

# Curriculum Review: Sports Medicine

Auburn School District



# Purpose

- Introduction to Health Care Careers
- Content knowledge of Anatomy/Physiology
- Hands on experience treating patients



# Instructional Sequence

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- Preventive Medicine
- Human Anatomy and Physiology
- Sports Medicine
- Advanced Sports Medicine

# Preventive Medicine

## ● Content/Activities:

- 5 domains of wellness
- 5 components of physical fitness/testing
- Principles of Fitness/Exercise prescription
- Kinesiology
- Nutrition
- Injury Prevention
- Basic Life Saving
- Stress Management Techniques
- Massage Therapy
- Physical fitness activities  
3 days each week





# Preventive Medicine

## ● Cross Credit: Physical Education

## ● Student Outcomes:

- Independent Activity Project
- Personal Wellness Profile
- Fitness Program
- Activity Analysis
- Red Cross Certification
- Nutrition Plan
- Stress Management Techniques
- Massage Strokes



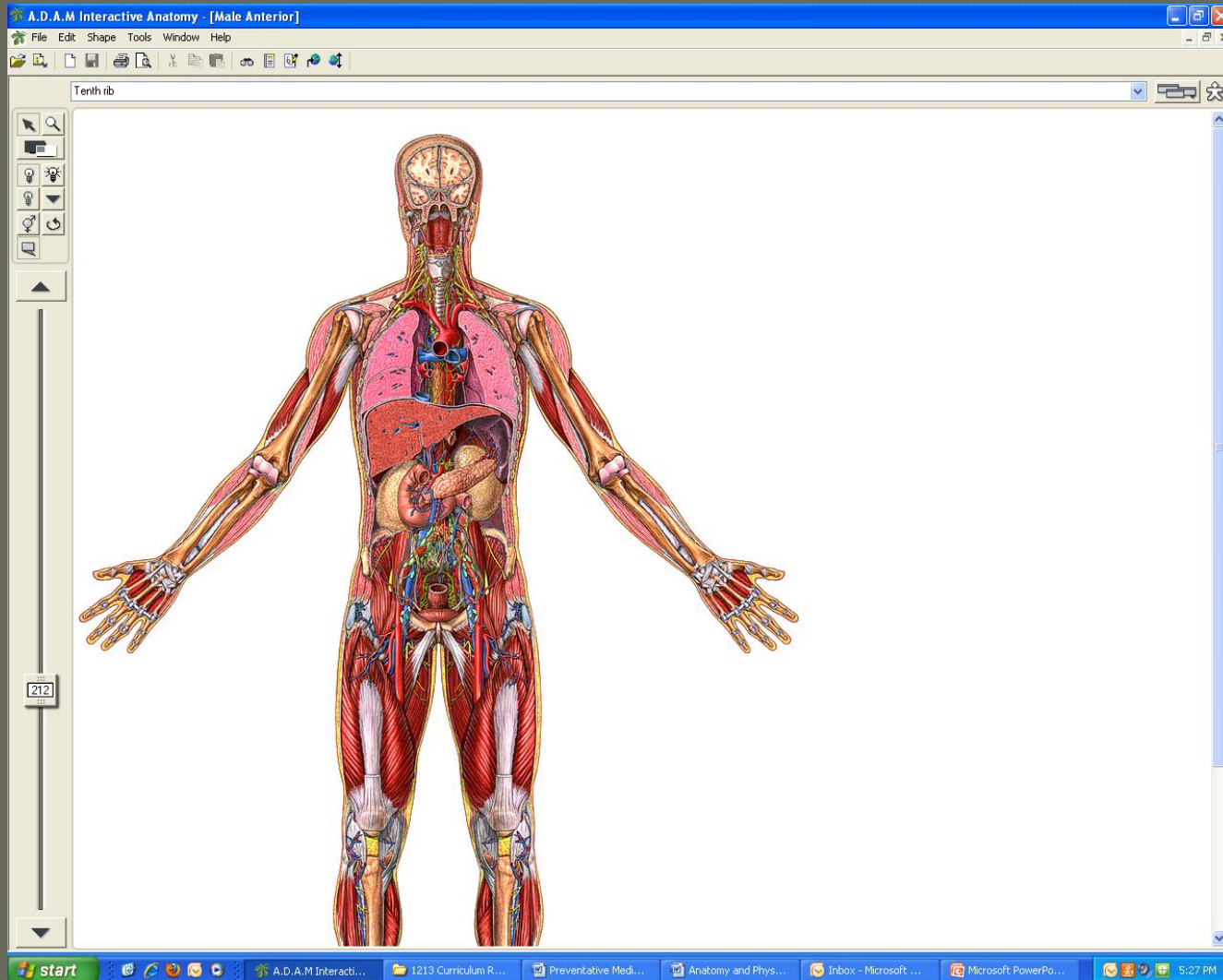
# Human Anatomy and Physiology

## ● Content/Activities:

- Levels of Organization in Body
- Integumentary (Skin) System
- Skeletal System
- Muscular System
- Nervous System
- Circulatory System
- Respiratory System
- Digestive System
- Urinary System
- Reproductive System
- Exhaustive Feline Dissection
- Virtual Human Dissection-A.D.A.M. Interactive Anatomy



# Human Anatomy and Physiology



# Human Anatomy and Physiology

- Cross Credit: Lab Science

- Student Outcomes:

- Demonstrate knowledge of healthy operation of each body system
- Lab demonstrations of respiratory function, blood pressure, simulated blood typing, urinalysis
- Identify:
  - bony landmarks
  - skeletal muscles
  - blood vessels
  - thoracic and abdominal organs





# Sports Medicine

## ● Content/Activities:

- Role/History of Athletic Training
- CPR/AED/First Aid for Professional Rescuer
- Taping/Wrapping
- Injury Prevention
- Clinic Administration
- Injury Treatment
- Injury Rehabilitation
- Injury Assessment
- Practicum (7<sup>th</sup> Pd)



# Sports Medicine

- Cross Credit: Non-Lab Science

- Student Outcomes:

- Nutrition Plan
- PPE Awareness
- Rehabilitation Plan
- Skill Competencies
  - Taping
  - CPR
  - First Aid
  - PROM
  - Equipment fitting
  - Joint Evaluations
- Application of skills under AT supervision



# Advanced Sports Medicine

## ● Content/Activities:

- Role/History of Athletic Training
- CPR/AED/First Aid for Professional Rescuer
- Taping/Wrapping-add'l joints
- Injury Prevention
- Clinic Administration
- Injury Treatment
- Injury Rehabilitation
- Injury Assessment-add'l joints
- Peer Tutoring-Mastery
- Practicum (7<sup>th</sup> Pd)



# Advanced Sports Medicine

## ● Cross Credit: Non-Lab Science

## ● Student Outcomes:

- Presentation of AT Role
- Nutrition Plan
- PPE Design and Execution
- Rehabilitation Plan
- Assessment Notes in HOPS form
- Training Room Design
- Injury Documentation Presentation
- Oral-Practical Exam
- Skill Competencies
- Application of skills under AT supervision





# Major Changes

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- ◉ Greater Emphasis on Concussion Management/Legislation
- ◉ Athletic Training Licensure
- ◉ Condensing of instruction



# Oh, The Places They Will Go...



**Auburn School District #408**  
**Career and Technical Education**



**Curriculum Review**  
**of the courses in the**  
**HEALTH AND HUMAN SERVICES PATHWAY**

**2012-2013**

**Auburn School District #408**  
**Career and Technical Education Curriculum Review**

The signatures below acknowledge the curriculum for each course in the Health and Human Services Pathway has been reviewed and updated to meet industry, state and district standards and objectives.

The following representatives of the district hereby guarantee compliance with the assurances herein and have evidence of the requirements within the Washington State Program Standards for Career and Technical Education.

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**Janice Nelson, Auburn School Board President**

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**Dr. Kip Herren, Superintendent**

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**Rod Luke, Associate Superintendent**  
**K-12 Student Learning**

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**Cindi Blansfield, Executive Director**  
**High School and Post-Secondary Programs**



## TABLE OF CONTENTS

|   |            |
|---|------------|
| <b>Overview of Career and Technical Education .....</b>                   | <b>1</b>   |
| Washington State Career and Technical Education Programs .....            | 1          |
| Vision and Goals.....   | 2          |
| Washington State Career and Technical Education Program Standards .....   | 3          |
| Career and Technical Education Foundations .....                          | 3          |
| Industry-Defined Standards .....  | 4          |
| 21 <sup>st</sup> Century Skills.....                                      | 5          |
| Common Core State Standards.....  | 6          |
| Leadership Standards.....   | 6          |
| Employability Standards .....   | 10         |
| Introduction to Health and Human Services Pathway Curriculum Review ..... | 12         |
| <b>SECTION A: AMERICAN SIGN LANGUAGE PROGRAM.....</b>                     | <b>13</b>  |
| American Sign Language 1-2 .....  | 15         |
| American Sign Language 3-4 .....  | 34         |
| American Sign Language 5-6 .....  | 53         |
| American Sign Language Curriculum Review Purchase Overview .....          | 75         |
| <b>SECTION B: FAMILY AND CONSUMER SCIENCES PROGRAM.....</b>               | <b>76</b>  |
| Careers with Children .....   | 80         |
| Careers in Education/Teaching Academy .....                               | 94         |
| Cosmetology .....   | 112        |
| Family Health .....   | 125        |
| Fashion Apparel and Design .....  | 137        |
| Food Science and Nutrition.....   | 149        |
| Independent Living .....  | 171        |
| Interior Design .....   | 186        |
| Nutrition and Wellness .....  | 195        |
| Family and Consumer Sciences Curriculum Review Purchase Overview .....    | 206        |
| <b>SECTION C: SPORTS MEDICINE PROGRAM .....</b>                           | <b>207</b> |
| Anatomy and Physiology.....   | 209        |
| Preventive Medicine .....   | 230        |
| Sports Medicine 1 .....   | 248        |
| Sports Medicine 2 .....   | 267        |
| Sports Medicine Curriculum Review Purchase Overview.....                  | 286        |

## 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 21<sup>st</sup> 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, 21<sup>st</sup> century-oriented skill training such as integration of the 21<sup>st</sup> 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.

## 21<sup>st</sup> Century Skills

State CTE courses will exemplify the intentional synthesis of technical knowledge and skills, traditional academics, and 21<sup>st</sup> century skills. CTE programs are aligned with rigorous industry and academic standards. Integrating 21<sup>st</sup> 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 21<sup>st</sup> Century Skills presents a holistic view of teaching and learning that combines a focus on 21<sup>st</sup> 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 21<sup>st</sup> century. (Partnership for 21<sup>st</sup> Century Skills, [www.p21.org](http://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 21<sup>st</sup> 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 21<sup>st</sup> 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 reapproval 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 Pathway were reviewed during the 2012-2013 school year. These programs include American Sign Language, Family and Consumer Sciences, Sports Medicine, and Cosmetology. 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.

**Auburn School District #408**  
**Career and Technical Education Curriculum Review**

**HEALTH AND HUMAN SERVICES PATHWAY**  
**American Sign Language Program**

| <b>COURSE NAME</b>         | <b>ASD COURSE CODE</b> | <b>CIP CODE</b> |
|----------------------------|------------------------|-----------------|
| American Sign Language 1-2 | CTE 281, 282           | 161603          |
| American Sign Language 3-4 | CTE 283, 284           | 161603          |
| American Sign Language 5-6 | CTE 285, 286           | 161603          |

The curriculum was reviewed during the 2012-2013 school year in accordance with the state Career and Technical Education Program Standards. These courses were submitted to OSPI for reapproval on January 30, 2013. These changes will be implemented beginning with the 2013-2014 school year.

The signatures below acknowledge the curriculum for each course in the American Sign Language Program has been reviewed and updated to meet industry, state and district standards and objectives.

**AUBURN RIVERSIDE HIGH SCHOOL**

\_\_\_\_\_  
Instructor

\_\_\_\_\_  
Assistant Principal, CTE

\_\_\_\_\_  
Advisory Chairperson



Auburn School District #408

HEALTH & HUMAN SERVICES PATHWAY  
OSPI Curriculum Re-approval  
2012-2013



**SKILLS GAP/LABOR MARKET DATA**  
**American Sign Language Program**

|                                       |  |
|---------------------------------------|--|
| <b>American Sign Language Program</b> | <p>Interpreters work in spoken or sign language, while translators work in written language. According to the U.S. Bureau of Labor Statistics, the job outlook in this field from 2010-2020 is much faster than average at 42%. Employment growth will be driven by broadening international ties and by large increases in the number of non-English-speaking people in the United States. Job opportunities should be best for those who have professional certification.</p> <p>According to the Washington Employment Security Department, the outlook for interpreters is balanced around 2% statewide. This means the demand will likely stay the same as it has been.</p> |
|---------------------------------------|--|



## INTRODUCTION

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

|                           |   |
|---------------------------|---|
| <b>Course Description</b> | 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. |
|---------------------------|---|

|                             |                              |
|-----------------------------|------------------------------|
| <b>Pathway Connections</b>  |                              |
| <b>Primary Connection</b>   | Health Occupations           |
| <b>Secondary Connection</b> | Social and Personal Services |

|                                   |                                 |
|-----------------------------------|---------------------------------|
| <b>Sample Sequence of Courses</b> | ASL 1 & 2; ASL 3 & 4; ASL 5 & 6 |
|-----------------------------------|---------------------------------|

|                     |  |
|---------------------|--|
| <b>Cross Credit</b> | This course satisfies credit as a foreign language requirement for high school graduation. |
|---------------------|--|

|                       |   |
|-----------------------|---|
| <b>Basic Textbook</b> | Signing Naturally Level I by Dawn Sign Press<br>A Basic Course in American Sign Language by TJ Publishers |
|-----------------------|---|

|                  |  |
|------------------|--|
| <b>Equipment</b> | Digital Camera's<br>Televisions<br>DVD/VCR Machines<br>DVD Burners<br>LCD Projector<br>AVER-Vision Projector |
|------------------|--|

|                 |                             |
|-----------------|-----------------------------|
| <b>Software</b> | Various Instructional DVD's |
|-----------------|-----------------------------|

|                               |   |
|-------------------------------|---|
| <b>Supplemental Materials</b> | Master ASL Curriculum<br>For Hearing People Only<br>Deaf Heritage |
|-------------------------------|---|

|   |  |            |
|---|--|------------|
| <b>Skills Gap Data (CTE Courses only)</b> | Data is from the Bureau of Labor Statistics: |            |
|   | Sign Language Interpreter/Translator         | 42% growth |
|   | Audiologist                                  | 37% growth |
|   | Social Worker                                | 25% growth |
|   | Teacher of the Deaf                          | 17% growth |



## Auburn School District

### American Sign Language I

**Total Framework Hours up to: 180**

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

**Date Last Modified: January 30, 2013**

**Career Cluster: Education and Training**

**Career 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  | 15           |
| <b>Total Hours</b>   | <b>180</b>   |

## UNIT 1 Introduction to ASL Interpretation and Introducing Yourself

### 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

### Embedded Leadership Activities

21<sup>st</sup> 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

### Standard/Unit:

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

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

### COMMON CORE

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by

|   |   |
|---|---|
| <b>Speaking and Listening Standards</b>   | <p>referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> <li>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul> <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> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> |
| <b>Health and Fitness</b>   | <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>   |
| <b>Reading COMMON CORE</b><br><br>ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects | <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>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>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>  |
| <b>Social Studies</b>   | <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>  |
| <b>Writing COMMON CORE</b><br>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects       | <p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in</li> </ul>  |

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|  | <p>which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST2 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. 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. 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. 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. 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>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST5 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>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.</p> <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> <p>WHST8 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>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p> |
| <p><b>Language Standards</b></p> <p><b>COMMON CORE</b></p> <p>ENGLISH LANGUAGE ARTS &amp; Literacy in History/Social Studies, Science, and Technical subjects,</p> | <p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>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.</p>  |
| <p><b>World Languages</b></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 though 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 2 Exchanging Personal Information

### 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)

### Embedded Leadership Activities

21<sup>st</sup> 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

#### Standard/Unit:

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 STANDARDS**

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| <b>Communications</b><br><br><b>COMMON CORE</b><br><b>Speaking and</b><br><b>Listening Standards</b> | SL1 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.<br>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.<br>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.<br>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.<br>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| <b>Health and Fitness</b>  | 1.1 Develops motor skills and movement concepts as developmentally appropriate.<br>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.<br>1.1.5 Applies and/or evaluates understanding of movement concepts.<br>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.<br>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.<br>1.2.4 Analyzes safety and the importance of fitness in the work environment.<br>4.2.2 Understands barriers to physical activity and a healthy lifestyle.   |
| <b>Reading</b><br><b>COMMON CORE</b>   | 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.<br>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.<br>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.  |
| <b>Writing</b><br><b>COMMON CORE</b>   | WHST1 Write arguments focused on <i>discipline-specific content</i> .<br>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or   |

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|   | <p>technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST5 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>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.</p> <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> <p>WHST8 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>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p> |
| <b>Language Standards<br/>COMMON CORE</b> | <p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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.</p>  |
| <b>World Languages</b>                    | <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 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

### Embedded Leadership Activities

21<sup>st</sup> 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

### Standard/Unit:

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 1<sup>st</sup> – 9<sup>th</sup>
- 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 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 9–12 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,

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| <b>COMMON CORE<br/>Speaking and<br/>Listening<br/>Standards</b> | <p>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> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>   |
| <b>Health and<br/>Fitness</b>                                   | <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>   |
| <b>Reading<br/>COMMON CORE</b>                                  | <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>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>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>  |
| <b>Writing<br/>COMMON CORE</b>                                  | <p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>WHST8 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>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p> |
| <b>Language<br/>Standards<br/>COMMON CORE</b>                   | <p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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.</p>  |
| <b>World Languages</b>  | <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 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)

### Embedded Leadership Activities

21<sup>st</sup> 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

### Standard/Unit:

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 1<sup>st</sup> – 9<sup>th</sup>
- 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 STANDARDS***

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| <b>Communications</b><br><br><b>COMMON CORE</b><br><b>Speaking and</b><br><b>Listening</b><br><b>Standards</b> | SL1 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.<br>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.<br>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.<br>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.<br>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| <b>Health and</b><br><b>Fitness</b>  | 1.1 Develops motor skills and movement concepts as developmentally appropriate.<br>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.<br>1.1.5 Applies and/or evaluates understanding of movement concepts.<br>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.<br>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.<br>1.2.4 Analyzes safety and the importance of fitness in the work environment.<br>4.2.2 Understands barriers to physical activity and a healthy lifestyle.   |
| <b>Reading</b><br><b>COMMON CORE</b>   | 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.<br>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.<br>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.  |
| <b>Writing</b><br><b>COMMON CORE</b>   | WHST1 Write arguments focused on <i>discipline-specific content</i> .<br>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.<br>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>WHST5 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.<br>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.<br>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.  |

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|   | <p>WHST8 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>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>   |
| <b>Language Standards<br/>COMMON CORE</b> | <p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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.</p>  |
| <b>World Languages</b>                    | <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 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 40<sup>TH</sup> 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.

