/Non-Directional Verbs
- 5.13 Learn when/how to use SASS Classifiers with Directional Verbs
- 5.14 Practice basic interpreting skills (English to ASL, ASL to English)

Aligned Washington State Learning Standards

English Language Arts/ Communications	<p>CCSS.ELA-Literacy.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 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.SL.9-10.3 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.</p> <p>CCSS.ELA-Literacy.SL.9-10.4 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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.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.</p> <p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures 4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own 5.1: Students use the language both within and beyond the school setting 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>
Health and Physical Education	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
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English Language Arts/ Writing	<p>CCSS.ELA-Literacy.W.9-10.1 Write arguments focused on <i>discipline-specific content</i>.</p>

	<p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
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UNIT 6 Careers Using ASL

Performance Assessments:

In a group, students will create a presentation or pamphlet describing different career opportunities using ASL.

In all presentations, students will exhibit interpreter professional protocol.

Individually, students will bring in job announcements, which are either for interpreters or include interpreting as a component

Students are encouraged to take the SLPI: ASL or the ASLPI to demonstrate ASL proficiency skills. The goal for ASL I is to earn a rating of Novice to Survival on the SLPI: ASL, or Level 1 on the ASLPI.

Leadership Alignment:

21st Century Skills:

11.B.1 Act responsibly with the interests of the larger community in mind

Students will participate in interviews for various careers, including hiring ASL Interpreters. Students will take on both roles of employer and job-seeker.

STANDARDS AND COMPETENCIES

Unit: 6

PS 6: Explore career options for individuals with American Sign Language skills.

Competencies

Total Learning Hours for Unit: 15

- 6.1 Describe at least three careers that use ASL
- 6.2 Understand the basic role of various professions as it relates to both in general terms as well as using ASL
- 6.3 Describe the Interpreter dress code, including the importance of contrasting skin tone clothing
- 6.4 Have knowledge of the importance of ASL interpreters in the Puget Sound area.
- 6.5 Demonstrate personal growth and human relations skills.
- 6.6 Practice appropriate behavior for the workplace through observation.
- 6.7 Demonstrate appropriate multicultural social etiquette.

Aligned Washington State Learning Standards

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	<p>selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.9-10.9</p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
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21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

LEARNING AND INNOVATION

Creativity and Innovation

- ☐ Think Creatively
- ☐ Work Creatively with Others
- ☐ Implement Innovations

Critical Thinking and Problem Solving

- ☐ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgments 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

American Sign Language

3 & 4

INTRODUCTION

Course Name	<u>American Sign Language 3 & 4</u>	Grade Level(s)	<u>10-12</u>
Course Length	<u>Year-long</u>	Course Code(s)	<u>CTE 283, 284</u>

Course Description American Sign Language 3 & 4 course introduces students to the visual language and the culture of the Deaf. Students will be introduced to various careers in deafness, with an emphasis towards Sign Language Interpreting. Students will learn vocabulary, grammar and culturally appropriate uses of American Sign Language through instructions and daily practice. Students will gain an awareness and understanding of the impact of deafness in our society, with the intent of contributing to a greater acceptance and appreciation of this unique language and culture.

Pathway Connections:

Primary Connection Health Occupations

Secondary Connection Social and Personal Services

Sample Sequence of Courses ASL 1 & 2; ASL 3 & 4; ASL 5 & 6

Cross Credit This course satisfies credit as a foreign language requirement for high school graduation.

Basic Textbook **Signing Naturally Level I & 2** by Dawn Sign Press
A Basic Course in American Sign Language by TJ Publishers

Equipment Digital Camera's
Televisions
DVD Players
DVD Burners
LCD Projectors

Software Various Instructional DVDs

Supplemental Materials Master ASL Curriculum
For Hearing People Only
Deaf Heritage

**Skills Gap Data
(CTE Courses only)**

Data is from the Bureau of Labor Statistics:

Sign Language Interpreter/Translator	29% growth
Audiologist	29% growth
Social Worker	12% growth
Teacher of the Deaf	6% growth
Speech Language Pathologist	21% growth

COURSE OUTLINE

Course Name American Sign Language 3 & 4 **Grade Level(s)** 10 - 12

American Sign Language 3 & 4 course introduces students to the visual language and the culture of the Deaf. Students will be introduced to various careers in deafness, with an emphasis towards Sign Language Interpreting. Students will learn vocabulary, grammar and culturally appropriate uses of American Sign Language through instructions and daily practice. Students will gain an awareness and understanding of the impact of deafness in our society, with the intent of contributing to a greater acceptance and appreciation of this unique language and culture.

1. Telling About Activities

- A. Unit Vocabulary
- B. Time Numbers (Clock Time)
- C. Tense Indicators
- D. Negotiate Schedules using Calendars
- E. Express Opinions
- F. Observation of Native Signers
- G. Using Imperatives/Commands
- H. Incorporating Numbers with Age Signs, Time Signs, and Personal Pronouns
- I. Practice Interpreting Skills (English to ASL; ASL to English)

2. Giving Directions

- A. Unit Vocabulary
- B. Lexicalized Fingerspelling/Fingerspelled Loan Signs
- C. Differences between Cardinal and Ordinal Numbers
- D. Showing Ranking, Placement, and Order with Numbers
- E. Assistive Devices for Deaf People
- F. Cultural Aspect of Name Signs
- G. Getting a Deaf Person's Attention
- H. Asking for Clarification

3. Describing Others

- A. Unit Vocabulary
- B. Methods of Describing Others Physical Characteristics
- C. Body Part/Limb Classifiers
- D. Ordinal Numbers showing Ranking, Placement, and Order
- E. Cultural Rules of Interaction
- F. Observation of Native Signers
- G. Noun-Verb Pairs
- H. Subject as Topic
- I. CODA's (Children of Deaf Adults)
- J. Practice Interpreting Skills (English to ASL; ASL to English)

4. Making Requests

- A. Unit Vocabulary
- B. Making Requests/Offering Assistance
- C. Money Numbers (Incorporated and Unincorporated Dollars/Cents)
- D. Verb Types (Plain, Inflecting, Spatial)
- E. Fingerspelling Strategies
- F. Practice Interpreting Skills (English to ASL; ASL to English)
- G. Observation of Native Signers
- H. Basic Sentence Structures using Modals and Negative Modals

5. Deaf Folklore

- A. Describe how Members of the Deaf Community Define Themselves
- B. Explain the Significance of Folklore Within the Deaf Community
- C. Observe a Variety of Popular Deaf Folklore Stories, Jokes, Legends, Riddles, Games, Etc...
- D. Memorize a Popular Piece of Deaf Folklore, and Demonstrate for Class

6. Careers in ASL Interpretation

- A. Learn About ASL Interpreting Certifications & Training Programs
- B. Describe the National Interpreter Certification Process
- C. Code of Professional Conduct

POWER STANDARDS

Course Name American Sign Language 3 & 4 **Grade Level(s)** 9 - 12

PS 1: Express information about activities using time signs and tense indicators

PS 2: Provide directions using reference points

PS 3: Identify people based on physical descriptions

PS 4: Make requests using various levels of formality and show mastery of verb types

PS 5: Define what Deaf Folklore is, and describe its significance within the Deaf Community

PS 6: Explore educational options that lead to a career using ASL



Auburn School District

American Sign Language II (Semester 3-4)

Total Framework Hours up to: 180

CIP Code: 161603

☒ **Exploratory** ☐ **Preparatory**

Date Last Modified: February 22, 2017

Career Cluster: Education and Training

Career Pathway: Social and Personal Services

Power Standards

PS 1: Express information about activities using time signs and tense indicators.

PS 2: Provide directions using reference points

PS 3: Identify people based on physical descriptions

PS 4: Make requests using various levels of formality and show mastery of verb types

PS 5: Define what Deaf Folklore is, and describe its significance within the Deaf Community.

PS 6: Explore educational options that lead to a career in ASL interpretation

Unit Outline

	<u>Hours</u>
Unit 1: Telling About Activities	30
Unit 2: Giving Directions	35
Unit 3: Describing Others	35
Unit 4: Making Requests	35
Unit 5: Deaf Folklore	30
Unit 6: Exploring Careers Using ASL	15
Total Hours	180

UNIT 1 Telling About Activities

Performance Assessments:

In a group, students will create a presentation or pamphlet describing different career opportunities using ASL.

In all presentations, students will exhibit interpreter professional protocol.

Unit 11 & Unit 12 Knowledge Test (ABC/SN-6)

Unit 11 & Unit 12 Receptive Test (ABC/SN-6)

Unit 11 & Unit 12 Expressive Test (ABC/SN-6)

Sign a childhood story from their own lives (including surrogates (formerly role shifting), eye gaze, referencing, ASL grammar principles, character introductions and descriptions, transitions, numbers, and fingerspelling).

Tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL II level

Unit specific partner sentence practice

Leadership Alignment:

21st Century Skills:

1.A.1 Use a wide range of idea creation techniques (such as brainstorming)

1.A.2 Create new and worthwhile ideas (both incremental and radical concepts)

1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

11.B.1 Act responsibly with the interests of the larger community in mind

Students will attend Deaf community events and interact with and/or volunteer with Deaf signers when possible and complete their written reflection paper about their experience and what they learned about Deaf culture

STANDARDS AND COMPETENCIES

Unit: 1

PS 1: Express information about activities using time signs and tense indicators.

Competencies

Total Learning Hours for Unit: 30

1.1 Learn & master SN-6 Vocabulary

1.2 Learn & use Time Numbers (clock)

1.3 Review Tense Indicators

1.4 Learn & use vocabulary for Activities

1.5 Learn to negotiate schedules using Calendars

1.6 Learn to appropriate express Opinions

1.7 Observe unit-specific language by native signers

1.8 Learn & master ABC-7 Vocabulary

1.9 Learn and demonstrate to proficiency, how to use imperatives/commands

1.10 Learn and demonstrate to proficiency, how to incorporate numbers with the AGE sign, TIME sign, and Personal Pronouns

1.11 Practice Interpreting Skills (English to ASL, ASL to English)

Aligned Washington State Learning Standards

English Language Arts/ Communications

CCSS.ELA-Literacy.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 9–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- a. 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 of ideas.
- b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
- c. 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 and creative perspectives.
- d. 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 investigation or complete the task.

CCSS.ELA-Literacy.SL.9-10.3

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.

CCSS.ELA-Literacy.SL.9-10.4

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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

CCSS.ELA-Literacy.L.9-10.1

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

- a. Use parallel structure.*
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CCSS.ELA-Literacy.L.9-10.2

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.

1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions

2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own

4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own

5.1: Students use the language both within and beyond the school setting

5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

Health and Physical Education	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
English Language Arts/ Reading	<p>CCSS.ELA-Literacy.RL.9-10.2 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.</p> <p>CCSS.ELA-Literacy.RL.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 11–12 texts and topics.</p> <p>CCSS.ELA-Literacy.RI.9-10.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
English Language Arts/ Writing	<p>CCSS.ELA-Literacy.W.9-10.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

UNIT 2 Giving Directions

Performance Assessments:

RECEPTIVE TRANSLATION: "My Old Friend"

Unit 1 & Unit 2 Knowledge Test (ABC/SN-7)

Unit 1 & Unit 2 Receptive Test (ABC/SN-7)

Unit 1 & Unit 2 Expressive Test (ABC/SN-7)

Students will watch videos in ASL and retell or answer comprehension questions.--Video: ASL Stories, "Tomorrow Dad Will Still Be Deaf"

Students will describe how to perform a hands-on task (how to do errands or chores, build something, repair something, etc.).

Unit specific partner sentence practice

Students will interview each other demonstrating appropriate turn-taking, questioning/answering, eye contact, clarification, sharing of information, confirming, and prosody.

Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL II level. Tests and quizzes are signed by the ASL teacher, other proficient signers, and as the course progresses into second semester, their peers.

Leadership Alignment:

21st Century Skills:

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

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

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

Students will learn to sign, "The Star Spangled Banner" and will perform it at school assemblies and events.

STANDARDS AND COMPETENCIES

Unit: 2

PS 2: Provide directions using reference points

Competencies

Total Learning Hours for Unit: 35

2.1 Learn & master SN-7 Vocabulary

2.2 Learn and apply Lexicalized Fingerspelling/Finger spelled Loan Signs)

2.3 Understand and demonstrate the difference between Cardinal and Ordinal Numbers

2.4 Practice and Master using Ordinal Numbers to show rank, placement, and order

2.5 Review and discuss the various assistive devices for Deaf and Hard of Hearing people

2.6 Review the cultural aspect and rules of Name Signs

2.7 Review and practice how to get attention

2.8 Review and practice how to ask for clarification

2.9 Review and practice one handed signing

2.10 Review and practice how to negotiate a signing environment

2.11 Review and practice #1-100

- 2.12 Carefully consider and select Sign Song #1
- 2.13 Practice Interpreting Skills (English to ASL, ASL to English)
- 2.14 Observe unit-specific language by native signers
- 2.15 Learn & master ABC-8 Vocabulary
- 2.16 Review WH-Questions use and Predicate Adjectives (ABC 8)
- 2.17 Learn and demonstrate to proficiency, how to use Rhetorical Questions (Rh-Qs) (ABC 20)
- 2.18 Learn and demonstrate to proficiency, the two uses of the SELF Pronoun
- 2.19 Learn about CODAs (Children of Deaf Adults)

Aligned Washington State Learning Standards

Art	3.2 Use the arts to communicate for a specific purpose
English Language Arts/ Communications	<p>CCSS.ELA-Literacy.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 <i>grades 9–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.SL.9-10.3 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.</p> <p>CCSS.ELA-Literacy.SL.9-10.4 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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> c. Use parallel structure.* d. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>CCSS.ELA-Literacy.L.9-10.2 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.</p> <p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p>

	5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment
Health and Physical Education	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
English Language Arts/ Reading	<p>CCSS.ELA-Literacy.RL.9-10.2 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.</p> <p>CCSS.ELA-Literacy.RL.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 11–12 texts and topics.</p> <p>CCSS.ELA-Literacy.RI.9-10.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
English Language Arts/ Writing	<p>CCSS.ELA-Literacy.W.9-10.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

UNIT 3 Describing Others

Performance Assessments:

SIGN SONG PERFORMANCE #1

RECEPTIVE TRANSLATION: "The New Teacher"

Unit 3 & Unit 4 Knowledge Test (ABC/SN-8)

Unit 3 & Unit 4 Receptive Test (ABC/SN-8)

Unit 3 & Unit 4 Expressive Test (ABC/SN-8)

Students will watch videos in ASL and retell or answer comprehension questions.--Videos: "Rules of Social Interaction", ASL Stories, Beyond Silence"

Students select a famous person to describe. They bring a picture to class, and without showing the picture, they describe, in detail, their physical appearance and personality attributes. The class tries to guess who they are describing and are then shown the picture.

Unit specific partner sentence practice

COPY SIGN: "ABC Gum"

Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL II level. Tests and quizzes are signed by the ASL teacher, other proficient signers, and as the course progresses into second semester, their peers.

Leadership Alignment:

21st Century Skills:

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

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

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

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

- a. work positively and ethically
- b. manage time and projects effectively
- c. multi-task
- d. participate actively, as well as be reliable and punctual
- e. present oneself professionally and with proper etiquette
- f. collaborate and cooperate effectively with teams
- g. respect and appreciate team diversity
- h. be accountable for results

Students will spend a 24-hour period without talking. Before VOD, ASL 2 students will visit ASL 1 classes to discuss their experiences from VOD the previous year. ASL 2 students will participate in VOD a second time to contribute to the school-wide ASL community as well as to continue to develop their own awareness of oppression and access barriers for Deaf people.

STANDARDS AND COMPETENCIES

Unit: 3

PS 3: Identify people based on physical descriptions

Competencies

Total Learning Hours for Unit: 35

3.1 Learn & master SN-8 Vocabulary 3.2 Learn and apply culturally appropriate methods of describing others' physical characteristics (gender, race, height, body type, race, hair style, etc.) 3.3 Understand the rules and application of Body Part/Limb Classifiers BPCLs) 3.4 Demonstrate appropriate usage of BPCLs 3.5 Practice and Master using Ordinal Numbers to show rank, placement, and order 3.6 Learn about Deaf Cultural Rules of Social Interaction 3.7 Observe unit-specific language by native signers 3.8 Learn & master ABC-9 Vocabulary 3.9 Learn and demonstrate to proficiency, how to use Noun-Verb Pairs 3.10 Learn and demonstrate to proficiency, how to apply Subject as Topic 3.11 Further learn about CODAs 3.12 Practice Interpreting Skills (English to ASL, ASL to English)	
<i>Aligned Washington State Learning Standards</i>	
Art	3.2 Uses the arts to communicate for a specific purpose.
English Language Arts/ Communications	CCSS.ELA-Literacy.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 <i>grades 9–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.SL.9-10.3 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. CCSS.ELA-Literacy.SL.9-10.4 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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. CCSS.ELA-Literacy.W.9-10.1 Write arguments focused on <i>discipline-specific content</i> . CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. CCSS.ELA-Literacy.W.9-10.8

	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.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.</p> <p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>
Health and Physical Education	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
English Language Arts/ Reading	<p>CCSS.ELA-Literacy.RL.9-10.2 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.</p> <p>CCSS.ELA-Literacy.RI.9-10.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
Social Studies	<p>5.1 Uses critical reasoning skills to analyze and evaluate positions.</p>
English Language Arts/ Writing	

UNIT 4 Making Requests

Performance Assessments:

RECEPTIVE TRANSLATION: "Being Sick is a Hassle"

Unit 5 & Unit 6 Knowledge Test (ABC/SN-9)

Unit 5 & Unit 6 Receptive Test (ABC/SN-9)

Unit 5 & Unit 6 Expressive Test (ABC/SN-9)

Students will watch videos in ASL and retell or answer comprehension questions.--Video: Groode F.S. 4-7, ASL Stories, "The Ragin' Cajun"

Students work in groups of two to role-play purchasing a ticket for travel (bus, ferry, train, plane). The dialogue must include discussion of the schedule, time, money, directions (map) and weather.

Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL II level. Tests and quizzes are signed by the ASL teacher, other proficient signers, and as the course progresses into second semester, their peers.

Unit specific partner sentence practice

Students will learn about various forms of hearing remediation including cochlear implants: the mechanisms, the history, and the controversy within the Deaf and hearing communities. Students will research online to learn about what a cochlear implant is and how it works. Students will read articles and watch a movie about the controversy surrounding cochlear implants and attend a panel discussion by community members on the topic. Finally, students will participate in a discussion where they debate their perspectives on remediation devices such as cochlear implants using information from their research.

Leadership Alignment:

21st Century Skills:

- 1.A.1 Use a wide range of idea creation techniques (such as brainstorming)
- 1.A.2 Create new and worthwhile ideas (both incremental and radical concepts)
- 1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
- 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
- 3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- 3.A.5 Communicate effectively in diverse environments (including multi-lingual)
- 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

STANDARDS AND COMPETENCIES

Unit: 4

PS 4: Make requests using various levels of formality and show mastery of verb types

Competencies

Total Learning Hours for Unit: 35

- 6.1 Learn & master SN-9 Vocabulary Learn & master SN-9 Vocabulary
- 6.2 Understand and demonstrate the ability to make requests/favors and offer assistance
- 6.3 Learn, practice, and master reading and forming money numbers both incorporated and unincorporated (dollars/cents)
- 6.4 Learn and practice verb types (plain, inflecting, spatial)
- 6.5 Further practice fingerspelling strategies
- 6.6 Practice Interpreting Skills (English to ASL, ASL to English)
- 6.7 Observe unit-specific language by native signers

7.1	Learn & master ABC-10 Vocabulary
7.2	Learn and demonstrate to proficiency, basic sentence structure using Modals and Negative Modals
7.3	Learn about the Deaf Community
7.4	Practice Interpreting Skills (English to ASL, ASL to English)
7.5	Observe unit-specific language by native signers
Aligned Washington State Learning Standards	
English Language Arts/ Communications	<p>CCSS.ELA-Literacy.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 <i>grades 9–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.SL.9-10.3 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.</p> <p>CCSS.ELA-Literacy.SL.9-10.4 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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.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.</p> <p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures 4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own 5.1: Students use the language both within and beyond the school setting 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>
Health and Physical Education	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>

English Language Arts/ Reading	<p>CCSS.ELA-Literacy.RL.9-10.2 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.</p> <p>CCSS.ELA-Literacy.RL.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 11–12 texts and topics.</p> <p>CCSS.ELA-Literacy.RI.9-10.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
English Language Arts/ Writing	<p>CCSS.ELA-Literacy.W.9-10.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

UNIT 5 Deaf Folklore

Performance Assessments:

Partner and/or group practice of memorizing a piece of Deaf Folklore
 Sign a popular piece of Deaf Folklore
 Test about the identity and social life of Deaf people

Leadership Alignment:

21st Century Skills:

- 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

STANDARDS AND COMPETENCIES

Unit: 5

PS 5: Define what Deaf Folklore is, and describe its significance within the Deaf Community.

Competencies

Total Learning Hours for Unit: 30

- 5.1 Describe how members of the Deaf Community define themselves
- 5.2 Explain the significance of Folklore within the Deaf Community
- 5.3 Observe a variety of popular Deaf Folklore stories, jokes, legends, riddles, games, etc...
- 5.4 Memorize a popular piece of Deaf Folklore, and demonstrate it for class

Aligned Washington State Learning Standards

English Language Arts/ Communications

- CCSS.ELA-Literacy.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 9–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.9-10.3
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.
- CCSS.ELA-Literacy.SL.9-10.4
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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.SL.9-10.6
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- CCSS.ELA-Literacy.L.9-10.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-Literacy.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.
- 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions
- 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

	<p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>
Health and Physical Education	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
English Language Arts/ Reading	<p>CCSS.ELA-Literacy.RL.9-10.2 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.</p> <p>CCSS.ELA-Literacy.RL.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 11–12 texts and topics.</p> <p>CCSS.ELA-Literacy.RI.9-10.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
English Language Arts/ Writing	<p>CCSS.ELA-Literacy.W.9-10.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

UNIT 6 Careers in ASL Interpretation

Performance Assessments:

Students chose an ASL-related career and create a project (poster, PowerPoint, essay, etc.) including education required, employability, ASL skills needed, and certification requirements.

Students are encouraged to take the SLPI:ASL or the ASLPI to demonstrate ASL proficiency skills. The goal for ASL II is to earn a rating of Survival to Survival Plus on the SLPI:ASL, or Level 2 on the ASLPI.

Leadership Alignment:

21st Century Skills:

8.A.1 Set goals with tangible and intangible success criteria

8.A.2 Balance tactical (short-term) and strategic (long-term) goals

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

- a. work positively and ethically
- b. manage time and projects effectively
- c. multi-task
- d. participate actively, as well as be reliable and punctual
- e. present oneself professionally and with proper etiquette
- f. collaborate and cooperate effectively with teams
- g. respect and appreciate team diversity
- h. be accountable for results

After studying the National Interpreter Certification (NIC) Code of Professional Conduct (CPC), students will work together to create a skit to demonstrate “Good Interpreter/Bad Interpreter.” In the first portion of the skit they will demonstrate correct adherence to all tenets in the CPC. In the second portion of the skit, they will break at least one tenet and convey the consequences of this. Students will also submit a written paper on why the tenets are critical to providing ethical and professional service as an ASL Interpreter.

STANDARDS AND COMPETENCIES

Unit: 6

PS 6: Explore educational options that lead to a career in ASL interpretation

Competencies

Total Learning Hours for Unit: 15

6.1 5.3 Learn about ASL Interpreter certification, ethics, training programs, and basic translation concepts

6.2 Describe the National Interpreter Certification (NIC) Code of Professional Conduct (CPC).

Aligned Washington State Learning Standards

English Language Arts/ Communications

CCSS.ELA-Literacy.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 9–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.3

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.

CCSS.ELA-Literacy.SL.9-10.4

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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

	<p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
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21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

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

5 & 6

INTRODUCTION

Course Name	<u>American Sign Language 5 & 6</u>	Grade Level(s)	<u>11-12</u>
Course Length	<u>Year-long</u>	Course Code(s)	<u>CTE 285, 286</u>

Course Description	Advanced everyday use of ASL vocabulary & grammar; natural & direct methods through meaningful context & activities; development of expressive & receptive signing skills; Deaf culture; tutoring & teaching opportunities; exploration of career opportunities working with Deaf people.
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Pathway Connections:

Primary Connection	Health Occupations										
Secondary Connection	Social and Personal Services										
Sample Sequence of Courses	ASL 1 & 2; ASL 3 & 4; ASL 5 & 6										
Cross Credit	World Language										
Basic Textbook	<u>Signing Naturally Level I & II</u> by Dawn Sign Press <u>A Basic Course for American Sign Language</u> by TJ Publishers										
Equipment	Digital Cameras Televisions DVD Players DVD Burners LCD Projectors										
Software	Various Instructional DVDs										
Supplemental Materials	Master ASL Curriculum For Hearing People Only Deaf Heritage										
Skills Gap Data (CTE Courses only)	<u>Data is from the Bureau of Labor Statistics:</u> <table> <tr> <td>Sign Language Interpreter/Translator</td> <td>29% growth</td> </tr> <tr> <td>Audiologist</td> <td>29% growth</td> </tr> <tr> <td>Social Worker</td> <td>12% growth</td> </tr> <tr> <td>Teacher of the Deaf</td> <td>6% growth</td> </tr> <tr> <td>Speech Language Pathologist</td> <td>21% growth</td> </tr> </table>	Sign Language Interpreter/Translator	29% growth	Audiologist	29% growth	Social Worker	12% growth	Teacher of the Deaf	6% growth	Speech Language Pathologist	21% growth
Sign Language Interpreter/Translator	29% growth										
Audiologist	29% growth										
Social Worker	12% growth										
Teacher of the Deaf	6% growth										
Speech Language Pathologist	21% growth										

COURSE OUTLINE

Course Name American Sign Language 5-6 **Grade Level(s)** 11-12

Advanced everyday use of ASL vocabulary & grammar; natural & direct methods through meaningful context & activities; development of expressive & receptive signing skills; Deaf culture; tutoring & teaching opportunities; exploration of career opportunities working with Deaf people.

1. Talking About Family and Occupations

- A. Unit Vocabulary
- B. Describing Relationships and Occupations
- C. Iconic Art
- D. Deaf-Blindness
- E. Personal Qualities; Opinions; Role-Shifting
- F. Practice Basic Interpreting Skills (English to ASL; ASL to English)
- G. Observation of Native Signers

2. Attributing Qualities to Others

- A. Unit Vocabulary
- B. Physical Descriptions & Personality Traits
- C. Cardinal Numbers 67-98 (Unique Patterns)
- D. Role-Shifting When Providing Information About Others
- E. Observation of Native Signers
- F. Correcting False Information About Others
- G. Practice Basic Interpreting Skills (English to ASL; ASL to English)

3. Talking About Routines

- A. Unit Vocabulary
- B. Discussing Routines Using Temporal Aspect, Time Concepts, and Clock Numbers
- C. Money Numbers
- D. Interpreting Hazards
- E. Practice Basic Interpreting Skills (English to ASL; ASL to English)
- F. Observation of Native Signers

4. Locating Things Around the House

- A. Unit Vocabulary
- B. Locatives in Conjunction with Pronominal/Semantic Classifiers
- C. Classifiers to Describe Various Features
- D. Yes/No Questions to Begin Conversations
- E. Confirming and Correcting Information
- F. Signer's Perspective with Locatives
- G. Upper Level Numbers (100+)
- H. Handshape and ABC Stories
- I. Story Narration Skills
- J. Observation of Native Signers

5. Complaining, Making Suggestions and Requests

- A. Unit Vocabulary
- B. Asking for Clarification, Agreeing, Declining, Hedging
- C. Describing Physical Ailments and Making Health Suggestions and Requests
- D. Practicing Narration Skills
- E. Temporal Aspect Inflections
- F. Spatial Agreement (Verb Agreement)
- G. Clock Numbers
- H. Fingerspelled Loan Signs
- I. Practicing Interpreting Skills (English to ASL; ASL to English)
- J. Observation of Native Signers

6. Life Events

- A. Unit Vocabulary
- B. Applying Numbers into Time Signs
- C. Applying Numbers into Tense Indicators
- D. Time Reduplication with Time Signs
- E. Time Occurrences (EVERY-)
- F. Practice Interpreting Skills (English to ASL; ASL to English)
- G. Observation of Native Signers
- H. Prosodic Verb Usage (Repeatedly & Continually)

7. Describing and Identifying Things

- A. Unit Vocabulary
- B. Classifier Handshapes to Describe Basic Shapes of Various Sizes
- C. Describing Objects from Different Perspectives
- D. Specific Orientation and Movement of Money Numbers Between \$1.01-\$9.99
- E. History of Teletypewriters
- F. Descriptive Classifiers With Storytelling

8. Talking About the Weekend

- A. Unit Vocabulary
- B. Using Transitions, Durative Time Signs, and Inflected Verbs when Narrating About Weekend Activities
- C. Recognizing the Signs for Disrupted Plans due to Sudden or Unexpected Changes
- D. Properly Signed Three-Digit Numbers
- E. Observation of Native Signers
- F. Practice Basic Interpreting Skills (English to ASL; ASL to English)

9. The Profession of Sign Language Interpreting

- A. ASL Interpreter Certification
- B. Code of Ethics
- C. Interpreter Training Programs
- D. Basic Translation Concepts
- E. National Interpreter Certification Qualifications & Process
- F. Professional Conduct

POWER STANDARDS

Course Name	<u>American Sign Language 5 & 6</u>	Grade Level(s)	<u>9 - 12</u>
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PS 1: Express advanced familial relationships

PS 2: Provide physical descriptions, and personality traits to others

PS 3: Show how time allotments can alter activity signs

PS 4: Provide directions to items around the house

PS 5: Express physical complaints and request aid

PS 6: Demonstrate narrating about major life events

PS 7: Show how to describe objects using classifiers

PS 8: Demonstrate narrating about weekend activities

PS 9: Explore careers in ASL interpretation and other careers using ASL



Auburn School District

American Sign Language III (Semester 5-6)

Total Framework Hours up to: 180

CIP Code: 161603 ☐ **Exploratory** ☒ **Preparatory**

Date Last Modified: February 22, 2017

Career Cluster: Education and Training

Career Pathway: Social and Health Services

Power Standards

- PS 1: Express advanced familial relationships
- PS 2: Provide physical descriptions, and personality traits to others
- PS 3: Show how time allotments can alter activity signs
- PS 4: Provide directions to items around the house
- PS 5: Express physical complaints and request aid
- PS 6: Demonstrate narrating about major life events
- PS 7: Show how to describe objects using classifiers
- PS 8: Demonstrate narrating about weekend activities
- PS 9: Explore careers in ASL interpretation

Unit Outline

	<u>Hours</u>
Unit 1: Talking about Family and Occupations	25
Unit 2: Attributing Qualities to Others	20
Unit 3: Talking about Routines	17
Unit 4: Locating Things around the House	16
Unit 5: Complaining, Making Suggestions and Requests	16
Unit 6: Life Events	30
Unit 7: Describing and Identifying Things	30
Unit 8: Talking about the Weekend	16
Unit 9: The Profession of Sign Language Interpreting	10
Total Hours	180

UNIT 1 Talking About Family and Occupations

Performance Assessments:

- RECEPTIVE TRANSLATION- “Jimmy Rocket”, “My Work History”
- Unit 7 & Unit 8 Knowledge Test (ABC/SN-10)
- Unit 7 & Unit 8 Receptive Test (ABC/SN-10)
- Unit 7 & Unit 8 Expressive Test (ABC/SN-10)
- Students will watch videos in ASL and retell or answer comprehension questions.--Video: “The Miracle Worker”, ASL Stories
- Students will translate and sign a children’s book in ASL.
- COPY SIGN: “The Ball”
- Students describe their real house or their dream house including detailed descriptions of the lay out, furniture, colors, textures, and designs
- Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL II level. Tests and quizzes are signed by the ASL teacher, other proficient signers, and as the course progresses into second semester, their peers.

Leadership Alignment:

21st Century Skills:

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

Unit: 1

PS 1: Express advanced familial relationships

Competencies

Total Learning Hours for Unit: 25

- 1.1 Learn & master SN-10 Vocabulary
- 1.2 Learn and practice to proficiency, how to describe relationships and occupations
- 1.3 Learn about and create Iconic Art
- 1.4 Learn & master SN-11 Vocabulary
- 1.5 Further learn about Deaf-Blindness (Helen Keller)
- 1.6 Learn and demonstrate to proficiency, how to discuss personal qualities, opinions, and role shifting
- 1.7 Carefully consider and select Sign Song #1
- 1.8 Practice basic interpreting skills (English to ASL, ASL to English)
- 1.9 Observe unit-specific language by native signers

Aligned Washington State Learning Standards

Art	3.2 Uses the arts to communicate for a specific purpose.
	<p>CCSS.ELA-Literacy.SL.9-10.1</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on <i>grades 9–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. 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 of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

English Language Arts/ Communications	<ul style="list-style-type: none"> c. 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 and creative perspectives. d. 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 investigation or complete the task. <p>CCSS.ELA-Literacy.SL.9-10.3 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.</p> <p>CCSS.ELA-Literacy.SL.9-10.4 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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>CCSS.ELA-Literacy.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.</p> <p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures 4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own 5.1: Students use the language both within and beyond the school setting 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>
Health and Physical Education	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
English Language Arts/ Reading	<p>CCSS.ELA-Literacy.RL.9-10.2 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.</p> <p>CCSS.ELA-Literacy.RL.9-10.4</p>

	<p>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. CCSS.ELA-Literacy.RI.9-10.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
Social Studies	<p>4.3 Understands that there are multiple perspectives and interpretations of historical events. 4.4 Uses history to understand the present and plan for the future 5.1 Uses critical reasoning skills to analyze and evaluate positions.</p>
English Language Arts/ Writing	<p>CCSS.ELA-Literacy.W.9-10.1 Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented. <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). <p>CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CCSS.ELA-Literacy.W.9-10.7</p>

	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.W.9-10.8</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.9-10.9</p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
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UNIT 2 Attributing Qualities to Others

Performance Assessments:

- UNIT-SPECIFIC PARTNER SENTENCE PRACTICE
- RECEPTIVE TRANSLATION- “THE BROWN FAMILY”
- Students will watch complex videos in ASL and retell or answer comprehension questions--Video: ASL Stories
- Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL III level. Tests and quizzes are signed by the ASL teacher or other proficient signers.

Leadership Alignment:

21st Century Skills:

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

Students research the topic of Deafhood and create a public display, performance, or art piece to educate others on Deaf Pride

STANDARDS AND COMPETENCIES

Unit: 2

PS 2: Provide physical descriptions, and personality traits to others

Competencies

Total Learning Hours for Unit: 20

- 2.1 Learn and master SN-11 vocabulary
- 2.2 Learn and practice to proficiency, how to provide physical descriptions, and personality traits to others
- 2.3 Learn and master the unique form of the cardinal numbers 67-98
- 2.4 Practice role shifting when providing information about others
- 2.5 Observe unit specific language by native signers
- 2.6 Learn and practice correcting false information about others
- 2.7 Practice basic interpreting skills with phrases, dialogues, and narrations (ASL to English & English to ASL)

Aligned Washington State Learning Standards

Art	3.2 Use the arts to communicate for a specific purpose
English Language Arts/ Communications	<p>CCSS.ELA-Literacy.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 <i>grades 9–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.SL.9-10.3 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.</p> <p>CCSS.ELA-Literacy.SL.9-10.4 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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>CCSS.ELA-Literacy.L.9-10.3</p>

	<p>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.</p> <p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>
Health and Physical Education	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
English Language Arts/ Reading	<p>CCSS.ELA-Literacy.RL.9-10.2 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.</p> <p>CCSS.ELA-Literacy.RL.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 11–12 texts and topics.</p> <p>CCSS.ELA-Literacy.RI.9-10.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
Social Studies	<p>4.4 Uses history to understand the present and plan for the future</p> <p>5.1 Uses critical reasoning skills to analyze and evaluate positions.</p>
English Language Arts/ Writing	<p>CCSS.ELA-Literacy.W.9-10.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

UNIT 3 Talking About Routines

Performance Assessments:

RECEPTIVE TRANSLATION: "Our Summer Vacation"

Students will watch videos in ASL and retell or answer comprehension questions.--Videos: "Overuse Syndrome", ASL Stories

Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL 2 level. Tests and quizzes are signed by the ASL teacher, other proficient signers, and as the course progresses into second semester, their peers.

Leadership Alignment:

21st Century Skills:

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

- a. work positively and ethically
- b. manage time and projects effectively
- c. multi-task
- d. participate actively, as well as be reliable and punctual
- e. present oneself professionally and with proper etiquette
- f. collaborate and cooperate effectively with teams
- g. respect and appreciate team diversity
- h. be accountable for results

STANDARDS AND COMPETENCIES

Unit: 3

PS 3: Show how time allotments can alter activity signs

Competencies

Total Learning Hours for Unit: 17

- 3.1 Learn & master SN-12 Vocabulary
- 3.2 Learn how to proficiently discuss routines, using the Temporal Aspect, Time Concepts, and Clock Numbers
- 3.3 Review and practice Money Numbers
- 3.4 Learn about the needs hazards of interpreting
- 3.5 Practice basic interpreting skills (English to ASL, ASL to English)
- 3.6 Observe unit-specific language by native signers

Aligned Washington State Learning Standards

English Language Arts/ Communications

CCSS.ELA-Literacy.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 9–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.3

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.

CCSS.ELA-Literacy.SL.9-10.4

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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

CCSS.ELA-Literacy.L.9-10.1

	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.9-10.3</p> <p>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.</p> <p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>
Health and Physical Education	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
English Language Arts/ Reading	<p>CCSS.ELA-Literacy.RL.9-10.2</p> <p>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.</p> <p>CCSS.ELA-Literacy.RL.9-10.4</p> <p>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.</p> <p>CCSS.ELA-Literacy.RI.9-10.9</p> <p>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
English Language Arts/ Writing	<p>CCSS.ELA-Literacy.W.9-10.1</p> <p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.W.9-10.2</p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CCSS.ELA-Literacy.W.9-10.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.6</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CCSS.ELA-Literacy.W.9-10.7</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.W.9-10.8</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the</p>

	<p>text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.9-10.9</p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
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UNIT 4 Locating Things around the House

Performance Assessments:

- Students will participate in a “Treasure Hunt” where they have to give others on their team signed directions to different locations around the building in order to find the “treasure” at the end.
- Students will design a Deaf Space incorporating what they have learned (make a model of a classroom, home, lecture hall, etc, or renovate a current space to become more of a true Deaf Space).
- UNIT-SPECIFIC PARTNER SENTENCE PRACTICE
- Students will watch complex videos in ASL and retell or answer comprehension questions.--Video: ASL Stories
- Unit 1, Unit 2, Unit 3 Knowledge Test
- Unit 1, Unit 2, Unit 3 Receptive Test
- Unit 1, Unit 2, Unit 3 Expressive Test
- Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL III level. Tests and quizzes are signed by the ASL teacher or other proficient signers.

Leadership Alignment:

21st Century Skills:

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

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

STANDARDS AND COMPETENCIES

Unit: 4

PS 4: Provide directions to items around the house

Competencies

Total Learning Hours for Unit: 16

- 4.1 Learn & master SN-13 Vocabulary
- 4.2 Learn how Locatives in conjunction with Pronominal/Symantec Classifiers
- 4.3 Learn how SASS classifiers can be used to describe features
- 4.4 Learn & use yes/no questions to open conversations
- 4.5 Practice confirming and correcting information
- 4.6 Review and practice Signer's Perspective in conjunction with Locatives
- 4.7 Review upper level numbers (100+)
- 4.8 Introduce Handshape and ABC Stories
- 4.9 Practice story narration skills including role-shifting
- 4.10 Practice interpreting skills (English to ASL, ASL to English)
- 4.11 Observe unit-specific language by native signers

Aligned Washington State Learning Standards

Art	3.2 Uses the arts to communicate for a specific purpose.
English Language Arts/ Communications	<p>CCSS.ELA-Literacy.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 <i>grades 9–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.SL.9-10.3 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.</p> <p>CCSS.ELA-Literacy.SL.9-10.4</p>

	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-Literacy.SL.9-10.5</p> <p>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.</p> <p>CCSS.ELA-Literacy.SL.9-10.6</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>CCSS.ELA-Literacy.L.9-10.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.9-10.3</p> <p>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.</p> <p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>
Health and Physical Education	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
English Language Arts/ Reading	<p>CCSS.ELA-Literacy.RL.9-10.2</p> <p>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.</p> <p>CCSS.ELA-Literacy.RL.9-10.4</p> <p>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.</p> <p>CCSS.ELA-Literacy.RI.9-10.9</p> <p>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
Social Studies	<p>5.1 Uses critical reasoning skills to analyze and evaluate positions.</p>
English Language Arts/ Writing	<p>CCSS.ELA-Literacy.W.9-10.1</p> <p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.W.9-10.2</p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CCSS.ELA-Literacy.W.9-10.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

	<p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
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UNIT 5 Complaining, Making Suggestions and Requests

Performance Assessments:

- Students will create a signed dialogue incorporating complaints and advice, where one person has a problem the second person tries to help. Situations may include a visit to the doctor, a counseling session, or a conversation between friends.
- UNIT-SPECIFIC PARTNER SENTENCE PRACTICE
- Students will watch complex videos in ASL and retell or answer comprehension questions.--Video: ASL Stories
- RECEPTIVE TRANSLATION- "ALASKAN CANNERY"
- Unit 8, Unit 9, Unit 10 Knowledge Test
- Unit 8, Unit 9, Unit 10 Receptive Test
- Unit 8, Unit 9, Unit 10 Expressive Test
- Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL III level. Tests and quizzes are signed by the ASL teacher or other proficient signers.

Leadership Alignment:

21st Century Skills:

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

Students will perform ASL stories: copy-sign stories, handshape stories, ABC stories, etc . . . for an audience. Possible audiences may include students in another class, parents and families, the Deaf community.

STANDARDS AND COMPETENCIES

Unit: 5

PS 5: Express physical complaints and request aid

Competencies

Total Learning Hours for Unit: 16

- 5.1 Learn & master SN-14 Vocabulary
- 5.2 Learn to ask for clarification, agreeing, declining, hedging
- 5.3 Learn to describe physical ailments and making health suggestions and requests
- 5.4 Review and Practice Narration skills
- 5.5 Review Temporal Aspect inflections
- 5.6 Review Spatial Agreement (verb agreement) principles
- 5.7 Review Clock numbers
- 5.8 Review Finger spelled Loan-signs
- 5.9 Practice interpreting skills (English to ASL, ASL to English)
- 5.10 Observe unit-specific language by native signers

Aligned Washington State Learning Standards

English Language Arts/ Communications	<p>CCSS.ELA-Literacy.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 <i>grades 9–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.SL.9-10.3 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.</p> <p>CCSS.ELA-Literacy.SL.9-10.4 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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-Literacy.SL.9-10.5</p>
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	<p>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. CCSS.ELA-Literacy.SL.9-10.6</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. CCSS.ELA-Literacy.L.9-10.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.9-10.3</p> <p>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.</p> <p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures 4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own 5.1: Students use the language both within and beyond the school setting 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>
Health and Physical Education	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
English Language Arts/ Reading	<p>CCSS.ELA-Literacy.RL.9-10.2 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.</p> <p>CCSS.ELA-Literacy.RL.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 11–12 texts and topics.</p> <p>CCSS.ELA-Literacy.RI.9-10.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
English Language Arts/ Writing	<p>CCSS.ELA-Literacy.W.9-10.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

	<p>CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
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UNIT 6 Life Events

Performance Assessments:

- Students will describe how to prepare a recipe including appropriate vocabulary, measurements, descriptions, etc . . .
- Students will draw a time line of their lives, including at least 10 events, and present it in ASL. Dates, including day, month, and year, should be given as well as details about the events.
- UNIT-SPECIFIC PARTNER SENTENCE PRACTICE
- Students will watch complex videos in ASL and retell or answer comprehension questions.--Video: ASL Stories
- RECEPTIVE TRANSLATION- “PREPPING FOR THE SHOW”, “MEETING A FRIEND”
- Unit 4, Unit 5 Knowledge Test
- Unit 4, Unit 5 Receptive Test
- Unit 4, Unit 5 Expressive Test
- Unit 6, Unit 7 Knowledge Test
- Unit 6, Unit 7 Receptive Test
- Unit 6, Unit 7 Expressive Test
- Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL III level. Tests and quizzes are signed by the ASL teacher or other proficient signers.

Leadership Alignment:

21st Century Skills:

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

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

- a. work positively and ethically
- b. manage time and projects effectively
- c. multi-task
- d. participate actively, as well as be reliable and punctual
- e. present oneself professionally and with proper etiquette
- f. collaborate and cooperate effectively with teams
- g. respect and appreciate team diversity
- h. be accountable for results

Students will spend an hour with soundproof headphones on (so they can't hear) in a classroom with an ASL interpreter; or, students will attend an interpreted event with soundproof headphones on. Students will write a reflection paper about the challenges of communicating through an interpreter and an analysis of what makes an interpreter effective.

STANDARDS AND COMPETENCIES

Unit: 6

PS 6: Describe life events, using clear transitions, pauses, when clauses, and tense indicators

Competencies

Total Learning Hours for Unit: 30

- 6.1 Learn & master ABC-16 Vocabulary
- 6.2 Learn & apply numbers into Time signs
- 6.3 Learn & apply numbers into Tense indicators
- 6.4 Learn how to use Time Reduplication with Time Signs
- 6.5 Learn how to show time occurrences (EVERY-)
- 6.6 Practice interpreting skills (English to ASL, ASL to English)
- 6.7 Observe unit-specific language by native signers
- 6.8 Learn & master ABC-18 Vocabulary

- 6.9 Learn & master the prosodic verb usage (Temporal Aspect) for both –REPEATEDLY and -CONTINUALLY
- 6.10 Practice interpreting skills (English to ASL, ASL to English)
- 6.11 Observe unit-specific language by native signers

Aligned Washington State Learning Standards

English Language Arts/ Communications	<p>CCSS.ELA-Literacy.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 <i>grades 9–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.SL.9-10.3 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.</p> <p>CCSS.ELA-Literacy.SL.9-10.4 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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.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.</p> <p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>
Health and Physical Education	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
English Language Arts/ Reading	<p>CCSS.ELA-Literacy.RL.9-10.2 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.</p> <p>CCSS.ELA-Literacy.RL.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 11–12 texts and topics.</p> <p>CCSS.ELA-Literacy.RI.9-10.9</p>

	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
English Language Arts/ Writing	<p>CCSS.ELA-Literacy.W.9-10.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

UNIT 7 Describing and Identifying Things

Performance Assessments:

- Students will reflect on and journal about technological for Deaf people, including a basic history of the teletypewriter.
- UNIT-SPECIFIC PARTNER SENTENCE PRACTICE
- Students will watch complex videos in ASL and retell or answer comprehension questions.--Video: ASL Stories
- Students will create a narrative using descriptive classifiers
- RECEPTIVE TRANSLATION- "AN UNLUCKY DAY"
- Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL III level. Tests and quizzes are signed by the ASL teacher or other proficient signers.

Leadership Alignment:

21st Century Skills:

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

Unit: 7

PS 7: Demonstrate how to describe objects using classifier

Competencies

Total Learning Hours for Unit: 30

- 8.1 Learn and master SN-16 vocabulary
- 8.2 Learn how to use classifier handshapes to describe basic shapes of various sizes
- 8.3 Learn how to describe objects from different perspectives
- 8.4 Demonstrate the specific orientation and movement of the money numbers between \$1.01 - \$9.99
- 8.5 Learn the history of Teletypewriters
- 8.6 Learn how using descriptive classifiers enhance storytelling

Aligned Washington State Learning Standards

English Language Arts/ Communications	<p>CCSS.ELA-Literacy.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 <i>grades 9–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.SL.9-10.3 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.</p> <p>CCSS.ELA-Literacy.SL.9-10.4 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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.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.</p>
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	<p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>
Health and Physical Education	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
English Language Arts/ Reading	<p>CCSS.ELA-Literacy.RL.9-10.2 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.</p> <p>CCSS.ELA-Literacy.RL.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 11–12 texts and topics.</p> <p>CCSS.ELA-Literacy.RI.9-10.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
English Language Arts/ Writing	<p>CCSS.ELA-Literacy.W.9-10.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

UNIT 8 Talking About the Weekend

Performance Assessments:

- Students will create a power-point presentation about communication accessibility for Deaf people in public places
- UNIT-SPECIFIC PARTNER SENTENCE PRACTICE
- Students will create and sign a narrative about their weekend plans
- Students will watch complex videos in ASL and retell or answer comprehension questions.--Video: ASL Stories
- COPY-SIGN: "FINAL EXAM"
- Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL III level. Tests and quizzes are signed by the ASL teacher or other proficient signers.

Leadership Alignment:

21st Century Skills:

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

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

Students will create a performance to share at school or a community event.

STANDARDS AND COMPETENCIES

Unit: 8

PS 8: Demonstrate narrating about weekend activities

Competencies

Total Learning Hours for Unit: 16

- 8.1 Learn and master SN-17 vocabulary
- 8.2 Using transitions, durative time signs, and inflected verbs, students will narrate about weekend activities
- 8.3 Learn how to recognize the signs for disrupted plans due to sudden or unexpected changes
- 8.4 Learn how to properly sign three-digit numbers
- 8.5 Observe unit-specific language used by native signers through narrations
- 8.6 Practice basic interpreting skills, translating signed narratives into English, and English into ASL

Aligned Washington State Learning Standards

English Language Arts/ Communications	<p>CCSS.ELA-Literacy.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 <i>grades 9–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.SL.9-10.3 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.</p> <p>CCSS.ELA-Literacy.SL.9-10.4 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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
Health and Physical Education	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p>

	<p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
English Language Arts/ Reading	<p>CCSS.ELA-Literacy.RL.9-10.2 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.</p> <p>CCSS.ELA-Literacy.RL.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 11–12 texts and topics.</p> <p>CCSS.ELA-Literacy.RI.9-10.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
English Language Arts/ Writing	<p>CCSS.ELA-Literacy.W.9-10.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
World Languages	<p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>

UNIT 9 The Profession of Sign Language Interpreting

Performance Assessment:

- Students chose an ASL-related career and create a project (poster, PowerPoint, essay, etc.) including education required, employability, ASL skills needed, and certification requirements.
- Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL III level. Tests and quizzes are signed by the ASL teacher or other proficient signers.
- Students will research educational programs (entrance requirements, degree/certificates, expenses, application process) for careers using ASL (e.g., interpreter, Deaf Education Teacher, ASL Teacher, etc . . .). Students may also initiate correspondence with colleges and training programs, arrange for a tour, and/or complete the application process.
- Students are encouraged to take the SLPI:ASL or the ASLPI to demonstrate ASL proficiency skills. The goal for ASL III is to earn a rating of Intermediate on the SLPI:ASL, or Level 2+ on the ASLPI.

Leadership Alignment:

21st Century Skills:

8.A.1 Set goals with tangible and intangible success criteria

8.A.2 Balance tactical (short-term) and strategic (long-term) goals

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

- a. work positively and ethically
- b. manage time and projects effectively
- c. multi-task
- d. participate actively, as well as be reliable and punctual
- e. present oneself professionally and with proper etiquette
- f. collaborate and cooperate effectively with teams
- g. respect and appreciate team diversity
- h. be accountable for results

After studying the National Interpreter Certification (NIC) Code of Professional Conduct (CPC), students will work together to create a skit to demonstrate “Good Interpreter/Bad Interpreter.” In the first portion of the skit they will demonstrate correct adherence to all tenets in the CPC. In the second portion of the skit, they will break at least one tenet and convey the consequences of this. Students will also submit a written paper on why the tenets are critical to providing ethical and professional service as an ASL Interpreter.

STANDARDS AND COMPETENCIES

Unit: 9

PS 9: Explore careers in ASL interpretation

Competencies

Total Learning Hours for Unit: 10

9.1 5.3 Learn about ASL Interpreter certification, ethics, training programs, and basic translation concepts

9.2 Describe the National Interpreter Certification (NIC) Code of Professional Conduct (CPC).

Aligned Washington State Learning Standards

English Language Arts/ Communications	<p>CCSS.ELA-Literacy.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 <i>grades 9–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.SL.9-10.4 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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-Literacy.SL.9-10.5</p>
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	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.
English Language Arts/ Reading	<p>CCSS.ELA-Literacy.RL.9-10.2 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.</p> <p>CCSS.ELA-Literacy.RL.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 11–12 texts and topics.</p> <p>CCSS.ELA-Literacy.RI.9-10.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
English Language Arts/ Writing	<p>CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

21st CENTURY SKILLS**LEARNING AND INNOVATION****Creativity and Innovation**

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☒ Implement Innovations

Critical Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgments 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

Anatomy and Physiology

INTRODUCTION

Course Name	<u>Anatomy and Physiology</u>	Grade Level(s)	<u>10, 11 & 12</u>
Course Length	<u>Year-long course</u>	Course Code	<u>CTE 305, 306</u>
Course Description	A basic understanding of the human body's system, structures and functions, from the cellular level through the inter-relatedness of the systems to create a healthy human being. Students interested in entering the medical profession will leave this course with a thorough understanding of the inner-working of the human body and a practical experience dissecting a specimen in a lab-setting.		
Pathway Connections	Health and Human Services		
Primary Connection	Therapeutic Services Strand		
Secondary Connection	Diagnostic Services Strand		
Sample Sequence of Courses	Biology as pre-requisite, Anatomy and Physiology serves as a pre-requisite for Sports Medicine Courses		
Cross Credit	Science Lab credit		
Basic Textbook	Principles of Anatomy and Physiology, 13 th Edition		
Equipment	Anatomy models and pictures, Microscope, Anatomy lab kits		
Software	ADAM Interactive Anatomy, ADAM Interactive Physiology		
Supplemental Materials	Variety of anatomy, physiology and medical CD-ROMs; Photo manual and dissection guide of the cat; ADAM Interactive Anatomy Student Lab Guide		
Skills Gap Data (CTE Courses only)	Data comes from the Bureau of Labor Statistics website. <ul style="list-style-type: none"> • Athletic Trainers 21% growth • Chiropractors 17% growth • Licensed Practical Nurse 16% growth • Massage Therapists 22% growth • Medical Assistants 23% growth • Occupational Therapists 27% growth • Physical Therapist Assistants 40% growth • Physicians Assistants 30% growth • Recreational Therapists 12% growth • Substance Abuse and Behavioral Disorder Counselors 22% growth 		

COURSE OUTLINE

Course Name Anatomy and Physiology/CTE305, CTE306 **Grade Level(s)** 10, 11, 12

This course provides students with knowledge of the human body as a whole, including the study of the digestive, endocrine, excretory, skeletal, reproductive, circulatory, respiratory, sensory, and muscular systems. It will also acquaint students with basic medical terminology. Lab work includes cat dissection and A.D.A.M. computerized dissection.