### Embedded Leadership Activities

21<sup>st</sup> 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

### Standard/Unit:

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 Lean when/how to use SASS Classifiers with Directional Verbs  
 5.14 Practice basic interpreting skills (English to ASL, ASL to English)

### ALIGNED WASHINGTON STATE STANDARDS

|  |   |
|--|---|
| <b>Communications</b><br><br><b>COMMON CORE Speaking and Listening Standards</b> | SL1 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.<br>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.<br>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.<br>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.<br>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  |
| <b>Health and Fitness</b>  | 1.1 Develops motor skills and movement concepts as developmentally appropriate.<br>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.<br>1.1.5 Applies and/or evaluates understanding of movement concepts.<br>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.<br>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.<br>1.2.4 Analyzes safety and the importance of fitness in the work environment.<br>4.2.2 Understands barriers to physical activity and a healthy lifestyle.  |
| <b>Reading</b><br><b>COMMON CORE</b>   | 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.<br>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.<br>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.   |
| <b>Writing</b><br><b>COMMON CORE</b>   | WHST1 Write arguments focused on <i>discipline-specific content</i> .<br>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.<br>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>WHST5 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.<br>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.<br>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.<br>WHST8 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.<br>WHST9 Draw evidence from informational texts to support analysis, reflection, and research. |
| <b>Language</b>  | L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |

|                                  |  |
|----------------------------------|--|
| <b>Standards<br/>COMMON CORE</b> | 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.   |
| <b>World Languages</b>           | 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions<br>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied<br>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures<br>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own<br>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own<br>5.1: Students use the language both within and beyond the school setting<br>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment |

## 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.

### Embedded Leadership Activities

21<sup>st</sup> 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

### Standard/Unit:

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 STANDARDS

|  |   |
|--|---|
| <b>Communications</b><br><br><b>COMMON CORE</b><br><b>Speaking and</b><br><b>Listening</b><br><b>Standards</b> | SL1 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.<br>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.<br>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.<br>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.<br>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| <b>Health and</b><br><b>Fitness</b>  | 1.1 Develops motor skills and movement concepts as developmentally appropriate.<br>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.   |

|   |   |
|---|---|
|   | <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>  |
| <b>Reading<br/>COMMON CORE</b>                | <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>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>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>  |
| <b>Writing<br/>COMMON CORE</b>                | <p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST5 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>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.</p> <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> <p>WHST8 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>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p> |
| <b>Language<br/>Standards<br/>COMMON CORE</b> | <p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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.</p>  |
| <b>World Languages</b>                        | <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>   |

## 21<sup>st</sup> CENTURY SKILLS

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

|   |  |   |
|---|--|---|
| <p style="text-align: center;"><b>LEARNING AND INNOVATION</b></p> <p><b>Creativity and Innovation</b></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><b>Critical Thinking and Problem Solving</b></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><b>Communication and Collaboration</b></p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p> | <p style="text-align: center;"><b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <p><input checked="" type="checkbox"/> Access and /evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b></p> <p><input checked="" type="checkbox"/> Analyze Media</p> <p><input checked="" type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <p><input checked="" type="checkbox"/> Apply Technology Effectively</p> | <p style="text-align: center;"><b>LIFE AND CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <p><input checked="" type="checkbox"/> Adapt to Change</p> <p><input checked="" type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b></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><b>Social and Cross-Cultural</b></p> <p><input checked="" type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b></p> <p><input checked="" type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b></p> <p><input checked="" type="checkbox"/> Guide and Lead Others</p> <p><input checked="" type="checkbox"/> Be Responsible to Others</p> |
|---|--|---|



## INTRODUCTION

|                      |   |                       |                     |
|----------------------|---|-----------------------|---------------------|
| <b>Course Name</b>   | <u>American Sign Language 3 &amp; 4</u> | <b>Grade Level(s)</b> | <u>10-12</u>        |
| <b>Course Length</b> | <u>Year-long</u>                        | <b>Course Code(s)</b> | <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 by Dawn Sign Press

A Basic Course in American Sign Language by TJ Publishers

### Equipment

Digital Camera's

Televisions

DVD/VCR Machines

DVD Burners

LCD Projectors

AVER-Vision Projector

### 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 | 42% growth |
|--------------------------------------|------------|

|             |            |
|-------------|------------|
| Audiologist | 37% growth |
|-------------|------------|

|               |            |
|---------------|------------|
| Social Worker | 25% growth |
|---------------|------------|

|                     |            |
|---------------------|------------|
| Teacher of the Deaf | 17% growth |
|---------------------|------------|





## Auburn School District

### American Sign Language II

**Total Framework Hours up to: 180**

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

**Date Last Modified: January 30, 2013**

**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><b>Hours</b></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                  |
| <b>Total Hours</b>                  | <b>180</b>          |

## 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

### Embedded Leadership Activities

21<sup>st</sup> 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

### Standard/Unit:

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 appropriately 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 STANDARDS

|   |   |
|---|---|
| <p><b>Communications</b></p> <p><b>COMMON CORE</b></p> <p><b>Speaking and Listening Standards</b></p> | <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 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</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> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>   |
| <p><b>Health and Fitness</b></p>  | <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>   |
| <p><b>Reading</b></p> <p><b>COMMON CORE</b></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>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>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><b>Writing</b></p> <p><b>COMMON CORE</b></p>   | <p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST5 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>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.</p> <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> <p>WHST8 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>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p> |
| <p><b>Language Standards</b></p> <p><b>COMMON CORE</b></p>  | <p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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.</p>  |

|                        |  |
|------------------------|--|
| <b>World Languages</b> | 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions<br>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied<br>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures<br>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own<br>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own<br>5.1: Students use the language both within and beyond the school setting<br>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment |
|------------------------|--|

## 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.

### Embedded Leadership Activities

21<sup>st</sup> 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

### Standard/Unit:

**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/Fingerspelled 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 STANDARDS**

|   |   |
|---|---|
| <b>Art</b>  | 3.2 Use the arts to communicate for a specific purpose  |
| <b>Communications<br/><br/>COMMON CORE<br/>Speaking and<br/>Listening<br/>Standards</b> | <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 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</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> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> |
| <b>Health and<br/>Fitness</b>   | <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>   |
| <b>Reading<br/><br/>COMMON CORE</b>   | <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>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>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>  |
| <b>Writing<br/><br/>COMMON CORE</b>   | <p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>  |

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| <b>Language Standards<br/>COMMON CORE</b> | <p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use parallel structure.*</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul> <p>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.</p>   |
| <b>World Languages</b>                    | <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 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.

### Embedded Leadership Activities

21<sup>st</sup> 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

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| <b>Standard/Unit:</b>  |  |
| <b>PS 3:</b> Identify people based on physical descriptions  |  |
| <b>Competencies</b>  | <b>Total Learning Hours for Unit: 35</b> |
| 3.1 Learn & master SN-8 Vocabulary<br>3.2 Learn and apply culturally appropriate methods of describing others' physical characteristics (gender, race, height, body type, race, hair style, etc.)<br>3.3 Understand the rules and application of Body Part/Limb Classifiers BPCLs)<br>3.4 Demonstrate appropriate usage of BPCLs<br>3.5 Practice and Master using Ordinal Numbers to show rank, placement, and order<br>3.6 Learn about Deaf Cultural Rules of Social Interaction<br>3.7 Observe unit-specific language by native signers<br>3.8 Learn & master ABC-9 Vocabulary<br>3.9 Learn and demonstrate to proficiency, how to use Noun-Verb Pairs<br>3.10 Learn and demonstrate to proficiency, how to apply Subject as Topic<br>3.11 Further learn about CODAs<br>3.12 Practice Interpreting Skills (English to ASL, ASL to English) |  |

### **ALIGNED WASHINGTON STATE STANDARDS**

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| <b>Art</b>   | 3.2 Uses the arts to communicate for a specific purpose.  |
| <b>Communications</b><br><br><b>COMMON CORE Speaking and Listening Standards</b> | SL1 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.<br>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.<br>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.<br>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.<br>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| <b>Health and Fitness</b>  | 1.1 Develops motor skills and movement concepts as developmentally appropriate.<br>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.<br>1.1.5 Applies and/or evaluates understanding of movement concepts.<br>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.<br>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.<br>1.2.4 Analyzes safety and the importance of fitness in the work environment.<br>4.2.2 Understands barriers to physical activity and a healthy lifestyle.  |
| <b>Reading</b><br><b>COMMON CORE</b>   | 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.<br>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.  |
| <b>Social Studies</b>  | 5.1 Uses critical reasoning skills to analyze and evaluate positions.   |
| <b>Writing</b><br><b>COMMON CORE</b>   | WHST1 Write arguments focused on <i>discipline-specific content</i> .<br>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.   |

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|   | <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>WHST8 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>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>                         |
| <b>Language Standards<br/>COMMON CORE</b> | <p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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.</p>  |
| <b>World Languages</b>                    | <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 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.

### Embedded Leadership Activities

21<sup>st</sup> 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

#### Standard/Unit:

**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)
- 6.8 Observe unit-specific language by native signers

### **ALIGNED WASHINGTON STATE STANDARDS**

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| <b>Communications</b><br><br><b>COMMON CORE Speaking and Listening Standards</b> | SL1 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.<br>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.<br>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.<br>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.<br>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| <b>Health and Fitness</b>  | 1.1 Develops motor skills and movement concepts as developmentally appropriate.<br>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.<br>1.1.5 Applies and/or evaluates understanding of movement concepts.<br>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.<br>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.<br>1.2.4 Analyzes safety and the importance of fitness in the work environment.<br>4.2.2 Understands barriers to physical activity and a healthy lifestyle.   |
| <b>Reading</b><br><b>COMMON CORE</b>   | 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.<br>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.<br>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.  |
| <b>Writing</b><br><b>COMMON CORE</b>   | WHST1 Write arguments focused on <i>discipline-specific content</i> .<br>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.<br>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>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.<br>WHST8 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   |

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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>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>   |
| <b>Language Standards<br/>COMMON CORE</b> | <p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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.</p>  |
| <b>World Languages</b>                    | <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 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

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

## STANDARDS AND COMPETENCIES

### Standard/Unit:

**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 STANDARDS

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| <b>Communications</b><br><br><b>COMMON CORE</b><br><b>Speaking and</b><br><b>Listening</b><br><b>Standards</b> | SL1 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.<br>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.<br>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.<br>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.<br>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| <b>Health and</b><br><b>Fitness</b>  | 1.1 Develops motor skills and movement concepts as developmentally appropriate.<br>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.<br>1.1.5 Applies and/or evaluates understanding of movement concepts.<br>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.<br>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.<br>1.2.4 Analyzes safety and the importance of fitness in the work environment.<br>4.2.2 Understands barriers to physical activity and a healthy lifestyle.   |
| <b>Reading</b><br><b>COMMON CORE</b>   | 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.<br>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.  |

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|   | 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.  |
| <b>Writing<br/>COMMON CORE</b>                | <p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>WHST8 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>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p> |
| <b>Language<br/>Standards<br/>COMMON CORE</b> | <p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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.</p>  |
| <b>World Languages</b>                        | <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 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.

### Embedded Leadership Activities

21<sup>st</sup> 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

#### Standard/Unit:

**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 STANDARDS

#### Communications

#### COMMON CORE Speaking and Listening

SL1 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.

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

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| <b>Standards</b>               | <p>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>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>   |
| <b>Reading<br/>COMMON CORE</b> | <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>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>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>   |
| <b>Writing<br/>COMMON CORE</b> | <p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST5 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>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.</p> <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> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p> |

## 21<sup>st</sup> CENTURY SKILLS

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

|   |  |   |
|---|--|---|
| <p style="text-align: center;"><b>LEARNING AND INNOVATION</b></p> <p><b>Creativity and Innovation</b></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><b>Critical Thinking and Problem Solving</b></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><b>Communication and Collaboration</b></p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p> | <p style="text-align: center;"><b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <p><input checked="" type="checkbox"/> Access and /evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b></p> <p><input checked="" type="checkbox"/> Analyze Media</p> <p><input checked="" type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <p><input checked="" type="checkbox"/> Apply Technology Effectively</p> | <p style="text-align: center;"><b>LIFE AND CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <p><input checked="" type="checkbox"/> Adapt to Change</p> <p><input checked="" type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b></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><b>Social and Cross-Cultural</b></p> <p><input checked="" type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b></p> <p><input checked="" type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b></p> <p><input checked="" type="checkbox"/> Guide and Lead Others</p> <p><input checked="" type="checkbox"/> Be Responsible to Others</p> |
|---|--|---|



## INTRODUCTION

|               |   |                |                     |
|---------------|---|----------------|---------------------|
| Course Name   | <u>American Sign Language 5 &amp; 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. |  |  |
| 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 &amp; II</u> by Dawn Sign Press<br><u>A Basic Course for American Sign Language</u> by TJ Publishers   |  |  |
| Equipment                          | Digital Cameras<br>Televisions<br>DVD/VCR Machines<br>DVD Burners<br>LCD Projectors<br>AVER-Vision Projectors   |  |  |
| Software                           | Various Instructional DVDs  |  |  |
| Supplemental Materials             | Master ASL Curriculum<br>For Hearing People Only<br>Deaf Heritage   |  |  |
| Skills Gap Data (CTE Courses only) | Data is from the Bureau of Labor Statistics:<br>Sign Language Interpreter/Translator      42% growth<br>Audiologist      37% growth<br>Social Worker      25% growth<br>Teacher of the Deaf      17% growth   |  |  |



## Auburn School District

### American Sign Language III

**Total Framework Hours up to: 180**

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

**Date Last Modified: January 30, 2013**

**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><b>Hours</b></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 | <u>10</u>           |
| <b>Total Hours</b>                                   | <b>180</b>          |

## 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.

### Embedded Leadership Activities

21<sup>st</sup> 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

### Standard/Unit:

**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 STANDARDS

|                                 |   |
|---------------------------------|---|
| <b>Art</b>                      | 3.2 Uses the arts to communicate for a specific purpose.  |
| <b>Communications</b>           | 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 9–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.               |
| <b>COMMON CORE Speaking and</b> | <ol style="list-style-type: none"> <li>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</li> </ol> |

|   |  |
|---|--|
| <b>Listening Standards</b>  | <p>exchange of ideas.</p> <ul style="list-style-type: none"> <li>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul> <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> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> |
| <b>Health and Fitness</b>   | <ul style="list-style-type: none"> <li>1.1 Develops motor skills and movement concepts as developmentally appropriate.</li> <li>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</li> <li>1.1.5 Applies and/or evaluates understanding of movement concepts.</li> <li>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</li> <li>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</li> <li>1.2.4 Analyzes safety and the importance of fitness in the work environment.</li> <li>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</li> </ul>   |
| <b>Reading COMMON CORE</b><br><br>ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects | <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>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>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>   |
| <b>Social Studies</b>   | <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>   |
| <b>Writing COMMON CORE</b><br>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects       | <p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>   |

|   |   |
|---|---|
|   | <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <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"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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).</li> </ul> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST5 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>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.</p> <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> <p>WHST8 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>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p> |
| <b>Language Standards</b><br><b>COMMON CORE</b><br>ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical subjects, | <p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use parallel structure.*</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul> <p>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.</p>   |
| <b>World Languages</b>  | <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 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.

### Embedded Leadership Activities

21<sup>st</sup> 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

#### Standard/Unit:

**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 STANDARDS

|                       |   |
|-----------------------|---|
| <b>Art</b>            | 3.2 Use the arts to communicate for a specific purpose  |
| <b>Communications</b> | SL1 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.   |
| <b>COMMON CORE</b>    | 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.   |
| <b>Speaking and</b>   | 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. |
| <b>Listening</b>      | 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.   |
| <b>Standards</b>      | SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.   |
| <b>Health and</b>     | 1.1 Develops motor skills and movement concepts as developmentally appropriate.   |
| <b>Fitness</b>        | 1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.  |

|   |   |
|---|---|
|   | <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>  |
| <b>Reading<br/>COMMON CORE</b>                | <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>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>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>  |
| <b>Social Studies</b>                         | <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>  |
| <b>Writing<br/>COMMON CORE</b>                | <p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>  |
| <b>Language<br/>Standards<br/>COMMON CORE</b> | <p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>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.</p>  |
| <b>World Languages</b>                        | <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 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.