1. Introduction to and Organization of the Human Body

- A. Homeostasis
- B. Levels of organization
- C. Systems
- D. Anatomical Regions and terms

2. The Integumentary System

- A. Epidermis
- B. Dermis
- C. Subcutaneous Layer
- D. Disorders

3. The Skeletal System

- A. Appendicular Skeleton
- B. Axial Skeleton
- C. Articulations
- D. Levers
- E. Disorders

4. The Muscular System

- A. Comparative Anatomy with cat and ADAM
- B. Muscle Tissues
- C. Anatomy of Skeletal Muscles
- D. Sliding Filament Theory
- E. Naming of Muscles
- F. Line of Pull
- G. Energy Systems
- H. Disorders

5. The Nervous System

- A. Neuron
- B. Central Nervous system
- C. Peripheral Nervous system
- D. Disorders

6. The Circulatory System

- A. Blood
 - 1. Red Blood Cells
 - 2. White Blood Cells
 - 3. Platelets
 - 4. Plasma
 - 5. Typing
- B. Heart
 - 1. ECG
 - 2. Pathway of Blood
 - 3. Identification
 - 4. Cardiac Output
 - 5. Diseases and disorders
- C. Vessels
 - 1. Comparative Anatomy with cat and ADAM
 - 2. Blood Pressure
 - 3. Veins
 - 4. Arteries

7. The Respiratory System

- A. Anatomy of Lungs
- B. Diffusion Exchange of Gases
- C. Respiratory Volumes
- D. Inspiration vs. Expiration

8. The Digestive System

- A. Structures of Alimentary
- B. Accessory Organs
- C. Physiology of Digestion
- D. Nutrition
- E. Disorders

9. The Urinary System

- A. Anatomical arrangement
- B. Urine production
- C. Urinalysis
- D. Disorders

10. The Reproductive System

- A. Male Anatomy and Physiology
- B. Female Anatomy and Physiology
- C. Embryology
- D. Contraceptive mechanisms
- E. Disorders

POWER STANDARDS

Course Name Anatomy and Physiology **Grade Level(s)** 10, 11, 12

- PS 1: Describe the levels of organization within the human body.
- PS 2: Explain structure and function of the integumentary system.
- PS 3: Explain structure and function of the skeletal system.
- PS 4: Explain structure and function of the muscular system.
- PS 5: Explain structure and function of the nervous system.
- PS 6: Explain structure and function of the circulatory system.
- PS 7: Explain structure and function of the respiratory system.
- PS 8: Explain structure and function of the digestive system.
- PS 9: Explain structure and function of the urinary system.
- PS 10: Explain structure and function of the reproductive system.

THERAPEUTIC SERVICES PATHWAY
OSPI Curriculum Re-approval
2017-2018



SKILLS GAP/LABOR MARKET DATA
Sports Medicine Program

Sports Medicine	Quick Facts: Athletic Trainers	
	2015 Median Pay	\$44,670 per year
	Typical Entry-Level Education	Bachelor's degree
	Work Experience in a Related Occupation	None
	On-the-job Training	None
	Number of Jobs, 2014	25,400
	Job Outlook, 2014-24	21% (Much faster than average)
	Employment Change, 2014-24	5,400
Sports Medicine	Quick Facts: Chiropractors	
	2015 Median Pay	\$64,440 per year \$30.98 per hour
	Typical Entry-Level Education	Doctoral or professional degree
	Work Experience in a Related Occupation	None
	On-the-job Training	None
	Number of Jobs, 2014	45,200
	Job Outlook, 2014-24	17% (Much faster than average)
	Employment Change, 2014-24	7,900
Sports Medicine	Quick Facts: Licensed Practical and Licensed Vocational Nurses	
	2015 Median Pay	\$43,170 per year \$20.76 per hour
	Typical Entry-Level Education	Postsecondary nondegree award
	Work Experience in a Related Occupation	None
	On-the-job Training	None
	Number of Jobs, 2014	719,900
	Job Outlook, 2014-24	16% (Much faster than average)
	Employment Change, 2014-24	117,300

Sports Medicine	Quick Facts: Massage Therapists	
	2015 Median Pay	\$38,040 per year \$18.29 per hour
	Typical Entry-Level Education	Postsecondary nondegree award
	Work Experience in a Related Occupation	None
	On-the-job Training	None
	Number of Jobs, 2014	168,800
	Job Outlook, 2014-24	22% (Much faster than average)
	Employment Change, 2014-24	36,500
Sports Medicine	Quick Facts: Medical Assistants	
	2015 Median Pay	\$30,590 per year \$14.71 per hour
	Typical Entry-Level Education	Postsecondary nondegree award
	Work Experience in a Related Occupation	None
	On-the-job Training	None
	Number of Jobs, 2014	591,300
	Job Outlook, 2014-24	23% (Much faster than average)
	Employment Change, 2014-24	138,900
Sports Medicine	Quick Facts: Occupational Therapists	
	2015 Median Pay	\$80,150 per year \$38.54 per hour
	Typical Entry-Level Education	Master's degree
	Work Experience in a Related Occupation	None
	On-the-job Training	None
	Number of Jobs, 2014	114,600
	Job Outlook, 2014-24	27% (Much faster than average)
	Employment Change, 2014-24	30,400
Sports Medicine	Quick Facts: Physical Therapist Assistants and Aides	
	2015 Median Pay	\$42,980 per year \$20.66 per hour
	Typical Entry-Level Education	See How to Become One
	Work Experience in a Related Occupation	None
	On-the-job Training	See How to Become One
	Number of Jobs, 2014	128,700

	Job Outlook, 2014-24	40% (Much faster than average)
	Employment Change, 2014-24	51,400
Sports Medicine	Quick Facts: Physician Assistants	
	2015 Median Pay	\$98,180 per year \$47.20 per hour
	Typical Entry-Level Education	Master's degree
	Work Experience in a Related Occupation	None
	On-the-job Training	None
	Number of Jobs, 2014	94,400
	Job Outlook, 2014-24	30% (Much faster than average)
	Employment Change, 2014-24	28,700
Sports Medicine	Quick Facts: Recreational Therapists	
	2015 Median Pay	\$45,890 per year \$22.06 per hour
	Typical Entry-Level Education	Bachelor's degree
	Work Experience in a Related Occupation	None
	On-the-job Training	None
	Number of Jobs, 2014	18,600
	Job Outlook, 2014-24	12% (Faster than average)
	Employment Change, 2014-24	2,200
Sports Medicine	Quick Facts: Substance Abuse and Behavioral Disorder Counselors	
	2015 Median Pay	\$39,980 per year \$19.22 per hour
	Typical Entry-Level Education	Bachelor's degree
	Work Experience in a Related Occupation	None
	On-the-job Training	None
	Number of Jobs, 2014	94,900
	Job Outlook, 2014-24	22% (Much faster than average)
	Employment Change, 2014-24	21,200



Auburn School District

Course: Anatomy	Total Framework Hours: 180
CIP Code: 510800 <input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: January 19, 2017
Career Cluster: Health Services	Career Pathway: Therapeutic Services

UNIT 1 Introduction to and Organization of the Human Body

Performance Assessments:

Complete a written assessment over the Introduction to the Human Body.

Leadership Alignment

21st Century Skill: Creativity—1. A. 3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 1: Describe the levels of organization within the human body.

Competencies	Total Learning Hours for Unit: 15
1.1 Define anatomy and physiology, learn the differences between the two fields of study and investigate the many career possibilities involved in these two fields. 1.2 Define the principle systems of the human body, and identify all the various organs represented within each system 1.3 Define anatomical positions and compare common and anatomical terms used to describe various regions of the body. 1.4 Define the basic chemical components of the body, and how they are used by our bodies on a daily basis. 1.5 Define, draw, and label each of the four basic cell types that make-up our entire body. 1.6 Define and explain all the special cell classifications, cell types, and function for each tissue and how it relates to each organ and/or each system. 1.7 Define common diseases associated with homeostatic imbalances associated with the various cells of the body. 1.8 Define, draw, and label each of the four tissue types that make-up our entire body. 1.9 Define and explain all the tissue classifications, tissue types, and function for each tissue and how it relates to each organ and/or each system.	

ALIGNED WASHINGTON STATE STANDARDS

Communications	SL5 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.
Reading	RST1 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. RST2 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. RST3 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

	<p>RST4 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.</p> <p>RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST6 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.</p> <p>RST7 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.</p>
Science	<p>HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p> <p>HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.</p> <p>HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.</p>

UNIT 2 The Integumentary System

Performance Assessments:

Complete a written assessment

Leadership Alignment

21st Century interdisciplinary theme activity--health literacy: Using available information to make appropriate health-related decisions

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 2: Explain structure and function of the integumentary system.

Competencies

Total Learning Hours for Unit: 5

- 2.1 Define the basic tissue types and there origins
- 2.2 Define, draw, and label each of the four tissue types that make-up our entire body.
- 2.3 Define and explain all the tissue classifications, tissue types, and function for each tissue and how it relates to each organ and/or each system.
- 2.4 Define common diseases associated with homeostatic imbalances associated with the various tissues of the body.

ALIGNED WASHINGTON STATE STANDARDS

Communications	SL5 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.
Reading	<p>RST1 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.</p> <p>RST2 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.</p> <p>RST3 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.</p> <p>Craft and Structure</p> <p>RST4 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.</p>

	<p>RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST6 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.</p> <p>RST7 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.</p>
Science	<p>HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>

UNIT 3 The Skeletal System

Performance Assessments:

Written Assessment—focus on Physiology

Complete a written skeletal assessment where they identify the bones of the human body on a diagram.

Leadership Alignment

21st Century interdisciplinary theme activity—health literacy: Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health

STANDARDS AND COMPETENCIES

Standard/Unit:

PS3: Explain structure and function of the Skeletal System.

Competencies

Total Learning Hours for Unit: 30

- 3.1 Define the medical terminology associated with the skeletal system
- 3.2 Describe the histological features of compact and spongy bone tissue
- 3.3 Define the various types of fractures and explain the steps involved in the two types of bone ossification.
- 3.4 Be able to identify the principle types of bones, flat, long, sesamoid, short and irregular.
- 3.5 Be able to identify surface markings and what each marking means in association with skeletal muscles and tissues.
- 3.6 Explain the articulation and differentiate between the different types.
- 3.7 Define the medical terminology associated with joints
- 3.8 Describe the difference between the different types of joints, be it synovial or cartilaginous
- 3.9 Define the various types of lever systems found in the human body.
- 3.10 Be able to identify the principle types of bones, flat, long, sesamoid, short and irregular.
- 3.11 Identify common injuries, and diseases associated with the joints of the human body, especially osteoporosis and all the forms of arthritis

ALIGNED WASHINGTON STATE STANDARDS

Communications	SL5 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.
Educational Technology	<p>1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.</p> <p>1.2.1 Communicate and collaborate to learn with others.</p>
Health and Fitness	H2.W2.HSa Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases.
Reading	RST1 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.

	<p>RST2 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.</p> <p>RST3 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.</p> <p>Craft and Structure</p> <p>RST4 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.</p> <p>RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST6 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.</p> <p>RST7 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.</p>
Science	<p>HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.</p> <p>HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>
Writing	<p>WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

UNIT 4 The Muscular System

Performance Assessments:

Complete a written assessment of the muscular system, identifying skeletal muscles on a diagram of the human body.
 Complete a rubric-based feline dissection of the muscular system.
 Complete a lab exam identifying skeletal muscles.

Leadership Alignment

21st Century interdisciplinary theme—health literacy: 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 4: Explain structure and function of the muscular system.

Competencies

Total Learning Hours for Unit: 30

- 4.1 Define the medical terminology associated with muscle tissue.
- 4.2 Describe the difference between the different types of muscles.
- 4.3 Discuss the relationship between dietary protein and muscle tissue rebuilding.
- 4.4 Be able to identify the energy sources of different muscles and how they relate to body function.
- 4.5 Identify the principal muscle of the body, by name, location, origin, insertion and function.
- 4.6 Understand the principles of hypertrophy, atrophy and hyperplasia.
- 4.7 Complete a dissection of the muscular system of a feline specimen using proper dissection techniques

ALIGNED WASHINGTON STATE STANDARDS

Communications	SL5 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.
Educational Technology	1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities. 1.2.1 Communicate and collaborate to learn with others.
Health and Fitness	H2.W2.HSa Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases.
Reading	<p>RST1 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.</p> <p>RST2 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.</p> <p>RST3 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.</p> <p>Craft and Structure</p> <p>RST4 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.</p> <p>RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST6 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.</p> <p>RST7 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.</p>
Science	<p>HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p> <p>HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.</p> <p>HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.</p> <p>HS-LS2-3 Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.</p>
Writing	WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

UNIT 5 The Nervous System

Performance Assessments:

Lab demonstrating function of cranial nerves and reflexes
Written assessment

Leadership Alignment

21st Century interdisciplinary theme activity--health literacy: Using available information to make appropriate health-related decisions

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 5: Explain structure and function of the nervous system.

Competencies		Total Learning Hours for Unit: 15
5.1 Describe the basic structure of a neuron and how they function. 5.2 Describe the structure and function of the central nervous system. 5.3 Describe the structure and function of the peripheral nervous system. 5.4 Describe the various kinds of nerve injuries , along with spinal cord trauma 5.5 Discuss various disorders associated with the nervous system		
ALIGNED WASHINGTON STATE STANDARDS		
Communications	SL5 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.	
Educational Technology	1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities. 1.2.1 Communicate and collaborate to learn with others.	
Health and Fitness	H2.W2.HSa Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases.	
Reading	RST1 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. RST2 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. RST3 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 RST4 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. RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. RST6 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. RST7 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.	
Writing	WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	

UNIT 6 The Circulatory System

Performance Assessments:

Complete a Blood Typing Lab (simulated blood) and complete a written analysis of the results.
Demonstrate how to take an accurate blood pressure reading on another individual.
Rubric-based feline dissection
Written assessment
Lab exam—10 major circulatory structures

Leadership Alignment

21st Century interdisciplinary theme activity--health literacy: Using available information to make appropriate health-related decisions, Understanding national and international public health and safety issues
1.B.1 Develop, implement and communicate new ideas to others effectively

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 6: Explain structure and function of the circulatory system.

Competencies

Total Learning Hours for Unit: 40

- 6.1 Define the medical terminology associated with blood, heart and vessels.
- 6.2 Describe the difference between the different types of circulatory cells
- 6.3 Discuss the relationship between the different types of blood elements and their relationship to overall body functions
- 6.4 Be able to identify the various components involved in blood clotting.
- 6.5 Explain the principles of diffusion between blood, O₂ and CO₂.
- 6.6 Describe the difference between the systolic and diastolic blood pressure and what the changes might mean in overall health of the system.
- 6.7 Describe the heart's structures and functions.
- 6.8 Explain how blood supply to the heart function's and how it relates to the overall output of cardiovascular system.
- 6.9 Explain the anatomy of the heart, both internal and external
- 6.10 Define the meaning between atrium and ventral, and how they function together with the lungs to move oxygen and CO₂ within the body.
- 6.11 Recognize what CPR does to the heart and the rest of the cardiovascular system.
- 6.12 List all the health factors associated with heart disease
- 6.13 Explain the benefits of regular exercise and how it helps prevent heart disease
- 6.14 Recognize and explain how to take a max. heart rate, what is your target heart rate zone and how can we all benefit from a heart smart fitness program.
- 6.15 Identify veins, arteries and lymph vessels in the body.
- 6.16 Complete a dissection of the circulatory system of a feline specimen using proper dissection techniques

ALIGNED WASHINGTON STATE STANDARDS

Communications	SL5 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.
Educational Technology	1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities. 1.2.1 Communicate and collaborate to learn with others.
Health and Fitness	H2.W2.HSa Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases.
Reading	<p>RST1 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.</p> <p>RST2 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.</p> <p>RST3 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.</p> <p>Craft and Structure</p> <p>RST4 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.</p> <p>RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST6 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.</p> <p>RST7 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.</p>
Science	<p>HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>

	HS-LS2-3 Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
Writing	WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

UNIT 7 The Respiratory System

Performance Assessments:

Conduct a Lung Volume Lab and complete a written analysis of the results.

Participate in a student led discussion on the conditions of the respiratory system and the environmental/physiological factors that affect them.

Written assessment

Leadership Alignment

21st Century Skills--2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 7: Explain structure and function of the respiratory system.

Competencies

Total Learning Hours for Unit: 15

- 7.1 Define the medical terminology associated with the respiratory system
- 7.2 Describe the purpose for our respiratory system
- 7.3 Describe the specific structures involved in the respiratory system
- 7.4 Recognize the inter-relationship between our respiratory system, circulatory system, the heart and blood.
- 7.5 Explain the anatomy of the respiratory system, and other structures associated with this system.
- 7.6 Perform standard measurements and calculations used to determine and evaluate the functioning of the respiratory system.
- 7.7 Describe the pathways that oxygen takes as it enters the mouth, and nose, and is distributed throughout the entire body and is then returned to the external environment as CO_2 .
- 7.8 Complete a dissection of the respiratory system of a feline specimen using proper dissection techniques

ALIGNED WASHINGTON STATE STANDARDS

Communications	SL5 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.
Educational Technology	1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities. 1.2.1 Communicate and collaborate to learn with others.
Health and Fitness	H2.W2.HSa Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases.
Reading	RST1 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. RST2 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. RST3 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

	<p>RST4 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.</p> <p>RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST6 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.</p> <p>RST7 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.</p>
Science	<p>HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>HS-LS2-3 Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.</p>
Writing	<p>WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

UNIT 8 The Digestive System

Performance Assessments:

Identify the organs of the Gastrointestinal Tract by completing a rubric-based feline dissection of the digestive system.

Written assessment

Lab exam

Leadership Alignment

21st Century interdisciplinary theme--health literacy: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 8: Explain structure and function of the digestive system.

Competencies

Total Learning Hours for Unit: 12

- 8.1 Define the medical terminology associated with the digestive system
- 8.2 Describe the purpose for our digestive system
- 8.3 Describe the specific structures involved in the digestive system
- 8.4 Recognize the inter-relationship between our digestive system, and gastrointestinal system.
- 8.5 Describe the movements that take place during eating and digestion.
- 8.6 Define absorption and explain how the end products of digestion are absorbed.
- 8.7 Perform standard measurements and calculations used to determine and evaluate the functioning of the digestive system.
- 8.8 Evaluate diet for balance of nutrients and make recommendations for a healthier lifestyle.
- 8.9 Define the clinical signs and symptoms associated with diseases, disorders and illnesses
- 8.10 Recognize the practical applications associated with gastric bypass, liposuction, lap band procedure, and medical based dieting, in relation to obesity and other related digestive problems
- 8.11 Complete a dissection of the digestive system of a feline specimen using proper dissection techniques

ALIGNED WASHINGTON STATE STANDARDS

Communications

SL5 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.

Educational Technology	1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities. 1.2.1 Communicate and collaborate to learn with others.
Health and Fitness	H2.W2.HSa Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases.
Reading	<p>RST1 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.</p> <p>RST2 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.</p> <p>RST3 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.</p> <p>Craft and Structure</p> <p>RST4 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.</p> <p>RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST6 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.</p> <p>RST7 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.</p>
Science	<p>HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>
Writing	WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

UNIT 9 The Urinary System

Performance Assessments:

Complete a urinalysis and written explanation of the results.

Leadership Alignment

21st Century Skills--2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 9: Explain structure and function of the urinary system.

Competencies

Total Learning Hours for Unit: 8

- 9.1 Define the medical terminology associated with the urinary system
- 9.2 Describe the purpose for our urinary system
- 9.3 Describe the specific structures involved in the urinary system
- 9.4 Describe the process of urine formation through glomerular filtration, tubular reabsorption, and tubular secretions.
- 9.5 Perform standard measurements and calculations used to determine and evaluate the functioning of the urinary system.
- 9.6 Define the clinical signs and symptoms associated with urinary tract diseases, disorders and illnesses
- 9.7 Complete a dissection of the urinary system of a feline specimen using proper dissection techniques

ALIGNED WASHINGTON STATE STANDARDS

Communications	SL5 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.
Educational Technology	1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities. 1.2.1 Communicate and collaborate to learn with others.
Health and Fitness	H2.W2.HSa Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases.
Reading	<p>RST1 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.</p> <p>RST2 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.</p> <p>RST3 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.</p> <p>Craft and Structure</p> <p>RST4 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.</p> <p>RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST6 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.</p> <p>RST7 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.</p>
Science	HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
Writing	WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

UNIT 10 The Reproductive System

Performance Assessments:

Complete a written assessment over the structures of the reproductive system.

Leadership Alignment

21st Century interdisciplinary theme activity--health literacy: Using available information to make appropriate health-related decisions, Establishing and monitoring personal and family health goals

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 10: Explain structure and function of the reproductive system.

Competencies

Total Learning Hours for Unit: 10

- 10.1 Define the medical terminology associated with the reproductive system
- 10.2 Describe the purpose for our reproductive system
- 10.3 Describe the specific structures involved in the reproductive system
- 10.4 Describe the location, histology, and functions of the ovaries, uterine tubes, uterus, vagina, vulva, and mammary glands.
- 10.5 Describe the structures, histology, and functions of the testes, ducts, accessory sex glands, and the penis
- 10.6 Compare the principle events of the menstrual and ovarian cycles.
- 10.7 Explain the roles of the male and female as it relates to intercourse
- 10.8 Contrast the various types of birth control and their effectiveness
- 10.9 Define the clinical signs and symptoms associated with reproductive system diseases, disorders and illnesses
- 10.10 Recognize the practical applications associated with reproductive system infection and all the specific things we can do to help prevent these disorders from occurring more often

ALIGNED WASHINGTON STATE STANDARDS

Communications	SL5 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.
Educational Technology	1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities. 1.2.1 Communicate and collaborate to learn with others.
Health and Fitness	H2.W2.HSa Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases. H1.Se4.HSa Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV.
Reading	<p>RST1 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.</p> <p>RST2 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.</p> <p>RST3 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.</p> <p>Craft and Structure</p> <p>RST4 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.</p> <p>RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST6 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.</p> <p>RST7 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.</p>
Science	HS-LS3-2 Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
Writing	WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☒ Implement Innovations

Critical Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgments and Decisions
- ☒ Solve Problems

Communications 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

Preventative Medicine

INTRODUCTION

Course Name	<u>Preventive Medicine</u>	Grade Level(s)	<u>9, 10, 11 & 12</u>
Course Length	<u>One semester</u>	Course Code	<u>CTE 304</u>

Course Description This class focuses on exercise science, kinesiology, common injuries, first aid, CPR, nutrition, relaxation techniques, and alternative medicines. The preventive medicine class offers students a chance to explore a number of areas in the health field. This class is designed to be a hands-on course in which students will get to be physically active three times a week.

Pathway Connections

Primary Connection	Health and Medical
Secondary Connection	Social and Personal Services

Sample Sequence of Courses Preventive Medicine, Human Anatomy and Physiology, Sports Medicine, Advanced Sports Medicine

Cross Credit Physical Education and Health

Equipment Jump Ropes, Skin Calipers, Resusi-Annie, Weight Room and Training Room Equipment, AED's, All Medical & diagnostic tools (penlights, BP cuffs, stethoscopes, ophthalmoscopes, otoscopes, goniometer, reflex hammers, etc.) The use of testing equipment (balance boards, reaction timers, sit & reach, girth measurements, etc.)

Software ADAM Software

Supplemental Materials Standard First Aid Textbooks, Teacher printed packets

Skills Gap Data (CTE Courses only) Skills gap data from the U.S. Bureau of Labor Statistics.

- Athletic Trainers 21% growth
- Chiropractors 17% growth
- Licensed Practical and Licensed Vocational 16% growth
- Massage Therapists 22% growth
- Medical Assistants 23% growth
- Occupational Therapists 27% growth
- Physical Therapist Assistants 40% growth
- Physicians Assistants 30% growth
- Recreational Therapists 12% growth
- Substance Abuse and Behavioral Disorder Counselors 22% growth

COURSE OUTLINE

Course Name Preventive Medicine/304

Grade Level(s) 9, 10, 11, 12

Students will explore spiritual, social, physical, emotional, and educational health issues and begin to build balance in their lives

1. Introduction to Health and Wellness

- A. Domains of health
- B. Independent Activity Project (IAP)
- C. Fitness

2. Wellness Profile

- A. Cardiovascular
- B. Muscle Strength (Upper & Lower body, grip strength, pinch mechanism, Core)
- C. Muscle endurance
- D. Body Composition
- E. Agility
- F. Proprioception & balance (eye's closed & balance boards)
- G. Quickness and reaction (timed drills & reaction timer)
- H. Flexibility

3. Principles of Exercise

- A. FIT Principle
- B. SAID Principle
- C. Wolff's Law
- D. Warm-up (dynamic & static, sport specific)
- E. Cool down
- F. Target Heart rate/Training Zones
- G. Cross Training

4. Kinesiology

- A. Skeletal Muscles
- B. Personal Fitness Program
- C. Muscular Function & Pertains to levers
- D. Joint R.O.M. Training & testing

- 5. CPR, AED, First aid, & Personal Safety**
 - A. Assessments (LOC, level of consciousness)
 - B. Conscious and unconscious
 - C. Rescue Breathing, bag mask (AMBU), oxygen use
 - D. CPR, infant, child & adult
 - E. Chocking victims (techniques)
 - F. Bleeding
 - G. Splinting
 - H. Sudden illness
 - I. Shock
 - J. Metabolic emergencies
 - K. Self defense
 - L. Spine boarding, c-collar use, blanket carry & pull
- 6. Nutrition**
 - A. Diet Analysis
 - B. RDA
 - C. Food labels
 - D. Nutrients
 - E. Lesson description
 - F. Lesson description
- 7. Sports Injuries**
 - A. Prevention
 - B. Modalities
 - C. Strains & sprains
 - D. Shoulder Joint
 - E. Knee Joint
 - F. Ankle Joint
 - G. Elbow & Wrist joint
 - H. Entire vertebral column (cervical, Thoracic, & lumbar joints)
- 8. Stress Management**
 - A. Stressors
 - B. Type A & B
 - C. Time Management
 - D. Strategies for relaxation
- 9. Massage Therapy**
 - A. Various strokes
 - B. Back, legs, arms
 - C. Head & Face
 - D. Therapeutic Effects

POWER STANDARDS

Course Name PREVENTIVE MEDICINE **Grade Level(s)** 9, 10, 11, 12

- PS 1: Explain how the five domains of health contribute to personal wellness.
- PS 2: Measure and analyze your health and fitness appraisal scores and identify areas where improvement is needed.
- PS 3: Prescribe and modify Personal Fitness.
- PS 4: Demonstrate a basic understanding of kinesiology.
- PS 5: Demonstrate the ability to save a life.
- PS 6: Evaluate nutritional needs for a healthy lifestyle.
- PS 7: Describe concepts associated with injury prevention.
- PS 8: Evaluate and manage daily stressors.
- PS 9: Perform the therapeutic modality of massage therapy.



Auburn School District

Preventive Medicine

Total Framework Hours: 90

CIP Code: 510913 ☒ **Exploratory** ☐ **Preparatory**

Date Last Modified: January 19, 2017

Career Cluster: Health Science

Career Pathway: Therapeutic Services

UNIT 1 Introduction to Health and Wellness

Performance Assessments:

Complete a Personal Wellness Wheel
Final Written Assessment
Independent Activity Project

Leadership Alignment

21st Century interdisciplinary theme activity--health & safety: OSHA Project
Independent Activity Project

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 1: Explain how the Five Domains of Health contribute to personal wellness.

Industry Standards and/or Competencies

Total Learning Hours for Unit: 7

- 1.1 Describe the five domains of health.
- 1.2 Describe a variety of careers within the health/medical field.
- 1.3 Explain how balance affects the components of wellness.

ALIGNED WASHINGTON STATE STANDARDS

**English
Language Arts**

- SL1 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 and persuasively.
- a. 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 of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
 - c. 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 and creative perspectives.
 - d. 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 investigation or complete the task.

	<p>SL2 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 any discrepancies among the data.</p> <p>SL3 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.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 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.</p>
Health and Physical Education	<p>H1.W1.HS Analyze personal dimensions of health & design a plan to balance health</p> <p>H2.W3.HS Analyze how a variety of factors impact personal and community health</p> <p>H4.W3.HS Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others</p> <p>H5.W7.HS Implement strategies to achieve a personal health goal</p> <p>H1.Sa1.HS Describe how to prevent occupational injuries</p> <p>H7.Sa2.HSa Apply basic first aid skills</p> <p>H7.Sa2.HSb Demonstrate CPR & AED procedures</p> <p>H7.Sa3.HS Collaboration skills to avoid potentially violent situations</p>
English Language Arts	WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
UNIT 2 Wellness Profile	
Performance Assessments: Complete Personal Wellness Profile	
Leadership Alignment 21 st Century interdisciplinary theme--health literacy: Fitness Plan	
STANDARDS AND COMPETENCIES	
Standard/Unit: PS 2: Measure and analyze your health and fitness appraisal scores and identify areas where improvement is needed.	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 15
2.1 Describe a variety of wellness tests, including <ul style="list-style-type: none"> • Cardiovascular • Strength • Muscle endurance • Flexibility 2.2 Explain different approaches for testing body composition.	
ALIGNED WASHINGTON STATE STANDARDS	
English Language Arts	<p>SL1 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 and persuasively.</p> <p>SL2 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 any discrepancies among the data.</p> <p>SL3 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.</p>

	SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Health and Physical Education	1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities. 1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately. 1.3: Understands and evaluates the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance. 1.3.1 Analyzes the components of health-related fitness 1.3.2 Analyzes the progress of a personal fitness plan 1.4: Understands and evaluates the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance. 1.5.1 Analyzes and/or evaluates the relationship of nutrition planning to physical performance and body composition. 2.1: Understands dimensions and indicators of health. 2.1.1 Evaluates dimensions of health and relates to personal health behaviors. 2.2.3 Evaluates hereditary factors affecting growth, development, and health. 2.4: Acquires skills to live safely and reduce health risks. 3.1: Understands how family, culture, and environmental factors affect personal health. 3.2: Evaluates health and fitness information. 4.1 Analyzes personal health and fitness information. 4.1.1 Analyzes daily health and fitness habits. 4.2 Develops and monitors a health and fitness plan. 4.2.2 Understands barriers to physical activity and a healthy lifestyle.

UNIT 3 Principles of Exercise

Performance Assessments:

- Identify the key components of a complete fitness program.
- Apply the overload principle to your specific workout.
- Design a formal warm-up and cool-down session for your exercise program.
- Target Heart Rate Lab: Identify your target heart rate and determine whether your exercise program is intense enough to elevate and maintain your heart rate within that range.
- Evaluate various exercise programs in terms of their effectiveness in developing aerobic fitness, muscular strength, muscular endurance, and flexibility, and in lowering body fat and improving lean body mass.
- Personal Fitness Profile
- Jump Rope Skills: Written Assessment, Final Assessment
- Design a warm up and cool down that incorporates rope jumping, including timing and coordination with 20 different skills.

Leadership Alignment

Partner Activities: Warm-up, Stretching, Jump Rope, Physioball

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 3: Prescribe and Modify Personal Fitness.

Industry Standards and/or Competencies

Total Learning Hours for Unit: 18

- 3.1 Explain the process to improve cardiorespiratory function, including:
- Body composition.
 - Flexibility
 - Muscular strength.

- Muscular endurance.
- 3.2 Understand application of the FITT Principle.
 - 3.3 Explain the steps involved in warm up and cool down
 - 3.4 Describe cardiovascular training zone
 - 3.5 State the health benefits of a lifetime fitness program.

ALIGNED WASHINGTON STATE STANDARDS

English Language Arts	<p>SL1 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 and persuasively.</p> <p>SL2 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 any discrepancies among the data.</p> <p>SL3 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.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 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.</p>
Health and Physical Education	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.3: Understands and evaluates the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.</p> <p>1.3.1 Analyzes the components of health-related fitness</p> <p>1.4.1 Applies and/or analyzes the components of skill-related fitness to physical activity.</p> <p>1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance.</p> <p>2.1: Understands dimensions and indicators of health.</p> <p>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</p> <p>2.4: Acquires skills to live safely and reduce health risks.</p> <p>3.2: Evaluates health and fitness information.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
English Language Arts	<p>RST3 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.</p>

UNIT 4 Kinesiology

Performance Assessments:

Explain the function of prime movers, antagonists, synergists, and fixators, and describe how each promotes normal muscular function.

Identify the principal skeletal muscles in different regions of the body by name and action.

Develop a personalized fitness program that conditions needed muscles for selected activities.

Written Test

Sport Skill Analysis Practice

Final Assessment

Leadership Alignment

21st Century interdisciplinary skill—Information, media and technology: ADAM
Sports Skill Analysis

STANDARDS AND COMPETENCIES**Standard/Unit:**

PS 4: Demonstrate a basic understanding of kinesiology.

Industry Standards and/or Competencies

Total Learning Hours for Unit: 10

4.1 Identify muscle groups in the human body.

4.2 Describe joint actions in the human body.

ALIGNED WASHINGTON STATE STANDARDS**English Language Arts**

SL1 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 and persuasively.
SL2 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 any discrepancies among the data.
SL3 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.
SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Health and Physical Education

H5.Sa1.HS Analyze impact of decisions related to bicycle, pedestrian, traffic, water, and recreation safety

UNIT 5 CPR/First Aid/AED/Personal Safety**Performance Assessments:**

- Recognize an emergency.
- List the three general steps in the emergency plan.
- Call EMS and give necessary information.
- Demonstrate how to check a conscious victim.
- Demonstrate how to check an unconscious victim.
- List the signals of a breathing emergency.
- List the signals of a heart emergency.
- Demonstrate how to care for a person who is not breathing, is choking or is in cardiac arrest.
- List four risk factors associated with increased incidence of cardiovascular disease.
- Recognize an injury or sudden illness.
- Demonstrate how to control bleeding.
- Demonstrate how to care for muscle, bone, and joint injuries.
- Describe how to care for sudden illness.
- List the general care steps
- Skill Competency Checklist
- Practical Certification
- Written Assessment and National Certification
 - Red Cross
 - American Heart

<ul style="list-style-type: none"> Emergency Management Practitioners of America 	
Leadership Alignment 21 st Century interdisciplinary theme activity—health literacy Peer Coaching	
STANDARDS AND COMPETENCIES	
Standard/Unit: PS 5: Demonstrate the ability to save a life.	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 10
5.1 Explain the implications of giving care in an emergency situation. 5.2 Perform a head to toe exam. 5.3 Perform the procedures for an unconscious assessment. 5.4 Perform the procedures for CPR and AED. 5.5 Perform the procedures for conscious and unconscious choking. 5.6 Demonstrate the ability to care for an injured bystander, including <ul style="list-style-type: none"> Bleeding Shock Sudden illness Heat and cold emergencies Fractures Burns 5.7 Participate in a self-defense program.	
ALIGNED WASHINGTON STATE STANDARDS	
English Language Arts	SL1 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 and persuasively. SL2 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 any discrepancies among the data. SL3 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. SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Health and Physical Education	H7.Sa.HSa Apply basic first aid skills H7.Sa.HSb Demonstrate CPR & AED procedures H1.Sa1.HS Describe how to prevent occupational injuries H2.W3.HS Analyze how a variety of factors impact personal & community health H3.So2.HS Explain why people with eating disorders need support services H7.Sa3.HS Collaboration skills to avoid potentially violent situations
UNIT 6 Nutrition	
Performance Assessments: Discuss the functions of the six categories of nutrients in the diet. Compare carbohydrates, fats, and protein in terms of how each provides energy to the body. Describe a sound nutritional plan based on the RDA, and the nutritional pyramid.	

Do a nutritional analysis of food intake. Demonstrate ability to read food labels. Discuss the role of nutrition in the prevention of disease. Describe the special nutritional needs of the active individual. Dispel common nutritional myths. Written Assessment Final Assessment		
Leadership Alignment 21 st Century Skills: Information, Media and Technology—Choose MyPlate.gov		
STANDARDS AND COMPETENCIES		
Standard/Unit: PS 6: Evaluate nutritional needs for a healthy lifestyle.		
Industry Standards and/or Competencies		Total Learning Hours for Unit: 10
6.1 Describe basic elements of nutrients. 6.2 Explain guidelines associated with choosemyplate.gov. 6.3 Explain medical terms associated with nutrition. 6.4 Distinguish between facts and myths associated with nutrition. 6.5 Describe various disorders and diseases associated with nutrition.		
ALIGNED WASHINGTON STATE STANDARDS		
English Language Arts	SL1 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 and persuasively. SL2 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 any discrepancies among the data. SL3 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. SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	
Health and Physical Education	H6.N6.HS Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors H3.N1.HS Evaluate resources for accessing valid and reliable information, products, service for healthy eating H1.N5.HS Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases H7.N4.HS Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. H2.Sa.HS Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. H6.W7.HS Implement strategies to achieve a personal health goal. H2.W2.Hsb Assess personal risk factors and predict future health status. H1.W1.HS Analyze personal dimensions of health and design a plan to balance health. H1.Sa1.5b Understands barriers to physical activity and a healthy lifestyle.	
UNIT 7 Sports Injuries		

Performance Assessments: Design a ten point injury prevention plan for someone who is about to begin a new exercise program. Discuss the correct use of cold and heat in the treatment of exercise injuries. Demonstrate the correct technique of RICE therapy in the treatment of acute injuries. Explore indicators for potential low back, foot and leg injuries. Explore indicators for potential foot and leg injuries. Final Assessment		
Leadership Alignment 21 st Century Skills: Critical Thinking and Problem-Solving		
STANDARDS AND COMPETENCIES		
Standard/Unit: PS 7: Describe concepts associated with Injury Prevention.		
Industry Standards and/or Competencies		Total Learning Hours for Unit: 5
7.1 Compare and contrast sprains, strains and contusions. 7.2 Explain when to use ice vs. heat in an injury scenario. 7.3 Describe R.I.C.E 7.4 Describe preventative equipment used in everyday activities.		
ALIGNED WASHINGTON STATE STANDARDS		
English Language Arts	SL1 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 and persuasively. SL2 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 any discrepancies among the data. SL3 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. SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	
Health and Physical Education	H7.Sa.HSa Apply basic first aid skills H1.Sa1.HS Describe how to prevent occupational injuries H5.Sa1.HS Analyze impact of decisions related to bicycle, pedestrian, traffic, water, and recreation safety. H8.Sa.HS Advocate for violence prevention H7.Sa2.HSb Demonstrate CPR and AED procedures	
UNIT 8 Stress Management		
Performance Assessments: Exercise final Participate in stress reduction activities such as yoga, mental imaging		
Leadership Alignment 21 st Century interdisciplinary theme: health literacy—Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.		
STANDARDS AND COMPETENCIES		

Standard/Unit: PS 8: Evaluate and manage daily stressors.		
Industry Standards and/or Competencies		Total Learning Hours for Unit: 5
8.1 Define stress, stressor, and reactivity. 8.2 Describe the bodily changes that occur when a person experiences stress. 8.3 Explain the difference between distress and eustress. 8.4 Practice strategies for stress reduction. 8.5 Manage stress by using coping mechanisms at various levels of the stress response. 8.6 Prioritize time using time management strategies. 8.7 Use time management techniques to free up time for wellness activities. 8.8 Detail the role of exercise in the management of stress.		
ALIGNED WASHINGTON STATE STANDARDS		
English Language Arts	SL1 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 and persuasively. SL2 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 any discrepancies among the data. SL3 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. SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	
Health and Physical Education	H1.W1.HS Analyze personal dimension of health and design a plan to balance health H4.W5.HS Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self and others H2.W2.HSb Assess personal risk factors and predict future health status H1.So1.HSa Assess self-esteem and determine its impact on personal dimensions of health H7.So2.HS Develop a personal stress management plan H8.So2.HS Describe how to support someone who has symptoms of an eating disorder H1.So3.HS Identify physical and psychological responses to stressors H3.So6.HS Identify school and community resources that can help a person with emotional and mental behavioral health concerns H1.Su2.HS Summarize short and long term effects of substance abuse on dimensions of health H1.Su5.HS Compare and contrast school, local, state, and federal laws related to substance possession and use.	
UNIT 9 Massage Therapy		
Performance Assessments: Demonstrate the proper strokes used in Swedish Massage. Perform full body massage with proper techniques. Apply the appropriate massage strokes and sequence on the part of the body receiving therapy.		
Leadership Alignment Partner massage		
STANDARDS AND COMPETENCIES		
Standard/Unit: PS 9: Perform the therapeutic modality of massage therapy.		
Industry Standards and/or Competencies		Total Learning Hours for Unit: 10

9.1 Practice and demonstrate massage therapy techniques to include the following:

- Effleurage
- Petrissage
- Friction
- Tapotment
- Vibration

9.2 Demonstrate the sequence for massage therapy for each body part to include:

- Back
- Hamstring
- Calf
- Foot
- Arms
- Hand
- Head
- Face
- Neck

ALIGNED WASHINGTON STATE STANDARDS

English Language Arts	<p>SL1 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 and persuasively.</p> <p>SL2 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 any discrepancies among the data.</p> <p>SL3 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.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
Health and Physical Education	<p>H2.W2.HSb Assess personal risk factors and predict future health status</p> <p>H1.W1.HS Analyze personal dimensions of health and design to balance health</p> <p>H6.W7.HS Implement strategies to achieve a personal health goal</p> <p>H2.Sa.HS Compare how family, peers, culture, media technology, and other factors influence safety and injury prevention practices and behaviors</p>

21st CENTURY SKILLS

Check those that students will demonstrate in this program:

<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Think Creatively</p> <p><input checked="" type="checkbox"/> Work Creatively with Others</p> <p><input checked="" type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Reason Effectively</p> <p><input checked="" type="checkbox"/> Use Systems Thinking</p> <p><input checked="" type="checkbox"/> Make Judgments and Decisions</p> <p><input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input checked="" type="checkbox"/> Access and /evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input checked="" type="checkbox"/> Analyze Media</p> <p><input type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy)</p> <p><input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Adapt to Change</p> <p><input checked="" type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input checked="" 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>Social and Cross-Cultural</p> <p><input checked="" type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input checked="" type="checkbox"/> Guide and Lead Others</p> <p><input checked="" type="checkbox"/> Be Responsible to Others</p>
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Sports Medicine 1

INTRODUCTION

Course Name	<u>Sports Medicine I</u>	Grade Level(s)	<u>10, 11 & 12</u>
Course Length	<u>Year-long course</u>	Course Code	<u>CTE 307, 308</u>

Course Description This course focuses on all aspects of athletic training, which includes; injury prevention, evaluation of injuries, treatment of sports related injuries, rehabilitation techniques, sports nutrition, support taping and wraps, and athletic training duties. The sports medicine course offers students hands-on training in sports therapy and athletic training. An additional 60 practicum hours per semester will be necessary to achieve the maximum grade for the course's practicum component.

Pathway Connections

Primary Connection Health and Medical Services
Secondary Connection Social and Personal Services

Sample Sequence of Courses Preventive Medicine, Human Anatomy and Physiology, Sports Medicine, Advanced Sports Medicine

Cross Credit Non-Lab Science
 PE/Health (w/Medical Waiver only)

Basic Textbook

- Arnheim's Principles of Athletic Training: A Competency-based Approach by William E. Prentice, Daniel D. Arnheim (13th Edition)
- Physical Examination of the Spine and Extremities by Stanley Hoppenfeld
- Sports Medicine: Prevention, Assessment, Management & Rehabilitation of Athletic Injuries (2nd Edition) by Richard Irvin, Duane Iversen and Steven Roy
- Principles of Anatomy and Physiology (13th Edition) by Tortora and Grabowski

Equipment Training Room Equipment

Software ADAM, Tanita Body Composition Software

Skills Gap Data (CTE Courses only) Data is from the Bureau of Labor Statistics.

- Athletic Trainers 21% growth
- Chiropractors 17% growth
- Licensed Practical Nurse 16% growth
- Massage Therapists 22% growth
- Medical Assistants 23% growth
- Occupational Therapists 27% growth
- Physical Therapist Assistants 40% growth
- Physicians Assistants 30% growth
- Recreational Therapists 12% growth
- Substance Abuse and Behavioral Disorder Counselors 22% growth

COURSE OUTLINE

Course Name Sports Medicine 1 **Grade Level(s)** 10,11 &12

This course focuses on all aspects of athletic training, which includes: injury prevention, evaluation of injuries, treatment of sports related injuries, rehabilitation techniques, sports nutrition, support taping and wraps, and athletic training duties. The sports medicine course offers students hands-on training in sports therapy and athletic training.

1. Introduction to Athletic Medicine
 - A. Sports Medicine Occupations
 - B. History of Athletic Training
 - C. Domains of Athletic Training
 - D. National Athletic Training Association

2. Taping and Wrapping
 - A. Pre-taping preparation
 - B. Reasons for taping and wrapping

Specific taping and wrapping competencies

 1. Pregame ankle
 2. Open basketweave
 3. Achilles tendon
 4. Lowdye
 5. Longitudinal Arch
 6. Turf toe
 7. Spiral splints
 8. Elbow hyperextension
 9. Wrist
 10. Thumb
 11. Quad and Hamstring Wrap
 12. Should spica
 13. Hip flexor wrap
 14. Hip adductor wrap

3. CPR/AED for the Professional Rescuer and First Aid
 - A. Primary Assessment
 - B. Breathing Emergencies
 - C. Cardiac Emergencies
 - D. Using an AED
 - E. Obstructed Airway
 - F. Bag Valve Mask
 - G. Sudden Illness
 - H. Injuries
 - I. Environmental Emergencies

4. Injury Prevention
 - A. Conditioning and Training
 - B. Range of Motion
 - C. Preparticipation Physical Examination
 - D. Protective Equipment
 - E. Nutrition
5. Training Room Administration
 - A. Emergency Medical Procedures
 - B. Legal Considerations
 - C. Budget
 - D. Record Keeping
 - E. Facility and Equipment Safety and Standards
6. Treatment of Athletic Injuries
 - A. Therapeutic Modalities
 - B. Athletic Referral and Health Care Professionals
7. Rehabilitation and Management of Athletic Injuries
 - A. Post-Surgical Care
 - B. Exercise Prescription
 - C. Return to Play Criteria
8. Injury Assessment
 - A. Medical Terminology
 - B. HOPS and SOAP Notes
 - C. History
 - D. Observation
 - E. Palpation
 - F. Special Tests
 - a. Head and neck
 - b. Cervical spine
 - c. Shoulder
 - d. Elbow
 - e. Wrist and hand
 - f. Knee
 - g. Ankle
9. Student Trainer Practicum
 - A. Leadership qualities in a team environment
 - B. Leadership and teamwork in all aspects of Sports Medicine.
 - C. 180 hours of contact time as Sports Medicine Student Aid.

POWER STANDARDS

Course Name Sports Medicine 1 **Grade Level(s)** 10, 11 & 12

- PS 1: Explain the role of an athletic trainer and the sports medicine team.
- PS 2: Perform preventative taping and wrapping skills.
- PS 3: Perform CPR for Pro Rescuer to ARC or AHA standards.
- PS 4: Demonstrate understanding of injury prevention measures through proper conditioning, screen and use of equipment.
- PS 5: Participate in the operation of a functioning sports medicine facility that adheres to industry standards.
- PS 6: Explain appropriate treatment protocol for athletic injuries.
- PS 7: Explain appropriate rehabilitation progression for athletic injuries.
- PS 8: Apply HOPS format to assess athletic injuries.
- PS 9: Apply skills of the sports medicine professional in a Sports Medicine facility under the supervision of a certified Athletic Trainer.



Auburn School District

Sports Medicine I

Total Framework Hours: 360

CIP Code: 510913 ☐ Exploratory ☒ Preparatory

Date Last Modified: October 19, 2016

Career Cluster: Health Services

Career Pathway: Therapeutic Services

UNIT 1 Introduction to Athletic Medicine

Performance Assessments:

Write and discuss the role of athletic training within the health care industry.

Leadership Alignment

21st Century interdisciplinary theme activity: health & safety—Discuss/collaborate on how athletic training fits within the medical field

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 1: Explain the role of an athletic trainer and the sports medicine team.

Competencies

Total Learning Hours for Unit: 10

- 1.1 Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- 1.2 Know and understand the history of athletic training
- 1.3 Using facility guidelines outline the scope of practice in athletic training
- 1.4 Facilitate discussions on athletic training with others to educate them about athletic trainers and athletic training.
- 1.5 Know the role of licensed and student athletic training aides within the health care industry and how each plays a role in the care of the patient.
- 1.6 Demonstrate professionalism and key employability skills.
- 1.7 Use analytical skills to solve problems and make decisions.
- 1.8 Adapt to changing situations.
- 1.9 Understand various career options and the preparation required for them.
- 1.10 Know and understand the history of athletic training
- 1.11 Using facility guidelines outline the scope of practice in athletic training
- 1.12 Facilitate discussions on athletic training with others to educate them about athletic trainers and athletic training.
- 1.13 Know the role of licensed and student athletic trainers within the health care industry and how each plays a role in the care of the patient.
- 1.14 Exhibit ethical behavior and respect of confidentiality.

ALIGNED WASHINGTON STATE STANDARDS

Communications

SL1 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 and persuasively.

	<ul style="list-style-type: none"> a. 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 of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. 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 and creative perspectives. d. 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 investigation or complete the task. <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
Educational Technology	<p>1.2.1 Communicate and collaborate to learn with others.</p> <p>2.1.2 Practice ethical and respectful behavior.</p> <p>2.4.1 Formulate and synthesize new knowledge.</p>
Reading	RST4 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.
Science	<p>HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>
Writing	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. <p>WHST10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
UNIT 2 Taping and Wrapping	
Performance Assessments: Written Assessment Perform Taping and Wrapping Competencies	
Leadership Alignment 21 st Century Skills: 1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas	
STANDARDS AND COMPETENCIES	
Standard/Unit: PS 2: Perform preventative taping and wrapping skills.	
Competencies	Total Learning Hours for Unit: 15
2.1 Describe how different tape jobs help to prevent injuries.	

2.2 Apply taping and wrapping techniques to prevent injuries to: <ul style="list-style-type: none"> • Shoulder • Elbow • Wrist • Hand • Hip • Knee • foot • ankle 	
ALIGNED WASHINGTON STATE STANDARDS	
Health and Fitness	Identify safety precautions for playing and working outdoors. H1.Sa1.5b Predict potential outcomes when making a decision related to injury prevention. H1.Sa1.5c
Science	S-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
UNIT 3 CPR/AED for the Professional Rescuer and First Aid	
Performance Assessments: Written Assessment Lab Practical Assessment	
Leadership Alignment 21 st Century interdisciplinary theme--health literacy--Using available information to make appropriate health-related decisions	
STANDARDS AND COMPETENCIES	
Standard/Unit: PS 3: Perform CPR for Pro Rescuer to ARC or AHA standards.	
Competencies	Total Learning Hours for Unit: 15
3.1 Explain the role of CPR in Sports Medicine. 3.2 Perform basic 1 st aid techniques needed in Athletic Training. 3.3 Perform CPR, rescue breathing, and AED for adult, child and infant. 3.4 Take standard precautions against blood-borne pathogens.	
ALIGNED WASHINGTON STATE STANDARDS	
Communications	SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Educational Technology	2.2.2 Use a variety of hardware to support learning.
Health and Fitness	Apply basic first aid skills. H7.Sa2.HSa Demonstrate CPR and AED procedures. H7.Sa2.HSb
Science	HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
UNIT 4 Injury Prevention	

Performance Assessments: Written Assessment Presentation of Equipment Lab Participation in Pre-Participation Exam Design a Nutrition Plan	
Leadership Alignment 21 st Century Skills--2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways	
STANDARDS AND COMPETENCIES	
Standard/Unit: PS 4: Demonstrate understanding of injury prevention measures through proper conditioning, screen and use of equipment.	
Competencies	Total Learning Hours for Unit: 40
4.1 Explain appropriate use of standard protective equipment. 4.2 Design a proper nutritional plan 4.3 Explain components and principles of strength and conditioning as it applies to athletic medicine. 4.4 Describe the components of a pre-participation exam (PPE)	
ALIGNED WASHINGTON STATE STANDARDS	
Health and Fitness	Analyze impact of decisions related to bicycle, pedestrian, traffic, water, and recreation safety. H5.Sa1.HS Describe how to prevent occupational injuries. H1.Sa1.HS Collaborate with others to advocate for healthy eating at home, in school, or in the community. H8.N1.HS Analyze recovery heart rate in relationship to fitness level and overall health. PE3.5.HS2a Analyze types of muscular strength, muscular endurance, and flexibility exercises for personal fitness development. PE3.5.HS2b Use training principles (overload, specificity, progression, reversibility, diminishing return, rest, and recovery) to design a personal workout. PE3.6.HS2
Reading	RST4 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. RST7 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.
Science	HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. HS-LS2-3 Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
UNIT 5 Training Room Administration	
Performance Assessments: Written Assessment Performance of skills in lab setting	
Leadership Alignment 21 st Century Skills--3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts	
STANDARDS AND COMPETENCIES	

Standard/Unit: PS 5: Participate in the operation of a functioning sports medicine facility that adheres to industry standards.	
Competencies	Total Learning Hours for Unit: 10
5.1 Explain emergence medical procedures. 5.2 Explain legal considerations as they apply to sports medicine. 5.3 Describe the use of budget in athletic medicine. 5.4 Perform recordkeeping of injury assessment, treatment and rehabilitation. 5.5 Utilize facility and equipment at a professional standard.	
ALIGNED WASHINGTON STATE STANDARDS	
Communications	SL1 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 and persuasively. SL2 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 any discrepancies among the data. SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. L4 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. <ul style="list-style-type: none"> a. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
Health and Fitness	Analyze potential dangers of sharing personal information through electronic media. H1.Sa3.HS Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. H2.Sa1.HS
Reading	RST3 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. RST10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently
Writing	WHST1 Write arguments focused on <i>discipline-specific content</i> . <ul style="list-style-type: none"> d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. WHST10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
UNIT 6 Treatment of Athletic Injuries	

Performance Assessments: Skill Competencies Written Assessment Performance of Skills in a Lab Setting	
Leadership Alignment 21st Century Skills--2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems	
STANDARDS AND COMPETENCIES	
Standard/Unit: PS 6: Explain appropriate treatment protocol for athletic injuries.	
Competencies	Total Learning Hours for Unit: 15
6.1 Apply knowledge of anatomy to treat injuries. 6.2 Describe appropriate therapeutic modalities to treat injuries. 6.3 Identify and use appropriate health care professionals for athlete referral.	
ALIGNED WASHINGTON STATE STANDARDS	
Health and Fitness	Predict potential short- and long-term outcomes of a personal health-related decision. H5.W6.HS Implement strategies to achieve a personal health goal. H6.W7.HS
Reading	RST7 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. RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Science	HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. HS-LS2-1 Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
Writing	WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Communication	L4 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. a. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
UNIT 7 Rehabilitation and Management of Athletic Injury	
Performance Assessments: Presentation of Rehabilitation Plan Performance of Skills in a Lab Setting	

Leadership Alignment 21st Century Skills--2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems	
STANDARDS AND COMPETENCIES	
Standard/Unit: PS 7: Explain appropriate rehabilitation progression for athletic injuries.	
Competencies	Total Learning Hours for Unit: 15
7.1 Apply knowledge of anatomy to the rehabilitation of injuries. 7.2 Apply appropriate Psycho-social techniques in rehabilitation. 7.3 Describe various exercise to rehabilitate injuries.	
ALIGNED WASHINGTON STATE STANDARDS	
Health and Fitness	Use movement concepts (force, motion, rotation) to analyze and improve performance of self or others in a selected skill. PE2.2.HS1 Use movement concepts to develop a plan to improve advanced performance skill in a self-selected skill. PE2.2.HS2 3. Movement Concepts Assess critical elements and stages of learning a self-selected motor skill. PE2.3.HS1 Create plan to improve performance of a self-selected motor skill. PE2.3.HS2 4. Training Principles and Knowledge Apply training principles and knowledge (progression, specificity, overload, reversibility, diminishing return) to a self-selected activity. PE2.4.HS1 Apply training principles and knowledge to two or more self selected activities. PE2.4.HS2
Reading	RST7 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. RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Science	HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. HS-LS2-3 Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
Writing	WHST1 Write arguments focused on <i>discipline-specific content</i> . d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Communications	L4 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. a. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
UNIT 8 Injury Assessment	

Performance Assessments: Completion of Assessment Notes Joint Student Evaluation of Competencies Written Assessment Performance of Skills in a Lab Setting	
Leadership Alignment 21 st Century Skills--2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation	
STANDARDS AND COMPETENCIES	
Standard/Unit: PS 8: Apply HOPS format to assess athletic injuries.	
Competencies	Total Learning Hours for Unit: 60
8.1 Write medical notes in SOAP and HOA format. 8.2 Perform injury assessment using medical terminology. 8.3 Demonstrate an understanding of the anatomical structural functions in the body. 8.4 Palpitate major anatomical components to evaluate injury. 8.5 Demonstrate range of motion tests. 8.6 Demonstrate special tests for joint evaluations.	
ALIGNED WASHINGTON STATE STANDARDS	
Communications	SL1 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 and persuasively. SL2 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 any discrepancies among the data. SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. L4 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. <ul style="list-style-type: none"> a. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
Science	HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
Writing	WHST1 Write arguments focused on <i>discipline-specific content</i> . <ul style="list-style-type: none"> d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

	<p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
UNIT 9 Student Trainer Practicum	
Performance Assessments: Periodic Performance Evaluations	
Leadership Alignment 21 st Century Skills--3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams	
STANDARDS AND COMPETENCIES	
Standard/Unit: PS 9: Apply skills of the sports medicine professional in a Sports Medicine facility under the supervision of a certified Athletic Trainer.	
Competencies	Total Learning Hours for Unit: 180
9.1 Maintain professional conduct and appearance. 9.2 Demonstrate leadership qualities and skills, and work cooperatively and harmoniously in a teaming environment. 9.3 Demonstrate leadership and teamwork in all aspects of Sports Medicine. 9.4 Demonstrate a good work ethic in connection with all aspects of Sports Medicine. 9.5 Demonstrate appropriate communication skills. 9.6 Describe alternative health practices, such as massage therapy and herbal remedies. 9.7 All Units 1-8 Competencies	
ALIGNED WASHINGTON STATE STANDARDS	
Communications	<p>SL1 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 and persuasively.</p> <p>SL2 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 any discrepancies among the data.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>L4 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.</p> <ul style="list-style-type: none"> a. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>
Health and Fitness	<p>Examine the importance of etiquette in athletics and elite sports. PE4.2.HS1</p> <p>Examine moral and ethical conduct in specific competitive situations. PE4.2.HS2 3.</p> <p>Working with Others Solve problems and think critically when working with others in physical activity, both as an individual and in groups. PE4.3.HS1</p> <p>Assume a leadership role in a physical activity setting. PE4.3.HS2a</p> <p>Describe the importance of treating individuals with dignity and respect during physical activity. PE4.3.HS2b</p>

	<p>Safety Demonstrate best practices for participating safely in physical activity and exercise. PE4.4.HS1</p> <p>Apply best practices for participating safely in physical activity and exercise. PE4.4.HS2</p>
Reading	<p>RST3 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.</p> <p>RST4 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.</p> <p>RST7 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.</p> <p>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently</p>
Science	<p>HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p> <p>HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</p> <p>HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.</p>
Writing	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

<p style="text-align: center;">LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <p><input type="checkbox"/> Think Creatively</p> <p><input type="checkbox"/> Work Creatively with Others</p> <p><input type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input type="checkbox"/> Make Judgments and Decisions</p> <p><input type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input type="checkbox"/> Communicate Clearly</p> <p><input type="checkbox"/> Collaborate with Others</p>	<p style="text-align: center;">INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input type="checkbox"/> Access and /evaluate Information</p> <p><input type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input type="checkbox"/> Analyze Media</p> <p><input type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy)</p> <p><input type="checkbox"/> Apply Technology Effectively</p>	<p style="text-align: center;">LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input type="checkbox"/> Adapt to Change</p> <p><input type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input type="checkbox"/> Manage Goals and Time</p> <p><input type="checkbox"/> Work Independently</p> <p><input type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input type="checkbox"/> Interact Effectively with Others</p> <p><input type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input type="checkbox"/> Manage Projects</p> <p><input type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p>
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Sports Medicine 2

INTRODUCTION

Course Name	<u>Sports Medicine II</u>	Grade Level(s)	<u>11 & 12</u>
Course Length	<u>Year-long course</u>	Course Code	<u>CTE 311, 312</u>

Course Description This course focuses on all aspects of athletic training, which includes; injury prevention, evaluation of injuries, treatment of sports related injuries, rehabilitation techniques, sports nutrition, support taping and wraps, and athletic training duties. The sports medicine course offers students hands-on training in sports therapy and athletic training. An additional 60 practicum hours per semester will be necessary to achieve the maximum grade for the course's practicum component.

Pathway Connections

Primary Connection Health and Medical Services
Secondary Connection Social and Personal Services

Sample Sequence of Courses Preventive Medicine, Human Anatomy and Physiology, Sports Medicine, Advanced Sports Medicine

Cross Credit Non-Lab Science
 PE/Health (w/Medical Waiver only)

Basic Textbook

- Arnhem's Principles of Athletic Training: A Competency-based Approach by William E. Prentice, Daniel D. Arnhem (13th Edition)
- Physical Examination of the Spine and Extremities by Stanley Hoppenfeld
- Sports Medicine: Prevention, Assessment, Management & Rehabilitation of Athletic Injuries (2nd Edition) by Richard Irvin, Duane Iversen and Steven Roy
- Principles of Anatomy and Physiology (13th Edition) by Tortora and Grabowski

Equipment Training Room Equipment

Software ADAM, Tanita Body Composition Software

Skills Gap Data (CTE Courses only) Data from Bureau of Labor Statistics.

- Athletic Trainers 21% growth
- Chiropractors 17% growth
- Licensed Practical Nurse 16% growth
- Massage Therapists 22% growth
- Medical Assistants 23% growth
- Occupational Therapists 27% growth
- Physical Therapist Assistants 40% growth
- Physicians Assistants 30% growth
- Recreational Therapists 12% growth
- Substance Abuse and Behavioral Disorder Counselors 22% growth

COURSE OUTLINE

Course Name Sports Medicine 2/CTE311, CTE312 **Grade Level(s)** 11 &12

In this course, students will focus on refining their athletic training skills. They will accomplish this through assisting first year students in lab, presenting sports medicine topics to first year students, completing various independent projects, working independently with athletes and athletic teams, managing and running the training room, and providing leadership in the sports medicine program.

1. Introduction to Athletic Medicine

- A. Sports Medicine Occupations
- B. History of Athletic Training
- C. Domains of Athletic Training
- D. National Athletic Training Association

2. Taping and Wrapping

- A. Pre-taping preparation
- B. Reasons for taping and wrapping techniques for:
 - a. Shoulder
 - b. Elbow
 - c. Wrist
 - d. Hand
 - e. Hip
 - f. Knee
 - g. Foot
 - h. Ankle

3. CPR/AED for the Professional Rescuer and First Aid

- A. Primary Assessment
- B. Breathing Emergencies
- C. Cardiac Emergencies
- D. Using an AED
- E. Obstructed Airway
- F. Bag Valve Mask
- G. Sudden Illness
- H. Injuries
- I. Environmental Emergencies

4. Injury Prevention
 - A. Conditioning and Training
 - B. Range of Motion
 - C. Preparticipation Physical Examination
 - D. Protective Equipment
 - E. Nutrition
5. Training Room Administration
 - A. Emergency Medical Procedures
 - B. Legal Considerations
 - C. Budget
 - D. Record Keeping
 - E. Facility and Equipment Safety and Standards
6. Treatment of Athletic Injuries
 - A. Therapeutic Modalities
 - B. Athletic Referral and Health Care Professionals
7. Rehabilitation and Management of Athletic Injuries
 - A. Post-Surgical Care
 - B. Exercise Prescription
 - C. Return to Play Criteria
8. Injury Assessment
 - B. Medical Terminology
 - C. HOPS and Soap Notes
 - D. History
 - E. Observation
 - F. Palpation
 - G. Special Tests
 - a. Chest
 - b. Abdomen
 - c. Hip
 - d. Low Back
 - H. Goniometry

9. Student Trainer Practicum

- A. Leadership qualities in a team environment
- B. Leadership and teamwork in all aspects of Sports Medicine.
- C. Peer Mentoring with 1st year students.
- D. 180 hours of contact time as Sports Medicine Student Aid.

POWER STANDARDS

Course Name Sports Medicine 2 **Grade Level(s)** 11 & 12

- PS 1: Explain the role of an athletic trainer and the sports medicine team.
- PS 2: Perform preventative taping and wrapping skills.
- PS 3: Perform CPR for Pro Rescuer to ARC or AHA standards.
- PS 4: Demonstrate understanding of injury prevention measures through proper conditioning, screen and use of equipment.
- PS 5: Participate in the operation of a functioning sports medicine facility that adheres to industry standards.
- PS 6: Explain appropriate treatment protocol for athletic injuries.
- PS 7: Explain appropriate rehabilitation progression for athletic injuries.
- PS 8: Apply HOPS format to assess athletic injuries.
- PS 9: Apply skills of the sports medicine professional in a Sports Medicine facility under the supervision of a certified Athletic Trainer.



Auburn School District

Sports Medicine II

		Total Framework Hours up to: 360
CIP Code:510913	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: October 19, 2016
Career Cluster: Health Services		Career Pathway: Therapeutic Services

UNIT 1 Introduction to Athletic Medicine

Performance Assessments:

Presentation of athletic training role in Sports Medicine.

Peer Tutoring

Leadership Alignment

21st Century interdisciplinary theme activity: health & safety—Discuss/collaborate on how athletic training fits within the medical field

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 1: Explain the role of an athletic trainer and the sports medicine team.

Competencies

Total Learning Hours for Unit: 10

- 1.1 Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- 1.2 Know and understand the history of athletic training
- 1.3 Using facility guidelines outline the scope of practice in athletic training
- 1.4 Facilitate discussions on athletic training with others to educate them about athletic trainers and athletic training.
- 1.5 Know the role of licensed and student athletic training aides within the health care industry and how each plays a role in the care of the patient.
- 1.6 Demonstrate professionalism and key employability skills.
- 1.7 Use analytical skills to solve problems and make decisions.
- 1.8 Adapt to changing situations.
- 1.9 Understand various career options and the preparation required for them.
- 1.10 Know and understand the history of athletic training
- 1.11 Using facility guidelines outline the scope of practice in athletic training
- 1.12 Facilitate discussions on athletic training with others to educate them about athletic trainers and athletic training.
- 1.13 Know the role of licensed and student athletic trainers within the health care industry and how each plays a role in the care of the patient.
- 1.14 Exhibit ethical behavior and respect of confidentiality.

ALIGNED WASHINGTON STATE STANDARDS

Communications

SL1 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 and persuasively.

	<ul style="list-style-type: none"> a. 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 of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. 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 and creative perspectives. d. 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 investigation or complete the task. <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
Educational Technology	<p>1.2.1 Communicate and collaborate to learn with others.</p> <p>2.1.2 Practice ethical and respectful behavior.</p> <p>2.4.1 Formulate and synthesize new knowledge.</p>
Reading	RST4 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.
Science	<p>HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>
Writing	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. <p>WHST10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

UNIT 2 Taping and Wrapping

Performance Assessments:

Written Assessment
Skill Competition
Peer Tutoring

Leadership Alignment

21st Century Skills: 1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 2: Perform preventative taping and wrapping skills.

Competencies

Total Learning Hours for Unit: 15

- 2.1 Describe how different tape jobs help to prevent injuries.
- 2.2 Apply taping and wrapping techniques to prevent injuries to:

- Shoulder
- Elbow
- Wrist
- Hand
- Hip
- Knee
- foot
- ankle

ALIGNED WASHINGTON STATE STANDARDS

Health and Fitness	Identify safety precautions for playing and working outdoors. H1.Sa1.5b Predict potential outcomes when making a decision related to injury prevention. H1.Sa1.5c
Science	S-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

UNIT 3 CPR/AED for the Professional Rescuer and First Aid

Performance Assessments:

Written Assessment
Lab Practical Assessment on Competencies
Simulations

Leadership Alignment

21st Century interdisciplinary theme--health literacy--Using available information to make appropriate health-related decisions

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 3: Perform CPR for Pro Rescuer to ARC or AHA standards.

Competencies

Total Learning Hours for Unit: 15

- 3.1 Explain the role of CPR in Sports Medicine.
- 3.2 Perform basic 1st aid techniques needed in Athletic Training.
- 3.3 Perform CPR, rescue breathing, and AED for adult, child and infant.
- 3.4 Take standard precautions against blood-borne pathogens.

ALIGNED WASHINGTON STATE STANDARDS

Communications	SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Educational Technology	2.2.2 Use a variety of hardware to support learning.
Health and Fitness	Apply basic first aid skills. H7.Sa2.HSa Demonstrate CPR and AED procedures. H7.Sa2.HSb
Science	HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

UNIT 4 Injury Prevention

Performance Assessments: Written Assessment Presentation of Equipment Mock Pre-Participation Exam Design a Nutrition Plan	
Leadership Alignment 21 st Century Skills--2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways	
STANDARDS AND COMPETENCIES	
Standard/Unit: PS 4: Demonstrate understanding of injury prevention measures through proper conditioning, screen and use of equipment.	
Competencies	Total Learning Hours for Unit: 40
4.1 Explain appropriate use of standard protective equipment. 4.2 Design a proper nutritional plan 4.3 Explain components and principles of strength and conditioning as it applies to athletic medicine. 4.4 Describe the components of a pre-participation exam (PPE)	
ALIGNED WASHINGTON STATE STANDARDS	
Health and Fitness	Analyze impact of decisions related to bicycle, pedestrian, traffic, water, and recreation safety. H5.Sa1.HS Describe how to prevent occupational injuries. H1.Sa1.HS Collaborate with others to advocate for healthy eating at home, in school, or in the community. H8.N1.HS Analyze recovery heart rate in relationship to fitness level and overall health. PE3.5.HS2a Analyze types of muscular strength, muscular endurance, and flexibility exercises for personal fitness development. PE3.5.HS2b Use training principles (overload, specificity, progression, reversibility, diminishing return, rest, and recovery) to design a personal workout. PE3.6.HS2
Reading	RST4 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. RST7 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.
Science	HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. HS-LS2-3 Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
UNIT 5 Training Room Administration	
Performance Assessments: Injury Records Documentation Presentation Budget Report	
Leadership Alignment 21 st Century Skills--3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts	
STANDARDS AND COMPETENCIES	
Standard/Unit: PS 5: Participate in the operation of a functioning sports medicine facility that adheres to industry standards.	

Competencies		Total Learning Hours for Unit: 10
5.1 Explain emergence medical procedures. 5.2 Explain legal considerations as they apply to sports medicine. 5.3 Describe the use of budget in athletic medicine. 5.4 Perform recordkeeping of injury assessment, treatment and rehabilitation. 5.5 Utilize facility and equipment at a professional standard.		
ALIGNED WASHINGTON STATE STANDARDS		
Communications	SL1 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 and persuasively. SL2 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 any discrepancies among the data. SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. L4 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. a. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	
Health and Fitness	Analyze potential dangers of sharing personal information through electronic media. H1.Sa3.HS Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. H2.Sa1.HS	
Reading	RST3 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. RST10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently	
Writing	WHST1 Write arguments focused on <i>discipline-specific content</i> . d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. WHST10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
UNIT 6 Treatment of Athletic Injuries		

Performance Assessments: Treatment Plan Injury Presentation Treatment demonstration Oral Practical Exam	
Leadership Alignment 21st Century Skills--2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems	
STANDARDS AND COMPETENCIES	
Standard/Unit: PS 6: Explain appropriate treatment protocol for athletic injuries.	
Competencies	Total Learning Hours for Unit: 15
6.1 Apply knowledge of anatomy to treat injuries. 6.2 Describe appropriate therapeutic modalities to treat injuries. 6.3 Identify and use appropriate health care professionals for athlete referral.	
ALIGNED WASHINGTON STATE STANDARDS	
Health and Fitness	Predict potential short- and long-term outcomes of a personal health-related decision. H5.W6.HS Implement strategies to achieve a personal health goal. H6.W7.HS
Reading	RST7 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. RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Science	HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. HS-LS2-1 Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
Writing	WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Communication	L4 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. <ol style="list-style-type: none"> 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
UNIT 7 Rehabilitation and Management of Athletic Injury	
Performance Assessments: Presentation of Rehabilitation Plan Newsletter	

Leadership Alignment 21st Century Skills--2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems	
STANDARDS AND COMPETENCIES	
Standard/Unit: PS 7: Explain appropriate rehabilitation progression for athletic injuries.	
Competencies	Total Learning Hours for Unit: 15
7.1 Apply knowledge of anatomy to the rehabilitation of injuries. 7.2 Apply appropriate Psycho-social techniques in rehabilitation. 7.3 Describe various exercise to rehabilitate injuries.	
ALIGNED WASHINGTON STATE STANDARDS	
Health and Fitness	Use movement concepts (force, motion, rotation) to analyze and improve performance of self or others in a selected skill. PE2.2.HS1 Use movement concepts to develop a plan to improve advanced performance skill in a self-selected skill. PE2.2.HS2 3. Movement Concepts Assess critical elements and stages of learning a self-selected motor skill. PE2.3.HS1 Create plan to improve performance of a self-selected motor skill. PE2.3.HS2 4. Training Principles and Knowledge Apply training principles and knowledge (progression, specificity, overload, reversibility, diminishing return) to a self-selected activity. PE2.4.HS1 Apply training principles and knowledge to two or more self selected activities. PE2.4.HS2
Reading	RST7 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. RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Science	HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. HS-LS2-3 Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
Writing	WHST1 Write arguments focused on <i>discipline-specific content</i> . d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Communication	L4 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. a. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
UNIT 8 Injury Assessment	

Performance Assessments: Assessment Notes in HOPS format Evaluation of Competencies Written Assessment Peer Tutoring	
Leadership Alignment 21 st Century Skills--2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation	
STANDARDS AND COMPETENCIES	
Standard/Unit: PS 8: Apply HOPS format to assess athletic injuries.	
Competencies	Total Learning Hours for Unit: 60
8.1 Write medical notes in SOAP and HOA format. 8.2 Perform injury assessment using medical terminology. 8.3 Demonstrate an understanding of the anatomical structural functions in the body. 8.4 Palpitate major anatomical components to evaluate injury. 8.5 Demonstrate range of motion tests. 8.6 Demonstrate special tests for joint evaluations.	
ALIGNED WASHINGTON STATE STANDARDS	
Communications	SL1 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 and persuasively. SL2 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 any discrepancies among the data. SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. L4 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. <ul style="list-style-type: none"> a. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
Science	HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
Writing	WHST1 Write arguments focused on <i>discipline-specific content</i> . <ul style="list-style-type: none"> d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

	<p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
UNIT 9 Student Trainer Practicum	
Performance Assessments: Periodic Performance Evaluations	
Leadership Alignment 21 st Century Skills--3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams	
STANDARDS AND COMPETENCIES	
Standard/Unit: PS 9: Apply skills of the sports medicine professional in a Sports Medicine facility under the supervision of a certified Athletic Trainer.	
Competencies	Total Learning Hours for Unit: 180
9.1 Maintain professional conduct and appearance. 9.2 Demonstrate leadership qualities and skills, and work cooperatively and harmoniously in a teaming environment. 9.3 Demonstrate leadership and teamwork in all aspects of Sports Medicine. 9.4 Demonstrate a good work ethic in connection with all aspects of Sports Medicine. 9.5 Demonstrate appropriate communication skills. 9.6 Describe alternative health practices, such as massage therapy and herbal remedies. 9.7 All Units 1-8 Competencies	
ALIGNED WASHINGTON STATE STANDARDS	
Communications	<p>SL1 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 and persuasively.</p> <p>SL2 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 any discrepancies among the data.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>L4 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.</p> <p>a. 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.</p>
Health and Fitness	<p>Examine the importance of etiquette in athletics and elite sports. PE4.2.HS1</p> <p>Examine moral and ethical conduct in specific competitive situations. PE4.2.HS2 3.</p> <p>Working with Others Solve problems and think critically when working with others in physical activity, both as an individual and in groups. PE4.3.HS1</p> <p>Assume a leadership role in a physical activity setting. PE4.3.HS2a</p> <p>Describe the importance of treating individuals with dignity and respect during physical activity. PE4.3.HS2b</p> <p>Safety Demonstrate best practices for participating safely in physical activity and exercise. PE4.4.HS1</p> <p>Apply best practices for participating safely in physical activity and exercise. PE4.4.HS2</p>
Reading	<p>RST3 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.</p>

	<p>RST4 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.</p> <p>RST7 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.</p> <p>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently</p>
Science	<p>HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p> <p>HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</p> <p>HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.</p>
Writing	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

LEARNING AND INNOVATION

Creativity and Innovation

- ☐ Think Creatively
- ☐ Work Creatively with Others
- ☐ Implement Innovations

Critical Thinking and Problem Solving

- ☐ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgments 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

JROTC

SKILLS GAP/LABOR MARKET DATA

JROTC Program

55-3010 Military Enlisted Tactical Operations and Air/Weapons Specialists and Crew Members

This broad occupation includes the following nine detailed occupations:

- 55-3011 [Air Crew Members](#)
- 55-3012 [Aircraft Launch and Recovery Specialists](#)
- 55-3013 [Armored Assault Vehicle Crew Members](#)
- 55-3014 [Artillery and Missile Crew Members](#)
- 55-3015 [Command and Control Center Specialists](#)
- 55-3016 [Infantry](#)
- 55-3017 [Radar and Sonar Technicians](#)
- 55-3018 [Special Forces](#)
- 55-3019 [Military Enlisted Tactical Operations and Air/Weapons Specialists and Crew Members, All Other](#)

Minor Group: 55-3000 [Military Enlisted Tactical Operations and Air/Weapons Specialists and Crew Members](#)

Major Group: 55-0000 [Military Specific Occupations](#)

55-3010 Military Enlisted Tactical Operations and Air/Weapons Specialists and Crew Members

This broad occupation includes the following nine detailed occupations:

Table 4. Monthly pay by military rank and years of service, January 2016, (O-officers, W-warrant officers, E-enlisted members)

Pay Grade	2 or less	Over 2	Over 3	Over 4	Over 6	Over 8	Over 10	Over 12	Over 14	Over 16	Over 18	Over 20
O-10												\$16,072.20
O-9												14,056.80
O-8	9,946.20	10,272.00	10,488.30	10,548.60	10,818.60	11,269.20	11,373.90	11,802.00	11,924.70	12,293.40	12,827.10	13,319.10
O-7	8,264.40	8,648.40	8,826.00	8,967.30	9,222.90	9,475.80	9,767.70	10,059.00	10,351.20	11,269.20	12,043.80	12,043.80

O-6	6,267.0 0	6,885.30	7,337.10	7,337.10	7,365.00	7,680.90	7,722.30	7,722.30	8,161.20	8,937.00	9,392.70	9,847.80
O-5	5,224.5 0	5,885.70	6,292.80	6,369.60	6,624.00	6,776.10	7,110.30	7,356.00	7,673.10	8,158.50	8,388.90	8,617.20
O-4	4,507.8 0	5,218.20	5,566.50	5,643.90	5,967.00	6,313.80	6,745.80	7,081.50	7,314.90	7,449.30	7,526.70	7,526.70
O-3	3,963.6 0	4,492.80	4,849.20	5,287.20	5,540.70	5,818.80	5,998.20	6,293.70	6,448.20	6,448.20	6,448.20	6,448.20
O-2	3,424.5 0	3,900.30	4,491.90	4,643.70	4,739.40	4,739.40	4,739.40	4,739.40	4,739.40	4,739.40	4,739.40	4,739.40
O-1	2,972.4 0	3,093.90	3,740.10	3,740.10	3,740.10	3,740.10	3,740.10	3,740.10	3,740.10	3,740.10	3,740.10	3,740.10
W-5												7,283.10
W-4	4,095.9 0	4,406.10	4,532.40	4,656.90	4,871.10	5,083.20	5,298.00	5,620.80	5,904.00	6,173.40	6,393.90	6,608.70
W-3	3,740.4 0	3,896.40	4,056.30	4,108.80	4,276.20	4,605.90	4,949.10	5,110.80	5,297.70	5,490.30	5,836.50	6,070.50
W-2	3,309.9 0	3,622.80	3,719.40	3,785.40	4,000.20	4,333.80	4,499.10	4,661.70	4,860.90	5,016.30	5,157.30	5,325.90
W-1	2,905.5 0	3,218.10	3,302.10	3,479.70	3,690.00	3,999.60	4,144.20	4,346.10	4,545.00	4,701.60	4,845.30	5,020.50
E-9							4,948.80	5,060.70	5,202.30	5,368.20	5,536.20	5,804.70
E-8						4,050.90	4,230.00	4,341.00	4,473.90	4,618.20	4,878.00	5,009.40
E-7	2,816.1 0	3,073.50	3,191.40	3,347.10	3,468.90	3,678.00	3,795.60	4,004.70	4,178.70	4,297.50	4,423.80	4,472.70
E-6	2,435.7 0	2,680.20	2,798.40	2,913.60	3,033.60	3,303.30	3,408.60	3,612.30	3,674.40	3,719.70	3,772.50	3,772.50
E-5	2,231.4 0	2,381.40	2,496.60	2,614.20	2,797.80	2,989.80	3,147.60	3,166.20	3,166.20	3,166.20	3,166.20	3,166.20
E-4	2,046.0 0	2,150.40	2,267.10	2,382.00	2,483.40	2,483.40	2,483.40	2,483.40	2,483.40	2,483.40	2,483.40	2,483.40
E-3	1,847.1 0	1,963.20	2,082.00	2,082.00	2,082.00	2,082.00	2,082.00	2,082.00	2,082.00	2,082.00	2,082.00	2,082.00
E-2	1,756.5 0	1,756.50	1,756.50	1,756.50	1,756.50	1,756.50	1,756.50	1,756.50	1,756.50	1,756.50	1,756.50	1,756.50
E-1	1,566.9 0											

SOURCE: U.S. Department of Defense, Defense Finance and Accounting Services



Auburn School District JROTC Framework

Course: JROTC		Total Framework Hours up to: 540
CIP Code: 280301	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: 4/10/17
Career Cluster: Law, Public Safety, Corrections & Security		Cluster Pathway: Law Enforcement Services

Unit: Foundations for Success

Components and Assessments

Performance Assessments: Create a presentation portfolio that explains learning style preferences, brain dominance, and best way for student to process information as well as how the personal multiple intelligences influence their learning. Create a personal growth plan that contains skills targeted for growth and a list of activities that will promote personal growth. Complete a personal skills map with a timeframe to achieve growth. Create a table or chart that maps the learning objectives of chapter two with behaviors intended for change during the remainder of the school year. Create a notebook entitled "My Communication Skills". The notebook addresses the communication process best suited for the student, written communication example of work accomplished in class, listening skills, speaking skills, and group communication skills. The notebook includes peer evaluations of the student's speech. Create four conflict scenarios using one of the different conflict causes in each scenario. Summarize each of the conflicts identifying the type of conflict outlined, the peaceful solution to the outlined situation and acknowledge if the solution applied Winning Colors in its solution. Outline a service learning project that interest you and develop a service learning plan. Explore areas in the community, home, school, church, extra-curricular group or activity that would benefit from an individual or group service learning project. Gather the service learning project material/information into a visual presentation with power point or some other visual means.

Leadership Alignment:

Leadership: Individual Skills

- 1.1 Analyze, refine, and apply decision-making skills through classroom, family, community, business, and industry experience
- 1.2 Demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.
- 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

Leadership: Group Skills

- 2.1 Communicate, participate and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals
- 2.2 Demonstrate knowledge of conflict resolution and challenge management
- 2.3 Analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow
- 2.6 Use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed. Demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences to follow those rules and expectations
- 2.8 Demonstrate the ability to incorporate and utilize the principals of group dynamics in a variety of settings

Leadership: Community and Career Skills

- 3.1 Understand the role, participate in and evaluate community service and service learning activities
- 3.3 Understand the organizational skills necessary to be a successful leader and citizen and practice those skills in real life

STANDARDS AND COMPETENCIES

Unit: Foundations for Success

C-1 Standard: NL-ENG.K-12.3 Evaluation Strategies; NL-ENG.K-12.4 Communication skills; NL-ENG.K-12.11 Participating in Society; NL-ENG.K-12.12 Applying Language Skills; NL-ENG.K-12.7 Evaluating Data; NL-ENG.K-12.5 Communication Strategies; NL-ENG.K-12.6 Applying Knowledge; NL-ENG.K-12.9 Multicultural Understanding; NM.9-12.1 Problem Solving; NT.K-12.4 Technology Communication Tools; NSS-C.9-12.5 Role of Citizen; NL-ENG.K-12.1 Reading for Perspective; NL-ENG.K-12.8 Developing Research Skills

Industry Standards and/or Competencies:

Total Learning Hours for Unit: 90

C-1.1	Develop self-understanding and an appreciation for diversity
C-1.2	Relate the structure and function of the brain to the learning process
C-1.3	Develop study skills
C-1.4	Use communication processes for relating to others
C-1.5	Use problem-solving techniques to determine nonviolent ways to resolve conflicts
A-1.6	Prepare to teach others
C-1.7	Explore the components of service learning
A-1.8	Prepare for your career
A-1.9	Organize your personal life to align with your goals

Aligned Washington State Standards

English Language Arts	<p>EALR 1: The student uses listening and observation skills and strategies to gain understanding</p> <p>1.1 Uses listening and observation skills and strategies to focus attention and interpret information</p> <p>EALR 2: The student uses communication skills and strategies to interact/work effectively with others</p> <p>2.1 Uses language to interact effectively and responsibly in a multicultural context</p> <p>2.2 Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems and perform tasks</p> <p>2.3 Uses skills and strategies to communicate inter-culturally</p> <p>EALR 3: The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations</p> <p>3.1 Uses knowledge of topic/theme, audience, and purpose to plan presentations</p> <p>3.2 Uses media and other resources to support presentations</p> <p>3.3 Uses effective delivery</p> <p>EALR 4: The student analyzes and evaluates the effectiveness of communication</p> <p>4.1 Assesses effectiveness of one's own and other's communications</p>
	<p>English Language Arts Reading</p> <p>EALR 1: The student understands and uses different skills and strategies to read</p> <p>1.2 Use vocabulary (word meaning) strategies to comprehend text</p> <p>1.2.2 Apply strategies to comprehend words and ideas</p> <p>1.3 Build vocabulary through wide reading</p> <p>1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabulary relevant to the different contexts, cultures and communities</p> <p>EALR 2: The student understands the meaning of what is read</p> <p>2.1 Demonstrate evidence of reading comprehension</p> <p>2.1.3 Apply comprehension monitoring strategies during and after reading; determine importance using theme, main idea, and</p>

	<p>supporting details in grade-level informational/expository text and/or literary/narrative text</p> <p>2.2 Understand and apply knowledge of text components to comprehend text</p> <p>2.2.3 Analyze story elements</p> <p>2.2.4 Apply understanding of text organizational structures</p> <p>2.3 Expand comprehension by analyzing, interpreting and synthesizing information and ideas in literary and informational text</p> <p>2.3.1 Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships</p> <p>EALR 3: The student reads different materials for a variety of purposes</p> <p>3.1 Read to learn new information</p> <p>3.2 Read to perform a task</p> <p>3.2.2 Apply understanding of complex information including functional documents to perform a task</p> <p>3.3 Read for career applications</p>
English Language Arts Writing	<p>EALR 1: The student understands and uses a writing process</p> <p>1.1 Pre-writes to generate ideas and plan writing</p> <p>1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing</p> <p>1.2 Revises to improve text</p> <p>1.5 Publishes text to share with audience</p> <p>EALR 3: The student writes clearly and effectively</p> <p>3.2 Develops ideas and organizes writing</p> <p>3.3 Knows and applies appropriate grade level writing conventions</p> <p>3.3.1 Uses legible handwriting</p> <p>3.3.3 Applies capitalization rules</p> <p>3.3.6 Uses complete sentences in writing</p> <p>3.3.7 Applies paragraph conventions</p> <p>3.3.8 Applies conventional forms for citations (MLA)</p> <p>EALR 4: The student analyzes and evaluates the effectiveness of written work</p> <p>4.1 Analyzes and evaluates others and own writing</p> <p>4.1.1 Analyzes and evaluates writing using established criteria</p>

Unit: American History and Government

COMPONENTS AND ASSESSMENTS

Performance Assessments:

This unit is a comprehensive study of the American government including its foundation and structure and takes the student from the very beginning of the institution to the student role in citizenship of the future. Chapter one begins with citizenship skills required in both being a participant in America as well as the skills needed to run meetings and change our society through civic action groups. Chapter 2 develops our political system roots as the basis of values in this country addressing right and the notion of state governments. Chapter 3 takes the information from the first two chapters to tie it to the constitution of this nation flushing out the balance of power criteria for our government. Chapter 4 delves into the diversity of our population and how that diversity attributes to the rise of political parties in this country. Chapter 5 and 6 dissect the Bill of Rights. Chapter 7 and 8 demand the students take leadership roles in the changing and/or running of the government of the United States through participation. Leadership developed in chapter 8 focuses on values and ethics leading the student towards global citizenry. The program “Chief Justice” is used in conjunction with this unit to give first hand experience in how the judicial system works in our country.

Function as a member of a Civic Action Group to take part in a Service Learning Project under the America’s Promise program.

Develop and present an information briefing on a topic of historical significance showing how the lessons learned will be applied to the future.

Develop a personal view on a national issue and apply and defend the view in a trial under the program of “Chief Justice”

Leadership Alignment: Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

- 1. Leadership: Core Values and Democratic Principles.** To meet this standard the student will
 - 1.1 Understand and interpret the major ideas set forth in the Declaration of Independence, the Constitution and other foundational documents
 - 1.1.3a: Explain key concepts found within the foundation documents and evaluate their impact on contemporary U.S. political system
 - 1.1.3b: Analyze how specific rights guaranteed by the Constitution can be modified as the Constitution remains open to change and interpretation
 - 1.2 Examine key ideals of United States democracy
 - 1.2.3a: Examine the origins and continuing influence of key democratic ideals of the U.S. Government
 - 1.2.3b: Analyze why democratic ideals demand that people work together to reduce the disparity between those ideals and realities
- 2. Citizenship, American History and Government EALRS:** To meet this standard the student will
 - 2.1 Understand events, trends and individuals and movements shaping the United States
 - 1-2.3: Identify and analyze major concepts, people and events in the 20th century U.S. including the emerging U.S. (1890-1918), Reform, Depression, World War I, World War II, Korea and Vietnam
 - 1-3: Examine representative government and citizen participation
 - 4.2: Identify and demonstrate rights of United States citizenship related to local, state, national and international issues
- 3. World History 1-1: Understand and analyze historical time and chronology:** To meet this standard the student will:
 - 1.1.3a: Group events and individuals by broadly defined historical eras and use timelines to identify and explain patterns of historical continuity and change in a succession of related events. Compare and contrast different cultural perceptions
 - 1.2.3: Identify and analyze major concepts, people and events in 20th Century U.S.
- 4. History, Ideas and Technological Developments:** To meet this standard the student will:
 - Assess reading strengths and need for improvement
 - 2.1 Compare and contrast ideas in different places, time periods and cultures and examine the interrelationships between ideas, change and conflict



Standards and Competencies	
Unit: American History and Government (Resources and Standards used in Framework Development: National Standards, McRel Standards, SCANS, Army JROTC Curriculum, Washington State EALR/Standards)	
<p>The SCANS areas exercised in this unit include thinking skills and personal qualities.</p> <p>The SCANS workplace competencies enhanced are:</p> <p>Interpersonal skills, Information synthesis and use, and use of technology. The national standards are: NSS-C9-12.1 Civic Life, Politics and Government; NSS-C.9-12.2 Foundations of the Political System; NSS-C.9-12.3 Principles of Democracy; NSS-C.9-12.4 Other Nations and World Affairs; NSS-C.9-12.5 Role of the Citizen; NL-ENG.K-12.3 Evaluation Strategies; NL-ENG.K12.8 Developing Research Skills; NSS-US.5-12.6 The Development of the Industrial United States (1870-1900); NSS-US.5-12.7 An Age of Revolution; NSS-US.5-12.8 The 20th Century; NSS-US.5-12.6 ERA 7 The Emergence of Modern America (1890-1930); NSS-US.5-12.8 ERA 8 The Great Depression and World War II (1929-1945); NSS-US.5-12.9 ERA 9 Postwar United States (1945-early 1970's); NSS-US.5-12 Era 10 Contemporary United States (1968-Present)</p>	
Industry Standards and/or Competencies:	Total Learning Hours for Unit: 80
C-1.1	Use the 7 citizenship skills of "You the People", analyze and apply decision making skills through family, community, business and industry
C-1.2	Using the "Winning Colors" program, identify the characteristics of family, community, business and industry leaders in your study of American History
C-1.3	Demonstrate oral, interpersonal, written and electronic communication and presentation skills and understand how to apply those skills through briefing techniques applied to political parties and political actions studied.
C-1.4	Use your rights and privileges as a citizen to take an active role in your community, school, JROTC or local organizations
C-2.1	Use the 7 citizenship skills in developing plans for a civic action group initiative in the community. Communicate: use communication skills to work within the group to arrive at decisions
C-2.2	Use the "Winning Colors" conflict resolution techniques and strategies to resolve issues of the political world being studied
C-2.3	Analyze the complex responsibilities of the leader and follower, demonstrate the ability to lead and follow using samples from the armed conflicts the United States has been involved with
C-2.4	Connect the development of the constitution with the events, trends and movements of people which have shaped the United States to a future United States and to identify your role in it
C-3.1	Understand the world power role of the United States and your responsibility as a citizen to that position
C-3.3	Use the 7 citizenship skills (You the People) and Americas Promise and your learned organizational skills to coordinate and execute a community service learning project
Aligned Washington State Standards	
English Language Arts	2.1 Communicate clearly to a range of audiences for different purposes 2.2 Communicate clearly and effectively <i>To meet this standard the student will:</i> 1. Develop and deliver briefings on plans and courses of action developed for community actions 2. Develop plans and present written directives to complete the actions
Social Studies	EALR3: Core Values and democratic principles 1.2 Examine key ideals of United States democracy 1.2.3a: Examine the origins and continuing influence of key democratic ideals of the U.S. Government

	<p>1.2.3b: Analyze why democratic ideals demand that people work together to reduce the disparity between those ideals and reality</p> <p>1.3: Examine representative government and citizen participation</p> <p>1.3.3a: Examine and evaluate how citizens use and influence governmental institutions and processes to solve problems</p> <p>Core Government and Laws</p> <p>2.1 Understand and explain the organization of federal, state and local government including executive, legislative and judicial branches at and among the three levels of government</p> <p>2.1.3a: Examine and explain the constitutional principles that establish and limit government</p> <p>2.1 3b: Analyze problems and solutions related to the distribution of power between the legislative, executive and judicial branches of government</p>
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Unit: Geography

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Introductory chapter provides an introduction to the components of the globe, including the poles, the equator, latitude and longitude, the oceans and the continents. Provides a foundation for understanding map reading and world geography. Chapter 2 begins with an introduction to the standard map, as well as the topographical map. It shows the elements of a map and introduces cadets to the grid coordinate system. Provides information on contours and landforms and teaches various methods on how to determine distance, direction, and location. Demonstrates how to work with and convert grid-magnetic angles. Develops skills that can then be used for orienteering and/or land navigation. The introductory lesson on Orienteering explains six types of orienteering courses. Demonstrates the five-step process to determine direction of travel and five movement techniques used in orienteering. Identifies three control areas and five safety aspects used in orienteering. Demonstrates proper orienteering techniques if given the opportunity to participate in an orienteering event. Compares air navigation skills to land navigation skills and demonstrates how to plan a flight. Identifies the most common unit of measure for distance in air travel and compares it with the unit of measure in road travel. Identifies marginal information, aeronautical symbols, aeronautical charts, and the four time zones located in the continental United States. Shows how to plan a trip by air by choosing the appropriate charts and planning a flight route. Chapter 5 develops global awareness. It begins by defining geography and discussing basic world climates and the major factors affecting them. Summarizes the physical and political characteristics of each of the continents. Identifies countries and regions of each continent, and summarizes their physical and human characteristics. Explains how the interactions between groups of people affect the area's cultural, economic, and political characteristics. Provides instruction on creating maps to organize and display data about each continent. Chapter 6 teaches the cadet to recognize the global impact of environmental issues and recognize significant environmental impacts of waste disposal. Identifies examples of pollution and waste material. Describes environmental concerns and way that communities control waste volume. Explains the recycling and incineration process. Helps the cadets develop alternate solutions for waste disposal that benefit the environment and create a recycling plan of action.

Leadership Alignment: Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

Standards and Competencies

Standard/Unit: Geography

NSS-G.K-12.3 Physical Systems, **NSS-G.K-12.1** The World in Spatial Terms, **NSS-G.K-12.6** The Uses of Geography, **NPH.K-12.5** Responsible Behavior, **NM.9-12.7** Geometry, **NSS-G.K-12.2** Spaces and Regions

Industry Standards and/or Competencies:

Total Learning Hours for Unit: 50

C-1.1	Explore the globe
C-1.2	Use a city or state map to select a route and determine distance
C-1.3	Use map reading skills for an orienteering course
C-1.4	Differentiate between navigating on ground and through the air
C-1.5	Associate terrain with continental geography
C-1.6	Assess environmental issues within a community

Aligned Washington State Standards

English Language Arts

The student uses listening and observation skills and strategies to gain understanding

To meet this standard the student will:

- 1.1 Use listening and observations skills and strategies to focus attention and interpret information
- 1.2 Understand, analyze, synthesize, or evaluate information from a variety of sources

<p>English Language Arts Reading</p>	<ol style="list-style-type: none"> 1. The student understands and uses different skills and strategies to read <i>To meet this standard the student will:</i> <ol style="list-style-type: none"> 1.1 Use word recognition and word meaning skills to read and comprehend text 1.2 Use vocabulary (word meaning) strategies to comprehend text 1.3 Build vocabulary through wide reading 1.4 Apply word recognition skills and strategies to read fluently 2. The student understands the meaning of what is read <i>To meet this standard the student will:</i> <ol style="list-style-type: none"> 2.1 Demonstrate evidence of reading comprehension 2.2 Understand and apply knowledge of text components to comprehend text 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literacy and informational text 2.4 Think critically and analyze author's use of language, style, purpose and perspective in informational and literary text 3. The student reads different materials for a variety of purposes <i>To meet this standard the student will:</i> <ol style="list-style-type: none"> 3.1 Read to learn information 3.2 Read to perform a task 3.3 Read for career applications 3.4 Read for literary/narrative experience in a variety of genres 4. The student sets goals and evaluates progress to improve reading <i>To meet this standard the student will:</i> <ol style="list-style-type: none"> 4.1 Assess reading strengths and need for improvement 4.2 Develop interests and share reading experiences
<p>Social Studies</p>	<p>Social Studies EALR 3: GEOGRAPHY – The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region and movement and demonstrates knowledge of how geographic features and human cultures impact environments.</p> <p>Component 3.1 Understands the location, physical characteristics, cultural characteristics, and spatial patterns of places and regions on the earth's surface.</p> <p>Component 3.2 Understands human interaction with the environment</p> <p>Component 3.3 Understands the geographic context of global issues and events</p>

Unit: Citizenship

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Introduces students to the values and principals that underline good citizenship. Emphasis is placed on topics such as the importance of the United States Constitution and Bill of Rights, responsibilities of U.S. citizens, basic national values, the U.S. federal justice system, and service to the community. In conjunction with citizenship, cadets are introduced to a variety of significant events and historical figures that contributed to our citizenship and American history.

Chapter 1 introduces cadets to the “You the People” citizenship skills and it’s foundation in the Preamble to the United States Constitution. It provides cadets with an opportunity to practice these skills before they begin their “You the People” Citizen Action Group process or any teamwork within the classroom. By practicing these skills, cadets develop the qualities that allow them to work with others when meeting a common goal.

Chapter 2 introduces students to: 1) the legal basis for citizenship and the misconceptions and qualifications for being an American citizen; 2) the amendments that protect the rights of American citizens; 3) the basic freedoms of U.S. citizens as set forth in the amendments; 4) the Bill of Responsibilities; 5) and the characteristics of participating American citizens.

Chapter 3 introduces cadets to the “You the People” Citizen Action Group process. It teaches cadets how to: reach a simple majority and consensus, follow the YTP ground rules, and conduct Small Group and Representative Group meetings. The Citizenship Action Group process teaches cadets how to work within a group with the common goal of improving or contributing to their classroom, school or community.

Chapter 4 discusses the significant events of 1776-1814 that helped shape and develop our constitution and government. It teaches cadets to recognize the importance of the American Revolution, the development and construction of the constitution, the westward expansion of America, and the events of the War of 1812.

Chapter 5 presents cadets with an overview of the people, places, and events of 1815 to the present day that helped shape the history and citizenship of Americans.

Chapter 6 introduces cadets to the Chief Justice educational game including the Supreme Court, the top four positions in the Department of Justice and the major functions of the five divisions in that department, and a brief overview of the military justice system. It also teaches cadets the three levels of local law enforcement agencies, their functions, jurisdictions, and relations to the communities they serve and the three types of military law enforcement agents and their functions within the military community they serve.

Chapter 7 introduces cadets to the legislative branch, it’s organization, qualifications for and benefits/privileges of membership, powers and lawmaking procedures (from the introduction of a bill to committee action voting). It also introduces the executive branch; it’s constitutional and informal qualifications, term of office, salary and benefits, sources of power, limits on power, and presidential succession. It also familiarizes cadets with the voting process by: discussing voting reforms, stressing the responsibility of U.S. citizens to vote, examining the role of political parties in the election process, and explaining how public opinion and voting outcome can be shaped by interest groups, lobbyists, propaganda/campaign techniques, and political movements. It provides cadets with insight into the steps that most presidential campaigns follow and the role of the Electoral College System in presidential elections. Using the “You the People” process, this chapter allows cadets to further explore the past and current state of our government, the origin and ratification of the Constitution, the legislative, executive and judicial branches of government, the executive powers and limitations stated in Article II of the Constitution, the organization of state and local governments, the modern political and economic systems, the definition of citizenship and the duties of participating American citizens, a plan for reviving American citizenship, local issues in the community or school, current issues before congress, recent decisions made by the Supreme Court, and a variety of discussion topics about citizenship and American history.