### Embedded Leadership Activities

21<sup>st</sup> 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

### Standard/Unit:

**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 STANDARDS

### Communications

### COMMON CORE Speaking and Listening Standards

- SL1 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.
- 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.
- 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.

|   |   |
|---|---|
|   | SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.   |
| <b>Health and Fitness</b>                 | 1.1 Develops motor skills and movement concepts as developmentally appropriate.<br>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.<br>1.1.5 Applies and/or evaluates understanding of movement concepts.<br>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.<br>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.<br>1.2.4 Analyzes safety and the importance of fitness in the work environment.<br>4.2.2 Understands barriers to physical activity and a healthy lifestyle.  |
| <b>Reading<br/>COMMON CORE</b>            | 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.<br>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.<br>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.   |
| <b>Writing<br/>COMMON CORE</b>            | WHST1 Write arguments focused on <i>discipline-specific content</i> .<br>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.<br>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>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.<br>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.<br>WHST8 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.<br>WHST9 Draw evidence from informational texts to support analysis, reflection, and research. |
| <b>Language Standards<br/>COMMON CORE</b> | L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>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.   |
| <b>World Languages</b>                    | 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions<br>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied<br>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures<br>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own<br>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own<br>5.1: Students use the language both within and beyond the school setting<br>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment  |

## 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.

### Embedded Leadership Activities

21<sup>st</sup> 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

#### Standard/Unit:

**PS 3:** 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/Symantic 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 STANDARDS

|                       |  |
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| <b>Art</b>            | 3.2 Uses the arts to communicate for a specific purpose.   |
| <b>Communications</b> | SL1 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.<br>SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among |

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| <b>COMMON CORE<br/>Speaking and<br/>Listening Standards</b> | <p>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> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>  |
| <b>Health and Fitness</b>                                   | <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>   |
| <b>Reading<br/>COMMON CORE</b>                              | <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>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>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>  |
| <b>Social Studies</b>                                       | <p>5.1 Uses critical reasoning skills to analyze and evaluate positions.</p>  |
| <b>Writing<br/>COMMON CORE</b>                              | <p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>WHST8 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>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p> |
| <b>Language Standards<br/>COMMON CORE</b>                   | <p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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.</p>  |
| <b>World Languages</b>                                      | <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 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.

### Embedded Leadership Activities

21<sup>st</sup> 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

### Standard/Unit:

**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 Fingerspelled 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 STANDARDS

### Communications

### COMMON CORE Speaking and Listening Standards

- SL1 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.
- 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.

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|   | <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>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>   |
| <b>Health and Fitness</b>                     | <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>   |
| <b>Reading<br/>COMMON CORE</b>                | <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>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>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>  |
| <b>Writing<br/>COMMON CORE</b>                | <p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST5 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>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.</p> <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> <p>WHST8 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>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p> |
| <b>Language<br/>Standards<br/>COMMON CORE</b> | <p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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.</p>  |
| <b>World Languages</b>                        | <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 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.

### Embedded Leadership Activities

21<sup>st</sup> 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

### Standard/Unit:

**PS 5:** Describe life events, using clear transitions, pauses, when clauses, and tense indicators

### Competencies

- 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

**Total Learning Hours for Unit: 30**

- 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 STANDARDS**

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| <b>Communications</b><br><br><b>COMMON CORE Speaking and Listening Standards</b> | SL1 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.<br>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.<br>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.<br>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.<br>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| <b>Health and Fitness</b>  | 1.1 Develops motor skills and movement concepts as developmentally appropriate.<br>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.<br>1.1.5 Applies and/or evaluates understanding of movement concepts.<br>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.<br>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.<br>1.2.4 Analyzes safety and the importance of fitness in the work environment.<br>4.2.2 Understands barriers to physical activity and a healthy lifestyle.  |
| <b>Reading</b><br><b>COMMON CORE</b>   | 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.<br>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.<br>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.   |
| <b>Writing</b><br><b>COMMON CORE</b>   | WHST1 Write arguments focused on <i>discipline-specific content</i> .<br>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.<br>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>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.<br>WHST8 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.<br>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.   |
| <b>Language</b>  | L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or  |

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| <b>Standards<br/>COMMON CORE</b> | style, and to comprehend more fully when reading or listening.   |
| <b>World Languages</b>           | 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions<br>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied<br>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures<br>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own<br>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own<br>5.1: Students use the language both within and beyond the school setting<br>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment |

## 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.

### Embedded Leadership Activities

21<sup>st</sup> 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

### Standard/Unit:

**PS 7: Demonstrate how to describe objects using classifiers**

### 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 STANDARDS

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| <b>Communications</b><br><br><b>COMMON CORE Speaking and Listening Standards</b> | SL1 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.<br>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.<br>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.<br>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.<br>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| <b>Health and Fitness</b>  | 1.1 Develops motor skills and movement concepts as developmentally appropriate.<br>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.<br>1.1.5 Applies and/or evaluates understanding of movement concepts.  |

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|   | <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>  |
| <b>Reading<br/>COMMON CORE</b>                | <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>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>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>  |
| <b>Writing<br/>COMMON CORE</b>                | <p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST5 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>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.</p> <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> <p>WHST8 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>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p> |
| <b>Language<br/>Standards<br/>COMMON CORE</b> | <p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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.</p>  |
| <b>World Languages</b>                        | <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 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.

### Embedded Leadership Activities

21<sup>st</sup> 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

#### Standard/Unit:

**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 STANDARDS

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| <b>Communications</b><br><br><b>COMMON CORE Speaking and Listening Standards</b> | SL1 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.<br>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.<br>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.<br>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.<br>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| <b>Health and Fitness</b>  | 1.1 Develops motor skills and movement concepts as developmentally appropriate.<br>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.  |

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|                                | <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>  |
| <b>Reading<br/>COMMON CORE</b> | <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>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>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>  |
| <b>Writing<br/>COMMON CORE</b> | <p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST5 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>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.</p> <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> <p>WHST8 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>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p> |
| <b>World Languages</b>         | <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 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 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.

### Embedded Leadership Activities

21<sup>st</sup> 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

#### Standard/Unit:

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



|   |   |
|---|---|
| <b>COMMON CORE<br/>Speaking and<br/>Listening<br/>Standards</b> | 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.<br>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.  |
| <b>Reading<br/>COMMON CORE</b>                                  | 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.<br>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.<br>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.   |
| <b>Writing<br/>COMMON CORE</b>                                  | WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>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.<br>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.<br>WHST9 Draw evidence from informational texts to support analysis, reflection, and research. |

## 21<sup>st</sup> CENTURY SKILLS

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

**CAREER AND TECHNICAL EDUCATION CURRICULUM REVIEW**  
**Health and Human Services Pathway**  
**American Sign Language**  
**Cost Analysis Breakdown**

[illegible]

**Auburn School District #408**  
**Career and Technical Education Curriculum Review**

**HEALTH AND HUMAN SERVICES PATHWAY**  
**Family and Consumer Sciences Program**

| <b>COURSE NAME</b>                    | <b>ASD COURSE CODE</b> | <b>CIP CODE</b> |
|---------------------------------------|------------------------|-----------------|
| Careers with Children 1-4             | CTE 211, 212, 213, 214 | 190708          |
| Careers in Education/Teaching Academy | CTE 201, 202           | 130101          |
| Cosmetology                           | CTE 265, 266           | 120401          |
| Family Health                         | CTE 303                | 190003          |
| Fashion Apparel and Design            | CTE 225, 226           | 190901          |
| Food Science and Nutrition            | CTE 2231, 232          | 190504          |
| Independent Living                    | CTE 240                | 190002          |
| Interior Design                       | CTE 245                | 190601          |
| Nutrition and Wellness                | CTE 250                | 190501          |

The curriculum was reviewed during the 2012-2013 school year in accordance with the state Career and Technical Education Program Standards. These courses were submitted to OSPI for reapproval on January 30, 2013. These changes will be implemented beginning with the 2013-2014 school year.

The signatures below acknowledge the curriculum for each course in the Family and Consumer Sciences Program has been reviewed and updated to meet industry, state and district standards and objectives.

**AUBURN HIGH SCHOOL**

\_\_\_\_\_  
Instructor

\_\_\_\_\_  
Instructor

\_\_\_\_\_  
Assistant Principal, CTE

**AUBURN MOUNTAINVIEW HIGH SCHOOL**

\_\_\_\_\_  
Instructor

\_\_\_\_\_  
Assistant Principal, CTE

**Auburn School District #408**  
**Career and Technical Education Curriculum Review**

**AUBURN RIVERSIDE HIGH SCHOOL**

\_\_\_\_\_  
Instructor

\_\_\_\_\_  
Instructor

\_\_\_\_\_  
Assistant Principal, CTE

**WEST AUBURN HIGH SCHOOL**

\_\_\_\_\_  
Instructor

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Advisory Chairperson

**SKILLS GAP/LABOR MARKET DATA**  
**Family and Consumer Sciences Education**

|                                   |  |
|-----------------------------------|--|
| <b>FACSE Program</b>              | Family and Consumer Science is a viable curriculum which provides students with careers that pay an income at or above the U.S. National income. FACSE courses promote employable skills which led to top growing jobs. The Washington State Worksource Labor and Market Data supports the need for FACSE courses. There is a demand or high demand for the careers emphasized in FACSE curriculum.  |
| <b>Careers with Children</b>      | According to information provided in the Washington State Worksource Labor and Market Data – <ul style="list-style-type: none"><li>• Child Care: 1,282,000 jobs--High Demand</li></ul>   |
| <b>Family Health</b>              | <p>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.</p> <p>According to Auburn School District 2010 Healthy Schools Survey; 30% of 10<sup>th</sup> 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,</p> <p>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.</p> <p>The Health Program supports students in making healthy and supportive decisions which fill the gap shown in the Healthy Skill Survey.</p> |
| <b>Fashion Apparel and Design</b> | According to information provided in the Washington State Worksource Labor and Market Data -   |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Fashion Design: 21,500 jobs--Balance Demand</li> </ul>  |
| <b>Food Science and Nutrition</b>            | <p>According to information provided in the Washington State Worksource Labor and Market Data -</p> <ul style="list-style-type: none"> <li>• Dietitian: 64,000 jobs—High Demand</li> <li>• Food Scientists: 33,500 jobs--Balanced Demand</li> <li>• Food and Beverage Service 4,110,400 jobs High Demand</li> </ul>  |
| <b>Independent Living</b>                    | <p>According to information provided in the Washington State Worksource Labor and Market Data -</p> <ul style="list-style-type: none"> <li>• Personal Financial Advisers: 206,800 jobs--High Demand</li> <li>• Retail Sales: 4,465,000 jobs--Balanced Demand</li> </ul>  |
| <b>Interior Design</b>                       | <p>According to information provided in the Washington State Worksource Labor and Market Data -</p> <ul style="list-style-type: none"> <li>• Interior Design: 56,500 jobs--High Demand</li> </ul>  |
| <b>Nutrition and Wellness</b>                | <p>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.</p> <p>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 2012.</p> <p>Evidence demonstrates a need of ASD students to gain skills in Nutrition and Wellness.</p> |
| <b>Careers in Education/Teaching Academy</b> | <p>According to information provided in the Washington State Worksource Labor and Market Data -</p> <ul style="list-style-type: none"> <li>• Teachers: 103,000 jobs--Balanced Demand</li> <li>• Teacher Assistants: 1,288,300 jobs—High Demand</li> </ul>  |



## INTRODUCTION

|                      |                           |                       |                              |
|----------------------|---------------------------|-----------------------|------------------------------|
| <b>Course Name</b>   | Careers with Children 1-4 | <b>Grade Level(s)</b> | 10,11 & 12                   |
| <b>Course Length</b> | Two year program          | <b>Course Code(s)</b> | CTE 211, 212<br>CTE 213, 214 |

|                           |   |
|---------------------------|---|
| <b>Course Description</b> | This course empowers students with the knowledge, skills and practices required for careers in early childhood education and management of childcare services, including planning activities, and managing childcare facilities and programs that incorporate safe and healthy environments for children. Good attendance and academic standing is required along with CPR, and police background checks. Field site experience will include placement in the community. The course will articulate with a two year and may articulate with four-year university upon meeting the academic requires of this course. Family, Career and Community Leaders of America or 21st Century Skills is the integrated leadership component of this course. Individual student material costs may be applicable to this course. Individual student material costs may be applicable to this course. |
|---------------------------|---|

|                             |                              |
|-----------------------------|------------------------------|
| <b>Pathway Connections</b>  |                              |
| <b>Primary Connection</b>   | Social and Personal Services |
| <b>Secondary Connection</b> | Arts and Communication       |

|                                   |                                  |
|-----------------------------------|----------------------------------|
| <b>Sample Sequence of Courses</b> | Careers with Children 1, 2, 3, 4 |
|-----------------------------------|----------------------------------|

|                       |   |
|-----------------------|---|
| <b>Basic Textbook</b> | <u>Working with Children</u> (Goodheart/Willcox-978-1-6025-683-2) |
|-----------------------|---|

|                               |   |
|-------------------------------|---|
| <b>Supplemental Materials</b> | <u>Childhood and Adolescence: Voyages in Development</u> ;<br><u>Parenting Rewards and Responsibilities</u> ;<br><i>Childcare and Children with Special Needs</i> (video);<br>STARS Curriculum;<br>Fun and Easy Snack books |
|-------------------------------|---|

|   |  |
|---|--|
| <b>Skills Gap Data (CTE Courses only)</b> | Family and Consumer Science is a viable curriculum which provides students with careers that pay an income at or above the U.S. National income. FACSE courses promote employable skills which led to top growing jobs. The Washington State Worksource Labor and Market Data supports the need for FACSE courses. There is a demand or high demand for the careers emphasized in FACSE curriculum. According to information provided in the Washington State Worksource Labor and Market Data - <ul style="list-style-type: none"> <li>• Child Care 1,282,000 jobs- Demand</li> <li>• Teachers 103,000 jobs- Balance Demand</li> <li>• Teacher Assistants 1,288,300 jobs- Demand</li> </ul> |
|---|--|



## Auburn School District

### Careers with Children

**Total Framework Hours up to: 360**

**CIP Code: 190708** ☐ Exploratory ☒ Preparatory

**Date Last Modified: January 30, 2013**

**Career Cluster: Education and Training**

**Career Pathway: Social and Personal Services**

#### Power Standards

- PS 1: FCS 1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global)  
 PS 2: FCS 1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.  
 PS 3: FCS 4.0 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services  
 PS 4: FCS 1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.  
 PS 5: FCS 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.  
 PS 6: FCS 4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development.  
 PS 7: FCS 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.  
 PS 8: FCS 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.  
 PS 9: FCS 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services  
 PS 10: FCS 4.2.1 Analyze child development theories and their implications for educational and childcare practices.  
 PS 11: FCS 4.3.1 Analyze a variety of curriculum and instructional models.

#### Unit Outline

|  | <u>Hours</u> |
|--|--------------|
| Unit 1: Professional Screening                 | 5            |
| Unit 2: Professional Development               | 30           |
| Unit 3: Licensing Guidelines                   | 5            |
| Unit 4: Practicum Learning Centers/Schools     | 10           |
| Unit 5: Ages and Stages                        | 10           |
| Unit 6: Field Site Practicum                   | 150          |
| Unit 7: STARS                                  | 25           |
| Unit 8: Planning, implementing and Supervising | <u>125</u>   |
| <b>Total Hours</b>                             | <b>360</b>   |



## UNIT 1 Professional Screening

### Performance Assessments:

Students will complete professional screening, including:

- CPR
- First Aid
- Police Screening
- Tuberculosis Screening
- Food Handlers Permit ( Optional )

### Embedded Leadership Activities

Complete a Power of One activity that utilizes the FCCLA planning process and focuses on the home, school or community. 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.

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 1: FCS 1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global)

PS 2: FCS 1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.

#### Competencies

**Total Learning Hours for Unit: 5**

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

1.2 FCS 4.4.2 Apply safe and healthy practices that comply with state regulations.

1.3 FCS 4.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.

### ALIGNED WASHINGTON STATE STANDARDS

|  |  |
|--|--|
| <b>Communications</b><br><br><b>COMMON CORE</b><br><b>Speaking and</b><br><b>Listening</b><br><b>Standards</b> | 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.  |
| <b>Educational</b><br><b>Technology</b>  | 2.2.1 Develop skills to use technology effectively.  |
| <b>Health and</b><br><b>Fitness</b>  | 2.1.1 Evaluates dimensions of health and relates to personal health behaviors.<br>2.3: Understands the concepts of prevention and control of disease.<br>2.3.1 Analyzes personal health practices, and how they affect communicable diseases.<br>3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices |

## UNIT 2 Professional Development

### Performance Assessments:

Professional Goal Paper  
Journal Writing (Observations)  
Portfolio Requirements

### Embedded Leadership Activities

Complete a Power of One activity that utilizes the FCCLA planning process and focuses on the home, school or community. 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.

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 3: FCS 4.0 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services

#### Competencies

**Total Learning Hours for Unit: 30**

- 2.1 FCS 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.  
2.2 FCS 4.2.2 Apply a variety of assessment methods to observe and interpret children's growth and development.  
2.3 FCS 4.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.

### ALIGNED WASHINGTON STATE STANDARDS

|   |   |
|---|---|
| <b>Communications</b>   | 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.  |
| <b>COMMON CORE<br/>Speaking and<br/>Listening<br/>Standards</b> | 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.   |
| <b>Educational<br/>Technology</b>                               | 2.2.1 Develop skills to use technology effectively.   |
| <b>Writing<br/>COMMON CORE</b>                                  | W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences<br>WHST5 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. |

## UNIT 3 Licensing Guidelines

### Performance Assessments:

Students will work in a small group process and will research and present the WAC code governing WAC regulations for daycare and childcare programs in Washington State.

- Licensing
- Programs, Activities and Routines
- Staffing, Ratios, Group Size and Training
- Health and Nutrition
- Care of Young Children, Infants and Toddlers
- Safety and Environments
- Agency Practices
- Records, Reports

### Embedded Leadership Activities

Complete a Power of One activity that utilizes the FCCLA planning process and focuses on the home, school or community. 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.

## STANDARDS AND COMPETENCIES

### Standard/Unit:

PS 4: FCS 1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.

### Competencies

**Total Learning Hours for Unit: 5**

- 3.1 FCS 4.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.
- 3.2 FCS 4.4.2 Apply safe and healthy practices that comply with state regulations.
- 3.3 FCS 4.4.3 Implement strategies to teach children health, safety, and sanitation habits

## ALIGNED WASHINGTON STATE STANDARDS

|   |   |
|---|---|
| <b>Communications</b>                               |   |
| <b>COMMON CORE Speaking and Listening Standards</b> | 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         |
| <b>Educational Technology</b>                       | 2.1 Communicate and collaborate to learn with others.   |
| <b>Reading COMMON CORE</b>                          | RI7 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 |
| <b>Language Standards COMMON CORE</b>               | 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         |

## UNIT 4 Practicum Learning Centers/Schools

### Performance Assessments:

Review, report and observe the following through either individual or group processes, . A class presentation via power point presentation and pre determined grading rubric will assess their knowledge of the following:

Childhood Programs

- Daycare Centers
- Pre-schools
- Head Start
- Kindergarten
- Primary- Grade 5
- Children With Exceptional Needs

### Embedded Leadership Activities

Complete a Power of One activity that utilizes the FCCLA planning process and focuses on the home, school or community. 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.

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 5: FCS 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

PS 6: FCS 4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development.

#### Competencies

**Total Learning Hours for Unit: 10**

- 4.1 FCS 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.
- 4.2 FCS 4.1.6 Analyze the role of professional organizations in education and early childhood.
- 4.3 FCS 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.
- 4.4 FCS 4.5 Demonstrate techniques for positive collaborative relationships with children.

### ALIGNED WASHINGTON STATE STANDARDS

|  |  |
|--|--|
| <b>Communications</b><br><br><b>COMMON CORE</b><br><b>Speaking and</b><br><b>Listening</b><br><b>Standards</b> | 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.                    |
| <b>Educational</b><br><b>Technology</b>  | 2.1 Communicate and collaborate to learn with others.  |
| <b>Reading</b><br><b>COMMON CORE</b>   | RI7 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. |

|   |   |
|---|---|
| <b>Writing<br/>COMMON CORE</b>                | WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.<br>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. |
| <b>Language<br/>Standards<br/>COMMON CORE</b> | 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.  |

## UNIT 5 Ages and Stages

### Performance Assessments:

Review, report and apply recognized theorists study of the stages of child development to age appropriate observations, learning activities, and assessments. Methods include presentations, power points, info graphics, planning observations and application of developmental theories.

### Embedded Leadership Activities

Complete a Power of One activity that utilizes the FCCLA planning process and focuses on the home, school or community. 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.

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 7: FCS 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.

#### Competencies

**Total Learning Hours for Unit: 10**

- 5.1 STARS 3.1 1 Demonstrate knowledge of age appropriate practices
- 5.2 FCS 4.2.1 Analyze child development theories and their implications for educational and childcare practices.
- 5.3 FCS 4.2.4 Analyze abilities and needs of children and their effects on children's growth and development.
- 5.4 FCS 12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development.
- 5.5 FCS 12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.

### ALIGNED WASHINGTON STATE STANDARDS

|  |   |
|--|---|
| <b>Communications</b><br><br><b>COMMON CORE Speaking and Listening Standards</b> | 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.<br>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.<br>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. |
| <b>Educational Technology</b>  | 2.2.1 Develop skills to use technology effectively.   |
| <b>Health and Fitness</b>  | 2.2: Understands stages of growth and development.<br>2.2.1 Analyzes the physiological and psychological changes throughout the lifetime.   |
| <b>Reading</b><br><b>COMMON CORE</b>   | RI3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.<br>RI7 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.<br>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.  |

|                                |  |
|--------------------------------|--|
| <b>Writing<br/>COMMON CORE</b> | <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>W7 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>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST8 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>WHST9 Draw evidence from informational texts to support analysis, reflection, and research</p> |
|--------------------------------|--|

## UNIT 6 Field Site Practicum Placements

### Performance Assessments:

Field Site Practicum

- Review of Site Manuals
- Review of Site Philosophy
- On-site Interview of Staff

### Embedded Leadership Activities

Complete a Power of One activity that utilizes the FCCLA planning process and focuses on the home, school or community. 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.

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 8: FCS 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.

#### Competencies

**Total Learning Hours for Unit: 150**

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

6.2 FCS 4.5.1 Apply developmentally appropriate guidelines for behavior.

### ALIGNED WASHINGTON STATE STANDARDS

|   |   |
|---|---|
| <b>Communications</b>                               | 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. |
| <b>COMMON CORE Speaking and Listening Standards</b> |   |
| <b>Educational Technology</b>                       | .2.1 Communicate and collaborate to learn with others.  |
| <b>Reading</b>                                      | RI7 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.  |
| <b>COMMON CORE</b>                                  |   |
| <b>Language Standards</b>                           | 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.  |
| <b>COMMON CORE</b>                                  |   |



## UNIT 7 STARS

### Performance Assessments:

STARS- Review and apply the concepts in STARS curriculum as they relate to:

Child Growth and Development (physical, emotional, social, cognitive)

- Birth To Two Years
- Two to Three Years
- Four to Five Years
- School Age 6-12 Years

Present knowledge and mastery of child development concepts, theories through small group process, individual projects and assigned observations of appropriate age groups.

Study, review and report on through assigned readings, films and observations.

- Age Appropriate Discipline
- Cultural Diversity

Explore and show knowledge of the following topics related to safety through readings, films, small group process and quizzes.

- Toys
- Equipment
- Furniture
- Disaster Preparation
- Child Abuse - Identification and Reporting

Demonstrate knowledge of the following Health issues as they relate to CWC through group presentations, quizzes, readings and film reviews.

- Child Diseases and Immunizations
- Diapering and Hand Washing Procedures
- Medication Dispensing

### Embedded Leadership Activities

Complete a Power of One activity that utilizes the FCCLA planning process and focuses on the home, school or community. 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.

## STANDARDS AND COMPETENCIES

### Standard/Unit:

PS 9: FCS 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.

PS 10: FCS 4.2.1 Analyze child development theories and their implications for educational and childcare practices.

### Competencies

**Total Learning Hours for Unit: 25**

- 7.1 FCS 4.2.2 Apply a variety of assessment methods to observe and interpret children's growth and development.
- 7.2 FCS 4.2.3 Analyze cultural and environmental influences when assessing children's development.
- 7.3 FCS 4.2.4 Analyze abilities and needs of children and their effects on children's growth and development.
- 7.4 FCS 4.2.5 Analyze strategies that promote children's growth and development.
- 7.5 FCS 4.5 Demonstrate techniques for positive collaborative relationships with children.
- 7.6 FCS 4.5.1 Apply developmentally appropriate guidelines for behavior.
- 7.7 FCS 4.5.2 Demonstrate problem-solving skills with children.
- 7.8 FCS 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children
- 7.9 FCS 4.5.4 Implement strategies for constructive and supportive interactions between children and families.
- 7.10 FCS 4.5.5 Analyze children's developmental progress and summarize developmental issues and concerns.
- 7.11 FCS 4.4 Demonstrate a safe and healthy learning environment for children.
- 7.12 FCS 4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
- 7.13 FCS 4.4.2 Apply safe and healthy practices that comply with state regulations.
- 7.14 FCS 4.4.3 Implement strategies to teach children health, safety, and sanitation habits.
- 7.15 FCS 4.4.4 Plan safe and healthy meals and snacks.
- 7.16 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.
- 7.17 FCS 4.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.
- 7.18 FCS 4.4.2 Apply safe and healthy practices that comply with state regulations.
- 7.19 FCS 4.4.3 Implement strategies to teach children health, safety, and sanitation habits.

### ***ALIGNED WASHINGTON STATE STANDARDS***

|  |   |
|--|---|
| <b>Communications</b><br><br><b>COMMON CORE</b><br><b>Speaking and</b><br><b>Listening Standards</b> | 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.                   |
| <b>Reading</b><br><b>COMMON CORE</b>   | RI7 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 |
| <b>Writing</b><br><b>COMMON CORE</b>   | 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.                 |
| <b>Language Standards</b><br><b>COMMON CORE</b>  | 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         |

## UNIT 8 Planning, Implementing and Supervising

### Performance Assessments:

Students will present proof of understanding and application to the following activities through either a group or individual assignment. Assessment is by previously set grading rubric.

- Small Groups Circle Time
- Activities Using Large and Small Muscles
- Story Telling Techniques
- Indoor/ Outdoor Activities
- Art, Language, Math, Science, Reading Activities/Lessons
- Meals and Snacks

### Embedded Leadership Activities

Complete a Power of One activity that utilizes the FCCLA planning process and focuses on the home, school or community. 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.

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 11: FCS 4.3.1 Analyze a variety of curriculum and instructional models.

#### Competencies

**Total Learning Hours for Unit: 125**

- 8.1 FCS 1.2.3 Apply communication skills in school, community and workplace settings.
- 8.2 FCS 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.
- 8.3 FCS 4.2.2 Apply a variety of assessment methods to observe and interpret children's growth and development.
- 8.4 FCS 4.2.3 Analyze cultural and environmental influences when assessing children's development.
- 8.5 FCS 4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.
- 8.6 FCS 4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development.
- 8.7 FCS 4.3.6 Establish activities, routines, and transitions.
- 8.8 FCS 4.4.4 Plan safe and healthy meals and snacks.

### ALIGNED WASHINGTON STATE STANDARDS

|                               |  |
|-------------------------------|--|
| <b>Art</b>                    | .1 Understand arts concepts and vocabulary<br>1.2 Develop arts skills and techniques   |
| <b>Educational Technology</b> | 1.2.1 Communicate and collaborate to learn with others.  |
| <b>Health and Fitness</b>     | 2.2: Understands stages of growth and development.   |
| <b>Reading COMMON CORE</b>    | RI 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 |
| <b>Science</b>                | INQA: Scientists generate and evaluate questions to investigate the natural world.   |
| <b>Writing COMMON CORE</b>    | W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |

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| <b>Language Standards<br/>COMMON CORE</b> | L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>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 |
|---|--|

## 21<sup>st</sup> CENTURY SKILLS

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

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



## INTRODUCTION

|                      |                           |                       |                              |
|----------------------|---------------------------|-----------------------|------------------------------|
| <b>Course Name</b>   | Careers with Children 1-4 | <b>Grade Level(s)</b> | 10,11 & 12                   |
| <b>Course Length</b> | Two year program          | <b>Course Code(s)</b> | CTE 211, 212<br>CTE 213, 214 |

|                           |   |
|---------------------------|---|
| <b>Course Description</b> | This course empowers students with the knowledge, skills and practices required for careers in early childhood education and management of childcare services, including planning activities, and managing childcare facilities and programs that incorporate safe and healthy environments for children. Good attendance and academic standing is required along with CPR, and police background checks. Field site experience will include placement in the community. The course will articulate with a two year and may articulate with four-year university upon meeting the academic requires of this course. Family, Career and Community Leaders of America or 21st Century Skills is the integrated leadership component of this course. Individual student material costs may be applicable to this course. Individual student material costs may be applicable to this course. |
|---------------------------|---|

|                             |                              |
|-----------------------------|------------------------------|
| <b>Pathway Connections</b>  |                              |
| <b>Primary Connection</b>   | Social and Personal Services |
| <b>Secondary Connection</b> | Arts and Communication       |

|                                   |                                  |
|-----------------------------------|----------------------------------|
| <b>Sample Sequence of Courses</b> | Careers with Children 1, 2, 3, 4 |
|-----------------------------------|----------------------------------|

|                       |   |
|-----------------------|---|
| <b>Basic Textbook</b> | <u>Working with Children</u> (Goodheart/Willcox-978-1-6025-683-2) |
|-----------------------|---|

|                               |   |
|-------------------------------|---|
| <b>Supplemental Materials</b> | <u>Childhood and Adolescence: Voyages in Development</u> ;<br><u>Parenting Rewards and Responsibilities</u> ;<br><i>Childcare and Children with Special Needs</i> (video);<br>STARS Curriculum;<br>Fun and Easy Snack books |
|-------------------------------|---|

|   |  |
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| <b>Skills Gap Data (CTE Courses only)</b> | Family and Consumer Science is a viable curriculum which provides students with careers that pay an income at or above the U.S. National income. FACSE courses promote employable skills which led to top growing jobs. The Washington State Worksource Labor and Market Data supports the need for FACSE courses. There is a demand or high demand for the careers emphasized in FACSE curriculum. According to information provided in the Washington State Worksource Labor and Market Data - <ul style="list-style-type: none"> <li>• Child Care 1,282,000 jobs- Demand</li> <li>• Teachers 103,000 jobs- Balance Demand</li> <li>• Teacher Assistants 1,288,300 jobs- Demand</li> </ul> |
|---|--|



| Auburn School District  |   |
|---|---|
| Careers in Education/Teaching Academy   |   |
|   | Total Framework Hours up to: 180              |
| CIP Code: 130101 <input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory | Date Last Modified: January 30, 2013          |
| Career Cluster: Education and Training  | Cluster Pathway: Social and Personal Services |

### Power Standards

- PS 1: FCS 1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).  
 PS 2: FCS 1.2 Demonstrate transferable and employability skills in school, community and workplace settings.  
 PS 3: FCS 4.1 Analyze career paths within early childhood education and related services.  
 PS 4: FCS 4.2 Analyze developmentally appropriate practices to plan for early childhood education and related services.  
 PS 5: FCS 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.  
 PS 6: FCS 4.4 Demonstrate a safe and healthy learning environment for children.  
 PS 7: FCS 4.5 Demonstrate techniques for positive collaborative relationships with children.  
 PS 8: FCS 4.6 Demonstrate professional practices and standards related to working with children.  
 PS 9: FCS 7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and community services.

### Unit Outline

|  | <u>Hours</u> |
|--|--------------|
| Unit 1: Understanding Self and Others                                  | 15           |
| Unit 2: Developmental Characteristics and needs of School Age Learners | 10           |
| Unit 3: Recognizing and Respecting All Learners                        | 10           |
| Unit 4: Historical and Current Issues in Education                     | 10           |
| Unit 5: The Teachers Role with Parents, Colleagues, and Community      | 5            |
| Unit 6: Internship   | 110          |
| Unit 7: Professional Development and Career Goals                      | <u>20</u>    |
| <b>Total Hours</b>   | <b>180</b>   |

## UNIT 1: Understanding Self and Others

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

Throughout the year, students will add assignments and projects to their portfolio. **The Teaching Academy portfolio is at the heart of the course assessment.** The portfolio provides accumulated evidence of each student's learning.

Students will show their understanding of the objectives of:

PS3: *Analyze career paths within early childhood education and related services in the following ways:*

PS5 *Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests*

- Personal and Professional Goal Paper
- Career Exploration Project
- Collection of notes taken on Power Point and Lectures
- Completing and analyzing a variety of learning style, brain dominance and multiple intelligences surveys
- Visual presentation of learning styles and multiple intelligences (Poster, Power Point, etc.)

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

#### **Standards and Competencies**

#### **Standard/Unit: Unit #1 Understanding Self and Others**

PS2: FCS 1.2 Demonstrate transferable and employability skills in school, community and workplace settings.

PS3: FCS 4.1 Analyze career paths within early childhood education and related services

PS5: FCS 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

#### **Competencies**

**Total Learning Hours for Unit: 15**

- FCS 1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career
- FCS 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services
- 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 4.3.3 Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values

#### **Aligned Washington State Standards**

|            |  |
|------------|--|
| <b>Art</b> | 3.1 Use the arts to express and present ideas and feelings<br>3.2 Use the arts to communicate for a specific purpose<br>2.1 Apply a creative process in the arts<br>3.1 Use the arts to express and present ideas and feelings<br>4.2 Demonstrate and analyze the connections between the arts and other content areas |
|------------|--|

|                               |   |
|-------------------------------|---|
| <b>Educational Technology</b> | 1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.<br>1.2.1 Communicate and collaborate to learn with others.<br>1.3.2 Locate and organize information from a variety of sources and media  |
| <b>Reading</b>                | R17 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.   |
| <b>Writing</b>                | W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.<br>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.<br>W7 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 2: Developmental Characteristics and needs of School Age Learners

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

Throughout the year, students will add assignments and projects to their portfolio. **The Teaching Academy portfolio is at the heart of the course assessment.** The portfolio provides accumulated evidence of each student's learning.

PS 4: FCS 4.2 Analyze developmentally appropriate practices to plan for early childhood education and related interests

- Students will have the opportunity to observe various classrooms of children in the Auburn School District, including:
  - Primary
  - Intermediate
  - Secondary
- Students will learn strategies and techniques that will allow them to make effective, impartial observations.
- Students will research and present information about various Learning theories and theorists
- Students will analyze the physical, cognitive, moral and psychological developmental characteristics of learners of different age levels.
- Students will examine the impact of such variables as gender, ethnicity, culture, economics, availability of technology, social standing and family dynamics on individual growth and development.