Leadership Alignment: Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

Standards and Competencies

Standard/Unit: Citizenship

C.1 Standard: NSS-C.9-12.5 Role of the citizen, NSS-C.9-12.3 Principles of Democracy, NSS-C.9-12.4 Other Nations and World Affairs, NSS-US.5-12.10 Era 10: Contemporary United States (1968 to the present), NL-ENG.K-12.8 Developing Research Skills, NSS-US.5-12.8 The 20th Century, NSS-C.9-12.2 Foundations of the Political System, NL-ENG.K-12.3 Evaluation Strategies, NSS-US.5-12.6 ERA 6: The Development of the Industrial United States (1870-1900), NSS-US.5-12.7 ERA 7: The Emergence of Modern America (1890-1930), NSS-US.5-12.8 ERA 8: The Great Depression and World War II (1929-1945), NSS-US.5-12.9 ERA 9: Postwar United States (1945 – Early 1970's), NSS-US.5-12.10 ERA 10: Contemporary United States (1968- to the present), NSS-US.5-12.7 An Age of Revolutions, NSS-

USH.5-12.8 The Twentieth Century, NSS-C.9-12.1 Civic Life, Politics and Government	
Industry Standards and/or Competencies:	
Total Learning Hours for Unit: 110	
C-1.1	Develop self-understanding and an appreciation for diversity
C-1.2	Relate the structure and function of the brain to the learning process
C-1.3	Develop study skills
C-1.4	Use communication processes for relating to others
C-1.5	Use problem-solving techniques to determine nonviolent ways to resolve conflicts
C-1.6	Prepare to teach others
C-1.7	Explore the components of service learning
C-1.8	Prepare for your career
Aligned Washington State Standards	
English Language Arts	<p>EALR 1: The student uses listening and observation skills and strategies to gain understanding</p> <p>1.2 Uses listening and observation skills and strategies to focus attention and interpret information</p> <p>EALR 2: The student uses communication skills and strategies to interact/work effectively with others</p> <p>2.4 Uses language to interact effectively and responsibly in a multicultural context</p> <p>2.5 Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems and perform tasks</p> <p>2.6 Uses skills and strategies to communicate inter-culturally</p> <p>EALR 3: The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations</p> <p>3.4 Uses knowledge of topic/theme, audience, and purpose to plan presentations</p> <p>3.5 Uses media and other resources to support presentations</p> <p>3.6 Uses effective delivery</p> <p>EALR 4: The student analyzes and evaluates the effectiveness of communication</p> <p>4.1 Assesses effectiveness of one's own and other's communications</p>
English Language Arts Reading	<p>EALR 1: The student understands and uses different skills and strategies to read</p> <p>1.2 Use vocabulary (word meaning) strategies to comprehend text</p> <p>1.2.2 Apply strategies to comprehend words and ideas</p> <p>1.3 Build vocabulary through wide reading</p> <p>1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabulary relevant to the different contexts, cultures and communities</p> <p>EALR 2: The student understands the meaning of what is read</p> <p>2.2 Demonstrate evidence of reading comprehension</p> <p>2.1.4 Apply comprehension monitoring strategies during and after reading; determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text</p> <p>2.2 Understand and apply knowledge of text components to comprehend text</p> <p>2.2.3 Analyze story elements</p> <p>2.2.4 Apply understanding of text organizational structures</p> <p>2.3 Expand comprehension by analyzing, interpreting and synthesizing information and ideas in literary and informational text</p> <p>2.3.1 Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships</p> <p>EALR 3: The student reads different materials for a variety of purposes</p> <p>3.3 Read to learn new information</p> <p>3.4 Read to perform a task</p> <p>3.2.3 Apply understanding of complex information including functional documents to perform a task</p> <p>3.3 Read for career applications</p>

<p>English Language Arts Writing</p>	<p>EALR 1: The student understands and uses a writing process</p> <ul style="list-style-type: none"> 1.2 Pre-writes to generate ideas and plan writing 1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing 1.2 Revises to improve text 1.5 Publishes text to share with audience <p>EALR 3: The student writes clearly and effectively</p> <ul style="list-style-type: none"> 3.4 Develops ideas and organizes writing 3.5 Knows and applies appropriate grade level writing conventions 3.3.1 Uses legible handwriting 3.3.3 Applies capitalization rules 3.3.6 Uses complete sentences in writing 3.3.7 Applies paragraph conventions 3.3.8 Applies conventional forms for citations (MLA) <p>EALR 4: The student analyzes and evaluates the effectiveness of written work</p> <ul style="list-style-type: none"> 4.2 Analyzes and evaluates others and own writing 4.1.1 Analyzes and evaluates writing using established criteria
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Unit: Leadership and Theory

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Leadership Alignment: Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

Standards and Competencies

Standard/Unit: Leadership and Theory

Industry Standards and/or Competencies:

Total Learning Hours for Unit: 140

C-1 Standard: Leadership Theory and Application pillar correlated to national standards

C-1.1	Language Arts
C-1.1.1	NL-ENG-K.12.1 Reading for Perspective – Students read a wide range of print and non print texts to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and non-fiction, classic and contemporary works.
C-1.1.2	NL-ENG-K.12.3 Evaluation Strategies – Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. Students draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context and graphics).
C-1.1.3	NL-ENG-K.12.4 Communication Skills – Students adjust their use of spoken, written and visual language (e.g., conventions, style and vocabulary) to communicate effectively with a variety of audiences and for different purposes.
C-1.1.4	NL-ENG-K.12.5 Communication Skills – Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
C-1.1.5	NL-ENG-K.12.6 Applying knowledge – Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique and discuss print and non-print texts.
C-1.1.6	NL-ENG-K.12.12 Applying Language Skills – Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).
C-1.2	Physical Education
C-1.2.1	NPH-K-12.1 Movement Forms – Demonstrates competency in many movement forms and proficiency in a few movement forms.
C-1.2.3	NPH-K-12.2 Movement Concepts – Applies movement concepts and principles to the learning and development of motor skills.
C-1.2.4	NPH-K-12.5 Responsible Behavior – Demonstrates understanding and respect for differences among people in physical activity settings.
C-1.2.5	NPH-K-12.7 Understanding Challenge – Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
C-1.3	Civics
C-1.3.1	<p>NSS-C-9-12.3 Principles of Democracy – How Does the Government Established by the Constitution Embody the Purposes, Values and Principles of American Democracy</p> <ul style="list-style-type: none"> ▪How are power and responsibility distributed, shared and limited in the government established by the United States Constitution. ▪How is the national government organized and what does it do. ▪How are state and local governments organized and what do they do ▪What is the place of law in the American constitutional system ▪How does the American political system provide for choice and opportunities for participation.
C-1.3.2	NSS-C-9-12.5 Roles of the Citizen – What are the Roles of the Citizen in American Democracy

	<ul style="list-style-type: none"> ▪What is citizenship ▪What are the rights of citizens ▪What are the responsibilities of citizens ▪What civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy ▪How can citizens take part in civic life
Aligned Washington State Standards	
English Language Arts	1.2 Uses listening and observation skills and strategies to focus attention and interpret information 1.3 Understands, analyzes, synthesizes or evaluates information from a variety of sources 2.1 Uses language to interact effectively and responsibly in a multicultural context 2.2 Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems and perform tasks 2.3 Uses skills and strategies to communicate inter-culturally 3.1 Uses knowledge of topic/theme, audience, and purpose to plan presentations 3.2 Uses media and other resources to support presentations 3.3 Uses effective delivery 4.1 Assesses effectiveness of one's own and other's communication 4.2 Sets goals for improvement
English Language Arts Reading	1.1 Use word recognition and word meaning skills to read and comprehend text 1.2 Use vocabulary (word meaning) strategies to comprehend text 2.1 Demonstrate evidence of reading comprehension 2.3 Expand comprehension by analyzing, interpreting and synthesizing information and ideas in literacy and informational text 3.1 Read to learn new information 3.2 Read to perform a task
Social Studies	Civics 1.1 Understands key ideals and principals of the United States, including those in the Declaration of Independence, the Constitution and fundamental elements 1.2 Understands the purposes, organization and function of governments, laws and political systems 1.3 Understands the purposes and organization of international relationships and United States policy 1.4 Understands civic involvement Geography 3.2 Understands human interaction with the environment 3.3 Understands the geographic context of global issues and events History 4.1 Understands historical chronology 4.2 Understands and analyzes casual factors that have shaped major events in history 4.3 Understands that there are multiple perspectives and interpretations of historical events 4.4 Uses history to understand the present and plan for the future Social Studies Skills 5.1 Uses critical reasoning skills to analyze and evaluate positions 5.3 Deliberates public issues

English Language Arts Writing	3.1 Develops ideas and organizes writing 3.2 Uses appropriate style 4.2 Sets goals for improvement
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Unit: Wellness, Fitness and First Aid

COMPONENTS AND ASSESSMENTS

Performance Assessments: Students will be learning how to assess their fitness for a healthy lifestyle, be able to pass the Presidential Physical Fitness Award Program, know how to use aid techniques in emergency and non-emergency situations, and develop an understanding of substance abuse and prevention strategies

Leadership Alignment: Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

Standards and Competencies

Standard: Assess your awareness of fitness and healthy lifestyle

Total Learning Hours for Unit: 70

Industry Standards and/or Competencies::

12.1	Reading for perspective
12.3	Evaluation strategies
12.4 and 12.5	Communication skills – Communication strategies
12.6	Applying knowledge
12.7	Evaluating data
12.12	Applying language skills
9-12.1 and 9-12.2	Health promotion and disease prevention – Health information, products and services
9-12.3	Reducing health risks
9-12.5	Using communication skills to promote health
9-12.6 and 9-12.7	Setting good health – Health advocacy

Standard: Demonstrate the ability to pass the Presidential Physical Fitness Award Program (PPFA)

Industry Standards and/or Competencies::

12.7	Understanding challenge
9-12.6	Setting goals for good health
12.1	Movement forms
12.2	Movement concepts
12.3	Physical activity
12.4	Physical fitness
12.5	Responsible behavior
12.6	Respect for others

Standard: Apply first aid techniques in emergency and non-emergency situations

Industry Standards and/or Competencies::

12.3	Evaluation strategies
12.6	Applying knowledge
9-12.3	Reducing health risks
9-12.5	Using communication skills to promote health
9-12.7	Health advocacy

Standard: Illustrate awareness of drugs and drug abuse

Industry Standards and/or Competencies::

12.1	Reading for perspective
12.3	Evaluation strategies
12.4 and 12.5	Communication skills and Communication strategies

12.6	Applying knowledge
12.7	Evaluating data
12.9	Multicultural understanding
12.12	Applying language skills
9-12.1	Health promotion and disease prevention
9-12.2	Health information, products and services
9-12.3	Reading health risks
Standard: Life long health	
Industry Standards and/or Competencies::	
12.1	Reading for perspective
12.3	Evaluation strategies
12.4	Communication skills
12.5	Communication strategies
12.6	Applying knowledge
12.7	Evaluating data
12.9	Multicultural understanding
12.12	Applying language skills
9-12.1	Health promotion and disease prevention
9-12.2	Health information, products and services
9-12.3	Reducing health risks
9-12.4	Influences on health
9-12.5	Using communication skills to promote health
9-12.6	Setting goals for good health
9-12.7	Health advocacy
Aligned Washington State Standards	
Art	EALR 3: The student communicates through the arts (dance, music, theatre and visual arts) <i>To meet this standard the student will:</i> 3.2 Develops personal aesthetic criteria to communicate artistic choices
English Language Arts	EALR 1: The student uses listening and observation skills and strategies to gain understanding <i>To meet this standard the student will:</i> 1.1 Uses listening and observation skills and strategies to focus attention and interpret information
Health and Physical Education	EALR 4: The student analyzes personal information to develop an individualized fitness plan <i>To meet this standard the student will:</i> 4.1 Understands nutrition and food nutrients and how they affect physical performance of the body 4.2 Develop a health and fitness plan and a monitoring system that is consistent with life goals for work and leisure
English Language Arts Reading	EALR 2: The student understands the meaning of what is read. <i>To meet this standard the student will:</i> 2.1 Demonstrate evidence of reading comprehension 2.2 Understand and apply knowledge of text components to comprehend text
English Language Arts Writing	EALR 2: The student writes in a variety of forms for different audiences and purposes <i>To meet this standard the student will:</i> 2.1 Writes for different purposes

21st Century Skills

The 21st Century Skills are taught and assessed throughout the course.

Check those that students will demonstrate in this course:

LEARNING & INNOVATION

Creativity and Innovation

- ☐ Think Creatively
- ☐ Work Creatively with Others
- ☐ Implement Innovations

Critical Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgments and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA & 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 & 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

AP COMPUTER SCIENCE

Course Outline

Course Name AP Computer Science

Grade Level(s) 10-12

AP Computer Science is a preparatory course that counts as a full credit of occupational credit towards graduation. In addition, this course will count as elective mathematics and/or science credits where applicable. In this full year class, students learn program design and basic programming. This course is equivalent to a college-level semester introduction to programming and prepares students for the Advanced Placement Exam. Topics covered include primitive types, procedural programming (methods, parameters, return values), basic control structures (if/else, for loop, while loop), array manipulation, file processing, and using and defining objects (identifying reusable components, class relationships). Students learn by designing, writing and testing their own software. Computer security, ethics, industry opportunities and career paths are all discussed.

- 1. Digital Information**
- 2. The Internet**
- 3. Understanding Programming – Design and Algorithms**
- 4. Data**
- 5. Explore and Create – Implementation and Testing**

SKILLS GAP/LABOR MARKET DATA
AP Computer Science Program

AP Computer Science Program Overall		
Computer and Information Research Scientists	Quick Facts: Computer and Information Research Scientists	
	2015 Median Pay	\$110,620 per year \$53.18 per hour
	Typical Entry-Level Education	Doctoral or professional degree
	Work Experience in a Related Occupation	None
	On-the-job Training	None
	Number of Jobs, 2014	25,600
	Job Outlook, 2014-24	11% (Faster than average)
	Employment Change, 2014-24	2,700
Computer Network Architect	Quick Facts: Computer Network Architects	
	2015 Median Pay	\$100,240 per year \$48.19 per hour
	Typical Entry-Level Education	Bachelor's degree
	Work Experience in a Related Occupation	5 years or more
	On-the-job Training	None

Computer Programmer	Number of Jobs, 2014	146,200	
	Job Outlook, 2014-24	9% (Faster than average)	
	Employment Change, 2014-24	12,700	
	Quick Facts: Computer Programmers		
	2015 Median Pay	\$79,530 per year \$38.24 per hour	
	Typical Entry-Level Education	Bachelor's degree	
	Work Experience in a Related Occupation	None	
	On-the-job Training	None	
	Number of Jobs, 2014	328,600	
	Job Outlook, 2014-24	-8% (Decline)	
	Employment Change, 2014-24	-26,500	



Auburn School District

Course: AP Computer Science Principles		Total Framework Hours up to: 180 hours
CIP Code: 110201	Exploratory <input type="checkbox"/> Preparatory <input checked="" type="checkbox"/>	Date Last Modified: 4-10-2017
Career Cluster: Information Technology		Cluster Pathway: Programming and Software Development

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students will work with a partner to devise and build their own bit--sending “machines.”
Students will adapt their machines to handle multi-bit messages, and increasingly complex information
Students will invent a file type/protocol for encoding a complex type of information that has some personal significance

Leadership Alignment:

Creativity and Innovation will be demonstrated when students will work with a partner to design and build their own “Bit Sending Machine” and adapt their machines as complexity increases to handle multi-bit messages and increasingly complex information.

Students will demonstrate **Initiative and Self-Direction** when they work alone to write an individual program, and answer questions about the individual program and about the collaboration with their partner

Students will demonstrate **Information Literacy** when they **Access and Evaluate Information** and **Use and Manage Information** to explore technical challenges and questions that arise from the need to represent digital information in computers and transfer it between people and computational devices.

Standards and Competencies

Standard/Unit: Digital Information

Industry Standards and/or Competencies

Total Learning Hours for Unit: 35 hours

Creativity

- 1.1.1 Apply a creative development process when creating computational artifacts.
- 1.2.1 Create a computational artifact for creative expression. [P2]
- 1.2.2 Create a computational artifact using computing tools and techniques to solve a problem. [P2]
- 1.2.3 Create a new computational artifact by combining or modifying existing artifacts. [P2]
- 1.2.4 Collaborate in the creation of computational artifacts. [P6]
- 1.2.5 Analyze the correctness, usability, functionality, and suitability of computational artifacts. [P4]
- 1.3.1 Use computing tools and techniques for creative expression. [P2]

Abstraction

- 2.1.1 Describe the variety of abstractions used to represent data. [P3]
- 2.1.2 Explain how binary sequences are used to represent digital data. [P5]
- 2.2.1 Develop an abstraction when writing a program or creating other computational artifacts. [P2]

Data 3.1.1 Use computers to process information, find patterns, and test hypothesis about digitally processed information to gain insight and knowledge. [P4]

Global Impacts		
7.1.1 Explain how computing innovations affect communication, interaction, and cognition. [P4]		
7.2.1 Explain how computing has impacted innovations in other fields. [P1]		
7.4.1 Explain how computing has impacted innovations other fields. [P1]		
Aligned Washington State Standards		
Computer Science: Information Technology- Programming (CCTC)	ITC10.01 ITC10.01.02 ITC10.01.04 ITC10.02 ITC10.02.01 ITC10.02.02 ITC10.02.03	Demonstrate knowledge of the hardware components associated with information systems. Explain the role of number systems in information systems. Describe elements and types of information processing. Compare classes of software associated with the development and maintenance information systems to develop software and maintain computer systems. Explain the key functions and applications of software. Describe the range of languages used in software development. Summarize how data is organized in software development.
Arts		
Educational Technology	1.1: 1.2: 1.3: 2.1: 2.4:	Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others. Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources. Practice Safety: Practice safe, legal and ethical behavior in the use of information and technology. Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.
Health and Fitness		
English Language Arts		Broken out below as Reading, Writing, Speaking and Listening
Mathematics	MP.1 MP.2 MP.4 MP.5 MP.6 MP.7 HSN-Q.A.1 N-Q N-Q.1 N-Q.2 N-Q.3 A-CED A-CED.2 A-CED.3	Make sense of problems and persevere in solving them Reason abstractly and quantitatively Model with mathematics Use appropriate tools strategically Attend to precision Look for and make use of structure Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. Reason quantitatively and use units to solve problems. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. Define appropriate quantities for the purpose of descriptive modeling. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities Create equations that describe numbers or relationships Create equations in two or more variables to represent relationships between quantities Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

English Language Arts Reading	<p>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.</p> <p>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.</p> <p>RST 11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible</p>
Science	<p>HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p> <p>HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p> <p>HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.</p>
Social Studies	
English Language Arts Speaking and Listening	<p>SL 11-12.1 a-d. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL 11-12.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL 11-12.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
English Language Arts Writing	<p>WHST11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>WHST11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task,</p>

	<p>purpose, and audience.</p> <p>WHST11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>WHST11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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COMPONENTS AND ASSESSMENTS

Performance Assessments:

Student work together to invent solutions and protocols to many of the problems that arise.

Students will consider how information might be encrypted to ensure privacy and some of the tradeoffs involved.

Students will work on problems in encryption that are used as a way to talk about computationally hard problems.

Leadership Alignment:

Work Creatively with Others: Students will work together to invent solutions and protocols to problems that arise in networked communications. Topics will include: Internet Protocol, DNS, TCP/IP, cryptography, and other security and hacking concerns.

Standards and Competencies

Standard/Unit: The Internet

Industry Standards and/or Competencies

Total Learning Hours for Unit: 35 hours

Creativity

1.2.1 Create a computational artifact for creative expression. [P2]

1.2.2 Create a computational artifact using computing tools and techniques to solve a problem. [P2]

1.2.4 Collaborate in the creation of computational artifacts. [P6]

1.2.5 Analyze the correctness, usability, functionality, and suitability of computational artifacts. [P4]

1.3.1 Use computing tools and techniques for creative expression. [P2]

Abstraction

2.1.1 Describe the variety of abstractions used to represent data [P3]

2.1.2 Explain how binary sequences are used to represent digital data. [P5]

2.3.1 Use models and simulations to represent phenomena. [P3]

Data

3.1.1 Use computers to process information, find patterns, and test hypotheses about digitally processed information to gain insight and knowledge. [P4]

3.1.2 Collaborate when processing information to gain insight and knowledge. [P6]

3.3.1 Analyze how data representation, storage, security, and transmission of data involve computational manipulation of information. [P4]

Algorithms

4.1.2 Express an algorithm in a language. [P5]

<p>4.2.1 Explain the difference between algorithms that run in a reasonable time and those that do not run in a reasonable time. [P1]</p> <p>4.2.2 Explain the difference between solvable and unsolvable problems in computer science. [P1]</p> <p>4.2.3 Explain the existence of un-decidable problems in computer science. [P1]</p> <p>4.2.4 Evaluate algorithms analytically and empirically for efficiency, correctness, and clarity. [P4]</p> <p>Programming</p> <p>5.2.1 Explain how programs implement algorithms. [P3]</p> <p>5.4.1 Evaluate the correctness of a program. [P4]</p> <p>6.1.1 Explain the abstractions in the Internet and how the Internet functions. [P3]</p> <p>Internet</p> <p>6.2.1 Explain characteristics of the Internet and the systems built on it. [P5]</p> <p>6.2.2 Explain how the characteristics of the Internet influence the systems built on it. [P4]</p> <p>6.3.1 Identify existing cybersecurity concerns and potential options to address these issues with the Internet and the systems built on it. [P1]</p> <p>Global Impacts</p> <p>7.1.1 Explain how computing innovations affect communication, interaction, and cognition. [P4]</p> <p>7.2.1 Explain how computing has impacted innovations in other fields. [P1]</p> <p>7.3.1 Analyze the beneficial and harmful effects of computing. [P4]</p> <p>7.4.1 Explain the connections between computing and economic, social, and cultural contexts. [P1]</p>		
Aligned Washington State Standards		
Computer Science: Information Technology- Programming (CCTC)	<p>ITC10.05 Demonstrate technical knowledge of the Internet to develop and maintain IT systems.</p> <p>ITC10.05.01 Describe Internet protocols Describe Internet protocols.</p> <p>ITC10.05.02 Explain Domain Name Server (DNS).</p> <p>ITC10.05.03 Summarize Internet security issues and systems available for addressing them.</p> <p>ITC10.08 Demonstrate knowledge of Web page basics to build an understanding of Webpage design and functioning.</p> <p>ITC10.08.01 Explain the features and functions of Web browsing software.</p> <p>ITC10.08.02 Explain the features and functions of Web page design software.</p> <p>ITC10.08.03 Compare and contrast clients and servers.</p> <p>ITC10.08.04 Describe how bandwidth affects data transmission and on-screen image.</p> <p>ITC10.11 Recognize and analyze potential IT security threats to develop and maintain security requirements.</p> <p>ITC10.11.01 Describe potential security threats to information systems.</p> <p>ITC10.11.02 Identify the range of security needs and the problems that can occur due to security lapses.</p> <p>ITC10.11.03 Assess security threats Assess security threats.</p> <p>ITC10.11.04 Develop plans to address security threats.</p> <p>ITC10.11.05 Implement plans to address security procedures.</p> <p>ITC10.11.06 Document security procedures.</p>	
Arts	<p>1.1.6 Creates, analyzes, and evaluates the element color when producing a work of art.</p> <p>1.2.1 Analyzes, applies, and evaluates the skills and techniques of visual arts to create original works of art in two and/or three dimensions.</p> <ul style="list-style-type: none"> Justifies his/her use of the skills and techniques of visual arts to create artworks around a theme that he/she defines. Extends the skills, techniques, and processes of visual arts. Uses perceptual skills (to create imagery from observation), imagination, and forming skills to achieve specific purposes in drawing and painting. Selects and uses a variety of media and techniques in two and three dimensions to achieve specific purposes. Uses a variety of photographic and digital media techniques to develop compositions for the purposes of expression. <p>2.1.1 Applies a creative process to visual arts.</p> <ul style="list-style-type: none"> Demonstrates a creative process: 	

	<ul style="list-style-type: none"> Identifies the audience and purpose of the creation of a body of original visual artworks. Explores, gathers, and interprets information from diverse sources to create original visual artworks. <p>3.1.1 Analyzes and evaluates the ways that visual arts are used to express feelings and present ideas and applies his/her understanding when creating artworks.</p> <ul style="list-style-type: none"> Works independently (with the teacher serving as mentor) to express, synthesize, and present original ideas and feelings by using visual arts symbols in a variety of genres, styles and media. Expresses and/or represents in works of art/design what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard). Articulates and justifies choices of artistic/design in a variety of media and/or styles. <p>3.2.1 Analyzes and evaluates visual artworks that communicate for a specific purpose and applies his/her understanding when creating artworks.</p> <ul style="list-style-type: none"> Analyzes and interprets social perceptions and audience preferences in the production of artworks created for a specific purpose. Works alone and/or in collaboration with others (and with or without the mentoring of a teacher) to plan and create artworks in a variety of media to communicate for a specific purpose. Plans (independently or with the teacher serving as mentor) for the deliberate use of media, materials, and resources to communicate for a specific purpose. Articulates and justifies the rationale used to make artistic choices when communicating for a specific purpose or to a specific audience. Presents fluency of ideas for visual communications for a specific purpose. <p>4.2.1 Analyzes, evaluates, and creates a presentation that integrates visual arts with other content areas.</p> <ul style="list-style-type: none"> Analyzes artworks to identify the connections between the arts and other content areas. Produces an arts presentation and justifies the choices he/she made to integrate the arts with another content area.
	<p>1.1: Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.</p> <p>1.2: Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.</p> <p>1.3: Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p> <p>2.1: Practice Safety: Practice safe, legal and ethical behavior in the use of information and technology.</p> <p>2.2: Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.3: Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p>
Health and Physical Ed.	
English Language Arts	
Mathematics	<p>MP.1 Make sense of problems and persevere in solving them</p> <p>MP.2 Reason abstractly and quantitatively</p> <p>MP.4 Model with mathematics</p> <p>MP.5 Use appropriate tools strategically</p> <p>MP.6 Attend to precision</p> <p>S-MD Calculate expected values and use them to solve problems</p> <p>S-MD.2 Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.</p> <p>S-MD.3 Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value.</p>

	<p>S-MD.4 Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value</p> <p>S-MD.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values</p> <p>S-MD.6 Use probabilities to make fair decisions</p> <p>S-MD.7 Analyze decisions and strategies using probability concepts</p> <p>HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>S-CP Understand independence and conditional probability and use them to interpret data</p> <p>S-CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).</p> <p>S-CP.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.</p>
English Language Arts Reading	<p>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.</p> <p>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.</p> <p>RST 11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible</p>
Science	<p>HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p> <p>HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p> <p>HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.</p>
Social Studies	
English Language Arts Speaking and Listening	<p>SL 11-12.1 a-d. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>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 any discrepancies among the data.</p> <p>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.</p> <p>SL 11-12.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

	SL 11-12.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
English Language Arts Writing	WHST11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information
	WHST11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
COMPONENTS AND ASSESSMENTS		
Performance Assessments: Students will solve problems with classic turtle-style programming Students will blend in elements more commonly seen in apps, like button and text inputs, images Students will create a small app		
Leadership Alignment: Social and Cross-Cultural Skill is demonstrated when students interact and work effectively with others to participate in program development and leverage individual differences to advance creative methods for designing, developing, testing, and debugging programs, program elements, and small apps. Critical Thinking and Problem Solving is demonstrated when students will work in teams to design a font and design small apps to solve problems that will be shared beyond the classroom		
Standards and Competencies		
Standard/Unit: Programming		
Industry Standards and/or Competencies		Total Learning Hours for Unit: 45 hours
Creativity 1.1.1 Apply a creative development process when creating computational artifacts. [P2] 1.2.1 Create a computational artifact for creative expression. [P2] 1.2.2 Create a computational artifact using computing tools and techniques to solve a problem. [P2] 1.2.4 Collaborate in the creation of computational artifacts. [P6] 1.2.5 Analyze the correctness, usability, functionality, and suitability of computational artifacts. [P4] 1.3.1 Use computing tools and techniques for creative expression. [P2] Abstraction 2.2.1 Develop an abstraction when writing a program or creating other computational artifacts. [P2] 2.2.2 Use multiple levels of abstraction to write programs. [P3] 2.2.3 Identify multiple levels of abstractions that are used when writing programs. [P3] Data 3.1.1 Use computers to process information, find patterns, and test hypotheses about digitally processed information to gain insight and knowledge. [P4] 3.1.3 Explain the insight and knowledge gained from digitally processed data by using appropriate visualizations, notations, and precise language. [P5] 3.2.1 Extract information from data to discover and explain connections, patterns, or trends. [P1] 3.3.1 Analyze how data representation, storage, security, and transmission of data involve computational manipulation of information. [P4] Algorithms 4.1.1 Develop an algorithm for implementation in a program. [P2] 4.1.2 Express an algorithm in a language. [P5] Programming		

5.1.1 Develop a program for creative expression, to satisfy personal curiosity, or to create new knowledge. [P2] 5.1.2 Develop a correct program to solve problems. [P2] 5.1.3 Collaborate to develop a program. [P6] 5.2.1 Explain how programs implement algorithms. [P3] 5.3.1 Use abstraction to manage complexity in programs. [P3] 5.4.1 Evaluate the correctness of a program. [P4] 5.5.1 Employ appropriate mathematical and logical concepts in programming. [P1] Global Impacts 7.1.2 Explain how people participate in a problem-solving process that scales. [P4] 7.2.1 Explain how computing has impacted innovations in other fields. [P1] 7.4.1 Explain the connections between computing and economic, social, and cultural contexts. [P1]		
Aligned Washington State Standards		
Computer Science Information Technology- Programming (CCTC)	ITPD01.01 ITPD01.02 ITPD01.04 ITPD01.06 ITPD01.08	Identify and analyze customer software needs and requirements to guide programming and software development. Create and use IT-based strategies and project plans when solving specific problems to deliver a product that meets customer specifications. Demonstrate the effective use of tools for software development to develop software applications. Produce (code) a computer application to demonstrate proficiency in developing an application using the appropriate programming language. Perform quality assurance tasks to produce quality products.
Arts		
Educational Technology	1.1: 1.2: 1.3: 2.2: 2.4:	Innovate: Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others. Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources. Operate Systems: Understand technology systems and use hardware and networks to support learning. Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.
Health and Physical Ed.		
Language		
Mathematics	MP.1 MP.2 MP.3 MP.4 MP.5 MP.6 MP.7 A-SSE.1a,b A-SSE.2 A-SSE.3.c A-APR.6 A-CED.1	Make sense of problems and persevere in solving them Reason abstractly and quantitatively Construct viable arguments and critique the reason of others Model with mathematics Use appropriate tools strategically Attend to precision Look for and make use of structure Interpret expressions that that represent a quantity in terms of its context Use the structure of an expression to identify ways to rewrite it Choose and produce an equivalent form of an expression to reveal and explain the properties of the quantity represented by the expression Rewrite simple rational expressions Create equations in one variable and use them to solve problems

	<p>A-CED.2 A-CED.3</p> <p>A-REI.2 A-REI.3 F-IF.1</p> <p>F-IF.2</p> <p>F-IF.3 F-IF.5 F-IF.8b F-BF.1 F-BF.1a F-BF.1b F-LE.1 F-LE.1b F-LE.1c</p> <p>F-LE.2</p>	<p>Create equations in two or more variables to represent relationships between quantities</p> <p>Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.</p> <p>Solve simple rational and radical equations in one variable and give examples of how extraneous solutions may arise</p> <p>Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters</p> <p>Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$</p> <p>Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context</p> <p>Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers</p> <p>Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes</p> <p>Use the properties of exponents to interpret expressions for exponential functions</p> <p>Write a function that describes a relationship between two quantities</p> <p>Determine an explicit expression, a recursive process, or steps for calculation from a context</p> <p>Combine standard function types using arithmetic operations</p> <p>Distinguish between situations that can be modeled with linear functions and with exponential functions</p> <p>Recognize situations in which one quantity changes at a constant rate per unit interval relative to another</p> <p>Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another</p> <p>Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs</p>
English Language Arts Reading	<p>RST 11-12.7</p> <p>RST 11-12.8</p> <p>RST 11-12.9</p>	<p>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.</p> <p>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.</p> <p>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible</p>
Science	<p>HS-ETS1-2.</p> <p>HS-ETS1-3.</p> <p>HS-ETS1-4.</p>	<p>Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p> <p>Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.</p> <p>Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p>
Social Studies		
English Language Arts Speaking and Listening	<p>SL 11-12.2</p> <p>SL 11-12.4</p> <p>SL 11-12.5</p>	<p>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 any discrepancies among the data.</p> <p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
Writing	WHST11-12.1	Write arguments focused on discipline-specific content.

	<p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>WHST11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
COMPONENTS AND ASSESSMENTS	
<p>Performance Assessments: Students will design and run Monte Carlo-type experiments to investigate the answer to data-driven questions that can be simulated on the computer with many trials. Students will write programs that process large lists of data to perform simple searches or aggregations. Students will query a remote API that can return data and artifacts.</p>	
<p>Leadership Alignment: Critical Thinking and Problem Solving: Students will Use Systems Thinking when they construct an experiment to investigate the answer to a data-drive question that can be simulated on the computer with multiple trials Students will Make Judgements and Decisions when they construct an experiment to investigate the answer to a data-drive question that can be simulated on the computer with multiple trials Students Will Solve Problems when they write programs that process large data sets to perform simple searches or aggregations</p>	
Standards and Competencies	
Standard/Unit: Data	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 35 hours
<p>Creativity 1.1.1 Apply a creative developmental process when creating computational artifacts. [P2] 1.2.1 Create a computational artifact for creative expression. [P2] 1.2.2 Create a computational artifact using computing tools and techniques to solve a problem. [P2]</p>	

- 1.2.4 Collaborate in the creation of computational artifacts. [P6]
- 1.2.5 Analyze the correctness, usability, functionality, and suitability of computational artifacts. [P4]
- 1.3.1 Use computing tools and techniques for creative expression. [P2]

Abstraction

- 2.2.3 Identify multiple levels of abstractions that are used when writing programs. [P3]
- 2.3.1 Use models and simulations to represent phenomena. [P3]
- 2.3.2 Use models and simulations to formulate, refine, and test hypotheses. [P3]

Data

- 3.1.1 Use computers to process information, find patterns, and test hypotheses about digitally processed information to gain insight and knowledge. [P4]
- 3.1.2 Collaborate when processing information to gain insight and knowledge. [P6]
- 3.1.3 Explain the insight and knowledge gained from digitally processed data by using appropriate visualizations, notations, and precise language. [P5]
- 3.2.1 Extract information from data to discover and explain connections, patterns, or trends. [P1]
- 3.3.1 Analyze how data representation, storage, security, and transmission of data involve computational manipulation of information. [P4]

Algorithms

- 4.1.1 Develop an algorithm for implementation in a program. [P2]
- 4.1.2 Express an algorithm in a language. [P5]
- 4.2.1 Explain the difference between algorithms that run in a reasonable time and those that do not run in a reasonable time. [P1]
- 4.2.4 Evaluate algorithms analytically and empirically for efficiency, correctness, and clarity. [P4]

Programming

- 5.1.1 Develop a program for creative expression, to satisfy personal curiosity, or to create new knowledge. [P2]
- 5.1.2 Develop a correct program to solve problems. [P2]
- 5.1.3 Collaborate to develop a program. [P6]
- 5.2.1 Explain how programs implement algorithms. [P3]
- 5.3.1 Use abstraction to manage complexity in programs. [P3]
- 5.4.1 Evaluate the correctness of a program. [P4]
- 5.5.1 Employ appropriate mathematical and logical concepts in programming. [P1]

Internet

- 6.3.1 Identify existing cybersecurity concerns and potential options to address these issues with the Internet and the systems built on it. [P1]

Global Impacts

- 7.2.1 Explain how computing has impacted innovations in other fields. [P1]
- 7.3.1 Analyze the beneficial and harmful effects of computing. [P4]
- 7.4.1 Explain the connections between computing and economic, social, and cultural contexts. [P1]

Aligned Washington State Standards

Computer Science Information Technology- Programming (CCTC)	ITPD01.10.01	Explain database development processes.
	ITPD01.10.02	Create, populate, and maintain a database.
	ITPD01.10.03	Create a database from model specifications using both program code and GraphicUser Perform database interfacing with web applications.
Arts		
Educational Technology	1.1:	Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using

	<p>technology.</p> <p>1.2: Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.</p> <p>1.3: Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p> <p>2.2: Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.3: Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>2.4: Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies. (Grades 6-12 only)</p>
Health and Physical Ed.	
English Language Arts	Broken out below as Reading, Writing, Listening and Speaking
Mathematics	<p>MP.1 Make sense of problems and persevere in solving them</p> <p>MP.2 Reason abstractly and quantitatively</p> <p>MP.3 Construct viable arguments and critique the reason of others</p> <p>MP.4 Model with mathematics</p> <p>MP.5 Use appropriate tools strategically</p> <p>MP.6 Attend to precision</p> <p>MP.7 Look for and make use of structure</p> <p>S-ID 1. Represent data with plots on the real number line (dot plots, histograms, and box plots).</p> <p>S-ID 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.</p> <p>S-ID 3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).</p> <p>S-IC 1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</p> <p>S-IC 2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?</p> <p>S-IC 3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.</p> <p>S-IC 4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.</p> <p>S-IC 6. Evaluate reports based on data.</p> <p>S-CP 1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).</p> <p>S-CP 2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.</p> <p>S-CP 3. Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.</p> <p>S-CP 5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</p>

	<p>S-CP 6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.</p> <p>S-MD 1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.</p> <p>S-MD 2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.</p> <p>S-MD 4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. <i>For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?</i></p>
English Language Arts Reading	<p>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.</p> <p>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.</p> <p>RST 11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
Science	<p>HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p> <p>HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.</p> <p>HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p>
Social Studies	
English Language Arts Speaking and Listening	<p>SL 11-12.1 b-d. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
English Language Arts Writing	<p>WHST11-12.1 Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>WHST11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

	<p>WHST11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience, integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST 11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST 11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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COMPONENTS AND ASSESSMENTS

Performance Assessments:

Performance Task: Create – Applications from Ideas

- Students partner and work individually and collaboratively to develop programs of choice. Students will be asked to answer questions about the programs and details about the collaborative process employed.
- Students submit source code (PDF, text, screenshot) and video with voice or text annotation of successful run
- Collaborative reflection on the programs and process describing:
 - Purpose of the collaborative program
 - Identify and explain the use of abstraction
 - Identify and describe the most complicated algorithm employed and what it does
 - Describe the incremental development process employed and problems encountered
- Individual reflection on programs and process:
 - Describe the *purpose* of your individually developed program.
 - The collaborative process used for the collaborative portion
 - Most significant feedback provided to help partner review and revise the collaborative program
 - Most significant feedback partner provided to help review and revise the collaborative program

Performance Task: Explore – Impact of Computing Innovations

- Students select a computing innovation that has significant impact, or the potential for significant impact on our society, economy, or culture, and that possesses the potential for both beneficial and harmful effects to research write responses that convey a deep level of understanding about the innovation and its impact that include the following:

Innovation:

 - The innovation name and a description of the intended purpose of the innovation
 - Explanation of the technical details of this innovation in terms that someone completely unfamiliar with the innovation would understand
 - Description of the role computing plays in implementing the functionality associated with the innovation
 - Description of the relationship between data and the innovation

Impact -- Population:

 - Description of the population that is impacted by the innovation, including population characteristics such as approximate size, socioeconomic status, geographic location, health, age, gender, ethnicity, race, sexual orientation, and disability

Impact – Social, Cultural, and Economic:

 - Description of the long-term and short-term impacts
 - Description of the beneficial and harmful effects of the innovation
- Visual Artifact:
 - Use a computer to create a visual artifact that illustrates the beneficial or harmful effects of the innovation described -- a graphic, movie, etc. that provides additional insight to explain, clarify, or depict the beneficial or harmful effect of the selected innovation
 - Provide a written summary to describe how the visual artifact you created illustrates the benefit or harm of the innovation

Leadership Alignment:

Students will **Communicate Clearly and Collaborate with Others** when they create applications from ideas For this task students will partner to individually and collaboratively develop programs of their choosing and be asked to answer questions about the programs, provide details about how partners collaborated.

Flexibility and Adaptability will be demonstrated when students individually and collaboratively develop programs of their choosing and answer questions about the programs, and provide details about how their partners collaborated.

Social and Cross-Cultural Skill is demonstrated when students interact and work effectively with others to participate in program development and leverage individual differences to advance creative methods for designing, developing, testing, and debugging programs.

Students will demonstrate **Media Literacy** analyze the purpose of their own communication (analyze media) to create media messages to create a visual artifact that illustrates the beneficial or harmful effects of the innovation described -- a graphic, movie, etc. that provides additional insight to explain, clarify, or depict the beneficial or harmful effect of the selected innovation

Students will **Create Media Products** when they use a computer to create a visual artifact that illustrates the beneficial or harmful effects of the innovation described -- a graphic, movie, etc. that provides additional insight to explain, clarify, or depict the beneficial or harmful effect of the selected innovation

Students will **Apply Technology Effectively** when they develop visual artifacts that illustrate the beneficial or harmful effects of the innovations: graphic, movie, etc.

Students will demonstrate **Initiative and Self-Direction** when they work alone to write an individual program, and answer questions about the individual program and about the collaboration with their partner

Productivity and Accountability is demonstrated when partners work individually and with partners to produce individual programs that must be different from the programs written collaboratively.

Leadership and Responsibility is demonstrated when work as a team to develop a program together and answer questions about it and answer questions about individual programs and the collaboration between partners.

Standards and Competencies**Standard/Unit: Explore and Create****Industry Standards and/or Competencies****Total Learning Hours for Unit: 30 hours**

1.1.1 Apply a creative development process when creating computational artifacts. [P2]

1.2.1 Create a computational artifact for creative expression. [P2]

1.2.2 Create a computational artifact using computing tools and techniques to solve a problem. [P2]

1.2.3 Create a new computational artifact by combining or modifying existing artifacts. [P2]

1.2.4 Collaborate in the creation of computational artifacts. [P6] 1.2.5 Analyze the correctness, usability, functionality, and suitability of computational artifacts. [P4] Develop an abstraction when writing a program or creating other computational artifacts. [P2] Use multiple levels of abstraction to write programs. [P3] 3.3.1 Analyze how data representation, storage, security, and transmission of data involve computational manipulation of information. [P4] 4.1.1 Develop an algorithm for implementation in a program. [P2] 4.1.2 Express an algorithm in a language. [P5] 5.1.1 Develop a program for creative expression, to satisfy personal curiosity, or to create new knowledge. [P2] 5.1.2 Develop a correct program to solve problems. [P2] 5.2.1 Explain how programs implement algorithms. [P3] 5.3.1 Use abstraction to manage complexity in programs. [P3] 5.4.1 Evaluate the correctness of a program. [P4] 5.1.3 Collaborate to develop a program. [P6] 5.5.1 Employ appropriate mathematical and logical concepts in programming. [P1] 7.1.1 Explain how computing innovations affect communication, interaction, and cognition. [P4] 7.3.1 Analyze the beneficial and harmful effects of computing. [P4] 7.4.1 Explain the connections between computing and economic, social, and cultural contexts. [P1]		
Aligned Washington State Standards		
Computer Science Informational Technology- Programming (CCTC)	ITPD01.07 ITPD01.07.01 ITPD01.07.02 ITPD01.07.03 ITPD01.07.04 ITPD01.08 ITPD01.08.01 ITPD01.08.02	Implement software testing procedures to ensure quality products. Develop a software test plan. Perform testing and validation. Document test results. Develop software testing audit trails. Perform quality assurance tasks to produce quality products. Summarize software quality assurance (QA) procedures. Perform software quality assurance tasks to produce a quality software product.
Arts		
Educational Technology	1.1: 1.2: 1.3: 2.1: 2.2: 2.3: 2.4:	Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others. Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources. Practice Safety: Practice safe, legal and ethical behavior in the use of information and technology. Operate Systems: Understand technology systems and use hardware and networks to support learning. Select and Use Applications: Use productivity tools and common applications effectively and constructively. Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies. (Grades 6-12 only)
Health and Physical Ed.		
English Language Arts	L 11-12 1. L 11-12 2.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. 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. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.

Mathematics	MP.1	Make sense of problems and persevere in solving them
	MP.2	Reason abstractly and quantitatively
	MP.4	Model with mathematics
	MP.5	Use appropriate tools strategically
	MP.6	Attend to precision
	MP.7	Look for and make use of structure
	N-VM 1.	Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., \mathbf{v} , $ \mathbf{v} $, $ \mathbf{v} $, v).
	N-VM 2.	Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
	HSN-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
	HSN-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.
	HSN-Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
	S-IC 2.	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?
	S-IC 3.	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
English Language Arts Reading	S-CP 1.	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).
	S-CP 2.	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
	S-CP 3.	Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.
Science	S-MD 7.	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
	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.
	RST 11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Science	HS-ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
	HS-ETS1-2.	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
	HS-ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
	HS-ETS1-4.	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Social Studies	
English Language Arts Speaking and Listening	<p>SL 11-12.1 a-d. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>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 any discrepancies among the data.</p> <p>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.</p> <p>SL 11-12.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL 11-12.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
English Language Arts Writing	<p>WHST 11-12.1 Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>

	<p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>WHST11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST 11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>WHST11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
COMPONENTS AND ASSESSMENTS	

21st Century Skills

Check those that students will demonstrate in this course:

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

INTRODUCTION

Course Name	<u>STEM Computer Science</u>	Grade Level(s)	<u>6-7-8</u>
Course Length	<u>180 hours</u>	Course Code (s)	<u>CTE 115</u>

Pathway Connections

Primary Connection

Science, Technology, Engineering, and Math

Secondary Connection

Information Technology

Sample Sequence of Courses

STEM Fundamentals of Information Technology → STEM Computer Science → Video Gaming and Media Design → AP Computer Science

Equipment

TBD

Software

TBD

Supplemental Materials

TBD

Skills Gap Data (CTE Courses only)

See attached documentation.

Course Outline

Course Name STEM Computer Science

Grade Level(s) 6-7-8

In this can be a semester or full year class, students learn program design and basic programming. This course is equivalent to a high school-level semester introduction to programming and prepares students for the high school computer science programs. Students learn by designing, writing and testing their own software. Computer security, ethics, industry opportunities and career paths are all discussed.

- 1. Computers and Problem Solving**
- 2. The Internet and Web Development**
- 3. Programing Interactive Games and Animations**
- 4. Problem Solving and User-Centered Design**
- 5. The Internet, Data, and Society**
- 6. Programming and the Internet of Things**

SKILLS GAP/LABOR MARKET DATA
AP Computer Science Program

AP Computer Science Program Overall		
Computer and Information Research Scientists	Quick Facts: Computer and Information Research Scientists	
	2015 Median Pay	\$110,620 per year \$53.18 per hour
	Typical Entry-Level Education	Doctoral or professional degree
	Work Experience in a Related Occupation	None
	On-the-job Training	None
	Number of Jobs, 2014	25,600
	Job Outlook, 2014-24	11% (Faster than average)
	Employment Change, 2014-24	2,700
Computer Network Architect	Quick Facts: Computer Network Architects	
	2015 Median Pay	\$100,240 per year \$48.19 per hour
	Typical Entry-Level Education	Bachelor's degree
	Work Experience in a Related Occupation	5 years or more
	On-the-job Training	None

Computer Programmer	Number of Jobs, 2014	146,200	
	Job Outlook, 2014-24	9% (Faster than average)	
	Employment Change, 2014-24	12,700	
	Quick Facts: Computer Programmers		
	2015 Median Pay	\$79,530 per year \$38.24 per hour	
	Typical Entry-Level Education	Bachelor's degree	
	Work Experience in a Related Occupation	None	
	On-the-job Training	None	
	Number of Jobs, 2014	328,600	
	Job Outlook, 2014-24	-8% (Decline)	
	Employment Change, 2014-24	-26,500	



Auburn School District Computer Science Discoveries (Code.org)

Course: Computer Science Discoveries		Total Framework Hours up to: 180
CIP Code: 110701	<input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 1/24/2017
Career Cluster: STEM		Cluster Pathway: Engineering and Technology

Unit 1: Computers and Problem Solving

COMPONENTS AND ASSESSMENTS

Performance Assessments: Student will apply a structured problem solving process to a variety of problem types Student will explore and analyze algorithms using physical manipulatives Student will propose a software solution that appropriately integrates computer input, output, storage, and processing
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Leadership Alignment: Students will solve problems using a structured problem solving process and use systems thinking to understand how computers can be used to solve problems that are difficult or time consuming for humans to solve. Students will collaborate with others using clear communication .
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Standards and Competencies

Standard/Unit 1: Computers and Problem Solving

Industry Standards and/or Competencies	Total Learning Hours for Unit: 20
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- Apply an iterative problem solving process to approach complex problems
- Redefine an open ended problem in a way that makes it computable
- Develop strategies to solve various classes of problems
- Reflect upon a tested solution and propose improvements
- Compare the tradeoffs between different algorithms for solving the same problem
- Map a computing device's inputs to its outputs and describe a process that could translate from input to output
- Develop algorithms that consider computational constraints

Aligned Washington State Standards

Arts	1.4: Apply audience skills in a variety of arts settings and performances.
Computer Science	2-A-2-1: Solicit and integrate peer feedback as appropriate to develop or refine a program. 2-A-7-2: Compare different algorithms that may be used to solve the same problem in terms of their speed, clarity, and size. 2-A-5-8 Use an iterative design process (e.g., define the problem, generate ideas, build, test, and improve solutions) to solve problems, both independently and collaboratively. 2-A-3-10: Decompose a problem into parts and and create solutions for each part.

	<p>2-A-6-11: Use an iterative design process (e.g., define the problem, generate ideas, build, test, and improve solutions) to solve problems, both independently and collaboratively.</p> <p>2-C-4-13: Analyze the relationship between a device's computational components and its capabilities.</p> <p>2-C-6-14 Use a systematic process to identify the source of a problem within individual and connected devices.</p> <p>2-D-4-18: Represent data using different encoding schemes</p>
Educational Technology	<p>1.1.1: Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <p>1.2.1: Communicate and collaborate to learn with others.</p> <p>1.3.4: Use multiple processes and diverse perspectives to explore alternative solutions.</p> <p>2.1.2: Practice ethical and respectful behavior.</p> <p>2.2.1: Develop skills to use technology effectively.</p> <p>2.2.2: User a variety of hardware to support learning.</p> <p>2.3.1: Select and use common applications.</p> <p>2.3.2: Select and use online applications.</p> <p>2.4.1: Formulate and synthesize new knowledge.</p>
English Language Arts	<p>RI6-4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI8-7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>6-8RST3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>6-8RST7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually</p>
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	<p>MS-ETS1-1: Define the criteria and constraints of a design problem.</p> <p>MS-ETS1-2: Evaluate competing design solutions using a systematic process.</p>
Social Studies	

Unit 2: The Internet and Web Development

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students will develop multi-page websites

Students will demonstrate the importance of separation of concerns in web design

Students will identify and implement website improvements through testing and peer review

Leadership Alignment:

Students will **Create Media Products** using HTML and CSS to **communicate clearly** with varied audiences. Students will **access and evaluate information** found on the web and **analyze media** to separate quality sources from biased ones.

Standards and Competencies	
Standard/Unit: The Internet and Web Development	
Competencies	Total Learning Hours for Unit: 30
<ul style="list-style-type: none"> Understand and explain the need for hierarchy in communicating information textually Analyze a website for usability and accessibility Articulate the benefits of separating style from content on a website Develop web sites composed of multiple pages linked with relative paths. Use CSS to modify the natural layout of a web page Redesign a website to remove barriers to universal access Locate and properly cite resources licensed for reuse (images, audio, etc) Evaluate web pages for reliability of information 	
Aligned Washington State Standards	
Arts	1.4: Apply audience skills in a variety of arts settings and performances.
Computer Science	2-A-2-1: Solicit and integrate peer feedback as appropriate to develop or refine a program. 2-A-5-8: Use an iterative design process to solve problems, both independently and collaboratively. 2-I-1-23: Describe ethical issues that relate to computing devices and networks. 3A-A-2-1: Design and develop a software artifact working in a team. 3A-A-6-12: Use a systematic approach and age-appropriate debugging tools to independently debug a program.
Educational Technology	1.1.1: Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.2.1: Communicate and collaborate to learn with others. 1.3.2: Locate and organize information from a variety of sources and media. 1.3.3: Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 1.3.4: Use multiple processes and diverse perspectives to explore alternative solutions. 2.1.1: Practice personal safety. 2.1.2: Practice ethical and respectful behavior. 2.2.1: Develop skills to use technology effectively. 2.2.2: User a variety of hardware to support learning. 2.3.1: Select and use common applications. 2.3.2: Select and use online applications. 2.4.1: Formulate and synthesize new knowledge.
English Language Arts	RI6-4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI8-7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. 6-8RST3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

	purpose, and audience.
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	MS-ETS1-1: Define the criteria and constraints of a design problem. MS-ETS1-2: Evaluate competing design solutions using a systematic process.
Social Studies	

Unit 3: Programming Interactive Games and Animations

COMPONENTS AND ASSESSMENTS	
Performance Assessments: Students will program various video games and animations.	
Leadership Alignment: Students will work independently and collaborate with others to create media products using JavaScript. Students will communicate clearly through their code and comments and reason effectively to solve problems with software.	
Standards and Competencies	
Standard/Unit: Programming Interactive Games and Animations	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 40
<ul style="list-style-type: none"> Trace the flow and execution of a program and predict the outcomes Read and debug code written by someone else Explain the differences and similarities between variables and object properties Control program flow using conditionals and user input Define and use procedures that hide the complexity of a task and can be reused to solve similar tasks Use multiple layers of abstraction and explain the tradeoffs introduced by higher levels of abstraction Model real world behaviors using object properties and methods Collaborate to develop multi-user programs, games, and simulations 	
Aligned Washington State Standards	
Arts	1.4: Apply audience skills in a variety of arts settings and performances.
Computer Science	2-A-2-1: Solicit and integrate peer feedback as appropriate to develop or refine a program. 2-A-7-2: Compare different algorithms that may be used to solve the same problem in terms of their speed, clarity, and size. 2-A-7-4: Interpret the flow of execution of algorithms and predict their outcomes. 2-A-5-6: Develop programs, both independently and collaboratively, that include sequences with nested loops and multiple branches. 2-A-5-7: Create variables that represent different types of data and manipulate their values.

	<p>2-A-5-8: Use an iterative design process to solve problems, both independently and collaboratively.</p> <p>2-A-4-9: Define and use procedures that hide the complexity of a task and can be reused to solve similar tasks.</p> <p>2-A-3-10: Decompose a problem into parts and create solutions for each part.</p> <p>3A-A-2-1: Design and develop a software artifact working in a team.</p> <p>3A-A-5-4: Design, develop, and implement a computing artifact that responds to an event.</p> <p>3A-A-5-6: Integrate grade-level appropriate mathematical techniques, concepts, and processes in the creation of computing artifacts.</p> <p>3A-A-4-7: Understand the notion of hierarchy and abstraction in high-level languages, translation, instruction sets, and logic circuits.</p> <p>3A-A-4-9: Demonstrate the value of abstraction for managing problem complexity</p> <p>3A-A-3-10: Design algorithms using sequence, selection, and iteration.</p> <p>3A-A-6-12: Use a systematic approach and age-appropriate debugging tools to independently debug a program.</p> <p>3A-C-5-14: Create, extend, or modify existing programs to add new features and behaviors using different forms of inputs and outputs.</p>
Educational Technology	<p>1.1.1: Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <p>1.2.1: Communicate and collaborate to learn with others.</p> <p>1.3.4: Use multiple processes and diverse perspectives to explore alternative solutions.</p> <p>2.1.2: Practice ethical and respectful behavior.</p> <p>2.2.1: Develop skills to use technology effectively.</p> <p>2.2.2: User a variety of hardware to support learning.</p> <p>2.3.1: Select and use common applications.</p> <p>2.3.2: Select and use online applications.</p> <p>2.4.1: Formulate and synthesize new knowledge.</p>
English Language Arts	<p>RI6-4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI8-7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>6-8RST3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	<p>6RP3: Use ratio and rate reasoning to solve real-world and mathematical problems.</p> <p>7RP2: Recognize and represent proportional relationships between quantities.</p> <p>7NS1: Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers.</p> <p>7NS2: Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>7NS3: Solve real-world and mathematical problems involving the four operations with rational numbers</p> <p>6EE8: Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical</p>

	problem.
Science	MS-ETS1-1: Define the criteria and constraints of a design problem. MS-ETS1-2: Evaluate competing design solutions using a systematic process.
Social Studies	

Unit 4: Problem Solving and User-Centered Design

COMPONENTS AND ASSESSMENTS	
Performance Assessments: Students will develop user profiles to understand the needs of others Students will design prototypes targeted at specific user needs Students will test and refine prototypes based on user feedback	
Leadership Alignment: Students will interact effectively with others and work effectively in diverse teams to manage software products and produce results in the development of a prototype application. Students will guide, lead, and be responsible to others while working on a long term team project. Students will be flexible and adapt to change as they cycle through various roles on their teams. Students will implement innovations through their development of prototype apps for social good.	
Standards and Competencies	
Standard/Unit: Problem Solving and User-Centered Design	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 30
<ul style="list-style-type: none"> Identify ways in which technology and innovation can be applied to address social issues Analyze user interviews and profiles to identify needs Apply User Centered Design practices to develop solutions that consider the needs of multiple end users Apply the design process to local or personally relevant issues Use rapid prototyping techniques to present ideas and gather user feedback Develop and interactive mobile app prototype that responds to input events Refine a program based on user testing and feedback 	
Aligned Washington State Standards	
Arts	1.4: Apply audience skills in a variety of arts settings and performances.
Computer Science	2-A-2-1: Solicit and integrate peer feedback as appropriate to develop or refine a program. 2-A-3-10: Decompose a problem into parts and and create solutions for each part. 2-A-5-5: Design, develop, and present computational artifacts independently and collaboratively that address social problems. 2-A-5-8: Use an iterative design process to solve problems, both independently and collaboratively. 2-I-7-20: Explain how computer science fosters innovation and enhances nearly all careers and disciplines. 2-I-1-21: Provide examples of how computational artifacts and devices impact health and well-being, both positively and negatively. 2-I-6-24: Redesign a computational artifact to remove barriers to universal access. 3A-A-2-1: Design and develop a software artifact working in a team. 3A-A-2-2: Demonstrate how diverse Collaborating impacts the design and development of software products. 3A-A-5-4: Design, develop, and implement a computing artifact that responds to an event. 3A-A-5-5: Use user-centered research and design techniques to create software solutions.
Educational Technology	1.1.1: Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.2.1: Communicate and collaborate to learn with others.