#### *Standards and Competencies*

**Standard/Unit: Unit #2 Developmental Characteristics and needs of School Age Learners**

PS 4: FCS 4.2 Analyze developmentally appropriate practices to plan for early childhood education and related serves

#### Competencies

**Total Learning Hours for Unit: 10**

- 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

#### *Aligned Washington State Standards*

|                       |   |
|-----------------------|---|
| <b>Communications</b> | <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 clarity and persuasively .</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision making set clear goals and deadlines, and establish individual roles as needed</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence: ensure a hearing fro a full range of positions on a topic or issue: clarify , verify, or challenge ideas</li> </ul> |
|-----------------------|---|

|                               |  |
|-------------------------------|--|
|                               | <p>and conclusions: and promote divergent and creative perspectives</p> <p>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>  |
| <b>Educational Technology</b> | <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>1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures.</p>  |
| <b>Health and Fitness</b>     | <p>2.2 Understands stages of growth and development</p> <p>3.1 Understands how family, culture and environmental factors affect personal health</p>  |
| <b>Writing</b>                | <p>W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</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>W7 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 3: Recognizing and Respecting All Learners

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

Throughout the year, students will add assignments and projects to their portfolio. **The Teaching Academy portfolio is at the heart of the course assessment.** The portfolio provides accumulated evidence of each student's learning.

PS 4: FCS 4.2 Analyze developmentally appropriate practices to plan for early childhood education and related services

PS 5: FCS 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests

- Learning Disabilities/American Disabilities Act impact in the classroom research paper and presentation
- Exploring various programs available to students in the ASD to meet the needs of all students from special needs to AP students - create a brochure for informational purposes.
- Lecture/power point presentations on various teaching methods, with student/s creating a sample lesson to meet the specific needs of a student

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

#### **Standards and Competencies**

**Standard/Unit:** Unit #3 Recognizing and Respecting all Learners

PS 4: FCS 4.2 Analyze developmentally appropriate practices to plan for early childhood education and related services

PS 5: FCS 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests

#### Competencies

**Total Learning Hours for Unit: 10**

- 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
- FCS 4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children
- FCS 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children

#### **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 clarity and persuasively .

- e. 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.
- f. Work with peers to promote civil, democratic discussions and decision making set clear goals and

|                               |  |
|-------------------------------|--|
|                               | <p>deadlines, and establish individual roles as needed</p> <p>g. Propel conversations by posing and responding to questions that probe reasoning and evidence: ensure a hearing fro a full range of positions on a topic or issue: clarify , verify, or challenge ideas and conclusions: and promote divergent and creative perspectives</p> <p>h. 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> <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>   |
| <b>Educational Technology</b> | <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>2.2.1 Develop skills to use technology effectively</p>  |
| <b>Writing</b>                | <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>a. Introduce a topic; 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 acts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax 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</p> <p>e. 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>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).</p> |

## UNIT 4: Historical and Current Issues in Education

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

Throughout the year, students will add assignments and projects to their portfolio. **The Teaching Academy portfolio is at the heart of the course assessment.** The portfolio provides accumulated evidence of each student's learning.

PS 1: FCS 1.1 Analyze strategies to manage multiple roles and responsibilities individual, family, community, and global.

PS 8: FCS 4.6 Demonstrate professional practices and standards related to working with children

- Lecture/ Power Point lessons and assignments designed to bring the impact of both historical and current issues upon education into focus.
- Guest Speakers – current issues and practices in education
- Personal Philosophy of Education
- Choosing and presenting a current article relating to education either nationally or locally
- Create a historical timeline for education reform in the United States

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

#### *Standards and Competencies*

#### Standard/Unit: Unit #4 Historical and Current Issues in Education

PS 1: FCS 1.1 Analyze strategies to manage multiple roles and responsibilities individual, family, community, and global.

PS 8: FCS 4.6 Demonstrate professional practices and standards related to working with children

#### Competencies

**Total Learning Hours for Unit: 10**

- FCS 1.1.1 Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families
- FCS 1.1.2 Analyze the effects of social, economic, and technological change on the work and family dynamics
- FCS 4.6.3 Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs

#### *Aligned Washington State Standards*

|                               |       |   |
|-------------------------------|-------|---|
| <b>Art</b>                    | 1.3   | Understand and apply arts styles from various artists, cultures, and times.   |
|                               | 3.2   | Use the arts to communicate for a specific purpose.   |
| <b>Communications</b>         | 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. |
| <b>Educational Technology</b> | 1.1.1 | Generate ideas and create original works for personal and group expression using a variety of digital tools.  |
|                               | 1.3.2 | Locate and organize information from a variety of sources and media   |
|                               | 2.2.1 | Develop skills to use technology effectively  |

|                |  |
|----------------|--|
| <b>Reading</b> | R17 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.  |
| <b>Writing</b> | <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> <ol style="list-style-type: none"> <li>Introduce a topic; 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.</li> <li>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.</li> <li>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).</li> </ol> |

## UNIT 5: The Teachers Role with Parents, Colleagues, and Community

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

Throughout the year, students will add assignments and projects to their portfolio. **The Teaching Academy portfolio is at the heart of the course assessment.** The portfolio provides accumulated evidence of each student's learning.

- PS 6 FCS 4.4 Demonstrate a safe and healthy learning environment for children.  
 PS 8 FCS 4.6 Demonstrate professional practices and standards related to working with children  
 PS 9 FCS 7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and community services
- On- site training with site Administration
  - Create professional documentation of on-site rules, regulations, and procedures.
  - Complete Washington State Patrol Background Check, CPR Training, etc.

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

#### *Standards and Competencies*

#### Standard/Unit: Unit #5 The Teachers Role with Parents, Colleagues and Community

- PS 6 FCS 4.4 Demonstrate a safe and healthy learning environment for children.  
 PS 8 FCS 4.6 Demonstrate professional practices and standards related to working with children.  
 PS 9 FCS 7.3 Demonstrate professional behaviors, skills, ad knowledge in providing family and community services.

#### Competencies

**Total Learning Hours for Unit: 5**

- FCS 4.4.2 Apply safe and healthy practices that comply with state regulations
- FCS 4.4.7 Demonstrate security and emergency procedures.
- FCS 4.6.1 Utilize opportunities for continuing training and education
- FCS 7.3.1 Apply rules, regulations, and work site policies that affect employer, employee, participant and family rights and responsibilities

#### *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 clarity 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

|                               |   |
|-------------------------------|---|
|                               | <ul style="list-style-type: none"> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence: ensure a hearing from a full range of positions on a topic or issue: clarify , verify, or challenge ideas and conclusions: and promote divergent and creative perspectives</li> <li>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.</li> </ul> |
| <b>Educational Technology</b> | <ul style="list-style-type: none"> <li>1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.</li> <li>1.3.2 Locate and organize information from a variety of sources and media</li> <li>2.2.1 Develop skills to use technology effectively</li> </ul>   |



## UNIT 6: Internship

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

Throughout the year, students will add assignments and projects to their portfolio. **The Teaching Academy portfolio is at the heart of the course assessment.** The portfolio provides accumulated evidence of each student's learning.

- |                |   |
|----------------|---|
| PS 1: FCS 1.1. | Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community and global) |
| PS 2: FCS 1.2  | Demonstrate transferable and employability skills in school, community and workplace settings                       |
| PS 4: FCS 4.2  | Analyze developmentally appropriate practices to plan for early childhood education and related services            |
| PS 5: FCS 4.3  | Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests          |
| PS 6: FCS 4.4  | Demonstrate a safe and healthy learning environment for children.   |
| PS 7: FCS 4.5  | Demonstrate techniques for positive collaborative relationships with children                                       |
| PS 8: FCS 4.6  | Demonstrate professional practices and standards related to working with children.                                  |
| PS 9: FCS 7.3  | Demonstrate professional behaviors, skills and knowledge in providing family and community services                 |
- The student will:
    - ✓ Understand the protocol related to their internship site and behave in an ethical and professional manner
    - ✓ Be familiar with the rules, procedures, and policies at the school and district level
    - ✓ Assist their mentor teacher in the preparation of classroom activities and instruction
    - ✓ Assist their mentor teacher with classroom management activities
    - ✓ Become familiar with the grading policies, the use of a plan book and classroom record keeping strategies
    - ✓ Demonstrate interpersonal skills that promote positive and productive relationships with children
    - ✓ Demonstrate their ability to work with children individually and in small groups
    - ✓ Create a visual display or bulletin board that reinforces student learning
    - ✓ Practice reading aloud effectively to their peers
    - ✓ Develop an understanding of the use of technology as it applies to instruction
    - ✓ Write simple lesson plans
    - ✓ Document their internship including: journal writing, time documentation, classroom work, and mentor teacher evaluations.

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

#### ***Standards and Competencies***

#### **Standard/Unit: Unit #6 Internship**

- |                |   |
|----------------|---|
| PS 1: FCS 1.1. | Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community and global) |
| PS 2: FCS 1.2  | Demonstrate transferable and employability skills in school, community and workplace settings                       |
| PS 4: FCS 4.2  | Analyze developmentally appropriate practices to plan for early childhood education and related services            |

|   |  |
|---|--|
| PS 6: FCS 4.4   | Demonstrate a safe and healthy learning environment for children.  |
| PS 7: FCS 4.6   | Demonstrate professional practices and standards related to working with children.   |
| PS 8: FCS 7.3   | Demonstrate professional behaviors, skills and knowledge in providing family and community services  |
| <b>Competencies</b>   |  |
| <b>Total Learning Hours for Unit: 110</b>   |  |
| <ul style="list-style-type: none"> <li>FCS 1.1.6</li> <li>FCS 1.2.2</li> <li>FCS 1.2.3</li> <li>FCS 1.2.4</li> <li>FCS 1.2.6</li> <li>FCS 1.2.8</li> <li>FCS 4.4.2</li> <li>FCS 4.4.7</li> <li>FCS 4.5.1</li> <li>FCS 4.5.2</li> <li>FCS 4.5.3</li> <li>FCS 4.6.3</li> <li>FCS 4.6.4</li> <li>FCS 7.3.1</li> <li>FCS 7.3.2</li> </ul> | <p>Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family and career goals</p> <p>Demonstrate job seeking and job keeping skills.</p> <p>Apply communication skills in school, community and workplace settings.</p> <p>Demonstrate teamwork skills in school, community and workplace settings</p> <p>Demonstrate leadership skills and abilities in school, workplace and community settings</p> <p>Demonstrate work ethics and professionalism.</p> <p>Apply safe and healthy practices that comply with state regulations</p> <p>Demonstrate security and emergency procedures</p> <p>Apply developmentally appropriate guidelines for behavior</p> <p>Demonstrate problem-solving skills with children</p> <p>Demonstrate interpersonal skills that promote positive and productive relationships with children</p> <p>Implement federal, state and local standards, policies, regulations, and laws that affect children, families and programs</p> <p>Demonstrate enthusiasm, initiative, and commitment to program goals and improvements</p> <p>Apply rules, regulations, and work site policies that affect employer, employee, participant, and family rights and responsibilities.</p> <p>Demonstrate professional and ethical collaborative relationships with colleagues, support teams, participants and families</p> |
| <b>Aligned Washington State Standards</b>   |  |
| <b>Art</b>  | <p>1.1 Understand arts concepts and vocabulary.</p> <p>1.4 Apply audience skills in a variety of arts settings and performances</p> <p>2.1 Apply a creative process in the arts</p> <p>3.1 Use the arts to express and present ideas and feelings</p> <p>3.2 Use the arts to communicate for a specific purpose</p>  |
| <b>Communications</b>   | <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 clarity and persuasively .</p> <p>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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making set clear goals and deadlines, and establish individual roles as needed</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and</p>  |

|                               |  |
|-------------------------------|--|
|                               | <p>evidence: ensure a hearing from a full range of positions on a topic or issue: clarify , verify, or challenge ideas and conclusions: and promote divergent and creative perspectives</p> <p>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>  |
| <b>Educational Technology</b> | <p>1.2.1 Communicate and collaborate to learn with others</p> <p>1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures.</p> <p>2.1.1 Practice personal safety</p> <p>2.1.2 Practice ethical and respectful behavior</p>   |
| <b>Health and Fitness</b>     | <p>2.2 Understands stages of growth and development</p>  |
| <b>Writing</b>                | <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> <ul style="list-style-type: none"> <li>a. Introduce a topic; 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.</li> <li>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.</li> <li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).</li> </ul> |

## UNIT 7: Professional Development and Career Goals

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

Throughout the year, students will add assignments and projects to their portfolio. **The Teaching Academy portfolio is at the heart of the course assessment.** The portfolio provides accumulated evidence of each student's learning.

- PS 3: FCS 4.1 Analyze career paths within early childhood education and related services
- PS 8: FCS 4.6 Demonstrate professional practices and standards related to working with children
- PS 9: FCS 7.3 Demonstrates professional behaviors, skills and knowledge in providing family and community services
- Students will identify and assess post-secondary education career opportunities
  - Students will create a professional portfolio based on the standards and competencies of the TRTF program

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

#### *Standards and Competencies*

#### Standard/Unit: Unit #7 Professional Development and Career Goals

- PS 3: FCS 4.1 Analyze career paths within early childhood education and related services
- PS 8: FCS 4.6 Demonstrate professional practices and standards related to working with children
- PS 9: FCS 7.3 Demonstrates professional behaviors, skills and knowledge in providing family and community services

#### 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 4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood education and services
- 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 4.6.1 Utilize opportunities for continuing training and education
- FCS 4.6.4 Demonstrate enthusiasm, initiative and commitment to program goals and improvements
- FCS 7.3.3 Maintain accurate and confidential documentation to be submitted in a timely manner to appropriate sources.

#### *Aligned Washington State Standards*

|                    |       |  |
|--------------------|-------|--|
| <b>Art</b>         | 1.4   | Apply audience skills in a variety of arts settings and performances   |
|                    | 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   |
| <b>Educational</b> | 1.1.1 | Generate ideas and create original works for personal and group expression using a variety of digital tools. |

|                   |  |
|-------------------|--|
| <b>Technology</b> | <p>1.3.2 Locate and organize information from a variety of sources and media</p> <p>2.2.1 Develop skills to use technology effectively</p>   |
| <b>Writing</b>    | <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> <ul style="list-style-type: none"> <li>a. Introduce a topic; 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.</li> <li>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.</li> <li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).</li> </ul> |

## 21<sup>st</sup> 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



## INTRODUCTION

|                      |                         |                       |                     |
|----------------------|-------------------------|-----------------------|---------------------|
| <b>Course Name</b>   | <u>Cosmetology</u>      | <b>Grade Level(s)</b> | <u>11-12</u>        |
| <b>Course Length</b> | <u>Year-long course</u> | <b>Course Code(s)</b> | <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](http://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.



## Auburn School District

### Cosmetology

|                                       |   |  |  |
|---------------------------------------|---|--|--|
|                                       |   |  | <b>Total Framework Hours up to: 900</b>              |
| <b>CIP Code: 120401</b>               | <input type="checkbox"/> <b>Exploratory</b> | <input checked="" type="checkbox"/> <b>Preparatory</b> | <b>Date Last Modified: January 30, 2013</b>          |
| <b>Career Cluster: Human Services</b> |   |  | <b>Cluster Pathway: Social and Personal Services</b> |

#### Unit Outline

|                                     | <u><b>Hours</b></u> |
|-------------------------------------|---------------------|
| Unit 1: Introduction to Cosmetology | 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                       | 100                 |
| <b>Total Hours</b>                  | <b>900</b>          |



# UNIT 1 Introduction to Cosmetology

## COMPONENTS AND ASSESSMENTS

### Performance Assessments:

- 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:

- Students will create and maintain a vocabulary, terminology, and procedure journal

## Standards and Competencies

Unit 1: Introduction to Cosmetology

### Competencies

Total Learning Hours for Unit: 40

- 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

|   |   |
|---|---|
| <b>Educational Technology</b>                     | 1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.<br>2.2.1 Develop skills to use technology effectively.<br>2.3.1 Select and use common applications.        |
| <b>English Language Arts</b><br>Grades 11-12 CCSS | SL--Presentation of Knowledge and Ideas (Standards 4, 5)<br>L--Vocabulary Acquisition and Use (Standard 6)  |
| <b>Health and Fitness</b>                         | 3.1 Understand how environmental factors affect one's health. (Air, water, noise, chemicals).<br>3.2 Gather and analyze health information.<br>3.3 Use social skills to promote health and safety in a variety of situations. |
| <b>Social Studies</b>                             | 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

#### 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

#### 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*

|   |  |
|---|--|
| <b>Educational Technology</b>                     | 2.3.1 Select and use common applications.  |
| <b>English Language Arts</b><br>Grades 11-12 CCSS | L--Vocabulary Acquisition and Use (Standard 6)<br>WHST--Production and Distribution of Writing (Standard 6)  |
| <b>Health and Fitness</b>                         | 2.2 Understanding the concept of control and prevention of disease.<br>3.1 Understand how environmental factors affect one's health. (Air, water, noise, chemicals).   |
| <b>Science</b>                                    | 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.<br>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.<br>SYSB: Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible. |

## UNIT 3 Electricity and Chemistry

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- 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

#### Leadership Alignment:

- Students will develop a plan to achieve agreed upon goals for the class
- Students will create and maintain a vocabulary, terminology, and procedure journal