	<p>1.2.2: Develop cultural understanding and global awareness by engaging with learners of many cultures.</p> <p>1.3.1: Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> <p>1.3.2: Locate and organize information from a variety of sources and media.</p> <p>1.3.3: Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.</p> <p>1.3.4: Use multiple processes and diverse perspectives to explore alternative solutions.</p> <p>2.1.2: Practice ethical and respectful behavior.</p> <p>2.2.1: Develop skills to use technology effectively.</p> <p>2.2.2: User a variety of hardware to support learning.</p> <p>2.3.1: Select and use common applications.</p> <p>2.3.2: Select and use online applications.</p> <p>2.4.1: Formulate and synthesize new knowledge.</p>
English Language Arts	<p>RI6-4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI8-7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>6-8RST3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>6-8RST7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually</p>
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	<p>MS-ETS1-1: Define the criteria and constraints of a design problem.</p> <p>MS-ETS1-2: Evaluate competing design solutions using a systematic process.</p> <p>MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.</p> <p>MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.</p>
Social Studies	

Unit 5: The Internet, Data, and Society

COMPONENTS AND ASSESSMENTS
<p>Performance Assessments: Develop an encoding scheme to model a real world object, event, or idea Students will collect and analyze data to identify patterns</p>
<p>Leadership Alignment: Students will apply technology effectively to access and evaluate information while making judgements and decisions using data collected from multiple sources.</p>

Standards and Competencies	
Standard/Unit: The Internet, Data, and Society	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 30
<ul style="list-style-type: none"> • Use binary to represent multiple forms of information • Explain the processes used to collect, transform, and analyze data to solve a problem using computational tools. • Identify patterns and trends in tabular data • Choose appropriate tools to create visual representations of composite data • Discuss the ethical issues related to the large scale collection of data on the internet • Summarize negative and positive impacts of using data and information to categorize people, predict behavior, and make recommendations based on those prediction 	
Aligned Washington State Standards	
Arts	1.4: Apply audience skills in a variety of arts settings and performances.
Computer Science	2-A-5-8: Use an iterative design process to solve problems, both independently and collaboratively. 2-D-4-18: Represent data using different encoding schemes. 2-D-5-17: Revise computational models to more accurately reflect real-world systems. 2-D-7-15: Describe how different formats of stored data represent tradeoffs between quality and size. 2-D-7-16: Explain the processes used to collect, transform, and analyze data to solve a problem using computational tools. 2-I-7-19: Summarize negative and positive impacts of using data and information to categorize people, predict behavior, and make recommendations based on those predictions. 2-I-1-22: Describe ways in which the Internet impacts global communication and Collaborating. 2-I-1-23: Describe ethical issues that relate to computing devices and networks. 2-N-7-25: Summarize security risks associated with weak passwords, lack of encryption, insecure transactions, and persistence of data.
Educational Technology	1.1.1: Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.1.2: Use models and simulations to explore systems, identify trends and forecast possibilities. 1.2.1: Communicate and collaborate to learn with others. 1.3.2: Locate and organize information from a variety of sources and media. 1.3.3: Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 1.3.4: Use multiple processes and diverse perspectives to explore alternative solutions. 2.1.1: Practice personal safety. 2.1.2: Practice ethical and respectful behavior. 2.2.1: Develop skills to use technology effectively. 2.2.2: User a variety of hardware to support learning. 2.3.1: Select and use common applications. 2.3.2: Select and use online applications. 2.4.1: Formulate and synthesize new knowledge.
English Language Arts	RI6-4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI8-7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video,

	multimedia) to present a particular topic or idea. 6-8RST3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	MS-ETS1-1: Define the criteria and constraints of a design problem. MS-ETS1-2: Evaluate competing design solutions using a systematic process.
Social Studies	

Unit 6: Programming and the Internet of Things

COMPONENTS AND ASSESSMENTS	
Performance Assessments: Students will develop a variety of programs that integration physical hardware Students will prototype and test an innovative computing device	
Leadership Alignment: Students will solve problems	
Standards and Competencies	
Standard/Unit: Programming and the Internet of Things	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 30
<ul style="list-style-type: none"> • Develop programs that utilize microcontroller hardware I/O to control a web app • Map sensor inputs to appropriate physical outputs • Explain the difference between analogue and digital data, giving I/O examples of each. • Identify positive and negative social impacts of computing innovation • Build and program hardware-based solutions to specific problem • Develop a prototype that combines software and hardware to solve a real-world problem 	
Aligned Washington State Standards	
Arts	1.4: Apply audience skills in a variety of arts settings and performances.
Computer Science	2-A-2-1: Solicit and integrate peer feedback as appropriate to develop or refine a program. 2-A-7-2: Compare different algorithms that may be used to solve the same problem in terms of their speed, clarity, and size. 2-A-7-4: Interpret the flow of execution of algorithms and predict their outcomes. 2-A-5-5: Design, develop, and present computational artifacts independently and collaboratively that address social problems. 2-A-5-6: Develop programs, both independently and collaboratively, that include sequences with nested loops and multiple branches. 2-A-5-7: Create variables that represent different types of data and manipulate their values. 2-A-5-8: Use an iterative design process to solve problems, both independently and collaboratively.

	<p>2-A-4-9: Define and use procedures that hide the complexity of a task and can be reused to solve similar tasks.</p> <p>2-A-3-10: Decompose a problem into parts and create solutions for each part.</p> <p>2-C-7-12: Justify the selection of hardware and software chosen to accomplish a task.</p> <p>2-C-4-13: Analyze the relationship between a device's computational components and its capabilities.</p> <p>2-C-6-14: Use a systematic process to identify the source of a problem within individual and connected devices.</p> <p>2-I-7-20: Explain how computer science fosters innovation and enhances nearly all careers and disciplines.</p> <p>3A-A-2-1: Design and develop a software artifact working in a team.</p> <p>3A-A-5-4: Design, develop, and implement a computing artifact that responds to an event.</p> <p>3A-A-5-6: Integrate grade-level appropriate mathematical techniques, concepts, and processes in the creation of computing artifacts.</p> <p>3A-A-4-7: Understand the notion of hierarchy and abstraction in high-level languages, translation, instruction sets, and logic circuits.</p> <p>3A-A-4-9: Demonstrate the value of abstraction for managing problem complexity.</p> <p>3A-A-3-10: Design algorithms using sequence, selection, and iteration.</p> <p>3A-A-6-12: Use a systematic approach and age-appropriate debugging tools to independently debug a program.</p> <p>3A-C-5-14: Create, extend, or modify existing programs to add new features and behaviors using different forms of inputs and outputs.</p> <p>3A-C-4-15: Demonstrate the role and interaction of a computer embedded within a physical system such as a consumer electronic, biological system, or vehicle by creating a diagram, model, simulation or prototype.</p>
Educational Technology	<p>1.1.1: Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <p>1.2.1: Communicate and collaborate to learn with others.</p> <p>1.3.4: Use multiple processes and diverse perspectives to explore alternative solutions.</p> <p>2.1.2: Practice ethical and respectful behavior.</p> <p>2.2.1: Develop skills to use technology effectively.</p> <p>2.2.2: User a variety of hardware to support learning.</p> <p>2.3.1: Select and use common applications.</p> <p>2.3.2: Select and use online applications.</p> <p>2.4.1: Formulate and synthesize new knowledge.</p>
English Language Arts	<p>RI6-4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI8-7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>6-8RST3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	<p>6RP3: Use ratio and rate reasoning to solve real-world and mathematical problems.</p> <p>7RP2: Recognize and represent proportional relationships between quantities.</p> <p>7NS1: Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers.</p> <p>7NS2: Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>7NS3: Solve real-world and mathematical problems involving the four operations with rational numbers</p>

	6EE8: Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem.
Science	<p>MS-ETS1-1: Define the criteria and constraints of a design problem.</p> <p>MS-ETS1-2: Evaluate competing design solutions using a systematic process.</p> <p>MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.</p> <p>MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.</p>
Social Studies	

21st Century Skills

Check those that students will demonstrate in this course:

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

INTRODUCTION

Course Name	<u>Mechatronics thorough STEM I & II</u>	Grade Level(s)	<u>6-7-8</u>
Course Length	<u>One semester to full year course</u>	Course Code (s)	<u>CTE 151 and 152</u>

Course Description	<p>Mechatronics through STEM is a course that that exposes students to the areas of Engineering, Mechanical systems, Electrical components and Industrial application. In blending these four fields into one hands on program students will learn to problem solve while they design and build solutions. This program will integrate the areas of; measurement drafting/engineering, electricity, Pneumatics/Hydraulics, electronics aerospace, flight, transportation and prototype production.</p> <p><i>Individual student material costs <u>may</u> be needed for this course.</i></p>
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Pathway Connections	
Primary Connection	STEM Technology
Secondary Connection	

Sample Sequence of Courses	Robotics, Mechatronics 1 & 2 and STEM Construction
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Cross Credit and/or College Credit

Basic Textbook	TBD
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Equipment	TBD
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Software

Supplemental Materials	<ul style="list-style-type: none">• Equipment to be purchased
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COURSE OUTLINE

Course Name Mechatronics through STEM I & II

Grade Level(s) 7-8

Mechatronics I

1. Measurement; standard, metric and conversions
2. Drawing, sketching intro to engineering
3. Lab / Classroom Safety
4. Bubbas Tower: Structural Engineering
5. Vehicle Creation; Mouse Trap, Wind or Solar
6. 3 Axis Hydraulic / Pneumatic Arm
7. Basic Electronics; DC Motor, Pin Flash Light

Mechatronics II

1. Google Sketch up; Design, Sheet metal Layout
2. Engineering; Catapults / Levers
3. Engineering; Earthquake Resistant Structures
4. Aerodynamics and Design; Airplane or Powered Aeronautical Flight
5. Drones, Construction, Wiring and Flight
6. Occupational Opportunities

POWER STANDARDS

Course Name Mechatronics through STEM I & II **Grade Level(s)** 7, 8

- PS 1: Utilize the creative process to develop a plan to produce and evaluate a product.
- PS 2: Apply mathematical thinking and problem-solving to perform tasks.
- PS 3: Synthesize information from a variety of sources to plan and present effective professional communications using tools and technology.
- PS 4: Read with comprehension to gain information and/or perform a task in a career setting.
- PS 5: Understand and apply science skills and concepts to develop solutions in the context of preparing for work.
- PS 6: Understand and apply appropriate safety policies and procedures.
- PS 7: Research, analyze, and evaluate Career and Post-Secondary options in STEM field.
- PS 8: Know, understand, and demonstrate appropriate workplace behaviors.
- PS 9: Circuit Analysis - Students will apply mathematical and problem solving skills and science principles to electronic circuits.
- PS 10: Tools & Technology Applications - Students will apply the correct tools, techniques and vocabulary in their work.

SKILLS GAP/LABOR MARKET DATA
Mechatronics through STEM Program

	Mechatronics Program Overall	
Mechanical Engineer	Quick Facts: Mechanical Engineers	
	2015 Median Pay	\$83,590 per year \$40.19 per hour
	Typical Entry-Level Education	Bachelor's degree
	Work Experience in a Related Occupation	None
	On-the-job Training	None
	Number of Jobs, 2014	277,500
	Job Outlook, 2014-24	5% (As fast as average)
	Employment Change, 2014-24	14,600
Electro-mechanical Technician	Quick Facts: Electro-mechanical Technicians	
	2015 Median Pay	\$53,340 per year \$25.65 per hour
	Typical Entry-Level Education	Associate's degree
	Work Experience in a Related Occupation	None
	On-the-job Training	None

Environmental Engineers	Number of Jobs, 2014	14,700	
	Job Outlook, 2014-24	1% (Little or no change)	
	Employment Change, 2014-24	100	
	Quick Facts: Environmental Engineers		
	2015 Median Pay	\$84,560 per year \$40.65 per hour	
	Typical Entry-Level Education	Bachelor's degree	
	Work Experience in a Related Occupation	None	
	On-the-job Training	None	
	Number of Jobs, 2014	55,100	
	Job Outlook, 2014-24	12% (Faster than average)	
	Employment Change, 2014-24	6,800	



Auburn School District

Course: Mechatronics through STEM I		Total Framework Hours: 90
CIP Code: 210198	<input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 4/1/2017
Career Cluster: STEM		Cluster Pathway: Science and Math

Power Standards

1. Utilize the creative process to develop a plan to produce and evaluate a product.
2. Apply mathematical thinking and problem-solving to perform tasks.
3. Synthesize information from a variety of sources to plan and present effective professional communications using tools and technology.
4. Read with comprehension to gain information and/or perform a task in a career setting.
5. Understand and apply science skills and concepts to develop solutions in the context of preparing for work.
6. Understand and apply appropriate safety policies and procedures.
7. Research, analyze, and evaluate Career and Post-Secondary options in STEM fields.
8. Know, understand, and demonstrate appropriate workplace behaviors.
9. Circuit Analysis - Students will apply mathematical and problem solving skills and science principles to electronic circuits.
10. Tools & Technology Applications - Students will apply the correct tools, techniques and vocabulary in their work.

Unit Outline

	<u>Hours</u>
Unit 1: Measurement; standard, metric and conversions	5
Unit 2: Drawing, sketching intro to engineering	10
Unit 3: Lab / Classroom Safety	5
Unit 4: Bubbas Tower: Structural Engineering	15
Unit 5: Vehicle Creation; Mouse Trap, Wind or Solar	20
Unit 6: 3 Axis Hydraulic / Pneumatic Arm	20
Unit 7: Basic Electronics; DC Motor, Pin Flash Light	15
Total Hours	90

Unit 1: Measurement Packet: Measurement and Scale

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students will complete a measurement packet in which they will demonstrate their understanding of scale, fractions, and conversion of decimals and fractions.

Leadership Alignment:

- 1.A.1 Use a wide range of idea creation techniques (such as brainstorming) (solve Problems)
- 2.C.5 Students reflect critically on learning experiences and processes
- 4.B.1 Use information accurately and creatively for the issue or problem at hand
- 2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways

Standards and Competencies

Unit: 1 Measurement and Scale

Industry Standards and/or Competencies

Total Learning Hours for Unit: 5

Students will learn how to measure precisely to 1/16th inch. Students will learn the ½", ¼", 1/8", 1/16", 1/32", and 1/1000" scales and how to decipher them on a ruler. Measurement is based on fractions of an inch. Students will practice adding, subtracting, and reducing fractions. Students can convert between fractions and decimals. Students will identify the relationship between fractions and decimals.

Aligned Washington State Learning Standards

Arts	1.1.1 Uses spatial devices to depict depth/distance (e.g., atmospheric perspective)
Computer Science	
Educational Technology	1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry 2.1.1 Practice personal safety 2.2.1 Develop skills to use technology effectively 2.4.1 Formulate and synthesize new knowledge
English Language Arts	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. SL5 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. RST2 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. RST7 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. RST8 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. RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. RST10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Environment & Sustainability	
Financial Education	
Health and Physical Education	

Mathematics	<p>CC: Expressions and Equations (EE) Reason about and solve one-variable equations and inequalities 6.EE.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? 6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational</p> <p>CC: Geometry (G) Solve real-world and mathematical problems involving area, surface area, and volume 6.G.1 Find area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these. Draw, construct, and describe geometrical figures and describe the relationships between them</p> <p>7.1.C Fluently and accurately add, subtract, multiply, and divide rational numbers 7.2.A Mentally add, subtract, multiply, and divide simple fractions, decimals, and percent's 7.2.B Solve single- and multiple-step problems involving proportional relationships and verify the solutions</p>
Science	<p>6-8 INQG Prepare a written report of an investigation by clearly describing the question being investigated, what was done, and an objective summary of results. The report should provide evidence to accept or reject the hypothesis, explain the relationship between two or more variables, and identify limitations of the investigation.</p> <p>6-8 APPF Test the best solution by building a model or other representation and using it with the intended audience. Redesign if necessary.</p>
Social Studies	

Unit 2: Drawing and Sketching, Introduction to Engineering

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Introduction to mechanical drawing/drafting
- Project design sketches
- In class assignments and quizzes
- Describe the design process and how it is used to aid in problem solving.
- Use the design process to solve a technical problem.
- Recognize design criteria and constraints.
- Describe the purpose and importance of working in a team.
- Explain a design brief and apply the concept when using the design process.
- Describe the elements of design and apply this concept to the design process.
- Use a decision matrix to select the best solution to a design problem.

Leadership Alignment:

- Develop a plan and timeline for completing a project
- 2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions
- 2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Standards and Competencies

Unit: 2 Drawing and Sketching, Introduction to Engineering

Industry Standards and/or Competencies

Total Learning Hours for Unit: 10

- C-3.1 Identify drafting systems.
- C-3.2 Understand and use drafting techniques, e.g., lines, letters, symbols
- C-3.3 Understand and use different types of drawings, e.g., isometric, geometric communications, orthographic, schematic

C-3.4 Sketch a part or idea. C-3.1 Students will show their understanding of the design process by performing the steps involved: defining the problem, brainstorming and researching to come up with ideas, identifying criteria and specifying constraints, exploring ideas, selecting an approach, coming up with a design and making a proto-type model, testing and evaluating the design and refining if necessary, and communicating processes and results.	
<i>Aligned Washington State Learning Standards</i>	
Arts	1.2: The student develops arts skills and techniques. Arts 3.0 The student communicates through the arts 3.3: The student develops personal aesthetic criteria to communicate artistic choices. 4.5: The student understands how arts knowledge and skills are used in the world of work, including careers in the arts.
Computer Science	
Educational Technology	1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry 2.1.1 Practice personal safety 2.2.1 Develop skills to use technology effectively 2.4.1 Formulate and synthesize new knowledge
English Language Arts	CC: Reading for Literacy in Science and Technical Subjects Key Ideas and Details: RST.6-8.1 Key Ideas and Details: Cite specific textual evidence to support analysis of science and technical texts. RST.6-8.2 Key Ideas and Details: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RST.6-8.3 Key Ideas and Details: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. Craft and Structure: RST.6-8.4 Craft and Structure: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical RST.6-8.5 Craft and Structure: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. RST.6-8.6 Craft and Structure: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. Integration of Knowledge and Ideas: RST.6-8.7 Integration of Knowledge and Ideas: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g.,
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	CC: Geometry (G) Solve real-world and mathematical problems involving area, surface area, and volume 6.G.1 Find area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these 6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge 6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same 6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface

	area of these figures. Apply these techniques in the
Science	<p>Engineering, Technology, and Applications of Science</p> <p>MS-ETS1 Engineering Design</p> <p>MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and</p> <p>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p> <p>Science and Engineering Practices</p> <ol style="list-style-type: none"> 1. Asking questions and defining problems 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations and designing solutions 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information
Social Studies	

Unit 3: Lab / Classroom Safety

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Safety tests
- Formative safety evaluations
- Use of classroom and lab safety practices

Leadership Alignment:

Student application of safety practices, assisting in presentations and explanations.

Reason Effectively

- 2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- 8.C.4 Reflect critically on past experiences in order to inform future progress

Standards and Competencies

Unit: 3 Lab / Classroom Safety

Industry Standards and/or Competencies

Total Learning Hours for Unit: 5

- Explain the role that safety plays in the construction crafts.
- Describe the meaning of job-site safety.
- Describe the characteristics of a competent person and a qualified person.
- Demonstrate the use and care of appropriate personal protective equipment (PPE).
- Properly don and remove personal protective equipment (safety goggles, hard hat, and personal fall protection).
- Follow the safety procedures required for lifting heavy objects.

Aligned Washington State Learning Standards

Arts	
Computer Science	
Educational Technology	<p>1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry</p> <p>2.1.1 Practice personal safety</p> <p>2.2.1 Develop skills to use technology effectively</p> <p>2.4.1 Formulate and synthesize new knowledge</p>

English Language Arts	<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	<p>1 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*</p> <p>3 - Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*</p>
Science	<p>6-8 INQC Communicate results using pictures, tables, charts, diagrams, graphic displays, and text that are clear, accurate, and informative</p> <p>6-8 INQD Plan and conduct a controlled experiment to test a hypothesis about a relationship between two variables</p> <p>6-8 INQE Create a model or simulation to represent the behavior of objects, events, systems, or processes. Use the model to explore the relationship between two variables and point out how the model or simulation is similar to or different from the actual phenomenon</p> <p>6-8 INQF Generate a scientific conclusion from an investigation using inferential logic, and clearly distinguish between results (e.g., evidence) and conclusions (e.g., explanation). Describe the differences between an objective summary of the findings and an inference made from the findings</p>
Social Studies	

Unit 4: Bubbas Tower; Structural Engineering

COMPONENTS AND ASSESSMENTS

Performance Assessments:

In small groups, students will design and build a tower that will be tested to maximum compression strength. Students will design and develop a functioning system to eject an object from the tower when force exceeds the structural capacity of the tower. Students must construct this tower within defined parameters of time, size, and materials.

Leadership Alignment:

Develop a plan and timeline for competition of safety demonstrations and tests.
Learn plan layouts as used in industry.

Reason Effectively

2.A1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Make Judgments and Decisions

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

Use Systems Thinking

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

Standards and Competencies	
Unit: 4 Bubbas Tower, Structural Engineering This unit introduces students to concepts of structural engineering and design. Students will design and build a structure for a given purpose within defined parameters, test their designs, and summarize their findings through analysis and a written technical report. Students will analyze and discuss the importance to society of having knowledgeable engineers who understand structural concepts, mathematics, and design elements.	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 15
Understand and apply design principles Understand and apply principles of weight ratios and gravitational and torsion forces on objects Be able to design a contingency system for exceeding weight capacity Analyze and summarize experiment results in a technical report Look at historical examples of structures to implement into their design Analyze, refine and apply decision-making skills; Be involved in activities that require applying theory, problem-solving and using critical thinking skills while understanding the outcomes of related decisions; TSA: Engineering Structures, Problem solving	
Aligned Washington State Learning Standards	
Arts	3.3: The student develops personal aesthetic criteria to communicate artistic choices. 4.5: The student understands how arts knowledge and skills are used in the world of work, including careers in the arts.
Computer Science	
Educational Technology	1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities 1.2.1 Communicate and collaborate to learn with others 1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry
English Language Arts	1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing 2.2.1 Applies understanding of multiple and varied audiences to write effectively 2.4.1 Produces documents used in a career setting
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	7.2.A Mentally add, subtract, multiply, and divide simple fractions, decimals, and percent 7.2.C Describe proportional relationships in similar figures and solve problems involving similar figures 7.2.E Represent proportional relationships using graphs, tables, and equations, and make connections among the representations 7.4.B Determine the theoretical probability of a particular event and use theoretical probability to predict experimental outcomes 7.6.A Analyze a problem situation to determine the question(s) to be answered 7.6.C Analyze and compare mathematical strategies for solving problems, and select and use one or more strategies to solve a problem 7.6.H Make and test conjectures based on data (or information) collected from explorations and experiments
Science	6-8 INQA Generate a question that can be answered through scientific investigation. This may involve refining or refocusing a broad and ill-defined question 6-8 INQB Plan and conduct a scientific investigation (e.g., field study, systematic observation, controlled experiment, model, or simulation) that is appropriate for the question being asked; Propose a hypothesis, give a reason for the hypothesis, and explain how the planned investigation will test the hypothesis; Work collaboratively with other students to carry out the investigations 6-8 INQC Communicate results using pictures, tables, charts, diagrams, graphic displays, and text that are clear, accurate, and informative 6-8 INQD Plan and conduct a controlled experiment to test a hypothesis about a relationship between two variables

	<p>6-8 INQE Create a model or simulation to represent the behavior of objects, events, systems, or processes. Use the model to explore the relationship between two variables and point out how the model or simulation is similar to or different from the actual phenomenon</p> <p>6-8 INQF Generate a scientific conclusion from an investigation using inferential logic, and clearly distinguish between results (e.g., evidence) and conclusions (e.g., explanation). Describe the differences between an objective summary of the findings and an inference made from the findings</p> <p>6-8 INQG Prepare a written report of an investigation by clearly describing the question being investigated, what was done, and an objective summary of results. The report should provide evidence to accept or reject the hypothesis, explain the relationship between two or more variables, and identify limitations of the investigation</p>
Social Studies	

Unit 5: Vehicle Creation; Mouse Trap, Wind or Solar

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students must design a vehicle that will travel the longest distance using an alternate power source.

Leadership Alignment:

Analyze, refine and apply decision-making skills;

Be involved in activities that require applying theory, problem-solving and using critical thinking skills while understanding the outcomes of related decisions;

Conduct self in a professional manner in practical career applications, organizational forums, and decision-making goals;

Demonstrate knowledge of conflict resolution and challenge management;

Use knowledge, build interest, guide, and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed

Analyze the roles and responsibilities of citizenship

Analyzed and refine the design of their vehicle and pick the best design based of given criteria and experience.

TSA: F1 vehicles, Transportation Modeling, TSA cup,

Standards and Competencies

Unit: 5 Vehicle Creation; Mouse Trap, Wind or Solar

In this unit students create a vehicle using a mousetrap, wind, or solar panels as an energy source. Students will discuss the importance of finding alternative energy sources and analyze the global impact of energy use.

Industry Standards and/or Competencies

Total Learning Hours for Unit: 20

- Safely use power tools
- Understand and apply the principles of stored energy
- Understand and apply design processes
- Predict and calculate distance and make comparisons before and after construction
- Analyze the performance of their vehicle and redesign to improve efficiency
- Analyze and reflect on the experiment and describe their findings in writing

Aligned Washington State Learning Standards

Arts	4.2: The student demonstrates and analyzes the connections among the arts and between the arts and other content areas
Computer Science	
Educational Technology	<p>1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry</p> <p>2.1.1 Practice personal safety</p>

	2.2.1 Develop skills to use technology effectively 2.4.1 Formulate and synthesize new knowledge
English Language Arts	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	7.2.A Mentally add, subtract, multiply, and divide simple fractions, decimals, and percent 7.2.C Describe proportional relationships in similar figures and solve problems involving similar figures 7.6.A Analyze a problem situation to determine the question(s) to be answered 7.6.C Analyze and compare mathematical strategies for solving problems, and select and use one or more strategies to solve a problem 7.6.H Make and test conjectures based on data (or information) collected from explorations and experiments
Science	6-8 INQA Generate a question that can be answered through scientific investigation. This may involve refining or refocusing a broad and ill-defined question 6-8 INQB Plan and conduct a scientific investigation (e.g., field study, systematic observation, controlled experiment, model, or simulation) that is appropriate for the question being asked; Propose a hypothesis, give a reason for the hypothesis, and explain how the planned investigation will test the hypothesis; Work collaboratively with other students to carry out the investigations 6-8 INQC Communicate results using pictures, tables, charts, diagrams, graphic displays, and text that are clear, accurate, and informative 6-8 INQD Plan and conduct a controlled experiment to test a hypothesis about a relationship between two variables 6-8 INQE Create a model or simulation to represent the behavior of objects, events, systems, or processes. Use the model to explore the relationship between two variables and point out how the model or simulation is similar to or different from the actual phenomenon 6-8 INQF Generate a scientific conclusion from an investigation using inferential logic, and clearly distinguish between results (e.g., evidence) and conclusions (e.g., explanation). Describe the differences between an objective summary of the findings and an inference made from the findings 6-8 INQG Prepare a written report of an investigation by clearly describing the question being investigated, what was done, and an objective summary of results. The report should provide evidence to accept or reject the hypothesis, explain the relationship between two or more variables, and identify limitations of the investigation
Social Studies	

Unit 6: 3 Axis Hydraulic / Pneumatic Arm

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students must design a 3 axis arm that can pick up a tennis ball, turn and place it at another location. The arm must use 3 different axis points (squeeze, lift and turn).

Leadership Alignment:

Analyze, refine and apply decision-making skills;

Be involved in activities that require applying theory, problem-solving and using critical thinking skills while understanding the outcomes of related decisions; Conduct self in a professional manner in practical career applications, organizational forums, and decision-making goals; Demonstrate knowledge of conflict resolution and challenge management; Use knowledge, build interest, guide, and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed Analyze the roles and responsibilities of citizenship	
Standards and Competencies	
Unit: 6, 3 Axis Hydraulic / Pneumatic Arm In this unit students create a 3 axis hydraulic/Pneumatic arm with syringes as an energy source. Students will discuss the difference between hydraulic and Pneumatic systems and the applications of each.	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 20
<ul style="list-style-type: none"> • Safely use power tools • Understand and apply the principles of stored energy • Understand and apply design processes • Predict and calculate distance and make comparisons before and after construction • Analyze the performance of their vehicle and redesign to improve efficiency • Analyze and reflect on the experiment and describe their findings in writing 	
Aligned Washington State Learning Standards	
Arts	3.3: The student develops personal aesthetic criteria to communicate artistic choices. 4.5: The student understands how arts knowledge and skills are used in the world of work, including careers in the arts.
Computer Science	
Educational Technology	1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry 2.1.1 Practice personal safety 2.2.1 Develop skills to use technology effectively 2.4.1 Formulate and synthesize new knowledge
English Language Arts	1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing 2.2.1 Applies understanding of multiple and varied audiences to write effectively 2.4.1 Produces documents used in a career setting
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	7.2.A Mentally add, subtract, multiply, and divide simple fractions, decimals, and percent 7.2.C Describe proportional relationships in similar figures and solve problems involving similar figures 7.2.E Represent proportional relationships using graphs, tables, and equations, and make connections among the representations 7.4.B Determine the theoretical probability of a particular event and use theoretical probability to predict experimental outcomes 7.6.A Analyze a problem situation to determine the question(s) to be answered 7.6.C Analyze and compare mathematical strategies for solving problems, and select and use one or more strategies to solve a problem 7.6.H Make and test conjectures based on data (or information) collected from explorations and experiments
Science	6-8 INQA Generate a question that can be answered through scientific investigation. This may involve refining or refocusing a broad and ill-defined question 6-8 INQB Plan and conduct a scientific investigation (e.g., field study, systematic observation, controlled experiment, model, or simulation) that is appropriate for the question being asked; Propose a hypothesis, give a reason for the hypothesis, and

	<p>explain how the planned investigation will test the hypothesis; Work collaboratively with other students to carry out the investigations</p> <p>6-8 INQC Communicate results using pictures, tables, charts, diagrams, graphic displays, and text that are clear, accurate, and informative</p>
Social Studies	

Unit 7: Basic Electronics; DC Motor, Clothes Pin Flash Light

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students must construct a motor or flash light that will use as little power as possible. Once accomplished they will design another motor or light using an alternate power source.

Leadership Alignment:

Analyze, refine, and apply decision-making skills;

Be involved in activities that require applying theory, problem-solving and using critical thinking skills while understanding the outcomes of related decisions;

Conduct self in a professional manner in practical career applications, organizational forums, and decision-making goals;

Demonstrate knowledge of conflict resolution and challenge management;

Use knowledge, build interest, guide, and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed

Analyze the roles and responsibilities of citizenship

Analyzed and refine the design of their vehicle and pick the best design based of given criteria and experience.

Standards and Competencies

Unit: 7 Basic Electronics; DC Motor, Clothes Pin Flash Light

In this unit students create a motor and light using battery or solar panels as an energy source. Students will discuss the harnessing of power. Students will discuss the importance of finding alternative energy sources and analyze the global impact of energy use.

Industry Standards and/or Competencies

Total Learning Hours for Unit: 15

- Safely use power tools
- Understand and apply the principles of stored energy
- Understand and apply design processes
- Predict and calculate distance and make comparisons before and after construction
- Analyze the performance of their vehicle and redesign to improve efficiency
- Analyze and reflect on the experiment and describe their findings in writing

Aligned Washington State Learning Standards

Arts	<p>3.3: The student develops personal aesthetic criteria to communicate artistic choices.</p> <p>4.5: The student understands how arts knowledge and skills are used in the world of work, including careers in the arts.</p>
Computer Science	
Educational Technology	<p>1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry</p> <p>2.1.1 Practice personal safety</p> <p>2.2.1 Develop skills to use technology effectively</p> <p>2.4.1 Formulate and synthesize new knowledge</p>
English Language Arts	<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate</p>

	<p>main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	<p>7.2.A Mentally add, subtract, multiply, and divide simple fractions, decimals, and percent</p> <p>7.2.C Describe proportional relationships in similar figures and solve problems involving similar figures</p> <p>7.2.E Represent proportional relationships using graphs, tables, and equations, and make connections among the representations</p> <p>7.4.B Determine the theoretical probability of a particular event and use theoretical probability to predict experimental outcomes</p> <p>7.6.A Analyze a problem situation to determine the question(s) to be answered</p> <p>7.6.C Analyze and compare mathematical strategies for solving problems, and select and use one or more strategies to solve a problem</p> <p>7.6.H Make and test conjectures based on data (or information) collected from explorations and experiments</p>
Science	<p>6-8 INQA Generate a question that can be answered through scientific investigation. This may involve refining or refocusing a broad and ill-defined question</p> <p>6-8 INQB Plan and conduct a scientific investigation (e.g., field study, systematic observation, controlled experiment, model, or simulation) that is appropriate for the question being asked; Propose a hypothesis, give a reason for the hypothesis, and explain how the planned investigation will test the hypothesis; Work collaboratively with other students to carry out the investigations</p> <p>6-8 INQC Communicate results using pictures, tables, charts, diagrams, graphic displays, and text that are clear, accurate, and informative</p>
Social Studies	

21st Century Skills

Check those that students will demonstrate in this course:

LEARNING & INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☒ Implement Innovations

Critical Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgments and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA & 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 & 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



Auburn School District

Course: Mechatronics through STEM II		Total Framework Hours: 90
CIP Code: 210198	<input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 4/11/2017
Career Cluster: STEM	Cluster Pathway: Science and Math	

Power Standards

1. Utilize the creative process to develop a plan to produce and evaluate a product.
2. Apply mathematical thinking and problem-solving to perform tasks.
3. Synthesize information from a variety of sources to plan and present effective professional communications using tools and technology.
4. Read with comprehension to gain information and/or perform a task in a career setting.
5. Understand and apply science skills and concepts to develop solutions in the context of preparing for work.
6. Understand and apply appropriate safety policies and procedures.
7. Research, analyze, and evaluate Career and Post-Secondary options in STEM fields.
8. Know, understand, and demonstrate appropriate workplace behaviors.
9. Circuit Analysis - Students will apply mathematical and problem solving skills and science principles to electronic circuits.
10. Tools & Technology Applications - Students will apply the correct tools, techniques and vocabulary in their work.

Unit Outline

	<u>Hours</u>
Unit 1: Google Sketch up; Design, Sheet metal Layout	5
Unit 2: Engineering; Catapults / Levers	15
Unit 3: Aerodynamics and Design; Airplane or Powered Aeronautical Flight	15
Unit 4: Underwater Vehicle / Robot	25
Unit 5: Drones, Construction, Wiring and Flight	25
Unit 6: Occupational Opportunities	<u>5</u>
Total Hours	90

Unit 1: Google Sketch up; Designing and Sheet metal Layout

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Introduction to mechanical drawing/drafting
- Project design sketches
- In class assignments and quizzes
- Describe the design process and how it is used to aid in problem solving.
- Use the design process to solve a technical problem.

TSA Logo Contest

School Design Challenge

Determine the roles and responsibilities that leaders and members bring to an organization.

Evaluate characteristics and importance of an effective team player.

Leadership Alignment:

Develop a plan and timeline for completing a project

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

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

Analyze, refine and apply decision-making skills

Students will create shapes for their peers to sketch.

TSA: 2-D CAD design, 3-D CAD design, Technical Sketching

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

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

Standards and Competencies

Unit: 1 Google Sketch up; Designing and Sheet metal Layout

Industry Standards and/or Competencies

Total Learning Hours for Unit: 5

C-3.1 Identify drafting systems.

C-3.2 Understand and use drafting techniques, e.g., lines, letters, symbols

C-3.3 Understand and use different types of drawings, e.g., isometric, geometric communications, orthographic, schematic

C-3.4 Sketch a part or idea.

C-3.1 Students will show their understanding of the design process by performing the steps involved: defining the problem, brainstorming and researching to come up with ideas, identifying criteria and specifying constraints, exploring ideas, selecting an approach, coming up with a design and making a proto-type model, testing and evaluating the design and refining if necessary, and communicating processes and results.

Aligned Washington State Learning Standards

Arts	1.2: The student develops arts skills and techniques. Arts 3.0 The student communicates through the arts 3.3: The student develops personal aesthetic criteria to communicate artistic choices. 4.5: The student understands how arts knowledge and skills are used in the world of work, including careers in the arts.
Computer Science	
Educational Technology	1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry 2.1.1 Practice personal safety 2.2.1 Develop skills to use technology effectively 2.4.1 Formulate and synthesize new knowledge
English Language Arts	CC: Reading for Literacy in Science and Technical Subjects Key Ideas and Details: RST.6-8.1 Key Ideas and Details: Cite specific textual evidence to support analysis of science and technical texts.

	<p>RST.6-8.2 Key Ideas and Details: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.3 Key Ideas and Details: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>Craft and Structure:</p> <p>RST.6-8.4 Craft and Structure: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical</p> <p>RST.6-8.5 Craft and Structure: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>RST.6-8.6 Craft and Structure: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>RST.6-8.7 Integration of Knowledge and Ideas: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g.,</p>
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	<p>CC: Geometry (G)</p> <p>Solve real-world and mathematical problems involving area, surface area, and volume</p> <p>6.G.1 Find area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these</p> <p>6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge</p> <p>6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same</p> <p>6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the</p>
Science	<p>Engineering, Technology, and Applications of Science</p> <p>MS-ETS1 Engineering Design</p> <p>MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and</p> <p>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p> <p>Science and Engineering Practices</p> <ol style="list-style-type: none"> 1. Asking questions and defining problems 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations and designing solutions 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information
Social Studies	

Unit 2: Engineering; Catapults / Levers	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: Apply and demonstrate the basic steps to design and problem solving using levers A. Identify key terms that relate to the Design Process. B. Identify the design process for problem solving. C. Understand and implement the steps of the design process. D. Apply the design process to real world problems. E. Evaluation process review, Capstone and/or presentation review. (Engineering Review) Classroom-based assessment Vocab test Self and peer evaluation Evaluation of products using rubric Collection of examples using rubric	
Leadership Alignment: 2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation 2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions Reason Effectively 2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation 8.C.4 Reflect critically on past experiences in order to inform future progress	
Standards and Competencies	
Unit: 2 Engineering; Catapults / Levers	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 20
Understand and apply design principles Understand and apply principles of weight ratios, torsion forces on objects and lever actions. Be able to design a contingency system for weight capacity of an object. Analyze and summarize experiment results in a technical report Look at historical examples of catapults to implement into their design Analyze, refine and apply decision-making skills;	
Aligned Washington State Learning Standards	
Arts	
Computer Science	
Educational Technology	1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry 2.1.1 Practice personal safety 2.2.1 Develop skills to use technology effectively 2.4.1 Formulate and synthesize new knowledge
English Language Arts	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

	SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	1 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.* 3 - Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*
Science	6-8 INQC Communicate results using pictures, tables, charts, diagrams, graphic displays, and text that are clear, accurate, and informative 6-8 INQD Plan and conduct a controlled experiment to test a hypothesis about a relationship between two variables 6-8 INQE Create a model or simulation to represent the behavior of objects, events, systems, or processes. Use the model to explore the relationship between two variables and point out how the model or simulation is similar to or different from the actual phenomenon 6-8 INQF Generate a scientific conclusion from an investigation using inferential logic, and clearly distinguish between results (e.g., evidence) and conclusions (e.g., explanation). Describe the differences between an objective summary of the findings and an inference made from the findings
Social Studies	

Unit 3: Aerodynamics and Design; Airplane or Powered Aeronautical Flight

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students must design a vehicle that will travel the longest distance using the elements of flight and wing design; or build/design a vehicle with an alternate power source.

Leadership Alignment:

Analyze, refine and apply decision-making skills;

Be involved in activities that require applying theory, problem-solving and using critical thinking skills while understanding the outcomes of related decisions;

Conduct self in a professional manner in practical career applications, organizational forums, and decision-making goals;

Demonstrate knowledge of conflict resolution and challenge management;

Use knowledge, build interest, guide, and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed

Analyze the roles and responsibilities of citizenship

Analyzed and refine the design of their vehicle and pick the best design based of given criteria and experience.

Standards and Competencies

Unit: 3 Aerodynamics and Design; Airplane or Powered Aeronautical Flight In this unit students create a vehicle using wind or solar panels as an energy source. Students will discuss the aerodynamics of flight. Students will discuss the importance of finding alternative energy sources and analyze the global impact of energy use.	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 15
<ul style="list-style-type: none"> Safely use power tools Understand and apply the principles of stored energy Understand and apply design processes Predict and calculate distance and make comparisons before and after construction Analyze the performance of their vehicle and redesign to improve efficiency Analyze and reflect on the experiment and describe their findings in writing 	
Aligned Washington State Learning Standards	
Arts	4.2: The student demonstrates and analyzes the connections among the arts and between the arts and other content areas
Computer Science	
Educational Technology	1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry 2.1.1 Practice personal safety 2.2.1 Develop skills to use technology effectively 2.4.1 Formulate and synthesize new knowledge
English Language Arts	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	8.3.F Determine probabilities for mutually exclusive, dependent, and independent events for small sample spaces 8.5.A Analyze a problem situation to determine the question(s) to be answered 8.5.D Analyze and compare mathematical strategies for solving problems, and select and use one or more strategies to solve a problem 8.5.F Apply a previously used problem-solving strategy in a new context 8.5.H Make and test conjectures based on data (or information) collected from explorations and experiments
Science	6-8 INQA Generate a question that can be answered through scientific investigation. This may involve refining or refocusing a broad and ill-defined question 6-8 INQB Plan and conduct a scientific investigation (e.g., field study, systematic observation, controlled experiment, model, or simulation) that is appropriate for the question being asked; Propose a hypothesis, give a reason for the hypothesis, and explain how the planned investigation will test the hypothesis; Work collaboratively with other students to carry out the investigations 6-8 INQC Communicate results using pictures, tables, charts, diagrams, graphic displays, and text that are clear, accurate, and informative 6-8 INQD Plan and conduct a controlled experiment to test a hypothesis about a relationship between two variables 6-8 INQE Create a model or simulation to represent the behavior of objects, events, systems, or processes. Use the model to explore the relationship between two variables and point out how the model or simulation is similar to or different from

	<p>the actual phenomenon</p> <p>6-8 INQF Generate a scientific conclusion from an investigation using inferential logic, and clearly distinguish between results (e.g., evidence) and conclusions (e.g., explanation). Describe the differences between an objective summary of the findings and an inference made from the findings</p> <p>6-8 INQG Prepare a written report of an investigation by clearly describing the question being investigated, what was done, and an objective summary of results. The report should provide evidence to accept or reject the hypothesis, explain the relationship between two or more variables, and identify limitations of the investigation</p>
Social Studies	

Unit 4: Underwater Vehicle / Robot

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students will complete safety tasks on each tool used in this lab project. Students will design and construct an underwater Vehicle. Each design will correspond with a list of specific tolerances established by the teacher and class. Vehicles will be tested, and evaluated for speed (co2 car and submarine) or agility (submarine). As a summary of this unit, students write a technical report reflecting on their process to complete the final design. Within the report, students will discuss what went right, what went wrong, and what they would change the next time.

Leadership Alignment:

Develop a plan and timeline for competition of safety demonstrations and tests.

Learn plan layouts as used in industry.

Reason Effectively

2.A1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Make Judgments and Decisions

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

Use Systems Thinking

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

Standards and Competencies

Unit: 4 Underwater Vehicle / Robot

Using the internet and other sources, students will gain an understanding of concepts of aerodynamic drag, aerodynamic life, and rolling drag. Students will also become efficient in using power tools and machines safely. Students will understand the design process and develop the ability to apply that process in a productive and safe manner. Students will discuss the importance of finding alternative energy sources and analyze the global impact of energy use. Unit 5 may replace the CO2 car with the robotic submarine which can incorporate aerodynamics underwater, design process, building procedures, tool use, and calculations of speed, energy use, leadership and teamwork.

Industry Standards and/or Competencies

Total Learning Hours for Unit: 25

Understand the concepts of aerodynamics in or out of the water Be able to design a contingency system for exceeding weight capacity

Understand and use safe handling procedures for power tools

Understand wiring schematics and soldering procedures

Predict and calculate maneuvering ability and make comparisons before and after construction

Analyze the performance of their vehicle and redesign to improve efficiency

Analyze and reflect on the experiment and describe their findings in writing

Aligned Washington State Learning Standards

Arts	<p>3.3: The student develops personal aesthetic criteria to communicate artistic choices.</p> <p>4.5: The student understands how arts knowledge and skills are used in the world of work, including careers in the arts.</p>
Computer Science	
Educational Technology	<p>1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities</p> <p>1.2.1 Communicate and collaborate to learn with others</p>

	1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry
English Language Arts	1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing 2.2.1 Applies understanding of multiple and varied audiences to write effectively 2.4.1 Produces documents used in a career setting
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	7.2.A Mentally add, subtract, multiply, and divide simple fractions, decimals, and percent 7.2.C Describe proportional relationships in similar figures and solve problems involving similar figures 7.2.E Represent proportional relationships using graphs, tables, and equations, and make connections among the representations 7.4.B Determine the theoretical probability of a particular event and use theoretical probability to predict experimental outcomes 7.6.A Analyze a problem situation to determine the question(s) to be answered 7.6.C Analyze and compare mathematical strategies for solving problems, and select and use one or more strategies to solve a problem 7.6.H Make and test conjectures based on data (or information) collected from explorations and experiments
Science	6-8 INQA Generate a question that can be answered through scientific investigation. This may involve refining or refocusing a broad and ill-defined question 6-8 INQB Plan and conduct a scientific investigation (e.g., field study, systematic observation, controlled experiment, model, or simulation) that is appropriate for the question being asked; Propose a hypothesis, give a reason for the hypothesis, and explain how the planned investigation will test the hypothesis; Work collaboratively with other students to carry out the investigations 6-8 INQC Communicate results using pictures, tables, charts, diagrams, graphic displays, and text that are clear, accurate, and informative 6-8 INQD Plan and conduct a controlled experiment to test a hypothesis about a relationship between two variables 6-8 INQE Create a model or simulation to represent the behavior of objects, events, systems, or processes. Use the model to explore the relationship between two variables and point out how the model or simulation is similar to or different from the actual phenomenon 6-8 INQF Generate a scientific conclusion from an investigation using inferential logic, and clearly distinguish between results (e.g., evidence) and conclusions (e.g., explanation). Describe the differences between an objective summary of the findings and an inference made from the findings 6-8 INQG Prepare a written report of an investigation by clearly describing the question being investigated, what was done, and an objective summary of results. The report should provide evidence to accept or reject the hypothesis, explain the relationship between two or more variables, and identify limitations of the investigation
Social Studies	

Unit 5: Drones, Construction, Wiring and Controlled Flight

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students must design, build, and operate a vehicle/drone that will travel through an obstacle course without a collision

Leadership Alignment:

Develop a plan and timeline for completing a project

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

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

Analyze, refine and apply decision-making skills; Be involved in activities that require applying theory, problem-solving and using critical thinking skills while understanding the outcomes of related decisions; Conduct self in a professional manner in practical career applications, organizational forums, and decision-making goals; Demonstrate knowledge of conflict resolution and challenge management; Use knowledge, build interest, guide, and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed	
Standards and Competencies	
Unit: 5, Drones, Construction, Wiring and Controlled Flight In this unit students study the practical uses of drones in our society, their construction, wiring and controlled flight. Students will discuss the importance of alternative energy sources and analyze the global impact of drone activity.	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 25
Learn the legal parameters around flight and the requirements on school property Understand and apply the principles of stored energy Understand and apply design processes Understand wiring schematics and soldering procedures Predict and calculate maneuvering ability and make comparisons before and after construction Analyze the performance of their vehicle and redesign to improve efficiency Analyze and reflect on the experiment and describe their findings in writing	
Aligned Washington State Learning Standards	
Arts	3.3: The student develops personal aesthetic criteria to communicate artistic choices. 4.5: The student understands how arts knowledge and skills are used in the world of work, including careers in the arts.
Computer Science	
Educational Technology	1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry 2.1.1 Practice personal safety 2.2.1 Develop skills to use technology effectively 2.4.1 Formulate and synthesize new knowledge
English Language Arts	1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing 2.2.1 Applies understanding of multiple and varied audiences to write effectively 2.4.1 Produces documents used in a career setting
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	7.2.A Mentally add, subtract, multiply, and divide simple fractions, decimals, and percent 7.2.C Describe proportional relationships in similar figures and solve problems involving similar figures 7.2.E Represent proportional relationships using graphs, tables, and equations, and make connections among the representations 7.4.B Determine the theoretical probability of a particular event and use theoretical probability to predict experimental outcomes 7.6.A Analyze a problem situation to determine the question(s) to be answered 7.6.C Analyze and compare mathematical strategies for solving problems, and select and use one or more strategies to solve a problem 7.6.H Make and test conjectures based on data (or information) collected from explorations and experiments
Science	6-8 INQA Generate a question that can be answered through scientific investigation. This may involve refining or refocusing a broad and ill-defined question 6-8 INQB Plan and conduct a scientific investigation (e.g., field study, systematic observation, controlled experiment, model, or simulation) that is appropriate for the question being asked; Propose a hypothesis, give a reason for the hypothesis, and

	<p>explain how the planned investigation will test the hypothesis; Work collaboratively with other students to carry out the investigations</p> <p>6-8 INQC Communicate results using pictures, tables, charts, diagrams, graphic displays, and text that are clear, accurate, and informative</p>
Social Studies	

Unit 6: Occupational Opportunities

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students will keep a log of possible career opportunities in the science, technology, engineering, and mathematics fields. Included in the log is information gained from the performance expectations below.

Leadership Alignment:

Assess and analyze personal talents, values, and interests as they may relate to a future career, based on the completion of standardized career interest survey and personality indicator assessments.

Compare personal skills and aptitudes with various career options.

Correlate personal characteristics with the requirements of specific jobs within career clusters.

Identify transferable competencies and job-specific skills related to career and job options.

Identify personal strengths and weaknesses.

Using the internet and other electronic sources, evaluate several occupational interests, based on various criteria (e.g., educational requirements, starting salaries, and career ladder opportunities).

Analyze a specific career cluster using a variety of research tools (e.g., college career centers/counselors, professional and trade associations, career fairs, information interviews, print media, and the Internet).

Standards and Competencies

Unit: 6 Occupational Opportunities

Students will learn about careers opportunities in the STEM field and identify personality traits in themselves and others that guide them to select a particular career field.

Industry Standards and/or Competencies

Total Learning Hours for Unit: 5

Demonstrate personal qualities related to employability.

Describe how honesty and integrity affect relationships with others.

Explain the importance of respect for the feelings and beliefs of others.

Demonstrate appropriate employer and employee interactions in workplace situations.

Demonstrate the ability to function as a proactive, productive team member in the workplace.

Discuss advantages and disadvantages of entering nontraditional occupations.

Compare how performing a job in a virtual work environment differs from performing the same job in a traditional work setting.

Aligned Washington State Learning Standards

Arts	
Computer Science	
Educational Technology	<p>2.3.2 Select and use online applications</p> <p>2.4.1 Formulate and synthesize new knowledge</p>
English Language Arts	<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

	SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Environment & Sustainability	
Mathematics	<p>7.2.A Mentally add, subtract, multiply, and divide simple fractions, decimals, and percent</p> <p>7.2.C Describe proportional relationships in similar figures and solve problems involving similar figures</p> <p>7.2.E Represent proportional relationships using graphs, tables, and equations, and make connections among the representations</p> <p>7.4.B Determine the theoretical probability of a particular event and use theoretical probability to predict experimental outcomes</p> <p>7.6.A Analyze a problem situation to determine the question(s) to be answered</p> <p>7.6.C Analyze and compare mathematical strategies for solving problems, and select and use one or more strategies to solve a problem</p> <p>7.6.H Make and test conjectures based on data (or information) collected from explorations and experiments</p>
Science	<p>6-8 INQA Generate a question that can be answered through scientific investigation. This may involve refining or refocusing a broad and ill-defined question</p> <p>6-8 INQB Plan and conduct a scientific investigation (e.g., field study, systematic observation, controlled experiment, model, or simulation) that is appropriate for the question being asked; Propose a hypothesis, give a reason for the hypothesis, and explain how the planned investigation will test the hypothesis; Work collaboratively with other students to carry out the investigations</p> <p>6-8 INQC Communicate results using pictures, tables, charts, diagrams, graphic displays, and text that are clear, accurate, and informative</p>
Social Studies	

21st Century Skills

Check those that students will demonstrate in this course:

LEARNING & INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☒ Implement Innovations

Critical Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgments and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA & 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 & 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

6-12 Social Studies



Curriculum Review/Pilot

Committee Representation

- The High School Curriculum committee started with 15 members representing all 4 high schools including the following contents: World Studies, United States History, Civics, Global Issues, Psychology and Sociology.
- The Middle School Social Studies Committee was comprised of 14 members, spanning all 4 middle schools. This included all 6th and 7th grade Social Studies teachers.
 - 8th grade United States History was not an initial part of the process.
- [2015-16 Announcement](#)
- [2016-17 Announcement](#)

Process

- Standards Review - Fall 2015
- Alignment Assessment and Gap Analysis - Fall/Winter 2015
- Needs Assessment - Winter 2016
- Rubric Creation- Revised EQuIP Rubric - Winter/Spring 2016
- Material Review - Spring 2016
- Pilot Materials - Fall 2016 - Spring 2017
- Evaluation of Materials - Spring 2017
- Bias Review of Selected Material - Spring 2017
- Recommendation for Adoption - June 12th, 2017

Materials Selection

Pilot	Update Materials
<p><u>Middle School Social Studies</u></p> <ul style="list-style-type: none">• Fall/Winter 2016: Discovery Education TECHbook• Winter/Spring 2017: Houghton Mifflin Harcourt <p><u>High School World Studies</u></p> <ul style="list-style-type: none">• Fall/Winter 2016: Glencoe• Winter/Spring 2017: Pearson <p><u>High School United States History</u></p> <ul style="list-style-type: none">• Fall/Winter 2016: Glencoe• Winter/Spring 2017: Pearson	<p><u>High School Social Studies</u></p> <ul style="list-style-type: none">• Psychology: Blair-Broecker - Thinking about Psychology• Sociology: Glencoe - Sociology and You• Civics: Pearson - Magruder's American Government• Global Issues: Brown University - Choices

Training and Evaluation

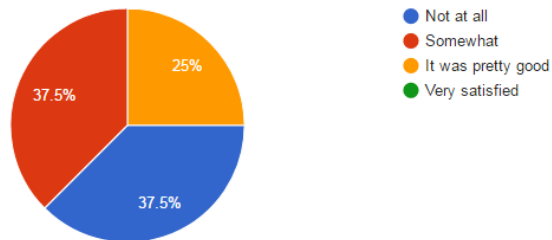
- All pilot teachers received training for each of the pilot materials and follow-up training and/or webinars were available for additional information and deepening of understanding.
- The Middle School committee evaluated both materials using the EQulP rubric
 - MS: Unanimously recommends Houghton Mifflin Harcourt materials ([Rationale](#))
 - HS: Recommends Pearson for both World Studies and United States History ([Rationale](#))
- On-going training will be available for all teachers with the new materials adoption.

Middle School Selection

Discover Education

How satisfied were you with the content of Discovery Education?

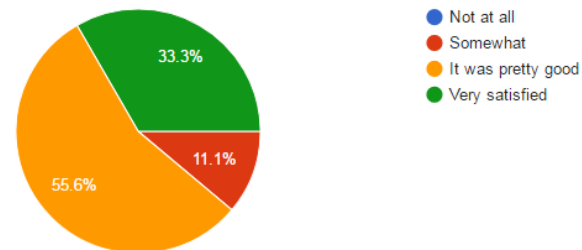
8 responses



Houghton Mifflin Harcourt

How satisfied were you with the content of HMH?

9 responses

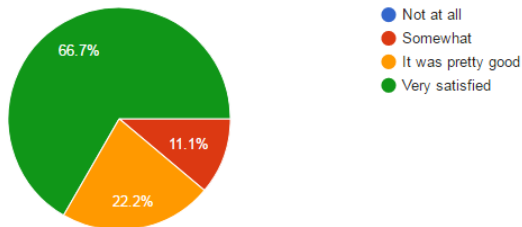


High School Selection

Pearson

How satisfied were you with the content of Pearson?

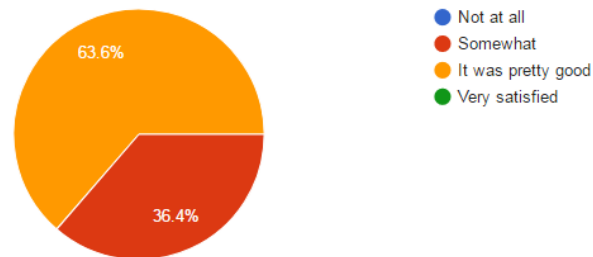
9 responses



Glencoe

How satisfied were you with the content of Glencoe McGraw-Hill?

11 responses



Cost Quotes

Middle School:

- Houghton Mifflin Harcourt: \$225,000 (plus tax and shipping) for 6th, 7th and 8th

High School:

- Pearson World Studies: \$78,000 (plus tax and shipping)
- Pearson United States History: \$74,000 (plus tax and shipping)

PERSONNEL--CERTIFICATED AND CLASSIFIED

1. Certificated and Classified Personnel Report

Attached is the personnel report, for certificated and classified personnel, for the board's approval.

Recommendation: That the board approve the attached report.

2. Requests for Travel

- a. Shawna Leonard and Laura Lindell, Auburn Riverside High School assistant principal and teacher, respectively, request permission to travel to Burlingame, California, Saturday to Wednesday, July 8-12. The purpose of the trip is to attend the Hattie Visible Learning Conference. Lodging will be at the San Francisco Airport Hyatt Regency and Marriott Waterfront hotels, meals will be at local restaurants, and travel will be by airplane. All expenses will be paid by title and basic education funds. No substitutes will be needed.
- b. Donna Bowler, Auburn High School teacher, requests permission to travel to Gettysburg, Pennsylvania, Sunday to Tuesday, July 9-18. The purpose of the trip would be to attend the Gettysburg American History Training Class. Lodging will be at a hotel to-be-determined, meals will be at local restaurants, and travel will be by airplane. All expenses will be paid by school and grant funds. No substitute will be needed.
- c. Randal Jones, Auburn Riverside High School teacher, requests permission to travel to San Francisco, California, Sunday to Wednesday, July 9-12. The purpose of the trip would be to attend the Visible Learning Conference. Lodging will be at the Marriott Waterfront hotel, meals will be at local restaurants, and travel will be by airplane. All expenses will be paid by school and district technology funds. No substitute will be needed.
- d. Randal Jones requests permission to travel to Dallas, Texas, Friday to Monday, July 14-17. The purpose of the trip would be to attend the Balfour Yearbook Training. Lodging will be at a hotel to-be-determined, meals will be at local restaurants, and travel will be by airplane. All expenses will be paid by Balfour. No substitute will be needed.

Recommendation: That the above trips be approved as requested.

PERSONNEL REPORT - CERTIFICATED

Classification	Job Type	Building	Name	Start Date	Hours	Rate of Pay	Comment
Curriculum-Noncurriculum							
CERTIFICATED	AP SUPPORT PLAN FOR CALCULUS	AUBURN HIGH	MOHLER, ERIC	5/3/17	6	\$53.40	
CERTIFICATED	AP TEST PREP SUPPORT	AUB RIVERSIDE	MONSEN, ANDREW	4/6/17	10	\$53.40	
CERTIFICATED	CAMP AUBURN	ALPAC	BECKETT, MARY	6/6/17		\$TIPEND \$428	
CERTIFICATED	CAMP AUBURN	EVERGREEN HTS	COOK, BRUCE	5/15/17		\$TIPEND \$428	
CERTIFICATED	CAMP AUBURN	ALPAC	LEVERTON, ANDREA	6/6/17		\$TIPEND \$428	
CERTIFICATED	CAMP AUBURN	ALPAC	MILLER, TANA	6/6/17		\$TIPEND \$428	
CERTIFICATED	CAMP AUBURN	EVERGREEN HTS	MORFORD, TRESSA	5/15/17		\$TIPEND \$428	
CERTIFICATED	COMPUTER SCIENCE FUNDAMENTALS	LAKE VIEW	LUTES-JOHNSON, TRINA	6/11/17		\$TIPEND \$150	
CERTIFICATED	COMPUTER SCIENCE FUNDAMENTALS	DICK SCOBEE	OLIPHANT, AMY	5/20/17		\$TIPEND \$150	
CERTIFICATED	CONTACT FAMILIES FOR CAMP AUBURN	ANNEX	MARQUIS, TAMESHA	4/17/17	10	\$32.28	
CERTIFICATED	DIGITAL CITIZENSHIP PRESENTATION PREP	MT. BAKER	CLARK, ANNE	5/10/17	5	\$48.01	
CERTIFICATED	DIGITAL CITIZENSHIP PRESENTATION PREP	AUB RIVERSIDE	GALLINATTI, LISA	5/10/17	5	\$53.40	
CERTIFICATED	DIGITAL CITIZENSHIP PRESENTATION PREP	MT. VIEW SR HIGH	LEE, JESSICA	5/10/17	5	\$45.26	
CERTIFICATED	ELEM EXT DAY LEARNING PROGRAM	ARTHUR JACOBSEN	GARRISON, DAVID	3/1/17	5	\$42.00	
CERTIFICATED	ELEM EXT DAY LEARNING PROGRAM	ARTHUR JACOBSEN	HOWELL, CHRISTOPHER	3/1/17	5	\$51.03	
CERTIFICATED	ELEM EXT DAY LEARNING PROGRAM	WASHINGTON	IRELAND, LINDSEY	1/10/17	8	\$35.09	
CERTIFICATED	ELEM EXT DAY LEARNING PROGRAM	ARTHUR JACOBSEN	KEMP, EMILY	3/1/17	5	\$38.80	
CERTIFICATED	ELEM PRE-K COHORT FOR MATH	ILALCO	BLAU, CYNTHIA	10/3/16	14	\$46.63	
CERTIFICATED	ELEM PRE-K COHORT FOR MATH	LEA HILL	LEAF-DENT, KATHERINE	10/3/16	14	\$35.47	
CERTIFICATED	ELEM PRE-K COHORT FOR MATH	LAKELAND HILLS	MATTISON, SARAH	10/3/16	14	\$43.93	
CERTIFICATED	ELEM PRE-K COHORT FOR MATH	LAKE VIEW	SPEER, CHELSEY	10/3/16	14	\$29.86	
CERTIFICATED	ELEM PRE-K COHORT FOR MATH	DICK SCOBEE	ST MARY, SARAH	10/3/16	14	\$38.92	
CERTIFICATED	ELEM/MS MATH COMPETITION	TERMINAL PARK	ANDERSEN, STEPHANIE	3/9/17	8	\$53.40	
CERTIFICATED	ELEM/MS MATH COMPETITION	LAKELAND HILLS	BONHAM, KELSEY	3/9/17	8	\$43.27	
CERTIFICATED	ELEM/MS MATH COMPETITION	WASHINGTON	BULAWA, HEATHER	3/9/17	8	\$43.93	
CERTIFICATED	ELEM/MS MATH COMPETITION	HAZELWOOD	CARTER, AMBER	3/9/17	8	\$48.06	
CERTIFICATED	ELEM/MS MATH COMPETITION	HAZELWOOD	CELVOR, CHRISTINA	3/9/17	8	\$39.57	
CERTIFICATED	ELEM/MS MATH COMPETITION	ILALCO	DOCHERTY, TRACEY	3/9/17	8	\$37.65	
CERTIFICATED	ELEM/MS MATH COMPETITION	LEA HILL	FETTIG, MICHAEL	3/9/17	8	\$53.40	
CERTIFICATED	ELEM/MS MATH COMPETITION	CHINOOK	HENDRICKS, JESSICA	3/9/17	8	\$39.57	
CERTIFICATED	ELEM/MS MATH COMPETITION	LAKELAND HILLS	JEFFREYS, CHRISTA	3/9/17	8	\$41.37	
CERTIFICATED	ELEM/MS MATH COMPETITION	ARTHUR JACOBSEN	KEMP, BRIAN	3/9/17	8	\$29.86	
CERTIFICATED	ELEM/MS MATH COMPETITION	ALPAC	LAUKALA, RACHEL	3/9/17	8	\$30.24	
CERTIFICATED	ELEM/MS MATH COMPETITION	RAINIER	LUONG, JACOB	3/9/17	8	\$53.40	
CERTIFICATED	ELEM/MS MATH COMPETITION	RAINIER	MCGUFFIN, JAY	3/9/17	8	\$46.63	
CERTIFICATED	ELEM/MS MATH COMPETITION	ILALCO	SPENCE, BREANN	3/9/17	8	\$30.65	
CERTIFICATED	ELEM/MS MATH COMPETITION	ARTHUR JACOBSEN	SWENSRUD, STACY	3/9/17	8	\$48.06	
CERTIFICATED	ELL PLANNING AND SUPPORT	LAKELAND HILLS	LAMB, PETER	6/1/17	120	\$53.40	
CERTIFICATED	INVOLUNTARY CLASSROOM MOVE	DICK SCOBEE	LYSENE, SARAH	6/1/17	14	\$42.51	
CERTIFICATED	INVOLUNTARY CLASSROOM MOVE	DICK SCOBEE	ORR, LACEY	6/1/17	14	\$33.74	
CERTIFICATED	INVOLUNTARY GRADE LEVEL CHANGE	LEA HILL	GOLIFF, STEPHEN	8/1/17	14	\$53.40	
CERTIFICATED	NEW 3-D PRINTER PLANNING	ARTHUR JACOBSEN	SPENCER, ARTHUR	5/17/17	8	\$53.40	
CERTIFICATED	PRINCIPAL/TEACHER LEADERSHIP SUPPORT	ADMIN	HORN, LISA	12/1/16	160	\$53.40	
CERTIFICATED	PROF DEVELOPMENT - TECH LITERACY	AUB RIVERSIDE	DICKSON, GLENN	5/8/17	2	\$34.08	
CERTIFICATED	PROF DEVELOPMENT - TECH LITERACY	AUB RIVERSIDE	GALLINATTI, LISA	5/8/17	2	\$53.40	
CERTIFICATED	PROF DEVELOPMENT - TECH LITERACY	AUB RIVERSIDE	MORGAN, ROBERT	5/8/17	2	\$53.40	
CERTIFICATED	PROVIDE INTERPRETING SERVICES	CHINOOK	TORRES, CINDY	5/8/17	10	\$35.47	
CERTIFICATED	SCHOOLWIDE LITERACY ASSMT	MT. VIEW SR HIGH	BENDT, HEIDI	5/3/17	7	\$53.40	
CERTIFICATED	SCHOOLWIDE LITERACY ASSMT	MT. VIEW SR HIGH	VANDERHOOF, KADY	5/3/17	15	\$35.47	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	MT. VIEW SR HIGH	AMMONS, TORI	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	AUBURN HIGH	BOWLER, DONNA	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	MT. VIEW SR HIGH	BOWMAN, MAEGHAN	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	AUBURN HIGH	BRAND, CAITLIN	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	RAINIER	DALOS, HARRIETT	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	CASCADE	DOZIER, ALETHEA	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	MT. BAKER	DURHAM, ANN	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	MT. VIEW SR HIGH	ELLIS, DAVID	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	RAINIER	ESPINOSA, MICHAEL	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	RAINIER	FLORY, JONI	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	CASCADE	GODFREY, DEAN	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	MT. VIEW SR HIGH	HAMMER, EVELYN	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	MT. BAKER	HUBBELL, CAROLYN	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	AUBURN HIGH	ISHAM, GREGORY	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	MT. BAKER	KOENIG, SALLY	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	MT. BAKER	KOVASH, JULIE	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	MT. BAKER	LANTZ, KATHY	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	MT. VIEW SR HIGH	LEE, JESSICA	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	CASCADE	LUETTGEN, SANDRA	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	CASCADE	LUTZ, SUSIE	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	AUBURN HIGH	MARSHALL, ANNA M	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	AUB RIVERSIDE	MCCANN, VALLERY	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	MT. BAKER	MCGRAW, JODI	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	RAINIER	MCGUFFIN, JAY	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	AUBURN HIGH	MCLUEN, TERESA	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	CASCADE	PULLEN, KATERINA	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	MT. VIEW SR HIGH	PYLE, DEREK	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	CASCADE	REAVIS, TIMOTHY	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	CASCADE	RESTER, JULI	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	RAINIER	ROCK, MICHELE	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	CASCADE	ROTTER, DANIEL	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	CASCADE	SARRA, NICHOLAS	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	AUBURN HIGH	SCHLEICHER, STEPHANIE	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	CASCADE	SERAME, LORI	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	RAINIER	SNYDER, CHERYL	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	MT. VIEW SR HIGH	STENSON, KIMBERLY	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	MT. VIEW SR HIGH	STRIZHEUS, ELENA	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	AUB RIVERSIDE	SWENDDAL WHITE, KAISA	8/15/17		\$TIPEND \$450	
CERTIFICATED	SOCRATIC SEMINAR PROF DEV	MT. BAKER	THORINGTON, CHRISTINE	8/15/17		\$TIPEND \$450	

	CERTIFICATED	SOCRATIC SEMINAR PROF DEV	RAINIER	TSAOUSSIS, ANGELENA	8/15/17		STIPEND \$450
	CERTIFICATED	SOCRATIC SEMINAR PROF DEV	RAINIER	TURNER, HAYLEY	8/15/17		STIPEND \$450
	CERTIFICATED	SOCRATIC SEMINAR PROF DEV	CASCADE	UPSHAW-YAZZIE, NORMA	8/15/17		STIPEND \$450
	CERTIFICATED	SOCRATIC SEMINAR PROF DEV	AUB RIVERSIDE	VALENTIN, EDMUND	8/15/17		STIPEND \$450
	CERTIFICATED	SOCRATIC SEMINAR PROF DEV	AUB RIVERSIDE	VAN EATON, MICHAEL	8/15/17		STIPEND \$450
	CERTIFICATED	SOCRATIC SEMINAR PROF DEV	MT. VIEW SR HIGH	VONASEK, BROOKE	8/15/17		STIPEND \$450
	CERTIFICATED	SOCRATIC SEMINAR PROF DEV	CASCADE	WATKINS GATLIN, KANIKA	8/15/17		STIPEND \$450
	CERTIFICATED	SOCRATIC SEMINAR PROF DEV	MT. VIEW SR HIGH	WOOD, RICHARD ROSS	8/15/17		STIPEND \$450
	CERTIFICATED	TEACHING RIGHT RESPONSE/PREP TIME	ANNEX	JORDAN, GARY	5/1/17	9	\$53.40
	CERTIFICATED	TEACHING RIGHT RESPONSE/PREP TIME	ANNEX	LEWIS, JENNIFER	5/1/17	12	\$34.84
	CERTIFICATED	TEAM CONTENT MEETING	MT. BAKER	HAWK, MINDY	3/1/17	10	\$53.40
	CERTIFICATED	TUTORING	AUBURN HIGH	STUBBLEFIELD, ANGELA	5/1/17	4.5	\$48.01
Leave							
	CERTIFICATED	M-COUNSELOR	CASCADE	EGIZI, AMY	9/6/17		PERSONAL
New Hire							
	CERTIFICATED	2ND GRADE	ARTHUR JACOBSEN	CARR, MARLA	9/6/2017		C9, S16
	CERTIFICATED	2ND GRADE	CHINOOK	RUBAKHA, MARIYA	9/6/2017		C1, S0
	CERTIFICATED	4TH GRADE	CHINOOK	LUNDE, KRISTEN	9/6/2017		C7, S3
	CERTIFICATED	E-LEARNING SPECIALIST	ILALCO	HOUSE, TAMMY	9/6/2017		C7, S12
	CERTIFICATED	E-LEARNING SPECIALIST (.5)	WASHINGTON	STROM, MELIA	9/6/2017		C1, S1
	CERTIFICATED	E-SPECIAL EDUCATION	EVERGREEN HTS	KNEADLER, ELICIA	9/6/2017		C5, S7
	CERTIFICATED	ECE	ILALCO	BARALDI, SARAH	9/6/2017		C1, S2
	CERTIFICATED	M-SCIENCE	MT. BAKER	ANDERSON, JENNIFER	9/6/17		C7, S9
	CERTIFICATED	M-SPECIAL EDUCATION	RAINIER	PATOC, BRIANNE	9/6/2017		C3, S0
	CERTIFICATED	OT (.4)	ANNEX	NEHREN, LISA	9/6/2017		C4, S7
	CERTIFICATED	OT (.6)	ANNEX	SIEFKES, MEGAN	9/6/2017		C7, S8
	CERTIFICATED	PRINCIPAL	AUBURN HIGH	GARDNER, JEFF	7/1/2017		C6, S3
	CERTIFICATED	S-SCIENCE	WEST AUBURN	WILBANKS, GREGORY	9/6/2017		C7, S16
	CERTIFICATED	S-SPECIAL EDUCATION	MT. VIEW SR HIGH	SHORTER, BEVERLY	9/6/2017		C8, S14
	CERTIFICATED	SLP	ANNEX	DELAPLAINE, MEGHANN	9/6/2017		C7, S5
Resignation							
	CERTIFICATED	2ND GRADE	DICK SCOBEE	OLIPHANT, AMY	6/22/2017		EMPLOYMENT ELSEWHERE
	CERTIFICATED	ASST PRINCIPAL	OLYMPIC	BARRETT, JILL	6/30/2017		EMPLOYMENT ELSEWHERE
	CERTIFICATED	E-LIBRARIAN (.2)	WASHINGTON	HARMS, MICHELLE	6/22/2017		RELOCATION
	CERTIFICATED	ECE	LEA HILL	LEAF-DENT, KATHERINE	6/22/2017		RELOCATION
	CERTIFICATED	KINDERGARTEN	ILALCO/LEA HILL	AGUILAR, JANIE	6/22/2017		PERSONAL
	CERTIFICATED	PSYCHOLOGIST	ANNEX	ROSTAD, FREDRICA	6/23/2017		PERSONAL
	CERTIFICATED	S-CHOIR	MT. VIEW SR HIGH	SAMUELSON, SARAH	6/23/2017		EMPLOYMENT ELSEWHERE

PERSONNEL REPORT - CLASSIFIED

Curriculum-Noncurriculum

CLASSIFIED	ASSISTANT COACH- FASTPITCH	MT. VIEW SR HIGH	SEWARD, KADY	2/27/2017		STIPEND - \$4,424
CLASSIFIED	EXTRA HOURS - KINDERGARTEN ORIENTATION	GILDO REY	CASANOVA, DONNA	4/24/2017	1	\$19.44
CLASSIFIED	EXTRA HOURS - KINDERGARTEN ORIENTATION	GILDO REY	FRERICHS, ROSANNA	4/24/2017	1	\$18.84
CLASSIFIED	EXTRA HOURS - MATH COMPETITION	DEPT STDNT LRNG	LEE, SUSAN	3/9/2017	8	\$18.62
CLASSIFIED	EXTRA HOURS - STAFF OBSERVATION	ANNEX	WEPPLER, DONNA	5/24/2017	12	\$18.62
CLASSIFIED	EXTRA HOURS - TRANSPORTATION	ANNEX	JUERGENSEN, MINDY	5/24/2017	2	\$18.09
CLASSIFIED	INSTRUCTIONAL HOURS - LAP	LAKE VIEW	ERICKSON, CHRISTINE	6/1/2017	7	\$18.44
CLASSIFIED	INSTRUCTIONAL HOURS - LAP	LAKE VIEW	ROSSMAN, RHONDA	6/1/2017	7	\$18.44
CLASSIFIED	STIPEND - SUCCESSFUL INSPECTION	TRANSPORTATION	BREHMER, JAMES	5/26/17		STIPEND - \$900
CLASSIFIED	STIPEND - SUCCESSFUL INSPECTION	TRANSPORTATION	MCMULLEN, MARK	5/26/17		STIPEND - \$900
CLASSIFIED	STIPEND - SUCCESSFUL INSPECTION	TRANSPORTATION	POTTS, CHAD	5/26/17		STIPEND - \$900
CLASSIFIED	STIPEND - SUCCESSFUL INSPECTION	TRANSPORTATION	RADCLIFF, WAYNE	5/26/17		STIPEND - \$900
CLASSIFIED	STIPEND - SUCCESSFUL INSPECTION	TRANSPORTATION	SLOANE, MICHAEL	5/26/17		STIPEND - \$900
CLASSIFIED	STIPEND - SUCCESSFUL INSPECTION	TRANSPORTATION	TIMPE, TIM	5/26/17		STIPEND - \$900
CLASSIFIED	STIPEND - SUCCESSFUL INSPECTION	TRANSPORTATION	WOLTERS, PAUL	5/26/17		STIPEND - \$900

New Hire

CLASSIFIED	P-HEALTH ROOM	EVERGREEN HEIGHTS	BRADLEY, TRICIA	5/30/2017	5	\$18.10 QUALIFIED APPLICANT
CLASSIFIED	P-HEALTH ROOM	LAKELAND HILLS	STRICKLING, CALI	5/30/2017	5	\$18.27 QUALIFIED APPLICANT
CLASSIFIED	P-SPEC ED SPEC KIDS	LEA HILL	BOHANNON, JAMES	5/31/2017	6	\$18.09 QUALIFIED APPLICANT
CLASSIFIED	P-SPEC ED SPEC KIDS	MT. VIEW SR HIGH	RABAN, ROBERT	6/12/2017	6	\$18.62 QUALIFIED APPLICANT
CLASSIFIED	SUPERVISION	MT. VIEW SR HIGH	LACEY, JEFFREY C.	5/16/2017		\$20.00 QUALIFIED APPLICANT

CERTIFICATED RESUMES

Jennifer Anderson-science-Mt. Baker Middle School. Ms. Anderson earned her bachelor degree at Wartburg College and her master degree at City University. Jennifer is a substitute in the Auburn School District.

Sarah Baraldi-ECE-Ilalko Elementary. Ms. Baraldi earned her bachelor degree at the University of Pennsylvania. Sarah previously taught in the Lawton Public School District.

Marla Carr-second grade-Arthur Jacobsen Elementary. Ms. Carr earned her bachelor and master degrees at Eastern Washington University. Marla previously worked for the Dieringer School District.

Meghann Delaplaine-SLP-Administrative Annex. Ms. Delaplaine earned her bachelor degree at Washington State University and her master degree at Harding University. Meghann previously worked for a contracted agency.

Tammy House-learning specialist-Ilalko Elementary. Ms. House earned her bachelor and master degrees at Northern Arizona University. Tammy previously worked for the Renton School District.

Elicia Kneadler-special education-Evergreen Heights Elementary. Ms. Kneadler earned her bachelor degree at the University of California. Elicia previously worked for the Kent School District.

Kristen Lunde-fourth grade-Chinook Elementary. Ms. Lunde earned her bachelor degree at Washington State University and her master degree at Boise State University. Kristen previously worked for the Federal Way School District.

Lisa Nehren-occupational therapist (.4)-Administrative Annex. Ms. Nehren earned her bachelor degree at the University of Washington. Lisa previously worked for the Tahoma School District.

Brianne Patoc-special education-Rainier Middle School. Ms. Patoc earned her bachelor degree at the University of Washington. Brianne is a current para-educator in the Auburn School District and she is a graduate of Auburn Mountainview High School.

Mariya Rubakha-second grade-Chinook Elementary. Ms. Rubakha earned her bachelor degree at Central Washington University. Mariya completed her student teaching at Lea Hill Elementary and she is a graduate of Auburn Mountainview High School.

Beverly Shorter-special education-Auburn Mountainview High School. Ms. Shorter earned her bachelor degree at Central Washington University. Beverly previously worked for the Enumclaw School District.

Megan Siefkes-occupational therapist (.6)-Administrative Annex. Ms. Siefkes earned her bachelor degree at South Dakota State University and her master degree at the University of South Dakota. Megan previously worked for a contracted agency.

Melia Strom-learning specialist (.5)-Washington Elementary. Ms. Strom earned her bachelor degree at Central Washington University. Melia has been a substitute in the Auburn School District.

Gregory Wilbanks-science-West Auburn High School. Mr. Wilbanks earned his bachelor degree at Central Washington University and his master degree at Portland State University. Greg has been working in Alaska.

1. Acquisition by Condemnation

2. Resolution No. 1238 - Authorizing Acquisition by Condemnation of Certain Real Property in Connection with the Construction of a New Elementary School

Cindi Blansfield, assistant superintendent of business and operations, will be present to review and recommend adoption of the resolution.

3. Resolution No. 1240 - Certifying New-In-Lieu Replacement Option -
Olympic Middle School Reconstruction Project

Jeffrey Grose will be present to review and recommend adoption of the resolution.

Recommendation: That Resolution No. 1240 certifying the use of the new-in-lieu replacement option at Olympic Middle School be adopted.

4. Authorization to Call for Bids - Portable Classrooms Spring 2017 Electrical Project

Authorization is requested to call for bids for the Portable Classrooms Spring 2017 Electrical project. The project consists of electrical work at four portable classrooms to be located at four school sites. The estimated construction cost is \$160,000.00 and will be funded from the Capital Projects fund.

Jeffrey Grose will be present to recommend this authorization.

Recommendation: That authorization be given to call for bids for the Portable Classrooms Spring 2017 Electrical project.

5. Elementary School Projects - Selection of Architectural Firms

The administration has completed an evaluation of architectural firms for the 2016 bond issue elementary school projects. These projects consist of Chinook, Dick Scobee, Lea Hill, Pioneer, and Terminal Park Elementary School replacement projects along with New Elementary Schools No. 15 and No. 16. The evaluation process consisted of the following:

- a. Reviewed architectural firms listed in the school district's 2017 Architectural and Engineering Consultant records.
- b. Published a notice in the Seattle Daily Journal of Commerce inviting architectural firms to obtain a Request for Proposal for Architect Services.
- c. Issued Requests for Proposals to architectural firms.
- d. Reviewed and evaluated proposals submitted by eight architectural firms.
- e. Identified BLRB Architects, NAC Architecture, and TCF Architecture as well qualified and the top three candidates.
- f. Contacted school districts and contractors who have worked with BLRB Architects, NAC Architecture, and TCF Architecture for reference information.
- g. Visited schools designed by BLRB Architects, NAC Architecture, and TCF Architecture.
- h. Interviewed BLRB Architects, NAC Architecture, and TCF Architecture.

After completion of this evaluation process, the administration recommends NAC Architecture be selected to plan, design, and administer construction of the Chinook, Dick Scobee, Pioneer, and Terminal Park Elementary School replacement projects.

The administration further recommends BLRB Architects be selected to plan, design, and administer construction of the Lea Hill Elementary School replacement project, New Elementary School No. 15, and New Elementary School No. 16.

Jeffrey Grose will be present to recommend the selection of architectural firms.

Recommendation:

That authorization be given for the administration to negotiate and execute a contract with NAC Architecture for the Chinook, Dick Scobee, Pioneer and Terminal Park Elementary School replacement projects.

That authorization be given for the administration to negotiate and execute a contract with BLRB Architects for the Lea Hill Elementary School replacement project, New Elementary School No. 15 and New Elementary School No. 16.

RESOLUTION NO. 1238

A Resolution of the Board of Directors of Auburn School District No. 408, King and Pierce Counties, Washington, relating to and authorizing the acquisition by condemnation of certain real property for use by the District in connection with the District's construction of a new elementary school.

WHEREAS, Auburn School District No. 408, King and Pierce Counties, Washington ("District") is a municipal corporation authorized and existing under the laws of the State of Washington, Title 28A RCW, and is authorized by law to provide the students of the District with safe, adequate and efficient educational facilities; and

WHEREAS, the District Board of Directors has determined that it is necessary and appropriate for the District to construct a new elementary school to serve approximately 650 students in pre-kindergarten to fifth grade, and which improvements will include an approximately 71,000 square foot building with facilities for general education, special education, early childhood education and English language learning students. The building will also include space for administration, physical education, library resources, music, food service and community use. Outdoor facilities will include a covered play area, play equipment area, playfield, landscape areas, bus loading, and parking for visitors, staff and events (referred to collectively as the "Project"); and

WHEREAS, the District has determined that the construction of the Project is in the best interest of the District and the students it serves; and

WHEREAS, in order to construct the Project, District staff has determined and recommended that the District acquire real property located at 13106 SE 304th Street, Auburn, Washington, 98092, identified as King County Tax Parcel No. 042105-9015, and legally described as follows:

LOT 1 OF SHORT PLAT NO. 686029, ACCORDING TO THE SHORT PLAT RECORDED UNDER KING COUNTY RECORDING NO. 8710230942, LESS THAT PORTION CONVEYED TO THE STATE OF WASHINGTON UNDER DEED RECORDED UNDER RECORDING NUMBER 9509061002, KING COUNTY, WASHINGTON

(the "Real Property"); and

WHEREAS, District staff has attempted to acquire the Real Property through voluntary negotiations, which attempts have so far been unsuccessful; and

WHEREAS, the District is authorized by RCW 28A.335.220 and Chapter 8.16 RCW to institute eminent domain proceedings to obtain the Real Property for use by the District in connection with the Project; and

WHEREAS, in order to facilitate the District's plans to construct the Project, the District staff has requested that the District Board of Directors authorize District staff and its legal counsel to proceed with the acquisition of the Real Property through the use of eminent domain

proceedings as deemed appropriate, subject to the District paying the owner(s) of such Real Property just compensation for such taking in the manner required by law; and

WHEREAS, the District has provided notice of the planned final action described in this Resolution to the property owner(s) in the manner required by RCW 8.25.290, now therefore,

BE IT RESOLVED, by the Board of Directors of Auburn School District No. 408, King and Pierce Counties, Washington, as follows:

1. Incorporation of Recitals. The recitals set forth above are hereby adopted and incorporated herein as if set forth in full.

2. Public Use. The Board of Directors finds and declares that the construction of the Project is a public use and for a public purpose.

3. Determination of Necessity. The Board of Directors finds and declares that the acquisition of the Real Property is necessary for the construction of the Project.

4. Condemnation Authorization. Pursuant to RCW 28A.335.220 and Chapter 8.16 RCW, the Board of Directors authorizes the acquisition, condemnation and taking of the Real Property, as legally described herein. The Board of Directors authorizes the acquisition of the Real Property under threat of condemnation or by initiation of a legal action for condemnation to acquire the Real Property, subject to the making or paying of just compensation to the owner(s) thereof in the manner prescribed by law. District staff and legal counsel are hereby authorized to commence condemnation proceedings against the owner(s) of the Real Property, and all other parties with an interest in the Real Property, in order to acquire the Real Property, and to take all other steps necessary to acquire the Real Property and to carry out the provisions of this Resolution.

5. Source of Funds. All costs and expenses of acquiring the Real Property shall be paid from the District's Capital Projects Fund.

6. Effective Date. This Resolution shall become effective immediately upon its adoption.

ADOPTED by the Board of Directors of Auburn School District No. 408, King and Pierce Counties, Washington, at a regular open public meeting thereof held on the 12th day of June, 2017.

AUBURN SCHOOL DISTRICT NO. 408,
KING AND PIERCE COUNTIES,
WASHINGTON

President and Director

Director

Director

Director

Director

ATTEST:

Secretary, Board of Directors

CERTIFICATE

I, the undersigned, Secretary of the Board of Directors of Auburn School District No. 408, King and Pierce Counties, Washington, do hereby certify that the foregoing resolution is a true and correct copy of Resolution No. 1238 of such Board, duly adopted at a regular meeting thereof held on the 12th day of June 2017, signed by the members of such Board in attendance at such meeting and attested by myself in authentication of such adoption.

Secretary, Board of Directors
Auburn School District No. 408

AUBURN SCHOOL DISTRICT NO. 408
RESOLUTION NO. 1240

A RESOLUTION CERTIFYING NEW-IN-LIEU REPLACEMENT OPTION -
OLYMPIC MIDDLE SCHOOL

A Resolution of the Board of Directors certifying that new facilities identified in the project application (Form D-3) submitted to the Office of Superintendent of Public Instruction will be built in lieu of modernizing existing facilities, and that the existing facilities will be demolished, or will not be used in the future for instructional purposes, except as may be permitted by OSPI per WAC 392-347-042(3), or be eligible for future state financial assistance.

WHEREAS, the Auburn School District has undertaken a project to replace Olympic Middle School; and

WHEREAS, both local and state funds will be used for this project; and

WHEREAS, there are laws and rules regarding District eligibility for state assistance; and

WHEREAS, it is required that the District certify per WAC 392-347-042 that the existing facility or space to be replaced will not be used for instructional purposes after the new construction is completed, and that the facility or space will be ineligible for any future financial assistance;

THEREFORE, BE IT RESOLVED that the Auburn School District will construct a new Olympic Middle School adjacent to the existing 98,338 sq. ft. Olympic Middle School; and upon completion of construction the existing Olympic Middle School will thereafter not be used for instructional purposes, except as may be permitted by OSPI per WAC 392-347-042(3), or will be demolished. Be it further resolved that the District will request, per WAC 392-347-042(3), permission from OSPI to use the school as interim housing for other school construction projects funded by the current, and not a future, bond program.

Dated this 12th day of June, 2017 at a regular meeting of the Board of Directors, Auburn School District No. 408.

BOARD OF DIRECTORS

ATTEST:

Secretary to the Board

FINANCE

1. Vouchers

Vouchers will be presented.

Recommendation: That these vouchers be signed.

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of June 12, 2017, the board, by a _____ vote, approves payments, totaling \$1,168,268.11. The payments are further identified in this document.

Total by Payment Type for Cash Account, US Bank of Washington:
Warrant Numbers 437811 through 438129, totaling \$1,168,268.11

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
437811	*MERCHANTS CREDIT CORP	06/12/2017	866.32
437812	*OLYMPIC COLLECTION INC	06/12/2017	631.03
437813	A T S AUTOMATION INC	06/12/2017	159.50
437814	ADI GLOBAL DISTRIBUTION	06/12/2017	854.59
437815	AGRISHOP INC	06/12/2017	143.68
437816	ALL HANDS COMMUNITY INTERPRETI	06/12/2017	10,572.78
437817	ALLSPORTS US INC	06/12/2017	520.80
437818	ALPINE PRODUCTS INC	06/12/2017	179.25
437819	ALTA LANGUAGE SERVICES INC	06/12/2017	1,800.00
437820	ANDREW, AUSTIN JAMES	06/12/2017	40.00
437821	AP CONSULTING ENGINEERS LLC	06/12/2017	450.00
437822	APPLE & EVE BEVERAGES LLC	06/12/2017	4,398.72
437823	ARAMARK UNIFORM SERVICES	06/12/2017	316.80
437824	AUBURN MOUNTAINVIEW H S	06/12/2017	75.00
437825	AUBURN SENIOR H S	06/12/2017	125.00
437826	AUBURN SENIOR H S	06/12/2017	201.24
437827	BARGREEN ELLINGSON INC	06/12/2017	17,959.79

Check Nbr	Vendor Name	Check Date	Check Amount
437828	BIRTH TO THREE DEVELOPMENTAL C	06/12/2017	26,752.00
437829	BLAINE WINDOW HARDWARE INC	06/12/2017	254.55
437830	Vendor Continued Check	06/12/2017	0.00
437831	Vendor Continued Check	06/12/2017	0.00
437832	Vendor Continued Check	06/12/2017	0.00
437833	BRIDGESTONE AMERICAS TIRE OPER	06/12/2017	2,884.52
437834	BRYSON SALES & SERVICE	06/12/2017	97.75
437835	BURRILL, BETH	06/12/2017	6.00
437836	C N R INC	06/12/2017	451.69
437837	CAMARENA-VALADEZ, RUBEN	06/12/2017	3.05
437838	CAOILE, NIKOLAS	06/12/2017	600.00
437839	CAROLINA BIOLOGICAL SUPPLY COM	06/12/2017	1,292.28
437840	CASE PARTS COMPANY	06/12/2017	30.61
437841	CDW GOVERNMENT INC	06/12/2017	2,111.09
437842	Vendor Continued Check	06/12/2017	0.00
437843	CENTURY LINK	06/12/2017	5,034.77
437844	CENTURY LINK BUSINESS SERVICES	06/12/2017	644.40
437845	CENTURY LINK	06/12/2017	38,816.19
437846	CITY OF PACIFIC	06/12/2017	2,155.65
437847	CLARK, MELINDA H	06/12/2017	140.74
437848	CLOVER PARK SCHOOL DISTRICT	06/12/2017	3,713.00
437849	COASTAL FARM & RANCH	06/12/2017	107.77
437850	COLLEGE BOARD	06/12/2017	134,229.00
437851	COMCAST	06/12/2017	32.31
437852	CONSOLIDATED ELECTRICAL DIST I	06/12/2017	253.26

Check Nbr	Vendor Name	Check Date	Check Amount
437853	CRUZ FLORES, RACHELLE	06/12/2017	17.00
437854	Vendor Continued Check	06/12/2017	0.00
437855	CUMMINS INC	06/12/2017	2,719.17
437856	CURRAN, BENJAMIN TYLER	06/12/2017	12.00
437857	DAIRY FRESH FARMS INC	06/12/2017	37,572.50
437858	DE LOS SANTOS, CARLOS	06/12/2017	40.00
437859	DEHAN, COLE ANTHONY	06/12/2017	15.00
437860	DELL MARKETING LP % DELL USA L	06/12/2017	140.22
437861	DELTA ELECTRIC MOTORS INC	06/12/2017	28.60
437862	DEMCO INC	06/12/2017	1,028.61
437863	DIUPINA, LARISA	06/12/2017	5.00
437864	DRAKE, JEFFREY	06/12/2017	11.00
437865	Vendor Continued Check	06/12/2017	0.00
437866	Vendor Continued Check	06/12/2017	0.00
437867	DUCK DELIVERY OF WASH INC	06/12/2017	1,940.41
437868	DUHON, D'JUNA	06/12/2017	290.84
437869	DUTTON ELECTRIC COMPANY INC	06/12/2017	785.09
437870	DVERSIFIED SPORTS INC	06/12/2017	913.00
437871	EASTSIDE SAW & SALES INC	06/12/2017	13.48
437872	EB BRADLEY COMPANY	06/12/2017	19.36
437873	ECOLAB INC	06/12/2017	824.34
437874	EK BEVERAGE COMPANY	06/12/2017	571.25
437875	ELECTROCOM	06/12/2017	148.50
437876	ELECTROCOM	06/12/2017	749.24
437877	EVELYN N PROBERT LITERACY CONS	06/12/2017	1,350.00

Check Nbr	Vendor Name	Check Date	Check Amount
437878	Vendor Continued Check	06/12/2017	0.00
437879	Vendor Continued Check	06/12/2017	0.00
437880	FERGUSON ENTERPRISES INC #3007	06/12/2017	2,726.45
437881	FOLLETT SCHOOL SOLUTIONS INC	06/12/2017	1,037.16
437882	FRONTLINE TECHNOLOGIES GROUP LL	06/12/2017	14,299.17
437883	GLENN, MYCAH CHRISTINE	06/12/2017	292.65
437884	GOODWAY TECHNOLOGIES CORP	06/12/2017	1,800.73
437885	GOODY MAN DISTRIBUTING INC	06/12/2017	2,134.42
437886	Vendor Continued Check	06/12/2017	0.00
437887	GOPHER SPORT	06/12/2017	8,343.95
437888	GRACE COMMUNITY CHURCH	06/12/2017	8,025.00
437889	GRAINGER DEPT 810392688	06/12/2017	1,533.89
437890	GREEN RIVER COMMUNITY COLLEGE	06/12/2017	19,084.33
437891	GREINER, JEFFREY S	06/12/2017	10.00
437892	GUARDIAN SECURITY SYSTEMS INC	06/12/2017	1,464.00
437893	Vendor Continued Check	06/12/2017	0.00
437894	HAMMOND ASHLEY VIOLINS	06/12/2017	2,686.95
437895	HD FOWLER COMPANY INC	06/12/2017	701.98
437896	HEALTH VENTURE	06/12/2017	1,968.75
437897	HELFENSTEIN, JENNIFER G	06/12/2017	5.00
437898	HOBART SERVICE	06/12/2017	767.56
437899	HODGE PRODUCTS INC	06/12/2017	2,754.00
437900	HOLMES, JACK O	06/12/2017	36.00
437901	HOT MELT TECHNOLOGIES INC	06/12/2017	5,239.04
437902	HOXIE, JENNIFER M	06/12/2017	20.00

Check Nbr	Vendor Name	Check Date	Check Amount
437903	IMAGE MASTERS INC	06/12/2017	39.38
437904	INTEGRATED SYSTEMS LLC	06/12/2017	2,285.27
437905	INTERMOUNTAIN LOCK & SECURITY	06/12/2017	665.56
437906	JCD REPAIR LLC	06/12/2017	1,095.05
437907	JONES, MISTY	06/12/2017	82.50
437908	JOSTENS INC	06/12/2017	39.23
437909	JW PEPPER & SON INC	06/12/2017	1,644.42
437910	KARCHER NORTH AMERICA	06/12/2017	696.88
437911	LAKE RETREAT CAMP & CONF CTR	06/12/2017	1,443.00
437912	LAKESHORE LEARNING MATERIALS	06/12/2017	560.89
437913	LANGDON ELECTRIC LLC	06/12/2017	1,647.80
437914	LANGUAGE TESTING INTERNATIONAL	06/12/2017	60.00
437915	LEARNING FOR LIVING INC	06/12/2017	3,000.00
437916	LEMANSKI, MELISSA BROOKE	06/12/2017	7.00
437917	LES SCHWAB TIRE CENTER	06/12/2017	393.55
437918	LLOYD ENTERPRISES INC	06/12/2017	56.06
437919	LOOMIS	06/12/2017	320.00
437920	LORENZ CORPORATION	06/12/2017	314.34
437921	LOWES HIW INC	06/12/2017	1,890.25
437922	LUSNIKOVA, OKSANA A	06/12/2017	134.00
437923	Vendor Continued Check	06/12/2017	0.00
437924	MAXIM STAFFING SOLUTIONS	06/12/2017	13,793.75
437925	MECHANICAL SALES INC	06/12/2017	4,740.26
437926	MESSIAH LUTHERAN CHURCH	06/12/2017	750.00
437927	MICONTROLS INC	06/12/2017	123.42

Check Nbr	Vendor Name	Check Date	Check Amount
437928	MICRO COMPUTER SYSTEMS INC	06/12/2017	644.71
437929	MILLEN, MELISSA	06/12/2017	210.36
437930	MR M'S WORLD LLC	06/12/2017	980.00
437931	MSC INDUSTRIAL SUPPLY CO	06/12/2017	839.14
437932	MUSIC & ARTS CENTER	06/12/2017	5,000.00
437933	MUSIC IN MOTION	06/12/2017	95.95
437934	NASCO MODESTO	06/12/2017	608.65
437935	NATIONAL ASSESSMENT & TESTING	06/12/2017	800.00
437936	NATIONAL BLACK REVIEW INC	06/12/2017	595.00
437937	NCS PEARSON INC	06/12/2017	355.89
437938	NEU, SUSAN LYNNETTE	06/12/2017	15.00
437939	NO EXCUSES UNIVERSITY	06/12/2017	4,550.00
437940	NW BATTERIES	06/12/2017	536.80
437941	NW CASCADE INC	06/12/2017	1,482.04
437942	NW FAMILY CHURCH	06/12/2017	770.00
437943	NW SCHOOL FOR DEAF & HARD OF H	06/12/2017	8,020.00
437944	OFFICE DEPOT INC ACCT#8011 073	06/12/2017	579.17
437945	ORCA PACIFIC INC	06/12/2017	436.81
437946	OSPI CHILD NUTRITION SERV	06/12/2017	21,058.72
437947	PBS SUPPLY COMPANY	06/12/2017	1,100.00
437948	PETRO CARD	06/12/2017	25,827.30
437949	PLUMB SIGNS INC	06/12/2017	1,335.09
437950	PLUMBMASTER INC	06/12/2017	45.24
437951	PRAGMATYXS	06/12/2017	982.13
437952	PROCARE THERAPY INC	06/12/2017	6,960.67

Check Nbr	Vendor Name	Check Date	Check Amount
437953	PROGRESSUS THERAPY INC	06/12/2017	5,202.90
437954	PUGET SOUND ENERGY ELECTRIC	06/12/2017	193.96
437955	Vendor Continued Check	06/12/2017	0.00
437956	PUGET SOUND ENERGY NAT GAS	06/12/2017	9,022.67
437957	PUGET SOUND EDUCATIONAL SERVIC	06/12/2017	16,556.00
437958	PUGET SOUND INSTRUMENTS	06/12/2017	2,084.78
437959	RENZ, BRITANY	06/12/2017	20.00
437960	RESCUE ROOTER	06/12/2017	1,056.52
437961	RESCUE ROOTER	06/12/2017	589.53
437962	RESCUE ROOTER	06/12/2017	657.28
437963	Vendor Continued Check	06/12/2017	0.00
437964	Vendor Continued Check	06/12/2017	0.00
437965	REXEL INC	06/12/2017	1,385.34
437966	RIDDELL ALL AMERICAN SPORTS CO	06/12/2017	1,881.91
437967	RMA HANDYMAN SERVICES LLC	06/12/2017	3,846.15
437968	ROBBINS, KIRK GARY	06/12/2017	19,500.00
437969	RODDA PAINT CO	06/12/2017	1,666.92
437970	RWC INTERNATIONAL LTD INC	06/12/2017	560.13
437971	SAGE PUBLICATIONS INC	06/12/2017	15,187.00
437972	SAMUELSON, DAVID ALLEN	06/12/2017	40.00
437973	SCHETKY NW SALES INC	06/12/2017	1,019.49
437974	SCHOOL SPECIALTY	06/12/2017	334.60
437975	SEATTLE PUBLIC SCHOOLS	06/12/2017	25,747.75
437976	SEATTLE SHAKESPEARE COMPANY	06/12/2017	500.00
437977	SHIFFLER EQUIPMENT SALES INC	06/12/2017	210.54

Check Nbr	Vendor Name	Check Date	Check Amount
437978	SIX ROBBLEES INC	06/12/2017	1,084.63
437979	SOLIANI HEALTH	06/12/2017	5,025.00
437980	SOLIANI HEALTH	06/12/2017	2,512.50
437981	SONITROL PACIFIC	06/12/2017	246.00
437982	SPECIAL EDUCATION INNOVATIONS	06/12/2017	1,837.50
437983	STANLEY, EVAN	06/12/2017	3,830.40
437984	STAPLES BUSINESS ADVANTAGE	06/12/2017	56.01
437985	STEPHENS, SAMANTHA	06/12/2017	5.67
437986	STERICYCLE WASTE SERVICES	06/12/2017	10.86
437987	STONEWARE INC	06/12/2017	264.01
437988	SUMNER HIGH SCHOOL	06/12/2017	600.00
437989	TACOMA PIERCE CO VOLLEYBALL	06/12/2017	5,761.00
437990	TACOMA SCREW PRODUCTS INC	06/12/2017	2,732.04
437991	TAVERA, MERCEDES	06/12/2017	20.00
437992	TED BROWN MUSIC COMPANY	06/12/2017	1,487.77
437993	THERAPEUTIC PRACTICE SERVICES	06/12/2017	4,700.00
437994	THOMPSON, CHRISTINA ANASTASIA	06/12/2017	40.00
437995	THYSSENKRUPP ELEVATOR CORP	06/12/2017	13,090.18
437996	TIME EQUIPMENT COMPANY	06/12/2017	157.85
437997	TONG, ROY	06/12/2017	20.00
437998	TOP ECHELON CONTRACTING INC	06/12/2017	5,272.75
437999	TOTAL FILTRATION SERVICES INC	06/12/2017	675.06
438000	TRANSPORTATION ON DEMAND	06/12/2017	745.00
438001	TUKWILA SCHOOL DISTRICT NO 406	06/12/2017	3,653.64
438002	Vendor Continued Check	06/12/2017	0.00

Check Nbr	Vendor Name	Check Date	Check Amount
438003	UNIFIRST CORPORATION	06/12/2017	1,302.66
438004	UNITED PARCEL SERVICE	06/12/2017	142.50
438005	UNIVERSAL LANGUAGE SERVICE INC	06/12/2017	883.92
438006	USA MOBILITY WIRELESS INC	06/12/2017	19.13
438007	VALLEY COMMUNICATIONS CENTER	06/12/2017	120.00
438008	VOYAGER SOPRIS LEARNING	06/12/2017	1,190.64
438009	WALL, CANDIE	06/12/2017	20.60
438010	WARAICH, KULBIR	06/12/2017	15.00
438011	WASH CEDAR & SUPPLY CO	06/12/2017	168.84
438012	WASH FCCLA	06/12/2017	199.00
438013	WASH TRACTOR INC	06/12/2017	5,329.12
438014	WATER DISTRICT #111	06/12/2017	4,379.15
438015	WEST COAST PLATEN COMPANY	06/12/2017	310.00
438016	WESTERN FACILITY SUPPLY INC	06/12/2017	20,757.00
438017	WEST MUSIC	06/12/2017	1,675.97
438018	WESTERN WASH WRESTLING OFFICIA	06/12/2017	673.40
438019	WESTERN EXTERMINATOR CO	06/12/2017	220.00
438020	WHITE RIVER VALLEY MUSEUM	06/12/2017	326.00
438021	WHITFIELD, JAUBAR	06/12/2017	832.89
438022	WILBUR ELLIS COMPANY LLC	06/12/2017	89.87
438023	WORLD WIDE VINYL REPAIR SYSTEM	06/12/2017	104.45
438024	YEAGER, TAYLOR RENEE	06/12/2017	192.60
438025	ADI GLOBAL DISTRIBUTION	06/12/2017	3,915.67
438026	APPLE COMPUTER INC	06/12/2017	1,832.60
438027	ARBITRAGE COMPLIANCE SPECIALIS	06/12/2017	12,100.00