### *Standards and Competencies*

#### Unit 3: Electricity and Chemistry

#### Competencies

**Total Learning Hours for Unit: 60**

- 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*

|   |   |
|---|---|
| <b>Educational Technology</b>                     | 2.4.1 Formulate and synthesize new knowledge.   |
| <b>English Language Arts</b><br>Grades 11-12 CCSS | RST--Key Ideas and Details (Standard 3)<br>L--Vocabulary Acquisition and Use (Standard 6)   |
| <b>Health and Fitness</b>                         | 2.3 Acquire skills to live safely and reduce health risks.  |
| <b>Math CCSS</b>                                  | N-Q-Reason quantitatively and use units to solve problems (Standard 1 )   |
| <b>Science</b>                                    | <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>PS21: The rate of a physical or chemical change may be affected by factors such as temperature, surface area, and pressure.</p> |

| <b>UNIT 4 Salon Business</b>  |   |
|---|---|
| <b>COMPONENTS AND ASSESSMENTS</b>   |   |
| <b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>Students will create a business plan outlining the requirements for opening a salon</li> <li>Working in small groups students will create a sample retail display</li> </ul>   |   |
| <b>Leadership Alignment:</b> <ul style="list-style-type: none"> <li>Working in groups students will contact local salon owners and arrange for a field trip and/or guest speaker</li> <li>Students will create and maintain a vocabulary, terminology, and procedure journal</li> </ul>   |   |
| <b><i>Standards and Competencies</i></b>  |   |
| <b>Unit 4:</b> Salon Business   |   |
| <b>Competencies</b>   | <b>Total Learning Hours for Unit: 40</b>  |
| <ul style="list-style-type: none"> <li>Establish short and long term personal goals</li> <li>List the steps used to develop and maintain professional relationships</li> <li>Describe salon ownership types, structure, operations, and requirements for the practice of good business</li> <li>Define the techniques used to recommend retail product sales to clients</li> <li>Explain the steps to search for a job</li> <li>Identify which job offer to accept</li> </ul> |   |
| <b><i>Aligned Washington State Standards</i></b>  |   |
| <b>Art</b>  | 4.5 Demonstrate knowledge of arts careers and the knowledge of arts skills in the world of work   |
| <b>Educational Technology</b>   | 2.3.1 Select and use common applications.   |
| <b>English Language Arts</b><br>Grades 11-12 CCSS   | WHST--Text Types and Purposes (Standard 2)<br>SL--Presentation of Knowledge and Ideas (Standard 6)  |
| <b>Health and Fitness</b>   | 3.1 Understand how environmental factors affect one's health. (Air, water, noise, chemicals).<br>3.3 Use social skills to promote health and safety in a variety of situations.   |
| <b>Social Studies</b>   | Economics 2.1 Recognize that both buyers and sellers participate in voluntary trade because both expect to gain<br>Economics 2.3 Understand that prices in competitive markets create incentives that influence the choices of buyers and sellers.<br>Economics 2.4 Understand that investment in people, tools, and technology affect employment levels and standard of living |

## 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

#### 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*

|   |  |
|---|--|
| <b>Art</b>  | 1.2 Develop arts skills and techniques<br>2.1 Apply a creative process in the arts   |
| <b>English Language Arts</b><br>Grades 11-12 CCSS | L--Vocabulary Acquisition and Use (Standard 6)<br>WHST--Research to Build and Present Knowledge (Standard 9)   |
| <b>Health and Fitness</b>                         | 2.2 Understanding the concept of control and prevention of disease.<br>2.3 Acquire skills to live safely and reduce health risks.  |
| <b>Science</b>                                    | 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.<br>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

**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*

|   |   |
|---|---|
| <b>Art</b>  | 1.2 Develop arts skills and techniques<br>2.1 Apply a creative process in the arts<br>3.3 Develop personal aesthetic criteria to communicate artistic choices                             |
| <b>English Language Arts</b><br>Grades 11-12 CCSS | SL--Presentation of Knowledge and Ideas (Standard 6)  |
| <b>Health and Fitness</b>                         | 3.4 Understand how emotions influence decision-making.<br>3.2 Gather and analyze health information.  |
| <b>Science</b>                                    | 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. |
| <b>Social Studies</b>                             | 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

**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*

|   |   |
|---|---|
| <b>Art</b>  | 1.2 Develop arts skills and techniques  |
| <b>English Language Arts</b><br>Grades 11-12 CCSS | L--Vocabulary Acquisition and Use (Standard 6)<br>RST--Key Ideas and Details (Standard 3)   |
| <b>Health and Fitness</b>                         | 4.1 Analyze health and safety information.  |
| <b>Math CCSS</b>                                  | N-Q-Reason quantitatively and use units to solve problems (Standard 1 )   |
| <b>Science</b>                                    | 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.<br>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:

- 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:

- 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

#### Competencies

**Total Learning Hours for Unit: 125**

- 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*

|   |   |
|---|---|
| <b>Art</b>  | 1.2 Develop arts skills and techniques<br>3.3 Develop personal aesthetic criteria to communicate artistic choices   |
| <b>Educational Technology</b>                     | 1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.  |
| <b>English Language Arts</b><br>Grades 11-12 CCSS | L--Vocabulary Acquisition and Use (Standard 6)<br>RST--Key Ideas and Details (Standard 3)   |
| <b>Health and Fitness</b>                         | 4.1 Analyze health and safety information.  |
| <b>Math CCSS</b>                                  | N-Q-Reason quantitatively and use units to solve problems (Standard 1 )   |
| <b>Science</b>                                    | 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.<br>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   |   |
| <b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>• With a partner students will perform a hand and nail examination demonstrating proper procedures</li> <li>• Students will perform a basic manicure and pedicure demonstrating the proper procedures</li> </ul>  |   |
| <b>Leadership Alignment:</b> <ul style="list-style-type: none"> <li>• Working in pairs students will peer tutor one another to prepare for the practical and written license exams</li> <li>• Students will create and maintain a vocabulary, terminology, and procedure journal</li> </ul>  |   |
| Standards and Competencies   |   |
| Unit 9: Nails  |   |
| <b>Competencies</b>  | <b>Total Learning Hours for Unit: 100</b>   |
| <ul style="list-style-type: none"> <li>• Describe the structure, growth, diseases, disorders, and conditions of the nail</li> <li>• Explain and demonstrate the services for natural nail care</li> <li>• Demonstrate client safety, protection, and consultation</li> <li>• Demonstrate sterilization, sanitation, and service preparation</li> </ul> |   |
| Aligned Washington State Standards   |   |
| <b>Art</b>   | 1.2 Develop arts skills and techniques<br>3.3 Develop personal aesthetic criteria to communicate artistic choices |
| <b>English Language Arts</b><br>Grades 11-12 CCSS  | L--Vocabulary Acquisition and Use (Standard 6)  |
| <b>Health and Fitness</b>  | 2.2 Understanding the concept of control and prevention of disease.<br>3.2 Gather and analyze health information. |
| <b>Science</b>   | INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.            |

| UNIT 10 Skin   |   |
|--|---|
| COMPONENTS AND ASSESSMENTS   |   |
| <b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>Students will demonstrate a facial and makeup application using proper facial and makeup application procedures</li> </ul>  |   |
| <b>Leadership Alignment:</b> <ul style="list-style-type: none"> <li>Students will participate in a college or job fair providing information about cosmetology to attendees</li> <li>Students will create and maintain a vocabulary, terminology, and procedure journal</li> </ul>   |   |
| Standards and Competencies   |   |
| Unit 10: Skin  |   |
| Competencies   | Total Learning Hours for Unit: 100  |
| <ul style="list-style-type: none"> <li>Define the function, composition, and types of skin</li> <li>Identify the differences between the disorders and diseases of skin</li> <li>Explain and demonstrate steps used during a basic facial</li> <li>Identify the difference between temporary and permanent hair removal and explain the techniques used for each</li> <li>Explain the basic steps used during a makeup application</li> <li>Demonstrate client safety, protection, and consultation</li> <li>Demonstrate sterilization, sanitation, and service preparation</li> </ul> |   |
| Aligned Washington State Standards   |   |
| <b>Art</b>   | 2.1 Apply a creative process in the arts<br>3.1 Use the arts to express and present ideas and feelings  |
| <b>English Language Arts</b><br>Grades 11-12 CCSS  | L--Vocabulary Acquisition and Use (Standard 6)  |
| <b>Health and Fitness</b>  | 2.2 Understanding the concept of control and prevention of disease.<br>3.2 Gather and analyze health information.<br>3.3 Use social skills to promote health and safety in a variety of situations.<br>4.1 Analyze health and safety information.   |
| <b>Science</b>   | SYSB: Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible.<br>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.<br>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.<br>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. |
| <b>Social Studies</b>  | Social Studies 3.1 Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions  |

## 21<sup>st</sup> 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



## INTRODUCTION

|                      |                            |                       |                |
|----------------------|----------------------------|-----------------------|----------------|
| <b>Course Name</b>   | <u>Family Health (CTE)</u> | <b>Grade Level(s)</b> | <u>9</u>       |
| <b>Course Length</b> | <u>One semester</u>        | <b>Course Code</b>    | <u>CTE 303</u> |

**Course Description** Family Health is a comprehensive course designed to motivate teens to stay safe and healthy, reduce risk and practice high-level wellness. Units of study include nutrition, emotional health, relationships and reproduction, disease and disasters, substance abuse and personal health. Students are required to take a semester of health. Family, Career and Community Leaders of America or 21<sup>st</sup> Century Skills is the integrated leadership component of this course. Individual student material costs may be applicable to this course.

### Pathway Connections

|                             |                              |
|-----------------------------|------------------------------|
| <b>Primary Connection</b>   | Health & Medical Services    |
| <b>Secondary Connection</b> | Social and Personal Services |

**Sample Sequence of Courses** Students who have completed Family Health should continue classes in Family and Consumer Sciences or Sports Medicine

**Cross Credit** Elective, Occupational, and Health

**Equipment** CPR Annie, face shields, Glencoe Health and Wellness, Reading Essentials: An Interactive Student Workbook

**Supplemental Materials** Glencoe Health & Wellness  
Reading Essentials An Interactive Student Workbook

The Fat Boy Chronicles DVD, Food Allergies, My Plate Energy Balance, Eat Less The Upside of Downsizing, Obesity in a Bottle, Knowing Yourself Facing, Peer Pressure, Understanding Bullies, Stress Portrait of a Killer, Girl Positive, Rules of the Road, STD's Life Time Consequences, Countdown to Your Health, Disease & Disasters, First response-The Complete Guide to CPR, Emergency Preparedness- Awareness Survival.

**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 2010 Healthy Schools Survey; 30% of 10<sup>th</sup> 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.



## Auburn School District

### Family Health

**Total Framework Hours up to: 90**

**CIP Code: 190003** ☒ **Exploratory** ☐ **Preparatory**

**Date Last Modified: January 30, 2013**

**Career Cluster: Human Services**

**Career Pathway: Social and Personal Services**

#### Power Standards

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

PS 2.0: Identify impacts of mental health in their life and how to reduce risk and increase wellness.

PS 3.0: FCS 12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.

PS 4.0: HF 2.4 Comprehend relationship between personal safety and environmental factors.

PS 5.0: HF 2.4.5 Understands the impact of chemicals on the body.

PS 6.0: Evaluate how to maintain personal health

#### Unit Outline

|  | <u>Hours</u>     |
|--|------------------|
| Unit 1: Nutrition                      | 15               |
| Unit 2: Emotional Health               | 15               |
| Unit 3: Relationships and Reproduction | 15               |
| Unit 4: Disease and Disasters          | 15               |
| Unit 5: Substance Abuse                | 15               |
| Unit 6: Personal Health                | 15               |
| <b>Total Hours</b>                     | <u><b>90</b></u> |

## UNIT 1 Nutrition

### Performance Assessments:

#### Health CBA: Cafeteria Choices

Compare nutritional labels and identify positive and negative nutritional components; identify additional foods that would compensate for negative components and explain why.

Create a personal nutrition plan based on current guidelines.

Unit Test

Managing available resources the student will produce a brochure that clearly and effectively communicates nutrition and wellness information that allows the intended audience to maintain an active and health life. Problem solving and decision making skills will be used to plan and produce the brochure. Suggested planning and assessment tool, FCCLA – Student Body Project.

Using case studies and a variety of resources and information, the student will develop health, fitness and nutrition plans and goals in written form, based on national dietary guidelines and individual needs. Problem solving and decision making skills will be used to research (electronic nutritional analysis software) review and predict outcomes of sound nutritional choices and consequences of poor nutritional choices. Suggested planning and assessment tool, FCCLA STAR Event – Applied Technology.

### Embedded Leadership Activities

21<sup>st</sup> Century interdisciplinary theme activity--health literacy: Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.

FCCLA: Student Body Eat Right or Be Fit or Healthy Choices

## STANDARDS AND COMPETENCIES

### Standard/Unit:

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

### Competencies

**Total Learning Hours for Unit: 15**

- 1.1 HF 1.5.4 Evaluates how healthy and unhealthy eating patterns impact the function of the body.
- 1.2 FCS 14.0 Demonstrate nutrition and wellness practices that enhance individual and family well being.
- 1.3 FCS 14.2.3 Assess the impact of food and diet fads, food addictions and eating disorders on wellness
- 1.4 HF 1.5.1 Analyze calories, label reading, nutrients, dietary guidelines, and the impact of nutrition decisions on personal health.

## ALIGNED WASHINGTON STATE STANDARDS

### Communications

### COMMON CORE Speaking and Listening Standards

- SL1 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.
- 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><b>Reading<br/>COMMON CORE</b></p> <p>ENGLISH LANGUAGE ARTS &amp; Literacy in History/Social Studies, Science, and Technical Subjects</p> | <p>RI3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI7 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.</p>                                      |
| <p><b>Writing<br/>COMMON CORE</b></p> <p>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</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>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.</p> <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 2 Emotional Health

### Performance Assessments:

Health CBA

Dear “Stressed and Depressed”

Identify healthy stress management strategies and how they are used to relieve stress; identify signs of depression and describe how community resources may help.

### Embedded Leadership Activities

21<sup>st</sup> Century Skill—Information Literacy: Access and evaluate information. Evaluate information critically and competently.

21<sup>st</sup> Century Theme--Health literacy: Understand preventative physical . . .

FCCLA: Stop the Violence

## STANDARDS AND COMPETENCIES

### Standard/Unit:

PS 2: Identify impacts of mental health in their life and how to reduce risk and increase wellness.

### Competencies

**Total Learning Hours for Unit: 15**

2.1 HF 2.4.1 Describes strategies to prevent manage and resolve conflict in healthy ways.

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

2.3 HF 3.4 Understands the impact of emotions on health.

2.4 ASD Discuss strategies for suicide prevention

## ALIGNED WASHINGTON STATE STANDARDS

### Communications

### COMMON CORE Speaking and Listening Standards

SL1 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.  
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 COMMON CORE

RI3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  
RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).  
RI7 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.

### Writing COMMON CORE

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.  
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 3 Relationships and Reproductive Health

### Performance Assessments:

STD Project/Presentation  
Unit Test

### Embedded Leadership Activities

21<sup>st</sup> Century interdisciplinary theme activity--health literacy: Obtaining, interpreting and understanding basic health and services and using such information and services in ways that enhance health.

Using available information to make appropriate health related decisions.

FCCLA: Family Ties Power of One

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 3.0: FCS 12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.

#### Competencies

**Total Learning Hours for Unit: 15**

- 3.1 FCS 12.2 Analyze conditions that influence human growth and development
- 3.2 HF 2.2.2 Understands how to maintain sexual health throughout life.
- 3.3 FSC 12.2.4 Identify types of abuse (neglect, emotional, psychological, physical and sexual and appropriate responses.
- 3.4 FSC 12.1.4 Analyze factors that contribute to healthy and unhealthy relationships.
- 3.5 FCS 13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.
- 3.6 FCS 13.3 Demonstrate communication skills that contribute to positive relationships.

### ALIGNED WASHINGTON STATE STANDARDS

|  |  |
|--|--|
| <b>Communications</b><br><br><b>COMMON CORE Speaking and Listening Standards</b> | SL1 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.<br>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.  |
| <b>Reading</b><br><b>COMMON CORE</b>   | RI3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.<br>RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).<br>RI7 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. |
| <b>Science</b>   | INQA: Scientists generate and evaluate questions to investigate the natural world.   |
| <b>Writing</b><br><b>COMMON CORE</b>   | 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.<br>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 4 Disease and Disasters

### Performance Assessments:

PowerPoint/Poster Presentation  
 Create a personal safety and disaster plan for home, school, and community.  
 Disease Research and Presentation  
 Perform CPR/First Aid

### Embedded Leadership Activities

21<sup>st</sup> Century interdisciplinary theme activity--health literacy: Understand national and international public health and safety issues.  
 Environmental Literacy: Investigate and analyze environmental issues and make accurate conclusions about effective solutions.

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 4.0: H.2 4 Comprehend relationship between personal safety and environmental factors.

#### Competencies

**Total Learning Hours for Unit: 15**

- 4.1 HF 3.1.2 Analyze concepts of prevention and control of disease.
- 4.2 HF 2.3.1 Comprehends personal health practices and how they affect disease and disasters.
- 4.3 HF 2.4.2 Demonstrates skills to respond appropriately and safely to emergency situations.
- 4.4 HF 2.3.1 Analyzes personal health practices, and how they affect communicable diseases.
- 4.5 HF 2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases.

### ALIGNED WASHINGTON STATE STANDARDS

|  |  |
|--|--|
| <b>Art</b>   | 3.1 Use the arts to express and present ideas and feelings   |
| <b>Communications</b><br><br><b>COMMON CORE Speaking and Listening Standards</b> | SL1 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.<br>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.   |
| <b>Reading</b><br><b>COMMON CORE</b>   | RI3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.<br>RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).<br>RI7 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. |
| <b>Writing</b><br><b>COMMON CORE</b>   | 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.   |

## UNIT 5 Substance Abuse

### Performance Assessments:

PowerPoint/Posters Presentations  
Drinking and Driving Brochure  
Unit Test

Explain legal consequences (laws and penalties) of drug/alcohol use, stages of dependence/addiction (including behaviors), effects of use (on family, school, community, and emotional health), and describe services that community resources can provide.