Check Nbr	Vendor Name	Check Date	Check Amount
438028	Vendor Continued Check	06/12/2017	0.00
438029	CDW GOVERNMENT INC	06/12/2017	2,934.32
438030	DELL MARKETING LP % DELL USA L	06/12/2017	43,410.11
438031	GOVCONNECTION INC	06/12/2017	120.26
438032	GREENE GASAWAY ARCHITECTS PLLC	06/12/2017	7,299.70
438033	HARGIS ENGINEERS INC	06/12/2017	18,022.00
438034	INSLEE BEST DOEZIE & RYDER PS	06/12/2017	5,141.00
438035	KING COUNTY DIRECTORS ASSN	06/12/2017	33,162.54
438036	MICRO COMPUTER SYSTEMS INC	06/12/2017	24,404.80
438037	NAC ARCHITECTURE INC	06/12/2017	18,884.41
438038	OAK HILLS CONSTRUCTION LLC	06/12/2017	133,859.78
438039	PBS ENGINEERING & ENVIRONMENTA	06/12/2017	8,789.25
438040	RE SOLVE	06/12/2017	17,200.00
438041	SHANNON & WILSON INC	06/12/2017	16,479.00
438042	SHOCKEY PLANNING GROUP INC	06/12/2017	33,078.91
438043	TELDATA SYSTEMS INC	06/12/2017	2,223.94
438044	TESLA ELECTRIC LLC	06/12/2017	618.20
438045	WATERSHED COMPANY	06/12/2017	548.00
438046	XYTRONIX RESEARCH & DESIGN INC	06/12/2017	1,023.40
438047	AMAZON CAPITAL SERVICES INC	06/12/2017	65.97
438048	AUBURN HIGH SCHOOL	06/12/2017	840.00
438049	AUBURN FOOD BANK	06/12/2017	3,424.88
438050	AUBURN SCHOOL DIST 408 **	06/12/2017	11,381.63
438051	AUBURN SCHOOL DIST 408 **	06/12/2017	48.00
438052	AUBURN GIRLS BASKETBALL BOOSTE	06/12/2017	425.00

Check Nbr	Vendor Name	Check Date	Check Amount
438053	AVERY HUFFMAN DEFEAT DIPG FOUN	06/12/2017	5,353.09
438054	BELIEVE KIDS/BELEIVE PRODUCTIO	06/12/2017	1,879.00
438055	BLACK BEAR FROZEN YOGURT	06/12/2017	129.37
438056	BSN SPORTS LLC	06/12/2017	383.80
438057	CARTERS CUSTOM CREATIONS	06/12/2017	350.00
438058	COSTCO BUSINESS CENTER	06/12/2017	2,288.11
438059	DEGOEDE BROTHERS LLC	06/12/2017	5,467.50
438060	DK CUSTOM INK	06/12/2017	692.00
438061	DUGANS INCORPORATED	06/12/2017	375.00
438062	EK BEVERAGE COMPANY	06/12/2017	256.00
438063	ELLIS, DAVID E	06/12/2017	261.61
438064	EMERALD RIDGE HIGH SCHOOL	06/12/2017	350.00
438065	EPD SERVICES INC	06/12/2017	852.00
438066	EVERGREEN BOYS STATE INC	06/12/2017	125.00
438067	FERRARI, JOHN	06/12/2017	26.00
438068	FRANKLIN HIGH SCHOOL	06/12/2017	300.00
438069	FREE THE CHILDREN	06/12/2017	81.02
438070	GAME TIME SPORTS LLC	06/12/2017	425.00
438071	GOS PRINTING CORP	06/12/2017	138.57
438072	Vendor Continued Check	06/12/2017	0.00
438073	GOSNEY MOTOR PARTS INC	06/12/2017	573.55
438074	GRIMES SEEDS	06/12/2017	1,645.81
438075	HEIDIS PROMISE	06/12/2017	500.00
438076	HIGHLINE COMMUNITY COLLEGE FO	06/12/2017	425.00
438077	IMAGE MASTERS INC	06/12/2017	740.19

Check Nbr	Vendor Name	Check Date	Check Amount
438078	INTEGRATED REGISTER SYSTEM INC	06/12/2017	495.00
438079	JOSTENS	06/12/2017	1,144.00
438080	JW PEPPER & SON INC	06/12/2017	7.07
438081	K D GRAZIE INC	06/12/2017	720.00
438082	KARIES OVER THE TOP CREATIONS	06/12/2017	199.10
438083	KENTRIDGE HIGH SCHOOL	06/12/2017	500.00
438084	KENTWOOD HIGH SCHOOL	06/12/2017	108.00
438085	KROON, RYAN DANIEL	06/12/2017	35.00
438086	LEUKEMIA & LYMPHOMA SOCIETY WA	06/12/2017	855.99
438087	LOWES HIW INC	06/12/2017	90.41
438088	MAPLE VALLEY BOYS BASKETBALL	06/12/2017	1,000.00
438089	MARTIN, KRISTINE	06/12/2017	71.83
438090	MEDCO SUPPLY CO INC	06/12/2017	1,658.96
438091	MEMORY BOOK CO	06/12/2017	2,868.00
438092	MESSIAH LUTHERAN CHURCH	06/12/2017	100.00
438093	NGOMA, ZKEYO	06/12/2017	13.00
438094	NW CASCADE INC	06/12/2017	245.00
438095	PACIFIC PUBLISHING COMPANY	06/12/2017	859.92
438096	PACIFIC WELDING SUPPLIES	06/12/2017	98.46
438097	PREP GEAR	06/12/2017	579.00
438098	PUGET SOUND COACH LINES	06/12/2017	2,231.30
438099	RIC HANSEN ENTERTAINMENT	06/12/2017	395.00
438100	ROBERTSON, KELLY	06/12/2017	80.00
438101	SEATTLE METRO SOFTBALL UMPIRES	06/12/2017	2,355.00
438102	SISON, LAURIE	06/12/2017	70.00

Check Nbr	Vendor Name	Check Date	Check Amount
438103	SPECIALTY FROZEN DISTIBUTING	06/12/2017	608.00
438104	STAPLES BUSINESS ADVANTAGE	06/12/2017	50.58
438105	STT SPORTS LETTERING	06/12/2017	205.89
438106	TAYLOR PUBLISHING COMPANY	06/12/2017	7,399.74
438107	TC SPAN AMERICA	06/12/2017	2,848.57
438108	VANDEGRIFT, STEVEN MICHAEL	06/12/2017	226.25
438109	WASH INTERSCHOLASTIC ACTIVITIE	06/12/2017	82.50
438110	WATSON, JENNIFER L	06/12/2017	13.00
438111	WELLS, RHONDA	06/12/2017	26.00
438112	WEST COAST AWARDS & ATHLETICS	06/12/2017	40.94
438113	YANKEE CANDLE COMPANY INC	06/12/2017	2,463.60
438114	ASSN OF WASHINGTON STUDENT LEA	06/12/2017	2,508.00
438115	Vendor Continued Check	06/12/2017	0.00
438116	AUBURN MOUNTAINVIEW H S	06/12/2017	721.00
438117	AUBURN RIVERSIDE H S	06/12/2017	25.00
438118	AUBURN SCHOOL DIST CHILD NUTR*	06/12/2017	2,301.38
438119	Vendor Continued Check	06/12/2017	0.00
438120	AUBURN SENIOR H S	06/12/2017	1,250.00
438121	CASCADE M S	06/12/2017	180.00
438122	CHINOOK ELEMENTARY	06/12/2017	1,655.50
438123	LEA HILL ELEM	06/12/2017	165.00
438124	MT BAKER M S	06/12/2017	55.00
438125	Vendor Continued Check	06/12/2017	0.00
438126	Vendor Continued Check	06/12/2017	0.00
438127	Vendor Continued Check	06/12/2017	0.00

Check Nbr	Vendor Name	Check Date	Check Amount
438128	OLYMPIC M S	06/12/2017	1,100.00
438129	RAINIER M S	06/12/2017	25.00
319	Computer	Check(s) For a Total of	1,168,268.11

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
319	Computer	Checks For a Total of	1,168,268.11
Total For 319 Manual, Wire Tran, ACH & Computer Checks			1,168,268.11
Less 0	Voided	Checks For a Total of	0.00
Net Amount			1,168,268.11

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	20,643.58	748.96	681,293.59	702,686.13
20	Capital Projects	-51.17	0.00	385,099.06	385,047.89
40	ASB Fund	-344.70	228.00	70,664.91	70,548.21
70	Private Purpose	0.00	0.00	9,985.88	9,985.88

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of June 12, 2017, the board, by a _____ vote, approves payments, totaling \$138,231.45. The payments are further identified in this document.

Total by Payment Type for Cash Account, US Bank Wire Transfers:
Wire Transfer Payments 201600468 through 201600512, totaling \$138,231.45

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
201600468	DISHNETWORK	06/12/2017	116.64
201600481	STAPLES BUSINESS ADVANTAGE	06/12/2017	50,277.63
201600482	GOSNEY MOTOR PARTS INC	06/12/2017	1,408.18
201600499	AT & T	06/12/2017	224.43
201600500	CITY OF AUBURN UTILITIES	06/12/2017	22,048.07
201600501	SPRINT	06/12/2017	99.99
201600502	VERIZON WIRELESS	06/12/2017	411.53
201600503	WASTE MANAGEMENT RECYCLE COMPA	06/12/2017	2,407.31
201600504	SAN JUAN CRUISES	06/12/2017	896.00
201600505	STAPLES BUSINESS ADVANTAGE	06/12/2017	557.96
201600506	UNIVERSAL CHEERLEADING ASSOCIA	06/12/2017	1,575.00
201600507	UNIVERSAL CHEERLEADING ASSOCIA	06/12/2017	4,896.00
201600508	CAFE PACIFIC INC	06/12/2017	2,240.00
201600509	LEMAY AMERICAS CAR MUSEUM	06/12/2017	2,500.00
201600510	KING COUNTY DIRECTORS ASSN	06/12/2017	43,263.23
201600511	WASH TECHNOLOGY STUDENT ASSN	06/12/2017	8,142.00
201600512	STAPLES BUSINESS ADVANTAGE	06/12/2017	-2,832.52

Check Nbr	Vendor Name	Check Date	Check Amount
17	Wire Transfer Check(s) For a Total of		138,231.45

0	Manual	Checks For a Total of	0.00
17	Wire Transfer	Checks For a Total of	138,231.45
0	ACH	Checks For a Total of	0.00
0	Computer	Checks For a Total of	0.00
Total For 17	Manual, Wire Tran, ACH & Computer	Checks	138,231.45
Less 0	Voided	Checks For a Total of	0.00
		Net Amount	138,231.45

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	77,375.78	0.00	40,606.67	117,982.45
40	ASB Fund	0.00	0.00	20,249.00	20,249.00

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of June 12, 2017, the board, by a _____ vote, approves payments, totaling \$1,094,153.25. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP Direct Dep Settlement Accou:
ACH Numbers 161702134 through 161702279, totaling \$1,094,153.25

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
161702134	Vendor Continued Check	06/12/2017	0.00
161702135	Vendor Continued Check	06/12/2017	0.00
161702136	Vendor Continued Check	06/12/2017	0.00
161702137	Vendor Continued Check	06/12/2017	0.00
161702138	Vendor Continued Check	06/12/2017	0.00
161702139	Vendor Continued Check	06/12/2017	0.00
161702140	Vendor Continued Check	06/12/2017	0.00
161702141	Vendor Continued Check	06/12/2017	0.00
161702142	Vendor Continued Check	06/12/2017	0.00
161702143	AMAZON CAPITAL SERVICES INC	06/12/2017	9,347.27
161702144	AUBURN SCHOOL DIST REVOLVING F	06/12/2017	3,047.65
161702145	BATES, VICKI	06/12/2017	59.86
161702146	BATTRAM, CINDI ANN	06/12/2017	26.33
161702147	BELL, TARA JO	06/12/2017	35.71
161702148	BLANSFIELD, CYNTHIA RENEE	06/12/2017	734.48
161702149	BLAU, CYNTHIA JEANETTE	06/12/2017	84.27
161702150	BLOSSER, REBEKAH LYNN	06/12/2017	28.87

Check Nbr	Vendor Name	Check Date	Check Amount
161702151	BONHAM, KELSEY LEE	06/12/2017	250.00
161702152	BOYD, ASHLEY MARIE	06/12/2017	74.37
161702153	BOYD JR, LAWRENCE	06/12/2017	83.56
161702154	BREDERECK, RICHARD PAUL	06/12/2017	50.00
161702155	BUCCI, TIFFANY JEAN	06/12/2017	16.26
161702156	BURT, TIFFANY ANN	06/12/2017	50.55
161702157	CAMPBELL-AIKENS, JANIS GAIL	06/12/2017	1,000.00
161702158	CASAD, TANA H	06/12/2017	44.94
161702159	CAVENEY CONSULTANT SERVICES	06/12/2017	3,337.50
161702160	CLARK-GUSTAFSON, CHRISTINE MAR	06/12/2017	650.00
161702161	CLOUSER, JENNIFER LYNN	06/12/2017	71.37
161702162	COHEN, LAURA	06/12/2017	28.89
161702163	COLLINS, RACHEL	06/12/2017	28.48
161702164	COWAN, AARON ROBERT-JOHN	06/12/2017	1,587.40
161702165	CUMBERLAND THERAPY SERVICES LL	06/12/2017	4,590.00
161702166	DAMMEL, TROY W	06/12/2017	2,301.72
161702167	DANIELS, DENISE CLARISE	06/12/2017	363.80
161702168	DANIELS, TREENA JOY	06/12/2017	386.14
161702169	DISBROW, LAUREL JEAN	06/12/2017	33.04
161702170	DOVHALETS, MARIA	06/12/2017	999.00
161702171	FAWVER, RICHARD ALLEN	06/12/2017	64.20
161702172	FINLEY SCOTT, ERIN L	06/12/2017	58.74
161702173	FINLEY, ROSE M	06/12/2017	500.00
161702174	Vendor Continued Check	06/12/2017	0.00
161702175	FOOD SERVICES OF AMERICA *	06/12/2017	148,461.96

Check Nbr	Vendor Name	Check Date	Check Amount
161702176	GALATI, ELIZABETH ANN	06/12/2017	80.59
161702177	GARY, DEBRA O	06/12/2017	34.03
161702178	GIFFORD, TIMOTHY ALVIN	06/12/2017	34.40
161702179	GRAFSTROM, KYLE ALLEN	06/12/2017	32.94
161702180	GREENWOOD, MICHELLE LYNN	06/12/2017	500.00
161702181	GUEST, JOANNA LYNN	06/12/2017	62.53
161702182	HOLLOMAN, LEONARD E	06/12/2017	100.44
161702183	HOUGLUM, ROSEMARY	06/12/2017	91.76
161702184	HUNTER, PILAR ALICIA	06/12/2017	70.40
161702185	IBBETSON THERAPEUTIC SERVICES	06/12/2017	12,852.00
161702186	JONES, JANA LYNN	06/12/2017	500.00
161702187	KIESWETHER, BREANNA ILENE	06/12/2017	300.00
161702188	KIILSGAARD, LESLIE LOUISE	06/12/2017	141.03
161702189	KILLETT, CASEY ANN	06/12/2017	327.43
161702190	KINKEAD, JESSE W	06/12/2017	203.68
161702191	KROON, PAUL S	06/12/2017	178.84
161702192	LEITZKE, STACY JO	06/12/2017	74.66
161702193	LINDELL, ELENA MARY	06/12/2017	32.60
161702194	LORENZ, LAUREL FAITH	06/12/2017	14.98
161702195	MATZ, MORGAN LEIGH	06/12/2017	130.00
161702196	MAY, JONNA G	06/12/2017	37.26
161702197	MCDONALD, TELIA SHONTAE	06/12/2017	40.63
161702198	MCNULTY, KATHRYN A	06/12/2017	19.26
161702199	MESSMER, MELISSA KAYE	06/12/2017	500.00
161702200	MITCHELL, CYNTHIA A	06/12/2017	128.85

Check Nbr	Vendor Name	Check Date	Check Amount
161702201	NEWCOMB, AKIKO NITTA	06/12/2017	10.37
161702202	NEWMAN, MELISSA LOUISE	06/12/2017	360.00
161702203	OSTRANDER, THOMAS ALTON	06/12/2017	500.00
161702204	OTERO, RUEBEN ALEXANDER	06/12/2017	500.00
161702205	PETRINA, TAMI	06/12/2017	92.45
161702206	PODESTA, DEBRA SUE	06/12/2017	372.67
161702207	REIN, JENNIFER LEE	06/12/2017	1,000.00
161702208	RICHARDSON, MOLLY	06/12/2017	500.00
161702209	RUMBAUGH, WAYNE D	06/12/2017	1,595.16
161702210	SOHLSTROM, JULIE ANN	06/12/2017	200.00
161702211	SPEER, CHELSEY	06/12/2017	92.74
161702212	STRAND, BRYCE JAMES	06/12/2017	130.00
161702213	STRAND, DEBRA MARIE	06/12/2017	36.00
161702214	Vendor Continued Check	06/12/2017	0.00
161702215	Vendor Continued Check	06/12/2017	0.00
161702216	SUNBELT STAFFING LLC	06/12/2017	43,347.25
161702217	SWAIM, ROBERT PAUL	06/12/2017	539.83
161702218	TAYLOR, RICHARD EDWARD	06/12/2017	135.00
161702219	Vendor Continued Check	06/12/2017	0.00
161702220	Vendor Continued Check	06/12/2017	0.00
161702221	Vendor Continued Check	06/12/2017	0.00
161702222	Vendor Continued Check	06/12/2017	0.00
161702223	Vendor Continued Check	06/12/2017	0.00
161702224	Vendor Continued Check	06/12/2017	0.00
161702225	Vendor Continued Check	06/12/2017	0.00

Check Nbr	Vendor Name	Check Date	Check Amount
161702226	Vendor Continued Check	06/12/2017	0.00
161702227	Vendor Continued Check	06/12/2017	0.00
161702228	US BANK CORP PROCUREMENT CARD	06/12/2017	65,687.78
161702229	Vendor Continued Check	06/12/2017	0.00
161702230	US BANK CORP TRAVEL PAYMENT	06/12/2017	21,049.50
161702231	Vendor Continued Check	06/12/2017	0.00
161702232	Vendor Continued Check	06/12/2017	0.00
161702233	US BANK CTE P CARDS	06/12/2017	8,986.30
161702234	US BANK TRAVEL CARDS	06/12/2017	404.32
161702235	VALENTIN, EDMUND MANANSALA	06/12/2017	130.00
161702236	VAN HEE, GARY E	06/12/2017	35.26
161702237	WAGNER, VICKI LYNN	06/12/2017	186.00
161702238	WEAVER, RORY SCOTT GERALD	06/12/2017	15.73
161702239	WILLIAMS, GELINDA MARIE	06/12/2017	83.65
161702240	WILSON, HEIDI	06/12/2017	20.83
161702241	WOOLMAN, KELLY JEAN	06/12/2017	25.00
161702242	EDNETICS INC	06/12/2017	701,898.43
161702243	GROSE, JEFFREY LEE	06/12/2017	58.46
161702244	TECHNOLOGY EXPRESS	06/12/2017	1,696.43
161702245	US BANK CORP PROCUREMENT CARD	06/12/2017	116.63
161702246	AARSTAD, JON DOUGLAS	06/12/2017	350.00
161702247	Vendor Continued Check	06/12/2017	0.00
161702248	AMAZON CAPITAL SERVICES INC	06/12/2017	427.99
161702249	ANDERSON, MARY MICHELLE	06/12/2017	419.90
161702250	AUBURN SCHOOL DIST REVOLVING F	06/12/2017	1,015.00

Check Nbr	Vendor Name	Check Date	Check Amount
161702251	BAUMSTARK, PATRIA R	06/12/2017	404.98
161702252	BURKHALTER, ARLEEN JEAN	06/12/2017	79.24
161702253	CALHOUN, STEVEN I	06/12/2017	175.73
161702254	CHAR, JAMES A	06/12/2017	242.21
161702255	FAGER, ELSA TOPACIO	06/12/2017	459.00
161702256	Vendor Continued Check	06/12/2017	0.00
161702257	FOOD SERVICES OF AMERICA	06/12/2017	3,515.55
161702258	GORDON, SANDRA LEE	06/12/2017	331.01
161702259	MASON, JERI LYNN	06/12/2017	344.15
161702260	NEWMAN, MELISSA LOUISE	06/12/2017	73.08
161702261	PIZZA TIME	06/12/2017	2,990.98
161702262	RAPHAEL, KATHLEEN L	06/12/2017	30.10
161702263	REMPFER, SONYA ANN	06/12/2017	25.00
161702264	ROBERSON, AMANDA SUE	06/12/2017	16.00
161702265	RODRIGUEZ, JESSE ANN	06/12/2017	139.45
161702266	ROWE, ALESHA MARIE	06/12/2017	15.55
161702267	SLATER, ROBIN SHANTELLE	06/12/2017	79.92
161702268	STROBEL, KIMBERLY A	06/12/2017	57.02
161702269	Vendor Continued Check	06/12/2017	0.00
161702270	Vendor Continued Check	06/12/2017	0.00
161702271	Vendor Continued Check	06/12/2017	0.00
161702272	Vendor Continued Check	06/12/2017	0.00
161702273	Vendor Continued Check	06/12/2017	0.00
161702274	US BANK CORP PROCUREMENT CARD	06/12/2017	23,419.61
161702275	Vendor Continued Check	06/12/2017	0.00

Check Nbr	Vendor Name	Check Date	Check Amount
161702276	US BANK CORP TRAVEL PAYMENT	06/12/2017	14,285.84
161702277	WILKINSON, LISA M	06/12/2017	168.59
161702278	WOLDENBERG, WENDY S	06/12/2017	117.03
161702279	US BANK CORP PROCUREMENT CARD	06/12/2017	279.86
146	ACH	Check(s) For a Total of	1,094,153.25

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
146	ACH	Checks For a Total of	1,094,153.25
0	Computer	Checks For a Total of	0.00
Total For 146	Manual, Wire Tran, ACH & Computer Checks		1,094,153.25
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		1,094,153.25

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	1,488.73	0.00	339,431.78	340,920.51
20	Capital Projects	0.00	0.00	703,769.95	703,769.95
40	ASB Fund	600.95	0.00	48,581.98	49,182.93
70	Private Purpose	0.00	0.00	279.86	279.86

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of June 12, 2017, the board, by a _____ vote, approves payments, totaling \$8,247.38. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP Direct Dep Settlement Accou:
ACH Numbers 161702280 through 161702282, totaling \$8,247.38

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
161702280	DEPT OF REVENUE STATE OF WASH	06/12/2017	6,593.51
161702281	DEPT OF REVENUE STATE OF WASH	06/12/2017	51.17
161702282	DEPT OF REVENUE STATE OF WASH	06/12/2017	1,602.70

3	ACH	Check(s) For a Total of	8,247.38
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0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
3	ACH	Checks For a Total of	8,247.38
0	Computer	Checks For a Total of	0.00
Total For 3	Manual, Wire Tran, ACH & Computer	Checks	8,247.38
Less 0	Voided	Checks For a Total of	0.00
		Net Amount	8,247.38

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	6,593.51	0.00	0.00	6,593.51
20	Capital Projects	51.17	0.00	0.00	51.17
40	ASB Fund	1,602.70	0.00	0.00	1,602.70

1. Approval of Minutes

Recommendation: That the minutes be approved.

Recommendation: That the above-mentioned policies be accepted for second reading and adoption.

4. Executive Session

An executive session will be held to discuss issues relating to RCW 42.30.110(b), to consider the selection of a site or the acquisition of real estate by lease or purchase.

STUDENT RECORDS (DRAFT 5-2-17)

The district shall maintain those student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools and as required by law. All information related to individual students shall be treated in a confidential and professional manner. The district will use reasonable methods to ensure that teachers and other school officials obtain access to only those education records in which they have legitimate educational interests. **District personnel shall not inquire about or record a student's or a family member's immigration status, and pursuant to the Family Education Rights and Privacy Act ("FERPA"), shall not disclose the immigration status of any student ~~or other personally identifiable information~~, unless permission is granted in writing by the adult student or student's parent or guardian or the information is requested under a valid subpoena or warrant.** When information is released in compliance with state and federal law the district and district employees are immune from civil liability unless they acted with gross negligence or in bad faith.

The district will retain records in compliance with the current, approved versions of the Local Government General Records Retention Schedule (CORE) and the School Districts and Educational Service Districts Records Retention Schedule, both of which are published on the Secretary of State's website at: www.sos.wa.gov/archives/recordsretentionschedules.aspx.

Student records are the property of the district but shall be available in an orderly and timely manner to students and parents. "Parent" includes the state department of social and health services when a minor student has been found dependent and placed in state custody. A parent or adult student may challenge any information in a student record believed inaccurate, misleading or in violation of the privacy or other rights of the student.

Student records shall be forwarded to other school agencies upon request. A high school student may grant authority to the district which permits prospective employers to review the student's transcript. Parental or adult student consent shall be required before the district may release student records other than to a school agency or organization, except as otherwise provided by law.

A grades report, transcript, or diploma shall not be released until a student has made restitution for damages assessed as a result of losing or damaging school materials or equipment. If a student has transferred to another school district that has requested the student's records, but the student has an outstanding fee or fine, only records pertaining to the student's academic performance, special placement, immunization history and discipline actions shall be sent to the enrolling school. The content of those records shall be communicated to the enrolling district within two school days and copies of the records shall be sent as soon as possible. The official transcript will not be released until the outstanding fee or fine is discharged. The enrolling school shall be notified that the official transcript is being withheld due to an unpaid fee or fine.

The superintendent shall establish procedures governing the content, management and control of student records.

Cross References: **Board Policy 2100**

Board Policy 3205

Board Policy 3520

**Educational Opportunities for
Military Children**

**Sexual Harassment of Students
Prohibited**

Student Fees, Fines, Charges

Legal References:	Board Policy 4020 Board Policy 4040 20 U.S.C. § 1232g	Confidential Communications Public Access to District Records Family Education Rights and Privacy Act
	CFR 34 , Part 99	Family Education Rights and Privacy Act Regulations
	RCW 28A.150.510	Tranmittal of education records to DSHS—Disclosure of educational records—Data sharing agreements—Comprehensive needs requirement document—Report
	RCW 28A.195.070	Official transcript withholding—Transmittal of information
	RCW 28A.225.151 RCW 28A.225.330	Reports
		Enrolling students from other districts-- Requests for information and permanent records--Withheld transcripts-Immunity from liability-- Notification to teachers and security personnel--Rules
	RCW 28A.230.120	High school diplomas—Issuance-- Option to receive final transcripts-- Notice
	RCW 28A.230.180	Educational and career opportunities in the military, student access to information on, when
	RCW 28A.600.475	Exchange of information with law enforcement and juvenile court officials—Notification of parents and students
	RCW 28A.605.030	Student education records—Parental review—release of records--Procedure
	RCW 28A.635.060	Defacing or injuring school property-- Liability of pupil, parent or guardian— Withholding grades, diploma, or transcripts—Suspension and restitution—Voluntary work program as alternative—Rights protected
	RCW 40.24.030	Address Confidentiality Program-- Application—Certification
	Chapter 392-172A WAC	Rules for the provision of special education
	70.02	Medical records—health care information access and disclosure

Chapter 392-182 WAC

WAC 392-500-025

WAC 392-415

WAC 181-87-093

WAC 392-121-182**WAC 392-122-228**

WAC 246-105

~~WAC 392-415-060-070~~**WAC 392-500-025****Student Health Records**

Pupil tests and records--Pupil personnel records--School district policy in writing

Secondary education--standardized high school transcript

Failure to assure the transfer of student record information or student records

Alternative learning experiences**Alternative learning experiences for juvenile students incarcerated in adult jail facilities**

Immunization of child care and school children against certain vaccine-preventable diseases

~~State standardized high school transcript~~**Pupil tests and records—Tests—
School district policy in writing**Management Resources: *Policy News*, April 2001*Policy News*, December 2003*Policy News*, February 2010*Policy News*, February 2013*Policy News*, December 2014

Compliance Office Provides FERPA Update

Updated Legal References for Catheterization, Facilities Planning and Student Records Policies

Family Education Rights and Privacy Act Revisions

Adoption Date: 10.27.97**Auburn School District****Revised: 06.14.04; 02.14.11**

STUDENT IMMUNIZATION AND LIFE THREATENING HEALTH CONDITIONS (DRAFT 5-2-17)

Immunizations

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the board requires a student to present evidence of his/her having been immunized against the following diseases as recommended by the State Board of Health: ~~diphtheria, pertussis (whooping cough), tetanus, poliomyelitis, measles, rubella, mumps, hepatitis B, varicella (chickenpox) for children under 13 years of age, and haemophilus influenzae type B disease. A student satisfies the measles requirement upon a physician's verification that the student has had measles (rubeola).~~

Exemptions from Immunization

The district will allow for exemptions from immunization requirements only as allowed for by [RCW 28A.210.090](#).

Meningococcal Immunizations Information Distribution

The district shall provide parents and guardians of students in sixth grade and above with information about meningococcal disease at the beginning of every school year. The information shall address the characteristics of the disease; where to find additional information about the disease; vaccinations for children; and current recommendations from the Centers for Disease Control and Prevention regarding receiving the vaccine.

Human Papillomavirus Disease Information

At the beginning of every school year, from sixth through twelfth grade, the district shall provide parents and guardians with information provided by the state Department of Health about human papillomavirus disease and its vaccine.

The information shall include the causes and symptoms of human papillomavirus, how the disease is spread, the places where parents and guardians may obtain additional information and vaccinations for their children and current recommendations from the Centers for Disease Control Prevention regarding the vaccine.

Life-Threatening Health Conditions

Prior to attendance at school, each child with a life-threatening health condition shall present a medication or treatment order addressing the condition. A life-threatening health condition means a condition that will put the child in danger of death during the school day if a medication or treatment order providing authority to a registered nurse and nursing plan are not in place. Following submission of the medication or treatment order, a nursing plan shall be developed.

Students who have a life-threatening health condition and no medication or treatment order presented to the school shall be excluded from school, to the extent that the district can do so consistent with federal requirements for students with disabilities under the Individuals with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, and pursuant to the following due process requirements:

- A. Written notice to the parents, guardians, or persons in loco parentis delivered to the parents in person or by certified mail.

- B. Notice of the applicable laws, including a copy of the laws and rules.
- C. The order that the student shall be excluded from school immediately and until a medication or treatment order is presented.
- D. Describe the rights of the parents and student to a hearing, the hearing process and explain that the exclusion continues until the medication or treatment plan is presented or the hearing officer determines that the student should no longer be excluded from school.
- E. If the parents request a hearing, the district shall schedule one within three school days of receiving the request, unless more time is requested by the parents.
- F. The hearing process shall be consistent with the procedures established for disciplinary cases pursuant to Chapter 180-40 WAC.

The superintendent will establish procedures necessary to implement this policy.

Cross References:	Board Policy 2100	Educational Opportunities for Military
	Board Policy 2161	Special Education and Related Services for Eligible Students
	Board Policy 2162	Education of Students with Disabilities
	Board Policy 3241	Classroom Management, Discipline and Corrective Action
Legal References:	RCW 28A.210	Health--Screening and requirements
	WAC 246-100-166	Immunization of child care and school
	Chapter 046-105 WAC	children against certain vaccine-preventable diseases
	WAC 392-182	Student--Health records
	WAC 392-380	Public school pupils—Immunization
Management Resources:	<i>Policy News</i> , October 2002	Legislature Addresses “Life-Threatening Conditions”
	<i>Policy News</i> , June 2005	Distribution of Information on Meningococcal Disease
	<i>Policy News</i> , April 2006	Chickenpox Immunization Required
	<i>Policy News</i> , August 2007	Human Papillomavirus Disease Notification

Adoption Date: 10.27.97

Auburn School District

Revised: 08.23.04; 02.14.11

**RELATIONS WITH THE LAW ENFORCEMENT,
IMMIGRATION AGENTS, ~~CHILD PROTECTIVE AGENCIES~~
~~AND THE COUNTY HEALTH DEPARTMENT~~ AND OTHER
GOVERNMENT AGENCIES (DRAFT 5-2-17)**

The primary responsibility for maintaining proper order and conduct in the schools is that of staff. Staff shall be responsible for holding students accountable for infractions of school rules, which may include minor violations of the law occurring during school hours or at school activities.

Where there is substantial threat to the health and safety of students or others such as in the case of bomb threats, mass demonstrations with threat of violence, individual threats of substantial bodily harm, trafficking in prohibited drugs or the scheduling of events where large crowds may be difficult to handle, law enforcement shall be called upon for assistance. Information regarding major violations of the law shall be communicated to the appropriate law enforcement agency.

The district shall strive to develop and maintain cooperative working relationship with law enforcement. The superintendent shall meet with law enforcement, child protective authorities and health department officials to establish agreed upon procedures for cooperation between law enforcement, child protective, health, and school authorities. Such procedures should address the handling of child abuse and neglect allegations and cases, the handling of bomb threats, arrests by law enforcement officers on school premises, the availability of law enforcement personnel for crowd control purposes, the processes for investigating possible criminal activity involving students, reporting of communicable disease cases and investigations, and other matters that affect school and law enforcement cooperation. Such procedures shall be made available to affected staff and periodically revised.

Any request by immigration agents for information about a particular student or to access a school site shall be initially denied and immediately forwarded to the superintendent or designee in consultation with legal counsel for review and a decision on whether to reverse the denial and allow access to the site and/or a decision on whether the information will ensure district compliance with applicable laws. The request must be provided with adequate notice so that the superintendent or designee can take steps to provide for the emotional and physical safety of its students and staff.

- **Should an immigration agent request access to a school site, the superintendent or designee shall ask for the immigration agent's credentials, ask the agent why the agent is requesting access, and ask to see a warrant signed by a federal or state judge.**
- **Immigration agents must provide written authority from ICE instructing them to enter district property and for what purpose as well as a warrant signed by a federal or state judge which specifies the name of the person under arrest.**

Cross Reference: Board Policy 3226

Board Policy 3231
Board Policy 3414
Board Policy 3432

Legal Reference: RCW 28A.635.020

Interviews and Interrogations of
Students on School Premises

Student Records
Infectious Diseases
Emergencies

Wilfully disobeying school
administrative personnel or refusing

	to leave public property, violations, when — Penalty
RCW 26.44.030	Interviews of children
RCW 26.44.050	Abuse or neglect of a child—Duty of law enforcement agency or department of socialand health services--Taking child into custody without court order
RCW 26.44.110	Information about rights—Custody without court order--Written statement required--Contents
RCW 26.44.115	Notice required Child taken into custody under court order— Information to parents

Management Resources:

Policy News, February 1998
Policy News, April 2001

Policy Alert, April 2013
Policy Alert, July 2013

FERPA limits student records access
Compliance Office Provides FERPA
Update

Adoption Date: 10.09.95
Auburn School District
Revised: 03.28.11

STAFF PARTICIPATION IN POLITICAL ACTIVITIES (DRAFT 5-2-17)

The board recognizes the right of its employees, as citizens, to engage in political activities. A staff member may seek an elective office provided that the staff member does not campaign on school property during working hours. **District property and work time, supported by public funds, may not be used for political purposes.**

In the event the staff member is elected to office, the employee may request a leave of absence in accordance with the leave policies of the district or the provisions of ~~the~~ **any** applicable **collective bargaining agreement** ~~labor agreement for the employee.~~

No individual shall solicit on the school district property for any contribution to be used for partisan political purpose.

The superintendent is directed to establish procedures which specify the condition under which a staff member can participate in political activities.

Cross Reference: Board Policy 4400

Election Activities

Legal References: RCW 41.06.250
RCW 42.17A.555

Political activities
**Use of public office or agency facilities
in campaigns—Prohibition—
Exceptions
Legislative activities of state agencies,
other unites of government,
elective officials, employees**

RCW 42.17A.635

Management Resources: Policy Alert, October 2015

MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES (DRAFT 5-2-17)

The purpose of this policy is to provide all staff, students, volunteers and community members with information to increase their awareness of their role in protecting children from inappropriate conduct by adults. **This policy applies to all district staff and volunteers. For purposes of this policy and its procedure, the terms “district staff,” “staff member(s),” and “staff” also include volunteers.**

The Auburn Board of Directors expects all staff members to maintain the highest professional, moral and ethical standards in their interaction with students. Staff members are required to maintain an atmosphere conducive to learning, ~~through by consistently and fairly applied discipline and established and maintained~~ **maintaining** professional boundaries.

Professional staff/student boundaries are consistent with the legal and ethical duty of care that district employees have for students.

The interactions and relationships between staff members and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the educational mission of the schools.

~~Staff members~~ **District staff** will not intrude on a student’s physical and emotional boundaries unless the intrusion is necessary to serve ~~an a demonstrated educational or physical, mental and/or emotional health purpose.~~ **a demonstrated** educational purpose. An educational purpose is one that relates to the staff member’s duties in the district. Additionally, staff members are expected to be sensitive to the appearance of impropriety in their own conduct and the conduct of other staff when interacting with students. Staff members will discuss issues with their building administrator or supervisor whenever they suspect or are unsure whether conduct is inappropriate or constitutes a violation of this policy.

The board recognizes that staff may have familial and pre-existing social relationships with parents or guardians and students. Staff members should use appropriate professional judgment when they have a dual relationship to students to avoid violating this policy, the appearance of impropriety, and the appearance of favoritism. Staff members shall proactively discuss these circumstances with their building administrator or supervisor.

Use of Technology

The Auburn Board of Directors supports the use of technology to communicate for educational purposes. However, district ~~employees~~ **staff** are prohibited from ~~inappropriate online socializing or from engaging in any conduct on social networking Web sites~~ **communicating with students on-line or from engaging in any conduct on social networking websites** that violates the law, district policies or **procedures**, other generally recognized professional standards. ~~Employees~~ **Staff** whose conduct violates this policy may face discipline and/or termination, consistent with the district’s policies **and procedures**, acceptable use agreement and collective bargaining agreements, as applicable.

The superintendent or designee will develop staff protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

Cross References: Policy 3205

**Sexual Harassment of Students
Prohibited**

	Policy 3207	Prohibition of Harassment, Intimidation and Bullying
	Policy 3210	Nondiscrimination
Legal References:	Title IX of the Education Amendments of 1972	Sex offenses
	Chapter 9A.44, RCW	Indecent exposure—Prostitution
	Chapter 9A.88, RCW	Crimes against children
	RCW 28A.400	Crimes against children—Mandatory termination of classified employees—Appeal—Recovery of salary or compensation by district
	RCW 28A.400.320	Crimes against children--Mandatory termination of certificated employees--Appeal - Recovery of salary or compensation by district.
	RCW 28A.405.470	Termination of certificated employee based on guilty plea or conviction of certain felonies--Notice to superintendent of public instruction--Record of notices.
	RCW 28A.405.475	Revocation or suspension of certificate or permit to teach--Criminal basis—Complaints--Investigation—Process
	RCW 28A.410.090	Violation or noncompliance--Investigatory powers of superintendent of public instruction--Requirements for investigation of alleged sexual misconduct towards a child--Court orders--Contempt--Written findings required.
	RCW 28A.410.095	Revocation of authority to teach--Hearings.
	Chapter 28A.640, RCW	Sexual Equality
	Chapter 28A.642, RCW	Discrimination Prohibition
	Chapter 49.60, RCW	Washington State law Against Discrimination
	WAC 181-87	Professional Certification--Acts of Unprofessional Conduct
	WAC 181-88	Definitions of Sexual Misconduct, Verbal and Physical Abuse--Mandatory Disclosure--Prohibited Agreements

Management Resources: 2015, October Issue

Adoption Date: 05.09.11

Auburn School District

Revised:

INFORMATION

1. Enrollment Report

The Thursday, June 1, enrollment is included in the board background materials.

DATE:

May 1, 2017

ASD HEADCOUNT SUMMARY

ELEMENTARY SCHOOLS		PRE SCH			Full-Day Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		K-5 TOTALS		SCH TOTALS		ELEM
		Sec	No.		Sec	No.	Sec	No.	Sec	No.	Sec	No.	Sec	No.	Sec	No.	Sec	No.	Sec	No.	
ALPAC (ECE)		4.0	35	REG	5.0	116	4.5	91	4.5	105	4.0	99	4.0	98	3.0	77	25.0	586	25.0	586	
(PEERS)		--	32		--	--	--	--	--	--	--	--	--	--	--	--	0.0	0			
ARTHUR JACOBSEN		--	--	REG	3.0	77	4.0	88	4.0	86	4.5	106	4.5	109	4.0	112	24.0	578	26.0	597	
		--	--	SLC	*	4	1.0	5	*	2	*	1	1.0	5	*	2	2.0	19			
CHINOOK (ECE)		2.0	17	REG	4.0	73	4.0	82	4.0	73	3.0	79	3.5	88	2.5	80	21.0	475	24.0	507	
(PEERS)		--	16		--	7	1.0	6	1.0	6	1.0	5	*	4	*	4	3.0	32			
(ECEAP)		4.0	40		--	--	--	--	--	--	--	--	--	--	--	--	--	--			
DICK SCOBEE (ECE)		4.0	24	REG	4.5	92	4.0	75	4.5	97	3.5	92	3.5	80	2.5	78	22.5	514	23.0	522	
(PEERS)		--	23		0.5	8	--	--	--	--	--	--	--	--	--	--	0.5	8			
EVER HTS		--	--	REG	4.5	104	3.5	68	4.5	99	3.5	87	3.0	60	3.0	84	22.0	502	22.0	502	
		--	--		--	--	--	--	--	--	--	--	--	--	--	--	0.0	0			
GILDO REY (ECE)		2.0	16	REG	5.0	100	4.0	80	5.0	123	4.0	98	3.5	101	3.5	94	25.0	596	25.0	596	
(PEERS)		--	17		--	--	--	--	--	--	--	--	--	--	--	--	0.0	0			
HAZELWOOD		--	--	REG	3.0	73	4.0	92	4.0	98	4.0	106	3.5	104	3.5	99	22.0	572	22.0	572	
		--	--		--	--	--	--	--	--	--	--	--	--	--	--	0.0	0			
ILALCO		--	--	REG	4.0	104	4.5	106	4.5	103	4.0	108	4.0	97	4.0	102	25.0	620	25.0	620	
		--	--		--	--	--	--	--	--	--	--	--	--	--	--	0.0	0			
LAKE VIEW (ECE)		2.0	19	REG	3.0	64	3.0	71	3.0	64	3.0	65	3.5	80	2.5	68	18.0	412	20.0	429	
(PEERS)		--	13	SLC	--	--	*	5	2.0	9	*	1	*	1	*	1	2.0	17			
LAKELAND		--	--	REG	5.0	115	5.0	115	5.0	123	5.0	128	5.0	129	4.0	117	29.0	727	29.0	727	
		--	--		--	--	--	--	--	--	--	--	--	--	--	--	0.0	0			
LEA HILL (HDST)		2.0	38	REG	3.0	82	3.0	68	4.0	82	3.0	77	2.5	53	2.5	63	18.0	425	20.0	443	
(ECE)		6.0	42	AB	*	2	*	1	1.0	3	*	4	1.0	6	*	2	2.0	18			
(PEERS)		--	40		--	--	--	--	--	--	--	--	--	--	--	--	--	--			
PIONEER (HDST)		2.0	38	REG	4.0	81	5.0	88	4.5	88	3.5	85	3.5	70	2.5	66	23.0	478	23.0	478	
(HDST main)		2.0	36		--	--	--	--	--	--	--	--	--	--	--	--	0.0	0			
TERMINAL PARK (ECEAP)		2.0	14	REG	3.0	69	3.0	65	3.0	60	3.0	76	2.5	56	2.5	58	17.0	384	21.0	450	
(ECEAP/ECE)		--	20	STEP	--	--	--	--	--	--	--	--	1.0	22	1.0	22	2.0	44			
		--	--	SLC	*	3	1.0	10	*	2	1.0	3	*	2	*	2	2.0	22			
WASHINGTON		--	--	REG	4.0	92	5.0	95	3.5	76	4.5	101	3.0	74	3.0	81	23.0	519	25.0	540	
		--	--		*	1	*	2	*	5	1.0	7	*	3	1.0	3	2.0	21			
ELEM TOT BY GRADE	ECE	22.0	173	K - 5 TOTAL	55.5	1267	59.5	1213	62.0	1304	55.5	1328	52.5	1242	45.0	1215	316.5	7432	330.0	7569	Elem School Total
	ECEAP	4.0	54														13.5	137	330.0	7569	
	HDST	6.0	112																		
	PEER	--	141																		

MIDDLE SCHOOLS		Grd 6	Grd 7	Grd 8	SCH TOTALS
CASCADE	REG	224	215	194	633
MID SCHOOL	SPED	32	25	40	97
	total	256	240	234	730
MT. BAKER	REG	297	314	305	916
MID SCHOOL	SPED	27	23	20	70
	total	324	337	325	986
OLYMPIC	REG	223	231	205	659
MID SCHOOL	SPED	39	27	33	99
	total	262	258	238	758
RAINIER	REG	269	279	284	832
MID SCHOOL	SPED	28	36	22	86
	total	297	315	306	918
TOTALS BY GRADE	REG	1013	1039	988	3040
	SPED	126	111	115	352
	all	1139	1150	1103	3392 Mid Schl Total

DISTRICT TOTALS - EARLY LEARNING						
	Headstart Main	Headstart	Peer Model	ECE	ECEAP NWC	ECEAP
Sept. 12, 2016	38	76	64	94	35	19
current	36	112	141	173	40	54
difference	-2	36	77	79	5	35
						265

SR HIGH SCHOOLS		Grd 9	Grd 10	Grd 11	Grd 12	SCH TOTALS
AUBURN	REG	373	373	335	227	1308
SR HIGH SCHOOL	SPED	53	68	43	74	238
	FTRS			23	35	58
	total	426	441	401	336	1604
AUBURN	REG	351	344	332	283	1310
MOUNTAINVIEW	SPED	35	33	13	23	104
HIGH SCHOOL	FTRS			29	45	74
	total	386	377	374	351	1488
AUBURN	REG	397	355	373	293	1418
RIVERSIDE	SPED	30	24	24	27	105
HIGH SCHOOL	FTRS			29	38	67
	total	427	379	426	358	1590
WEST AUBURN	REG	24	34	59	80	197
HIGH SCHOOL	SPED	7	3	5	6	21
	FTRS				1	1
	AWG	2	4	13	21	40
	total	33	41	77	108	259
SR HIGH	REG	1145	1106	1099	883	4233
TOTALS	SPED	125	128	85	130	468
	FTRS	0	0	81	119	200
	AWG	2	4	13	21	40
BY GRADE	all	1272	1238	1278	1153	4941

DISTRICT TOTALS BY GRADE GROUP w/ comparisons				
	K - 5	6-8	9-12	TOTAL
proj 10/1/16	7545	3434	4932	15911
current	7569	3392	4941	15902
difference	24	-42	9	-9

DATE:

June 1, 2017 REVISED

ASD HEADCOUNT SUMMARY

ELEMENTARY SCHOOLS		PRE SCH			Full-Day Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		K-5 TOTALS		SCH TOTALS		ELEM
		Sec	No.		Sec	No.	Sec	No.	Sec	No.	Sec	No.	Sec	No.	Sec	No.	Sec	No.	Sec	No.	
ALPAC (ECE)		4.0	34	REG	5.0	116	4.5	92	4.5	108	4.0	96	4.0	96	3.0	75	25.0	583	25.0	583	
(PEERS)		--	29	--	--	--	--	--	--	--	--	--	--	--	--	--	0.0	0	--	--	
ARTHUR JACOBSEN		--	--	REG	3.0	77	4.0	88	4.0	85	4.5	105	4.5	109	4.0	112	24.0	576	26.0	595	
		--	--	SLC	*	4	1.0	5	*	2	*	1	1.0	5	*	2	2.0	19	--	--	
CHINOOK (ECE)		2.0	17	REG	4.0	72	4.0	84	4.0	73	3.0	79	3.5	90	2.5	81	21.0	479	24.0	512	
(PEERS)		--	16	SLC	*	7	1.0	6	1.0	6	1.0	6	*	4	*	4	3.0	33	--	--	
(ECEAP)		4.0	40	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
DICK SCOBEE (ECE)		4.0	25	REG	4.5	91	4.0	75	4.5	97	3.5	91	3.5	80	2.5	76	22.5	510	23.0	518	
(PEERS)		--	23	SLC	0.5	8	--	--	--	--	--	--	--	--	--	--	0.5	8	--	--	
EVER HTS		--	--	REG	4.5	104	3.5	67	4.5	98	3.5	87	3.0	60	3.0	85	22.0	501	22.0	501	
		--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0.0	0	--	--	
GILDO REY (ECE)		2.0	18	REG	5.0	104	4.0	82	5.0	124	4.0	98	3.5	101	3.5	95	25.0	604	25.0	604	
(PEERS)		--	15	--	--	--	--	--	--	--	--	--	--	--	--	--	0.0	0	--	--	
HAZELWOOD		--	--	REG	3.0	73	4.0	92	4.0	99	4.0	105	3.5	104	3.5	100	22.0	573	22.0	573	
		--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0.0	0	--	--	
ILALCO		--	--	REG	4.0	104	4.5	107	4.5	105	4.0	109	4.0	96	4.0	103	25.0	624	25.0	624	
		--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0.0	0	--	--	
LAKE VIEW (ECE)		2.0	19	REG	3.0	64	3.0	71	3.0	64	3.0	65	3.5	80	2.5	67	18.0	411	20.0	428	
(PEERS)		--	13	SLC	--	--	*	5	2.0	9	*	1	*	1	*	1	2.0	17	--	--	
LAKELAND		--	--	REG	5.0	115	5.0	114	5.0	124	5.0	127	5.0	129	4.0	118	29.0	727	29.0	727	
		--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0.0	0	--	--	
LEA HILL (HDST)		2.0	38	REG	3.0	86	3.0	68	4.0	83	3.0	78	2.5	53	2.5	63	18.0	431	20.0	450	
(ECE)		6.0	42	AB	*	3	*	1	1.0	3	*	4	1.0	6	*	2	2.0	19	--	--	
(PEERS)		--	40	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
PIONEER (HDST)		2.0	38	REG	4.0	80	5.0	86	4.5	87	3.5	84	3.5	69	2.5	66	23.0	472	23.0	472	
(HDST main)		2.0	38	--	--	--	--	--	--	--	--	--	--	--	--	--	0.0	0	--	--	
TERMINAL PARK (ECEAP)		2.0	15	REG	3.0	70	3.0	65	3.0	61	3.0	77	2.5	57	2.5	58	17.0	388	21.0	453	
(ECEAP/ECE)		--	21	STEP	--	--	--	--	--	--	--	--	1.0	22	1.0	22	2.0	44	--	--	
		--	--	SLC	*	3	1.0	10	*	1	1.0	3	*	2	*	2	2.0	21	--	--	
WASHINGTON		--	--	REG	4.0	90	5.0	95	3.5	77	4.5	100	3.0	74	3.0	81	23.0	517	25.0	539	
		--	--	SLC	*	2	*	2	*	5	1.0	7	*	3	1.0	3	2.0	22	--	--	
ELEM TOT BY GRADE	ECE	22.0	176	K - 5 TOTAL	55.5	1273	59.5	1215	62.0	1311	55.5	1323	52.5	1241	45.0	1216	316.5	7440	330.0	7579	Elem School Total
	ECEAP	4.0	55														13.5	139	330.0	7579	
	HDST	6.0	114																		
	PEER	--	136																		