### Embedded Leadership Activities

21<sup>st</sup> Century Skill—Media Literacy: Examine how individuals interpret messages differently, how values and viewpoints are included or excluded, and how media can influence beliefs and behaviors.

FCCLA: FACTS Unit; Think Smart or Buckle Up or Arrive Alive, or Speak up; or Bridge the Gap

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 5.0: HF 2.4.5 Understands the impact of chemicals on the body

#### Competencies

**Total Learning Hours for Unit: 15**

- 5.1 H 2.4.6 2.4.7 Describe (Understands) the stages of addiction, dependency, recovery and the impact on the individual, family, and society.  
5.2 HF 2.4.5 Analyzes the stages of addiction and dependency and the impact on the individual, family, and society.  
5.3 HF 2.4.6 Understands legal implications of drug, alcohol, and tobacco use.  
5.4 HF 2.4.7 Analyzes various treatment options and recovery processes.

### ALIGNED WASHINGTON STATE STANDARDS

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| <b>Communications</b><br><br><b>COMMON CORE</b><br><b>Speaking and</b><br><b>Listening</b><br><b>Standards</b> | SL1 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.<br>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.   |
| <b>Reading</b><br><b>COMMON CORE</b>   | RI3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.<br>RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).<br>RI7 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. |
| <b>Science</b>   | INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.<br>INQH: Scientists carefully evaluate sources of information for reliability before using that information. When referring to the ideas or findings of others, they cite their sources of information.   |

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| <b>Writing<br/>COMMON CORE</b> | <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>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.</p> <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> |
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## UNIT 6 Personal Health

### Performance Assessments:

#### Goal Setting Assessment

Students will evaluate current health status and set health goals based on personal need. Short term and long term goals will be included. Students will illustrate their goals by creating a visual aide and sharing their visual and goals with the class. Student goals will reflect each area of health (physical, emotional, social, psychological and spiritual). Suggest planning and assessment tool, FCCLA Illustrated Talk.

### Embedded Leadership Activities

21<sup>st</sup> Century interdisciplinary theme activity--health literacy: establishing and monitoring personal and family health goals

21<sup>st</sup> Century Skill Understand, interpreting and understanding basic health information and services and using such information and services in ways that enhance health

FCCLA: Power of One: A Better You

## STANDARDS AND COMPETENCIES

### Standard/Unit:

PS 6.0: Evaluate how to maintain personal health

### Competencies

**Total Learning Hours for Unit: 15**

- 6.1 HF 3.2.1 Access resources for personal health
- 6.2 HF 2.2.3 Evaluate hereditary factors affecting personal health.
- 6.3 HF 2.1 Understands dimensions and indicators of health.
- 6.4 HF 2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

## ALIGNED WASHINGTON STATE STANDARDS

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| <b>Communications</b><br><br><b>COMMON CORE</b><br><b>Speaking and</b><br><b>Listening Standards</b> | SL1 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.<br>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.<br>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and |
| <b>Reading</b><br><br><b>COMMON CORE</b>   | RI3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.<br>RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).  |
| <b>Writing</b><br><br><b>COMMON CORE</b>   | W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.<br>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  |

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|  | <p>counterclaims.</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> <ol style="list-style-type: none"> <li>Introduce a topic; 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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol> <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> |
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## 21<sup>st</sup> CENTURY SKILLS

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

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

|                      |                                   |                       |                      |
|----------------------|-----------------------------------|-----------------------|----------------------|
| <b>Course Name</b>   | <u>Fashion Apparel and Design</u> | <b>Grade Level(s)</b> | <u>9, 10, 11, 12</u> |
| <b>Course Length</b> | <u>One semester or full-year</u>  | <b>Course Code</b>    | <u>CTE 225, 226</u>  |

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|---------------------------|--|
| <b>Course Description</b> | <p>This project-based course is designed to integrate the skills and knowledge necessary for exploring the Fashion Industry. The integration of the principles and elements of design will be evident throughout all projects. The course focuses on career opportunities in fashion design, textiles and apparel. Knowledge in basic fashion construction and design, textiles, color analysis, and merchandizing are emphasized. Family, Career and Community Leaders of America or 21<sup>st</sup> Century Skills is the integrated leadership component of this course. Individual student material costs may be applicable to this course. Individual student material costs may be applicable to this course</p> |
|---------------------------|--|

|                             |                              |
|-----------------------------|------------------------------|
| <b>Pathway Connections</b>  |                              |
| <b>Primary Connection</b>   | Social and Personal Services |
| <b>Secondary Connection</b> | Arts and Communication       |

|                                   |   |
|-----------------------------------|---|
| <b>Sample Sequence of Courses</b> | Optional- Fabric Design, Visual Communications, Drawing |
|-----------------------------------|---|

|                     |                  |
|---------------------|------------------|
| <b>Cross Credit</b> | Fine Arts credit |
|---------------------|------------------|

|                       |   |
|-----------------------|---|
| <b>Basic Textbook</b> | <u>Apparel: Design, Textiles &amp; Construction</u> (Goodheart/Willcox) |
|-----------------------|---|

|                  |                                   |
|------------------|-----------------------------------|
| <b>Equipment</b> | Sewing Machines, sewing equipment |
|------------------|-----------------------------------|

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|-------------------------------|---|
| <b>Supplemental Materials</b> | <p>Fashion Trends—a Journey Through Time (Goodheart/Wilcox)</p> <p>Fashion, Fashion (Teacher's Resource Portfolio)</p> <p>Fashion Student Activity Guide and Teacher Resource Guide</p> <p>9 Heads—A Guide to Drawing Fashion (Learning Seed—Fabric Lab)</p> <p>Flattering Fashion, 2000 Years of clothing</p> <p>The World of Fashion Merchandising Teacher's Resource CD-Rom</p> <p>Symmetry Color Analysis, Figure Analysis, and Wardrobe Planning Program</p> <p>Fashion Show through History DVD</p> <p>Careers in Fashion DVD</p> |
|-------------------------------|---|





## Skills Gap Data (CTE Courses only)

Family and Consumer Science is a viable curriculum which provides students with careers that pay an income at or above the U.S. National income. FACSE courses promote employable skills which led to top growing jobs. The Washington State Worksource Labor and Market Data supports the need for FACSE courses. There is a demand or high demand for the careers emphasized in FACSE curriculum. According to information provided in the Washington State Worksource Labor and Market Data -

- Fashion Design 21,500 jobs- Balance Demand
- Interior Design 56,500 jobs- High Demand
- Retail Sales 4,465,000 jobs- Balanced.



## Auburn School District

### Fashion Apparel and Design

**Total Framework Hours up to: 180**

**CIP Code: 190901**   ☒ **Exploratory**   ☐ **Preparatory**

**Date Last Modified: January 30, 2013**

**Career Cluster: Human Services**

**Career Pathway: Arts and Communications**

#### Power Standards

PS 1: FCS 16.1 Analyze career paths within the textiles and apparel design industries

PS 2: Demonstrate and analyze the elements and principles of design.

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.

PS 6: FCS 16.5 Evaluate elements of textiles and apparel merchandising.

#### Unit Outline

|  | <u><b>Hours</b></u> |
|--|---------------------|
| Unit 1: Introduction to Fashion                    | 15                  |
| Unit 2: Elements and Principles of Design          | 45                  |
| Unit 3: History of Fashion                         | 10                  |
| Unit 4: Textile Exploration                        | 10                  |
| Unit 5: Fashion Design and Construction            | 60                  |
| Unit 6: Fashion Merchandising and Entrepreneurship | <u>40</u>           |
| <b>Total Hours</b>                                 | <b>180</b>          |

## UNIT 1 Introduction to Fashion

### Performance Assessments:

Research/multimedia presentation  
 Rubric assessed project  
 Reflection  
 Guest Speakers

### Embedded Leadership Activities

21<sup>st</sup> Century interdisciplinary theme--financial, economic, business & entrepreneurial literacy  
 21<sup>st</sup> Century Skills—Information, Media and Technology, Life and Career  
 FCCLA  
 Introduce Service Learning Project

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 1: FCS 16.I Analyze career paths within the textiles and apparel design industries

What is Fashion?/Why of Clothing?  
 Fashion Terminology  
 Portfolio (Culminating Project)  
 Careers in Fashion Apparel and Design/Post-Secondary Options

#### Competencies

**Total Learning Hours for Unit: 15**

- 1.1 FCS 16.1.3 Summarize education and training requirements and opportunities for career paths in textile and apparel services.  
 1.2 FCS 16.1.5 Create an employment portfolio for use with applying for internships, work-based learning opportunities and employment in textiles, fashion, and apparel.

### ALIGNED WASHINGTON STATE STANDARDS

|  |   |
|--|---|
| <b>Art</b>   | 3.1 Uses visual arts to express feelings and present ideas.<br>3.2 Use the arts to communicate for a specific purpose<br>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.   |
| <b>Communications</b><br><br><b>COMMON CORE Speaking and Listening Standards</b> | 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. <ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> </ul> |

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|  | <p>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> <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><b>Reading<br/>COMMON CORE</b></p> <p>ENGLISH LANGUAGE ARTS &amp; Literacy in History/Social Studies, Science, and Technical Subjects</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>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>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.</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>  |
| <p><b>Writing<br/>COMMON CORE</b></p> <p>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</p>       | <p>W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul> |

## UNIT 2 Elements and Principles of Design

### Performance Assessments:

Verbal Quiz  
Reflection  
Project-Based Assessment—Rubric  
Comprehensive Written Evaluation

### Embedded Leadership Activities

21<sup>st</sup> Century Skills—Creativity and Innovation, Life and Career  
FCCLA

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

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)

#### Competencies

**Total Learning Hours for Unit: 45**

2.1 FCS 16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.

### ALIGNED WASHINGTON STATE STANDARDS

|   |  |
|---|--|
| <b>Art</b>  | 1.1 Understands and applies visual arts concepts and vocabulary.<br>1.2 Develops visual arts skills and techniques.<br>3.1 Uses visual arts to express feelings and present ideas.<br>3.2 Use the arts to communicate for a specific purpose<br>4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas.<br>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. |
| <b>Communications</b>                               | 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.<br>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.                                      |
| <b>COMMON CORE Speaking and Listening Standards</b> |  |
| <b>Reading COMMON CORE</b>                          | 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.   |
| <b>Writing COMMON CORE</b>                          | W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |

## UNIT 3 History of Fashion

### Performance Assessments:

Rubric-based Project

### Embedded Leadership Activities

21<sup>st</sup> Century Skills—Information, Media and Technology, Life and Career  
FCCLA

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

Historical Influences  
Designer Contributions  
Future Predictions

#### Competencies

**Total Learning Hours for Unit: 10**

3.1 Describe the history of fashion, including how fashion trends change.  
3.2 Explain what affects fashion trends.

### ALIGNED WASHINGTON STATE STANDARDS

|  |  |
|--|--|
| <b>Art</b>   | 3.1 Uses visual arts to express feelings and present ideas.<br>3.2 Use the arts to communicate for a specific purpose<br>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.  |
| <b>Communications</b><br><b>COMMON CORE</b><br><b>Speaking and</b><br><b>Listening Standards</b> | 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.<br>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. |
| <b>Reading</b><br><b>COMMON CORE</b>   | 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.<br>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.   |
| <b>Social Studies</b>  | 4.1.1 Analyzes change and continuity within a historical time period. (9/10)   |
| <b>Writing</b><br><b>COMMON CORE</b>   | W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |

## UNIT 4 Textile Exploration

### Performance Assessments:

Rubric-based Project  
Comprehensive written evaluation

### Embedded Leadership Activities

21<sup>st</sup> Century Skills—Creativity and Innovation, Life and Career  
FCCLA

## STANDARDS AND COMPETENCIES

### Standard/Unit:

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

### 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 STANDARDS

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|---|--|
| <b>Art</b>  | 3.1 Uses visual arts to express feelings and present ideas.<br>3.2 Use the arts to communicate for a specific purpose<br>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.  |
| <b>COMMON CORE Speaking and Listening Standards</b> | 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.  |
| <b>Reading COMMON CORE</b>                          | 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.<br>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. |
| <b>Writing COMMON CORE</b>                          | W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences  |

## UNIT 5 Fashion Design and Construction

### Performance Assessments:

Draping Project/Construction Project  
Rubric Based Project

### Embedded Leadership Activities

21<sup>st</sup> Century Skills—Information, Media and Technology, Creativity and Innovation, Life and Career  
FCCLA

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 4: FCS 16.3 Demonstrate apparel and textiles design skills.  
PS 5: FCS 16.4 Demonstrate skills needed to produce, alter, or repair textiles products and apparel.

Croquis  
Create a Clothing Line  
Dress Form/Draping/Construction

#### Competencies

**Total Learning Hours for Unit: 60**

- 5.1 FCS 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.
- 5.2 FCS 16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design.
- 5.3 FCS 16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.
- 5.4 FCS 16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.

### ALIGNED WASHINGTON STATE STANDARDS

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| <b>Art</b>   | 2.1.1 Applies a creative process to visual arts.<br>3.1 Uses visual arts to express feelings and present ideas.<br>3.2 Use the arts to communicate for a specific purpose<br>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.   |
| <b>Communications</b><br><br><b>COMMON CORE Speaking and Listening Standards</b> | 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.<br>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.  |
| <b>Reading</b><br><b>COMMON CORE</b>   | 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.<br>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.<br>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.<br>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.   |
| <b>Writing<br/>COMMON CORE</b> | W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |

## UNIT 6 Fashion Merchandising and Entrepreneurship

### Performance Assessments:

Fashion Show  
Portfolio based Project—i.e. Line of Clothing

### Embedded Leadership Activities

21<sup>st</sup> Century interdisciplinary theme--financial, economic, business & entrepreneurial literacy  
21<sup>st</sup> Century Skills—Information, Media and Technology, Life and Career  
FCCLA  
Complete Service Learning Project

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 6: FCS 16.5 Evaluate elements of textiles and apparel merchandising.

Merchandising and Selling  
Advertising

#### Competencies

**Total Learning Hours for Unit: 40**

6.1 FCS 16.5.1 Apply marketing strategies for textile, apparel, and fashion products.

### ALIGNED WASHINGTON STATE STANDARDS

|  |  |
|--|--|
| <b>Art</b>   | <p>3.1 Uses visual arts to express feelings and present ideas.</p> <p>3.2 Use the arts to communicate for a specific purpose</p> <p>4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.</p>  |
| <b>Communications<br/>COMMON CORE<br/>Speaking and<br/>Listening<br/>Standards</b> | <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>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>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> |
| <b>Educational<br/>Technology</b>  | <p>1.1.1Generate ideas and create original works for personal and group expression using a variety of digital tools.</p>   |
| <b>Reading<br/>COMMON CORE</b>   | <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>  |
| <b>Writing<br/>COMMON CORE</b>   | <p>W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>  |

## 21<sup>st</sup> CENTURY SKILLS

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

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

## INTRODUCTION

|                      |                                   |                       |                     |
|----------------------|-----------------------------------|-----------------------|---------------------|
| <b>Course Name</b>   | <u>Food Science and Nutrition</u> | <b>Grade Level(s)</b> | <u>9-12</u>         |
| <b>Course Length</b> | <u>Full-year course</u>           | <b>Course Code</b>    | <u>CTE 231, 232</u> |

**Course Description** This year-long lab science course focuses on the biological and chemical components of good nutrition. Through laboratory experiences with food products, students discover the role nutrients, (proteins, carbohydrates, fats, vitamins, minerals, and water) that play in producing overall good health. Students explore factors that influence metabolism. Family Career and Community Leaders of America and/or 21<sup>st</sup> Century Skills are integrated component of this course. Individual student material costs may be applicable to this course.

### Pathway Connections

|                             |                              |
|-----------------------------|------------------------------|
| <b>Primary Connection</b>   | Health & Medical Services    |
| <b>Secondary Connection</b> | Social and Personal Services |

**Sample Sequence of Courses** Health, Nutrition & Wellness

**Cross Credit** Lab Science, Occupational, Elective credit

**Basic Textbook** To be determined

**Equipment** Food science experiments including large and small kitchen equipment, appliances and tools

**Skills Gap Data (CTE Courses only)** Family and Consumer Science is a viable curriculum which provides students with careers that pay an income at or above the U.S. National income. FACSE courses promote employable skills which led to top growing jobs. The Washington State Worksource Labor and Market Data supports the need for FACSE courses. There is a demand or high demand for the careers emphasized in FACSE curriculum. According to information provided in the Washington State Worksource Labor and Market Data -

- Child Care 1,282,000 jobs- Demand
- Teachers 103,000 jobs- Balance Demand
- Dietitian 64,000 jobs- Demand
- Food Scientists 33,500 jobs- Balanced Demand
- Food and Beverage Service 4,110,400 jobs High Demand



## Auburn School District

### Food Science and Nutrition

**Total Framework Hours up to: 180**

**CIP Code: 190504** ☒ **Exploratory** ☐ **Preparatory**

**Date Last Modified: January 30, 2013**

**Career Cluster: Science Technology Engineering  
Math**

**Career Pathway: Health and Medical Services**

#### Power Standards

- PS 1: Discuss the meaning of food science, its history, and its impact on modern living.  
PS 2: Investigate careers within food science, food production and technology, and nutrition.  
PS 3: Analyze, implement, and evaluate current county and/or state food safety and sanitation practices.  
PS 4: Demonstrate science principles and safety procedures within the food science kitchens and laboratories.  
PS 5: Relate biology and chemistry fundamentals to the study and practice of food science.  
PS 6: Discuss, analyze, and demonstrate the scientific principles of nutrition (digestion, metabolism, and the six basic nutrients).  
PS 7: Analyze, demonstrate, and evaluate the chemical reactions that occur in food science experiments.  
PS 8: Discuss, analyze, and evaluate food science, and food production and technology and its impact on individual health, society, and the environment.