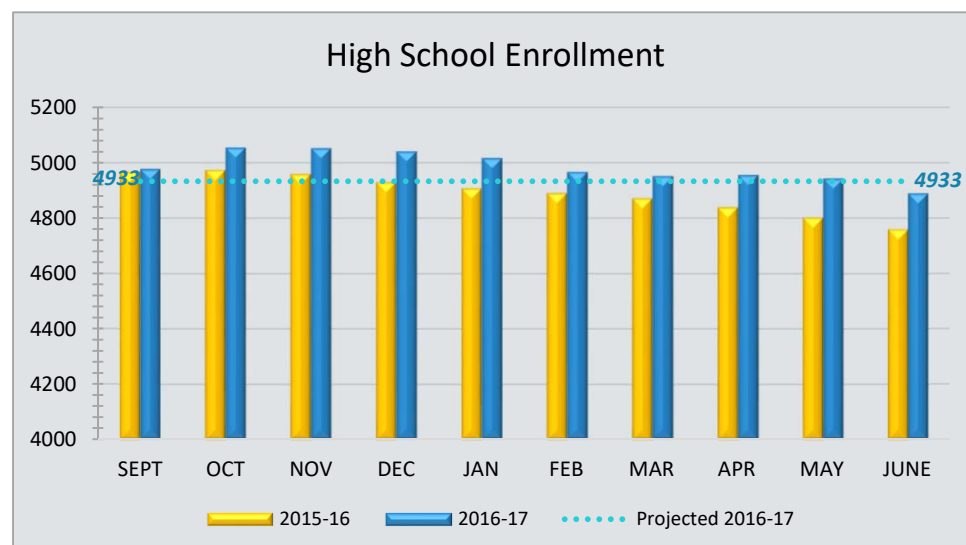
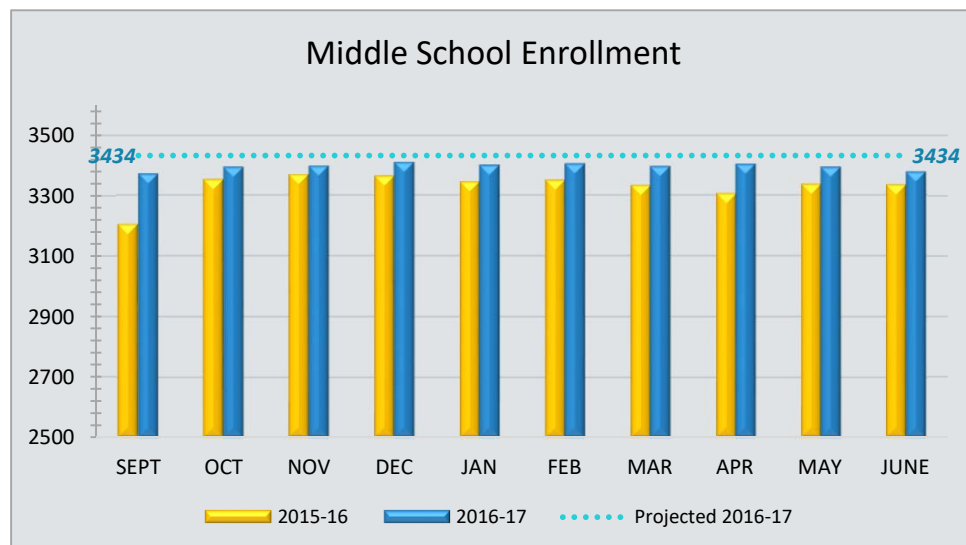
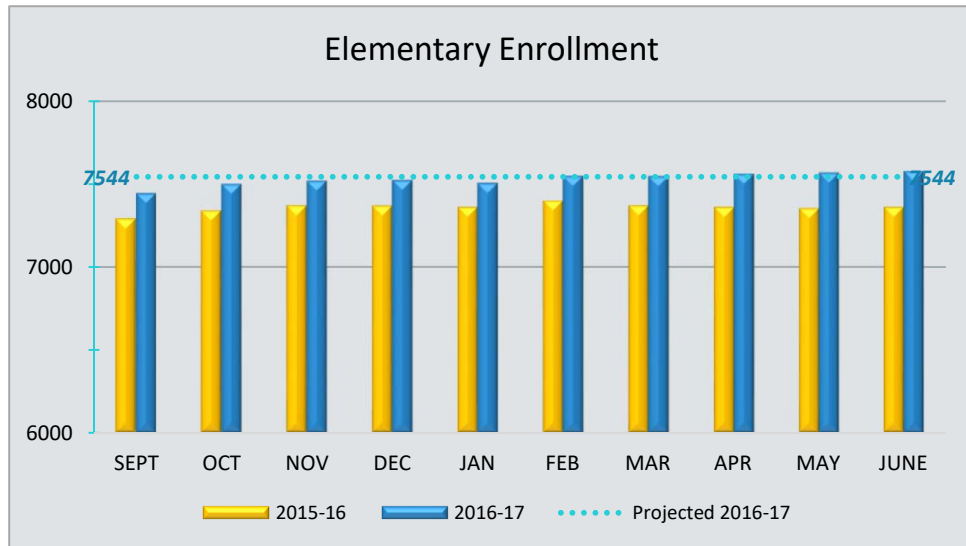
MIDDLE SCHOOLS		Grd 6	Grd 7	Grd 8	SCH TOTALS	
CASCADE	REG	224	213	191	628	
MID SCHOOL	SPED	30	25	39	94	
	total	254	238	230	722	
MT. BAKER	REG	296	314	302	912	
MID SCHOOL	SPED	28	23	20	71	
	total	324	337	322	983	
OLYMPIC	REG	223	232	204	659	
MID SCHOOL	SPED	39	26	34	99	
	total	262	258	238	758	
RAINIER	REG	268	276	284	828	
MID SCHOOL	SPED	28	36	21	85	
	total	296	312	305	913	
TOTALS BY GRADE	REG	1011	1035	981	3027	3376 Mid Schl
	SPED	125	110	114	349	
	all	1136	1145	1095		3376 Total

DISTRICT TOTALS - EARLY LEARNING						
Sept. 12, 2016 current difference	Headstart Main	Headstart	Peer Model	ECE	ECEAP NWC	ECEAP TOTAL
	38	76	64	94	35	19
	38	114	136	176	40	55
	0	38	72	82	5	36
						268

SR HIGH SCHOOLS		Grd 9	Grd 10	Grd 11	Grd 12	SCH TOTALS	
AUBURN	REG	370	369	330	224	1293	
SR HIGH SCHOOL	SPED	54	63	43	71	231	
	FTRS		22	35		57	
	total	424	432	395	330	1581	
AUBURN	REG	347	342	329	280	1298	
MOUNTAINVIEW	SPED	36	34	13	23	106	
HIGH SCHOOL	FTRS			29	46	75	
	total	383	376	371	349	1479	
AUBURN	REG	394	354	370	291	1409	
RIVERSIDE	SPED	30	24	25	27	106	
HIGH SCHOOL	FTRS			29	39	68	
	total	424	378	424	357	1583	
WEST AUBURN	REG	22	31	59	68	180	
HIGH SCHOOL	SPED	7	3	5	6	21	
	FTRS				1	1	
	AWG	3	6	15	19	43	
	total	32	40	79	94	245	
SR HIGH TOTALS	REG	1133	1096	1088	863	4180	3132 High Schl
	SPED	127	124	86	127	464	
	FTRS	0	0	80	121	201	Total
	AWG	3	6	15	19	43	
BY GRADE	all	1263	1226	1269	1130	4888	

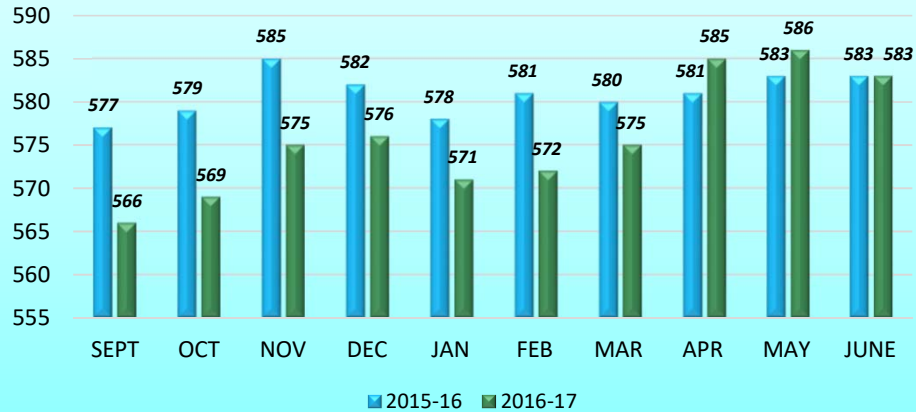
DISTRICT TOTALS BY GRADE GROUP w/ comparisons				
proj 10/1/16 current difference	K - 5	6-8	9-12	TOTAL
	7545	3434	4932	15911
	7579	3376	4888	15843
	34	-58	-44	-68

Auburn School District Current Enrollment Compared to Last Year and Projected Enrollment

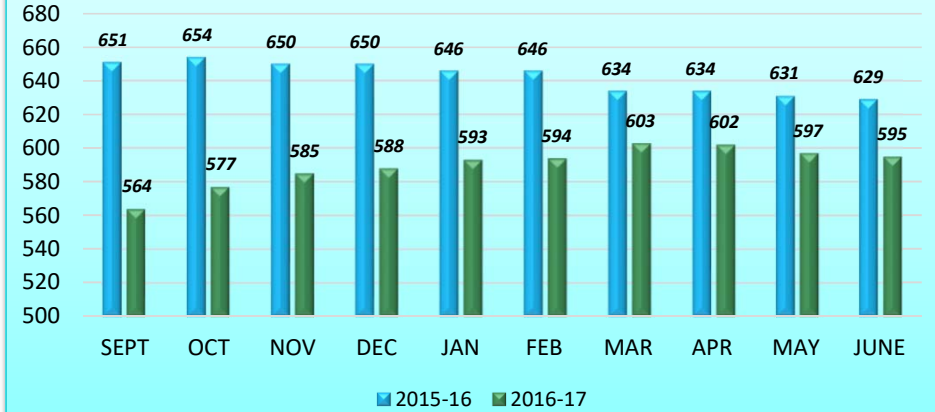


**Auburn School District
Elementary School Enrollment
Two-Year Comparison by Building**

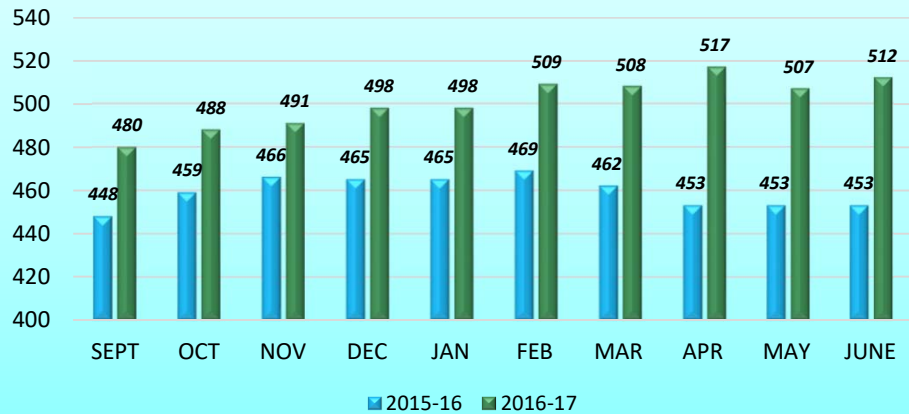
Alpac Elementary



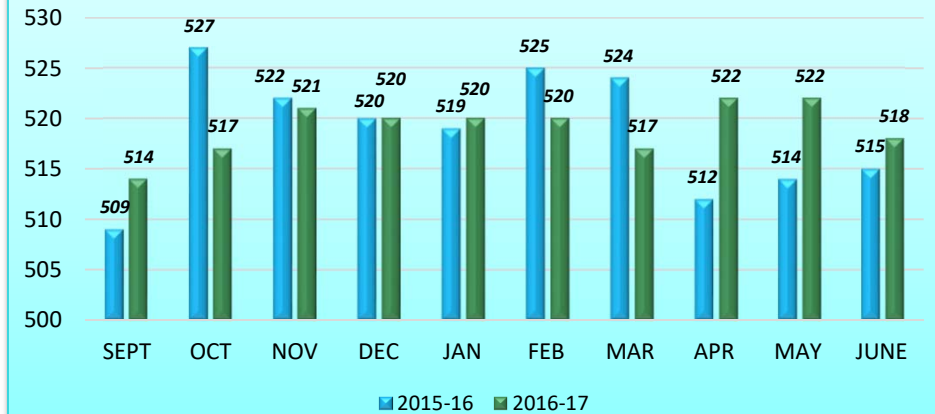
Arthur Jacobsen Elementary



Chinook Elementary

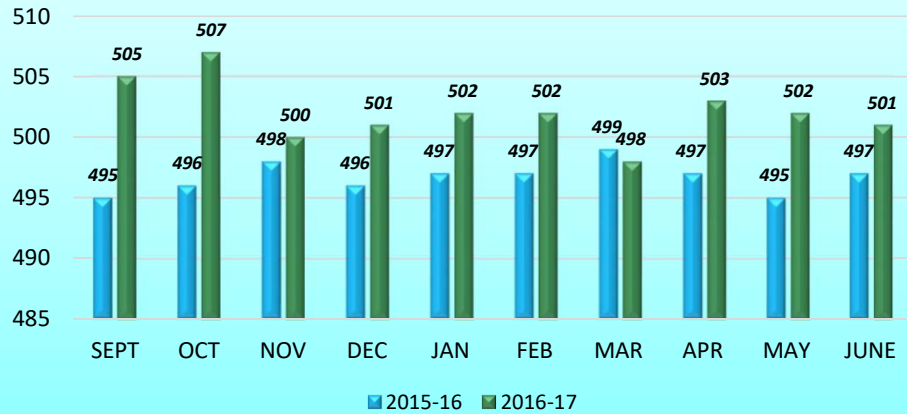


Dick Scobee Elementary

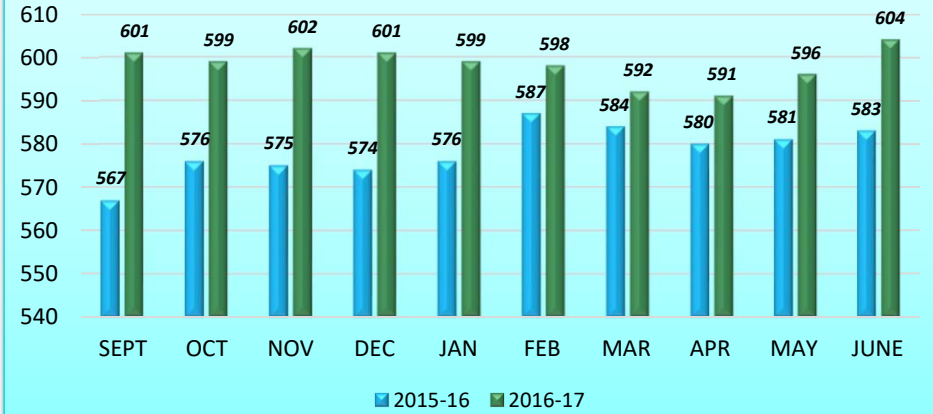


**Auburn School District
Elementary School Enrollment
Two-Year Comparison by Building**

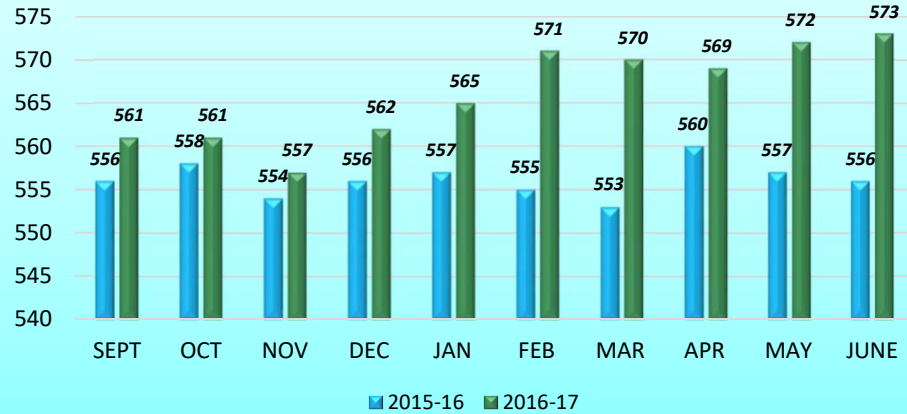
Evergreen Hts. Elementary



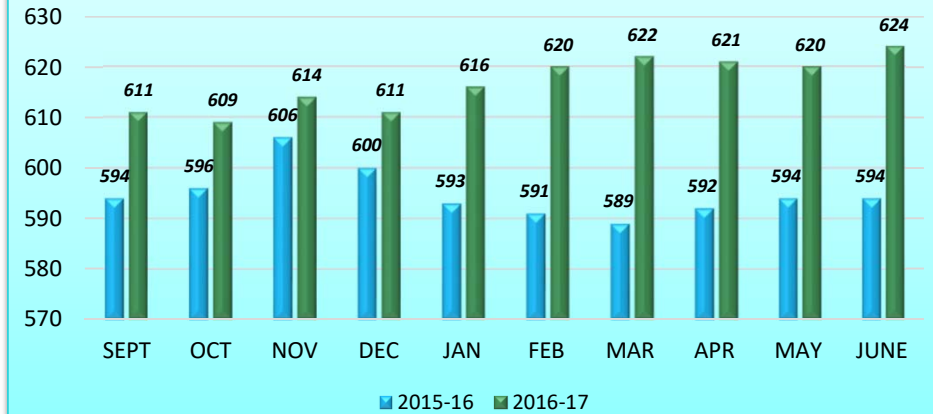
Gildo Rey Elementary



Hazelwood Elementary

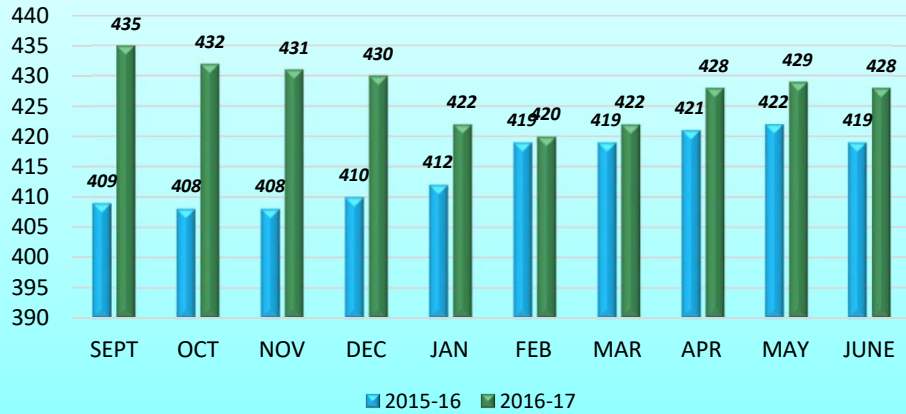


Ilalko Elementary

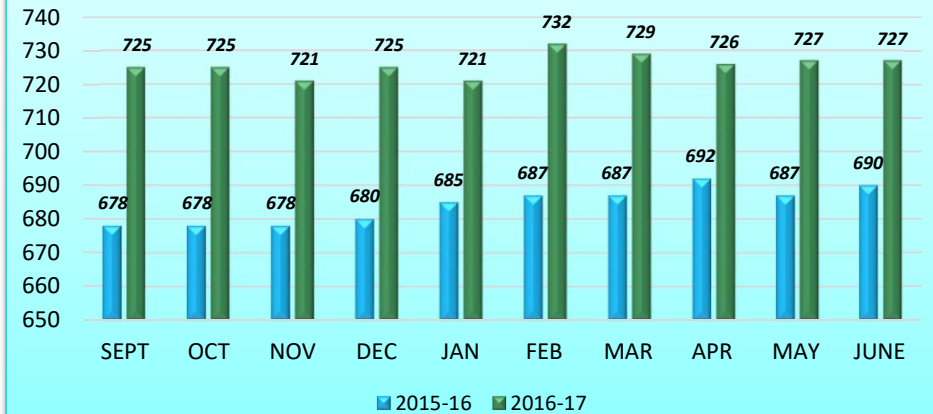


**Auburn School District
Elementary School Enrollment
Two-Year Comparison by Building**

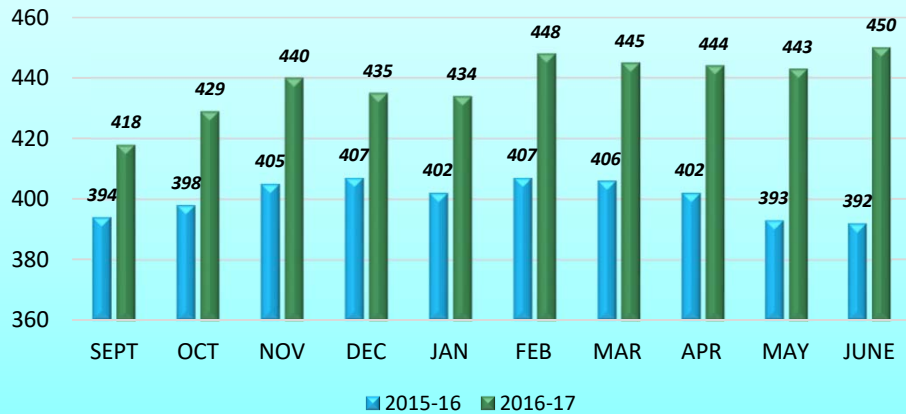
Lake View Elementary



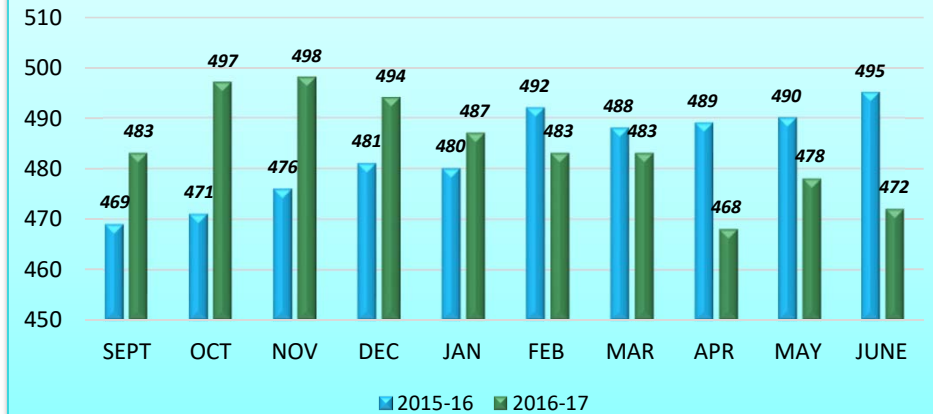
Lakeland Hills Elementary



Lea Hill Elementary

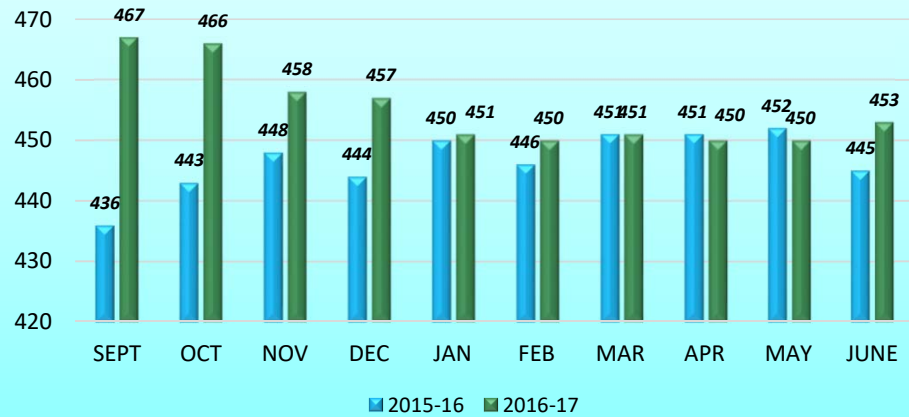


Pioneer Elementary

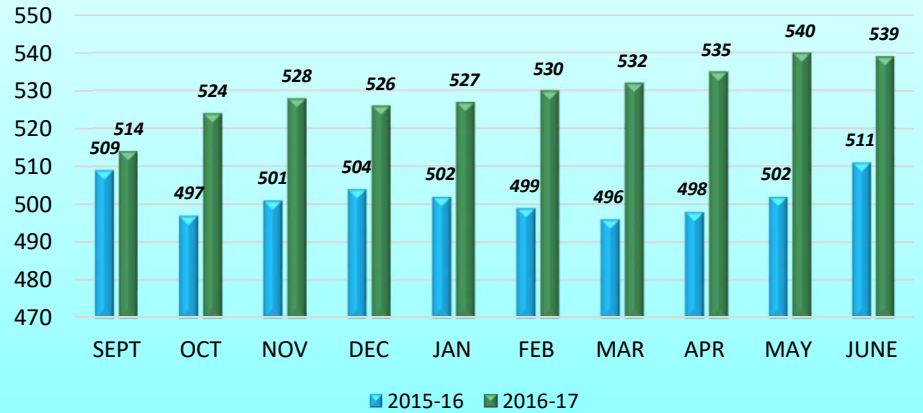


Auburn School District
Elementary School Enrollment
Two-Year Comparison by Building

Terminal Park Elementary

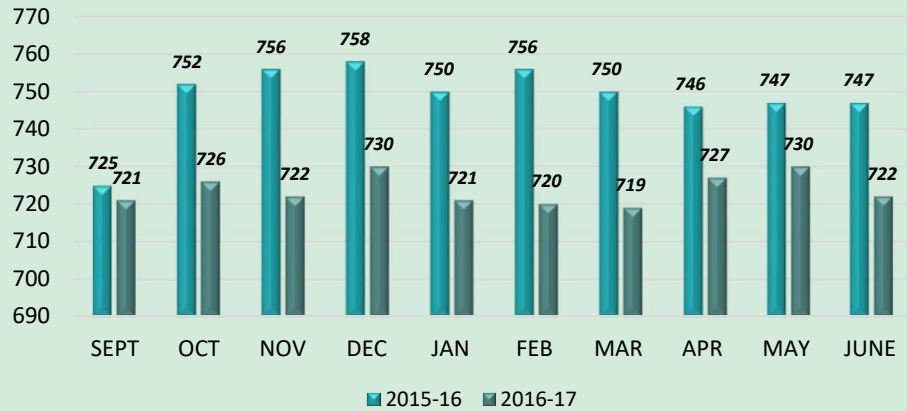


Washington Elementary



**Auburn School District
Middle School Enrollment
Two-Year Comparison by Building**

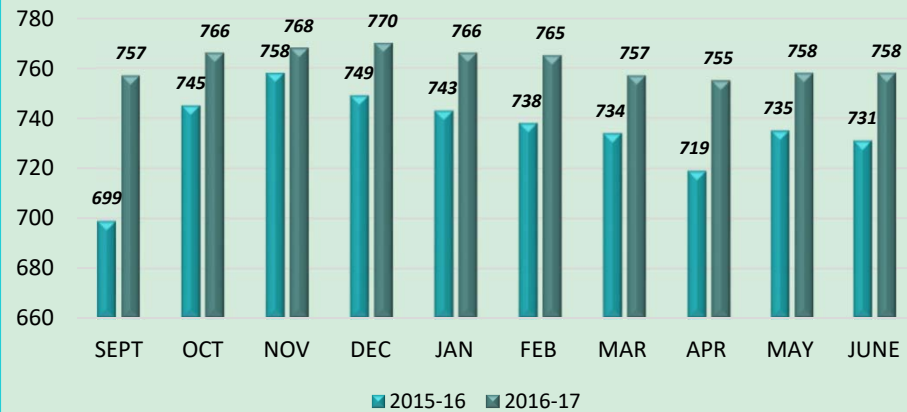
Cascade Middle School



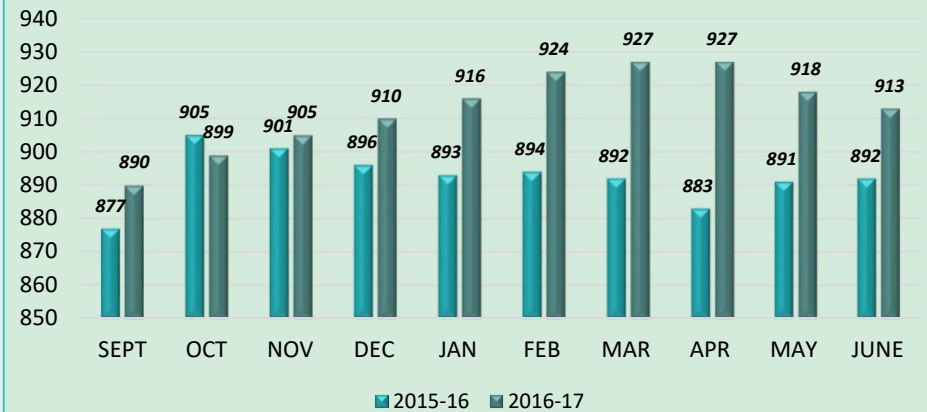
Mt. Baker Middle School



Olympic Middle School

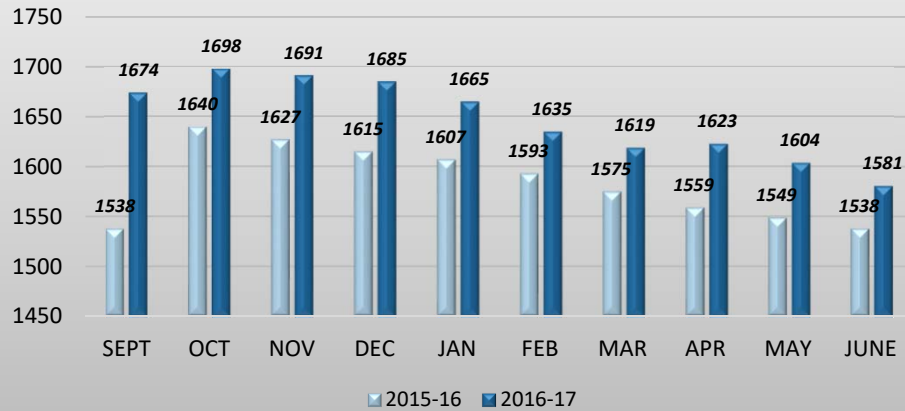


Rainier Middle School

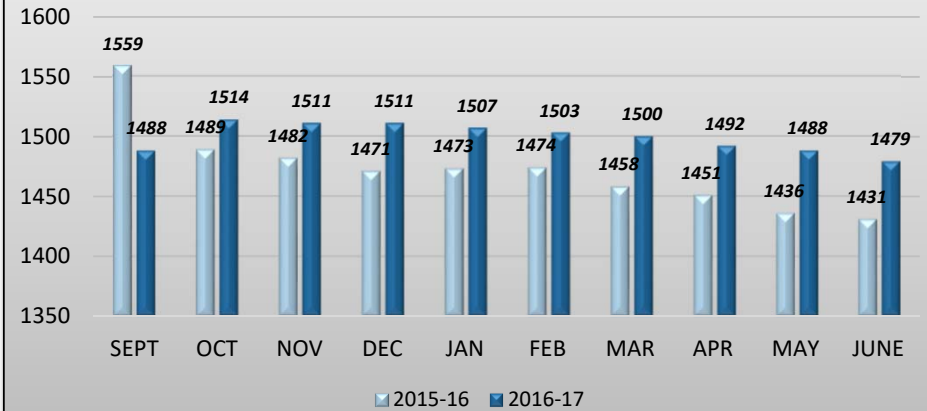


**Auburn School District
High School Enrollment
Two-Year Comparison by Building**

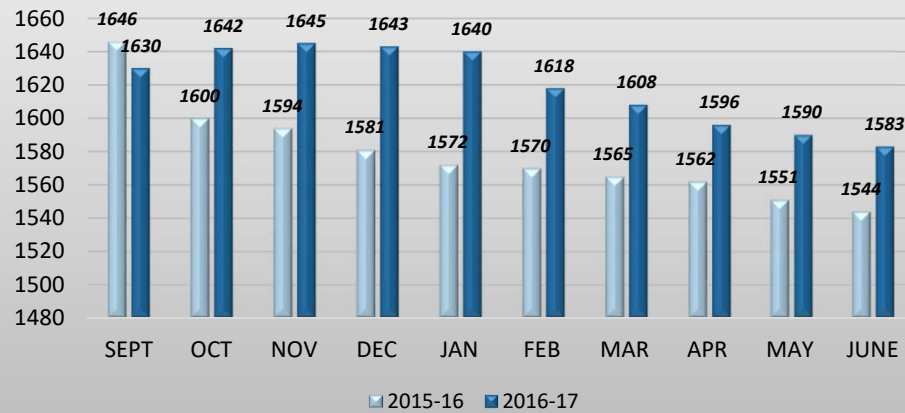
Auburn High School



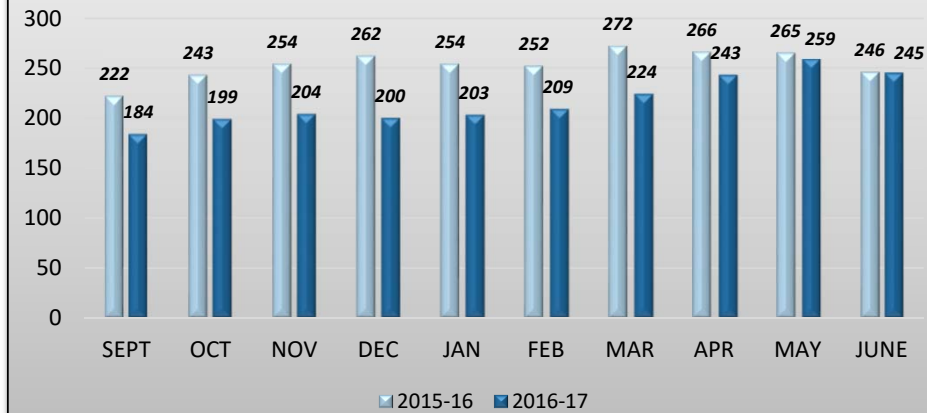
Auburn Mountainview High School



Auburn Riverside High School

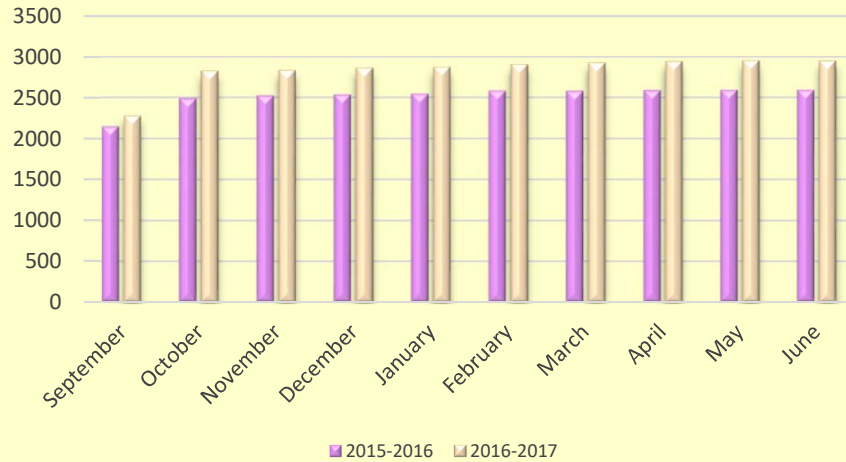


West Auburn High School

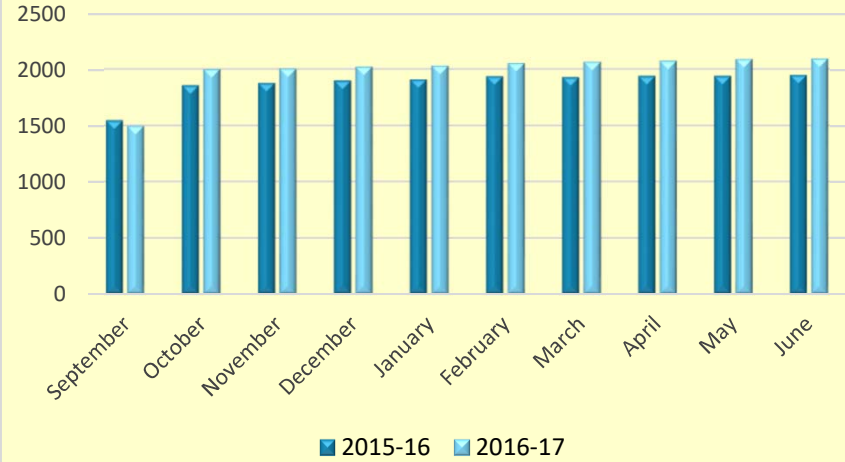


Auburn School District ELL Enrollment Two-Year Comparison

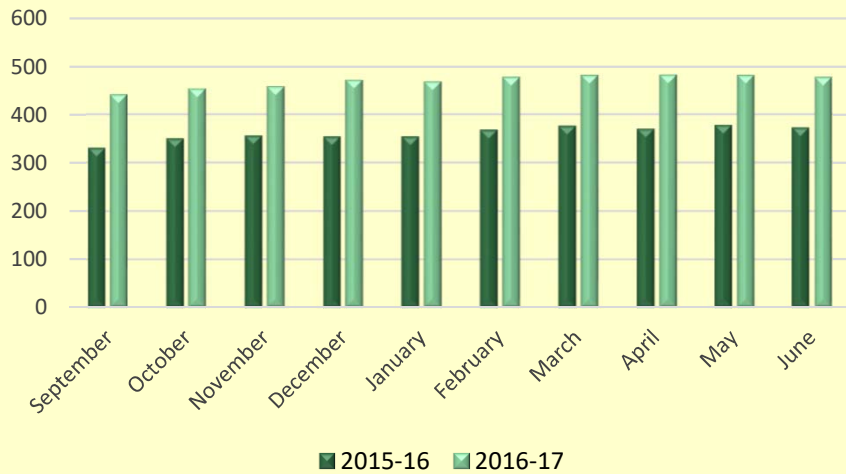
Total District ELL Enrollment



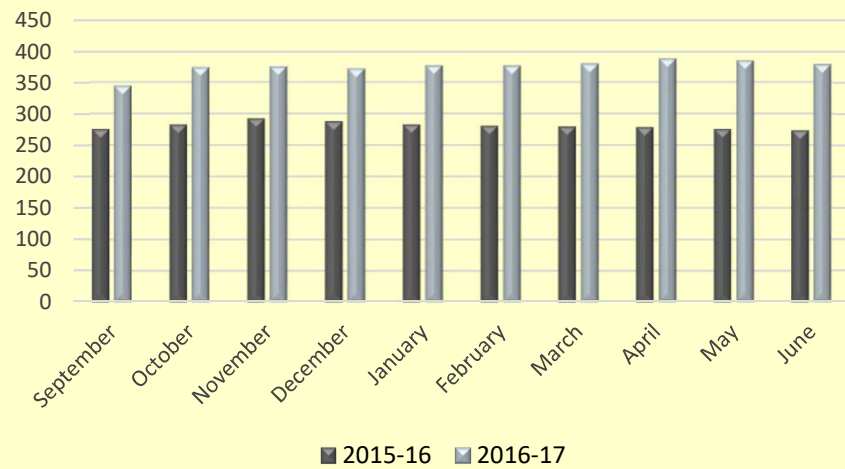
2016-17 Elementary ELL Enrollment



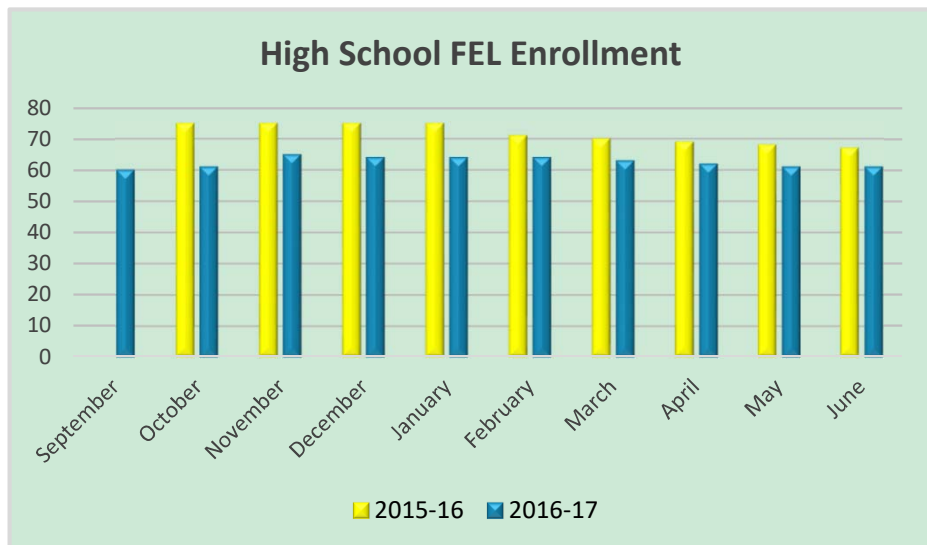
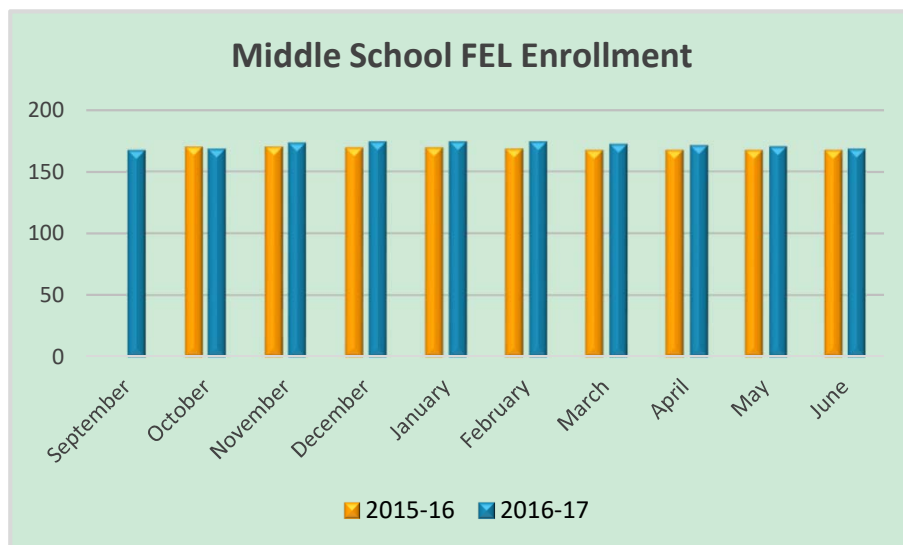
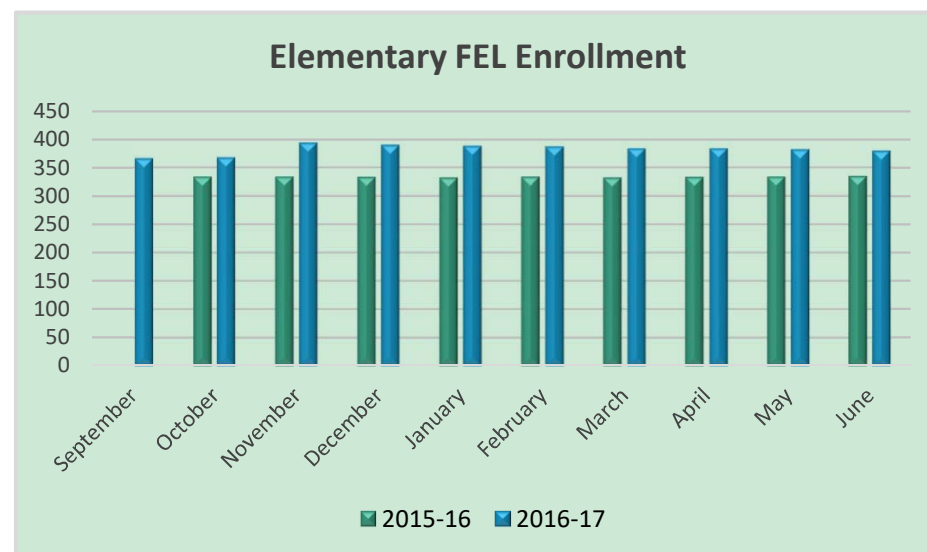
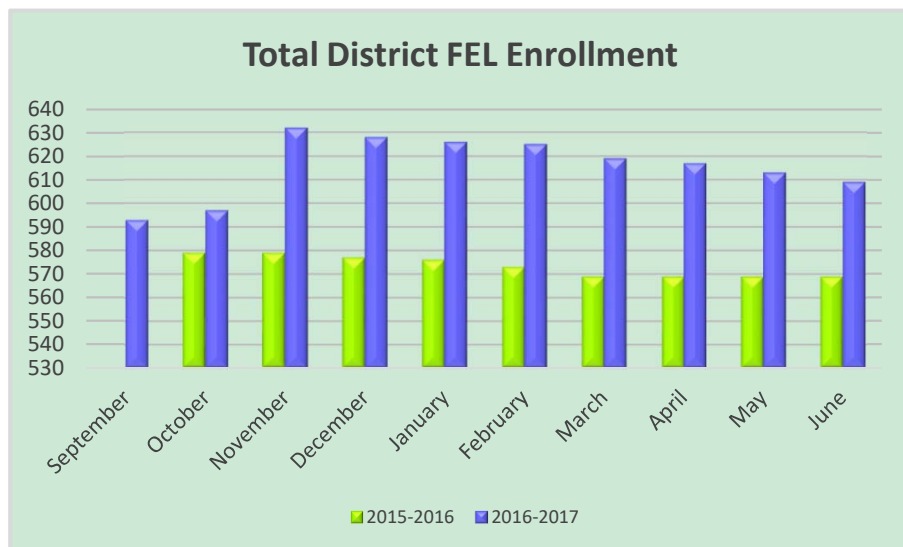
2016-17 Middle School ELL Enrollment



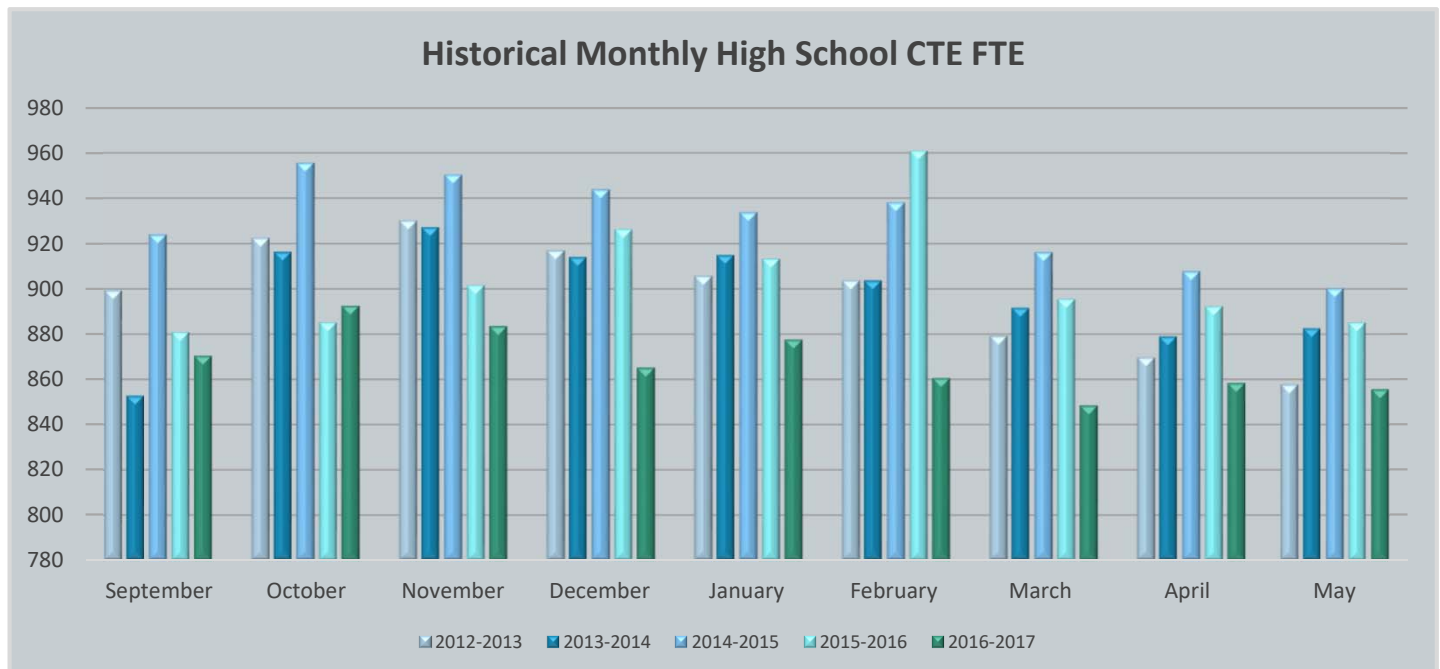
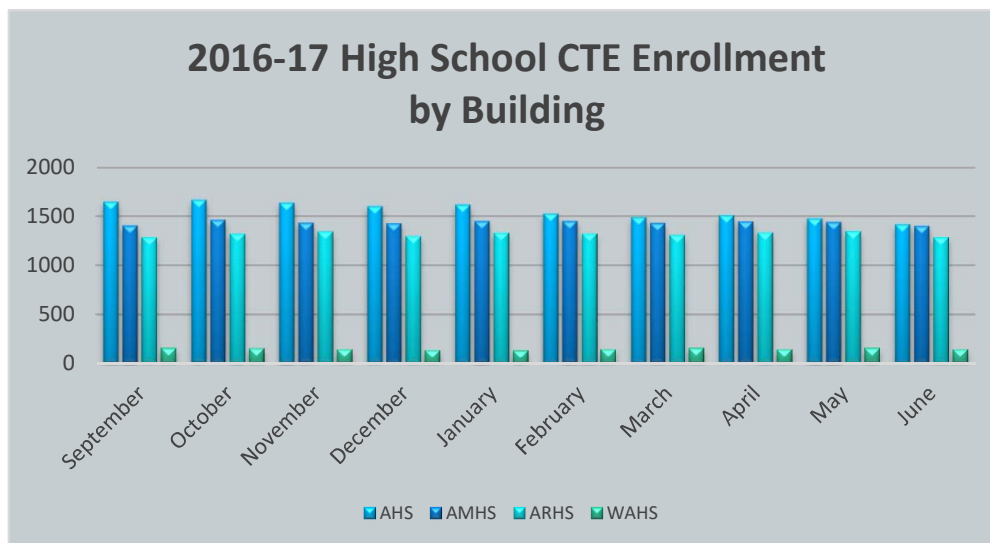
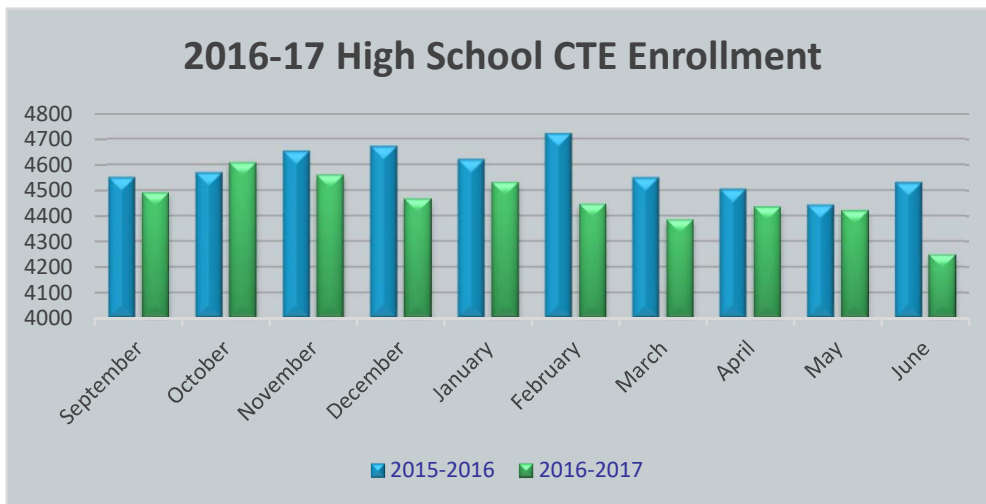
2016-17 High School ELL Enrollment



Auburn School District Former English Learner Enrollment Two-Year Comparison

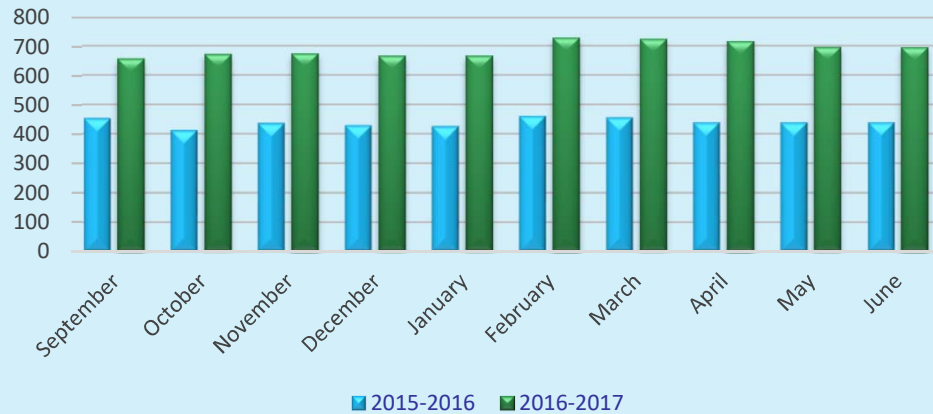


Auburn School District CTE Enrollment

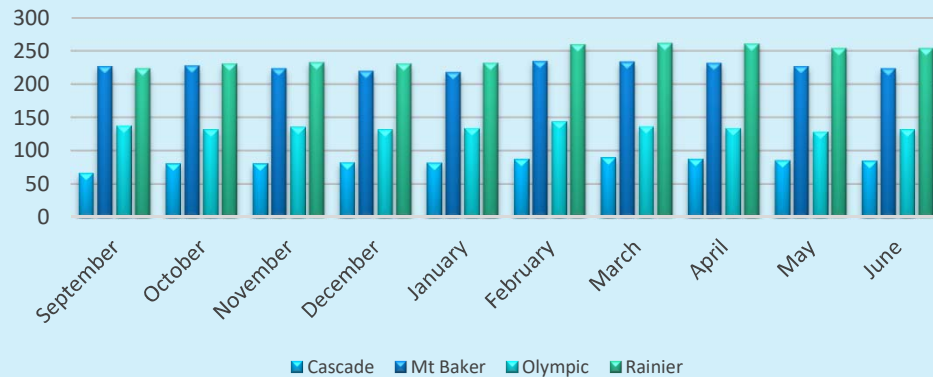


Auburn School District CTE Enrollment

2016-2017 Middle School CTE Enrollment



2016-17 Middle School CTE Enrollment by Building



Historical Monthly Middle School CTE FTE