#### Unit Outline

|  | <u><b>Hours</b></u> |
|--|---------------------|
| Unit 1: Introduction to Food Science   | 10                  |
| Unit 2: Careers in Food Science        | 10                  |
| Unit 3: Food Safety and Sanitation     | 20                  |
| Unit 4: The Food Science Lab           | 20                  |
| Unit 5: Science Fundamentals           | 20                  |
| Unit 6: The Science of Nutrition       | 50                  |
| Unit 7: The Chemistry of Food          | 30                  |
| Unit 8: Food Production and Technology | 20                  |
| <b>Total Hours</b>                     | <b>180</b>          |

## UNIT 1 The World of Food Science

### Performance Assessments:

Research and write a report on food science including all of the contributors to food science

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

- 1.A.1 Use a wide range of idea creation techniques (such as brainstorming)
- 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- 1.C.1 Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur
- 2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- 9.A.1 Know when it is appropriate to listen and when to speak

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 1: Discuss the meaning of food science, its history, and its impact on modern living.

*Blooms Taxonomy Level: Comprehension*

#### Competencies

**Total Learning Hours for Unit: 10**

- 1.1 FCS 9.1.4 Analyze the impact of food science, dietetics, and nutrition occupations on local, state, national, and global economies.

### ALIGNED WASHINGTON STATE STANDARDS

|   |   |
|---|---|
| <b>Art</b>  | 3.1 Use the arts to express and present ideas and feelings  |
| <b>Communications</b>   | 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.   |
| <b>COMMON CORE Speaking and Listening Standards</b>   |   |
| <b>Educational Technology</b>   | 1.3.2 Locate and organize information from a variety of sources and media.  |
| <b>Writing COMMON CORE</b><br>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects | <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"> <li>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.</li> <li>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.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the</li> </ul> |

|  |   |
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|  | <p>relationships among complex ideas and concepts.</p> <ul style="list-style-type: none"> <li>d. 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.</li> <li>e. 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).</li> </ul> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p>   |
| <p><b>Language Standards</b><br/> <b>COMMON CORE</b><br/> ENGLISH LANGUAGE ARTS &amp; Literacy in History/Social Studies, Science, and Technical subjects,</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"> <li>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.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>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.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> |

## UNIT 2 Careers in Food Science

### Performance Assessments:

Presentations

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

- 3.A.5 Communicate effectively in diverse environments (including multi-lingual)
- 5.B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions
- 6.A.1 Use technology as a tool to research, organize, evaluate and communicate information
- 6.A.2 Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- 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

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 2: Investigate careers within food science, food production and technology, and nutrition.

*Blooms Taxonomy Level: Analysis*

#### Competencies

**Total Learning Hours for Unit: 10**

- 2.1 FCS 9.1.1 Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.
- 2.2 FCS 9.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
- 2.3 FCS 9.1.3 Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.
- 2.4 FCS 9.1.6 Analyze the role of professional organizations in food science, food technology, dietetics, and nutrition careers.

### ALIGNED WASHINGTON STATE STANDARDS

|  |   |
|--|---|
| <b>Communications</b><br><br><b>COMMON CORE</b><br><b>Speaking and</b><br><b>Listening</b><br><b>Standards</b> | 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.<br>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.<br>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) |
| <b>Educational</b><br><b>Technology</b>  | 1.2.1 Communicate and collaborate to learn with others.<br>1.3.2 Locate and organize information from a variety of sources and media.   |
| <b>Writing</b><br><b>COMMON CORE</b>   | WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>  |



|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>c. 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.</li> <li>d. 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.</li> <li>e. 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).</li> </ul> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> |
| <b>Language Standards<br/>COMMON CORE</b> | <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"> <li>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.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>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.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>   |

## UNIT 3 Food Safety and Sanitation

### Performance Assessments:

Presentations  
Labs  
Reflective Activities  
Tests

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

- 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
- 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
- 5.B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions
- 6.A.1 Use technology as a tool to research, organize, evaluate and communicate information
- 6.A.2 Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- 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.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
- 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

## STANDARDS AND COMPETENCIES

### Standard/Unit:

PS 3: Analyze, implement, and evaluate current county and/or state food safety and sanitation practices.  
*Blooms Taxonomy Level: Analysis, Application, Evaluation*

### Competencies

**Total Learning Hours for Unit: 20**

- 3.1 FCS 9.2.1 Analyze factors that contribute to food borne illness.
- 3.2 FCS 9.2.2 Analyze food service management safety and sanitation programs.
- 3.3 FCS 9.2.4 Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food borne illness.
- 3.4 FCS 9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.
- 3.5 FCS 9.2.6 Demonstrate standard procedures for receiving and storage of raw and prepared foods.
- 3.6 FCS 9.2.8 Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.

**ALIGNED WASHINGTON STATE STANDARDS**

|  |   |
|--|---|
| <b>Art</b>   | 3.1 Use the arts to express and present ideas and feelings  |
| <b>Communications</b><br><br><b>COMMON CORE</b><br><b>Speaking and</b><br><b>Listening Standards</b> | 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.<br>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.<br>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)   |
| <b>Educational Technology</b>  | 1.2.1 Communicate and collaborate to learn with others.<br>1.3.2 Locate and organize information from a variety of sources and media.   |
| <b>Health and Fitness</b>  | 2.1.1 Evaluates dimensions of health and relates to personal health behaviors.<br>2.3.1 Analyzes personal health practices, and how they affect communicable diseases.  |
| <b>Reading</b><br><b>COMMON CORE</b>   | 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.<br>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.<br>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.<br>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.<br>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.  |
| <b>Writing</b><br><b>COMMON CORE</b>   | WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.<br>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.<br>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.<br>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.<br>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.<br>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).<br>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>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. |
| <b>Language Standards</b><br><b>COMMON CORE</b>  | 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.<br>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   |

|  |  |
|--|--|
|  | <p>clue to the meaning of a word or phrase.</p> <ul style="list-style-type: none"> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>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.</li> </ul> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> |
|--|--|

## UNIT 4 The Food Science Lab

### Performance Assessments:

Demonstrations  
Labs  
Reflective Activities  
Tests

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

- 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- 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
- 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
- 6.A.1 Use technology as a tool to research, organize, evaluate and communicate information
- 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.B.1 Monitor, define, prioritize and complete tasks without direct oversight
- 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.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
- 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

## STANDARDS AND COMPETENCIES

### Standard/Unit:

PS 4: Demonstrate science principles and safety procedures within the food science kitchens and laboratories.

*Blooms Taxonomy Level: Application*

### Competencies

**Total Learning Hours for Unit: 20**

- 4.1 FCS 9.2.4 Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food borne illness.
- 4.2 FCS 9.2.9 Demonstrate waste disposal and recycling methods.FCS 9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.
- 4.3 FCS 9.3.5 Analyze recipe/formula proportions and modifications for food production.
- 4.4 FCS 9.5.1 Analyze various factors that affect food preferences in the marketing of food.
- 4.5 FCS 9.5.4 Maintain test kitchen/ laboratory and related equipment and supplies.
- 4.6 FCS 9.5.6 Conduct sensory evaluations of food products.

## ALIGNED WASHINGTON STATE STANDARDS

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| <b>Communications</b><br><br><b>COMMON CORE</b><br><b>Speaking and</b><br><b>Listening</b><br><b>Standards</b> | 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.<br>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.<br>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)   |
| <b>Health and Fitness</b>  | 2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.  |
| <b>Reading</b><br><b>COMMON CORE</b>   | 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.<br>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.<br>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.<br>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific<br>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.<br>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.<br>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. |
| <b>Science</b>   | PS3A: Although energy can be transferred from one object to another and can be transformed from one form of energy to another form, the total energy in a closed system remains the same. The concept of conservation of energy, applies to all physical and chemical changes.<br>PS3D: Waves (including sound, seismic, light, and water waves) transfer energy when they interact with matter. Waves can have different wavelengths, frequencies, and amplitudes, and travel at different speeds.   |
| <b>Writing</b><br><b>COMMON CORE</b>   | WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.<br>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>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.  |
| <b>Language</b><br><b>Standards</b><br><b>COMMON CORE</b>  | 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.   |

## UNIT 5 Science Fundamentals

### Performance Assessments:

- Reflective Activities
- Labs
- Quizzes

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

- 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- 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
- 3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member
- 4.B.1 Use information accurately and creatively for the issue or problem at hand
- 6.A.1 Use technology as a tool to research, organize, evaluate and communicate information
- 7.A.2 Work effectively in a climate of ambiguity and changing priorities
- 8.A.3 Utilize time and manage workload efficiently
- 8.B.1 Monitor, define, prioritize and complete tasks without direct oversight
- 9.A.1 Know when it is appropriate to listen and when to speak

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 5: Relate biology and chemistry fundamentals to the study and practice of food science.

*Blooms Taxonomy Level: Comprehension*

#### Competencies

**Total Learning Hours for Unit: 20**

5.1 FCS 9.0 Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.

### 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.

#### COMMON CORE Speaking and Listening Standards

#### Reading COMMON CORE

- 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.
- 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.

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|   | 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.  |
| <b>Science</b>                            | <p>SYSA: Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.</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> <p>SYSD Systems can be changing or in equilibrium.</p> <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>PS2A: Atoms are composed of protons, neutrons, and electrons. The nucleus of an atom takes up very little of the atom's volume but makes up almost all of the mass. The nucleus contains protons and neutrons, which are much more massive than the electrons surrounding the nucleus. Protons have a positive charge, electrons are negative in charge, and neutrons have no net charge.</p> <p>PS2B: Atoms of the same element have the same number of protons. The number and arrangement of electrons determines how the atom interacts with other atoms to form molecules and ionic crystals.</p> <p>PS2E: Molecular compounds are composed of two or more elements bonded together in a fixed proportion by sharing electrons between atoms, forming covalent bonds. Such compounds consist of well-defined molecules. Formulas of covalent compounds represent the types and number of atoms of each element in each molecule.</p> <p>PS2F: All forms of life are composed of large molecules that contain carbon. Carbon atoms bond to one another and other elements by sharing electrons, forming covalent bonds. Stable molecules of carbon have four covalent bonds per carbon atom.</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> <p>PS2I: The number of neutrons in the nucleus of an atom determines the isotope of the element. Radioactive isotopes are unstable and emit particles and/or radiation. Though the timing of a single nuclear decay is unpredictable, a large group of nuclei decay at a predictable rate, making it possible to estimate the age of materials that contain radioactive isotopes.</p> <p>PS3A: Although energy can be transferred from one object to another and can be transformed from one form of energy to another form, the total energy in a closed system remains the same. The concept of conservation of energy, applies to all physical and chemical changes.</p> |
| <b>Writing<br/>COMMON CORE</b>            | <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>  |
| <b>Language Standards<br/>COMMON CORE</b> | 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.   |



## UNIT 6 The Science of Nutrition

### Performance Assessments:

Presentations  
Demonstrations  
Experiments

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

- 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- 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
- 3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member
- 4.B.1 Use information accurately and creatively for the issue or problem at hand
- 6.A.1 Use technology as a tool to research, organize, evaluate and communicate information
- 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.B.1 Monitor, define, prioritize and complete tasks without direct oversight
- 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.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
- 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
- 11.B.1 Act responsibly with the interests of the larger community in mind

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 6: Discuss, analyze, and demonstrate the scientific principles of nutrition (digestion, metabolism, and the six basic nutrients).  
*Blooms Taxonomy Level: Comprehension, Analysis, Application*

#### Competencies

**Total Learning Hours for Unit: 50**

- 6.1 FCS 9.2.4 Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food borne illness.
- 6.2 FCS 9.3.2 Analyze nutritional data.
- 6.3 FCS 9.3.6 Critique the selection of foods to promote a healthy lifestyle.
- 6.4 FCS 9.3.7 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.
- 6.5 FCS 9.4.1 Analyze nutritional needs of individuals.
- 6.6 FCS 9.4.4 Construct a modified diet based on nutritional needs and health conditions.
- 6.7 FCS 9.4.5 Design instruction on nutrition for health maintenance and disease prevention

### ***ALIGNED WASHINGTON STATE STANDARDS***

|   |   |
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| <b>Art</b>  | 3.1 Use the arts to express and present ideas and feelings  |
| <b>Communications</b>                               | 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.   |
| <b>COMMON CORE Speaking and Listening Standards</b> | SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)   |
| <b>Educational Technology</b>                       | 1.2.1 Communicate and collaborate to learn with others.<br>1.3.2 Locate and organize information from a variety of sources and media.   |
| <b>Health and Fitness</b>                           | 2.1.1 Evaluates dimensions of health and relates to personal health behaviors.  |
| <b>Reading COMMON CORE</b>                          | 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.<br>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.<br>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.<br>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.<br>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.  |
| <b>Science</b>                                      | SYSA: Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.<br>SYSB: Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible.<br>SYSD Systems can be changing or in equilibrium.<br>INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.<br>PS2E: Molecular compounds are composed of two or more elements bonded together in a fixed proportion by sharing electrons between atoms, forming covalent bonds. Such compounds consist of well-defined molecules. Formulas of covalent compounds represent the types and number of atoms of each element in each molecule.<br>PS2F: All forms of life are composed of large molecules that contain carbon. Carbon atoms bond to one another and other elements by sharing electrons, forming covalent bonds. Stable molecules of carbon have four covalent bonds per carbon atom.<br>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.<br>PS2H: Solutions are mixtures in which particles of one substance are evenly distributed through another substance. Liquids are limited in |

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|   | <p>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>PS21: The rate of a physical or chemical change may be affected by factors such as temperature, surface area, and pressure.</p> <p>PS2I: The number of neutrons in the nucleus of an atom determines the isotope of the element. Radioactive isotopes are unstable and emit particles and/or radiation. Though the timing of a single nuclear decay is unpredictable, a large group of nuclei decay at a predictable rate, making it possible to estimate the age of materials that contain radioactive isotopes.</p> <p>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> <p>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.</p> <p>LS1F: All of the functions of the cell are based on chemical reactions. Food molecules are broken down to provide the energy and the chemical constituents needed to synthesize other molecules. Breakdown and synthesis are made possible by proteins called enzymes. Some of these enzymes enable the cell to store energy in special chemicals, such as ATP, that are needed to drive the many other chemical reactions in a cell.</p> |
| <b>Writing<br/>COMMON CORE</b>                | 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.  |
| <b>Language<br/>Standards<br/>COMMON CORE</b> | 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.   |

## UNIT 7 The Chemistry of Food

### Performance Assessments:

Demonstrations  
Labs  
Reflective Activities

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

- 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- 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
- 3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member
- 4.B.1 Use information accurately and creatively for the issue or problem at hand
- 6.A.1 Use technology as a tool to research, organize, evaluate and communicate information
- 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.B.1 Monitor, define, prioritize and complete tasks without direct oversight
- 9.A.1 Know when it is appropriate to listen and when to speak
- 9.A.2 Conduct themselves in a respectable, professional manner
- 9.B.2 Respond open-mindedly to different ideas and values
- 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
- 11.B.1 Act responsibly with the interests of the larger community in mind

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 7: Analyze, demonstrate, and evaluate the chemical reactions that occur in food science experiments.  
*Blooms Taxonomy Level: Analysis, Application, Evaluation*

#### Competencies

**Total Learning Hours for Unit: 30**

- 7.1 FCS 9.1.4 Analyze the impact of food science, dietetics, and nutrition occupations on local, state, national, and global economies.
- 7.2 FCS 9.2.4 Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food borne illness.
- 7.3 FCS 9.3.3 Apply principles of food production to maximize nutrient retention in prepared foods.

### **ALIGNED WASHINGTON STATE STANDARDS**

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| <b>Art</b>                                    | 3.1 Use the arts to express and present ideas and feelings  |
| <b>Reading<br/>COMMON CORE</b>                | <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>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>   |
| <b>Science</b>                                | <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> <p>PS2J: The number of neutrons in the nucleus of an atom determines the isotope of the element. Radioactive isotopes are unstable and emit particles and/or radiation. Though the timing of a single nuclear decay is unpredictable, a large group of nuclei decay at a predictable rate, making it possible to estimate the age of materials that contain radioactive isotopes.</p> |
| <b>Writing<br/>COMMON CORE</b>                | WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| <b>Language<br/>Standards<br/>COMMON CORE</b> | 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.   |

## UNIT 8 Food Production and Technology

### Performance Assessments:

Labs  
Reflective Activities  
Presentations

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

- 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs
- 2.C.2 Analyze and evaluate major alternative points of view
- 2.C.3 Synthesize and make connections between information and arguments
- 2.C.4 Interpret information and draw conclusions based on the best analysis
- 2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions
- 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- 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
- 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
- 4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information 6.A.1 Use technology as a tool to research, organize, evaluate and communicate information
- 5.A.1 Understand both how and why media messages are constructed, and for what purposes
- 5.A.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- 6.A.1 Use technology as a tool to research, organize, evaluate and communicate information
- 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
- 7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments 8.A.3 Utilize time and manage workload efficiently
- 8.B.1 Monitor, define, prioritize and complete tasks without direct oversight
- 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.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 background
- 9.B.2 Respond open-mindedly to different ideas and values
- 9.B.3 Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
- 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

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

## STANDARDS AND COMPETENCIES

### Standard/Unit:

PS 8: Discuss, analyze, and evaluate food science, and food production and technology and its impact on individual health, society, and the environment.  
*Blooms Taxonomy Level: Comprehension, Analysis, Evaluation*

### Competencies

**Total Learning Hours for Unit: 8**

- 8.1 FCS 9.1.6 Analyze the role of professional organizations in food science, food technology, dietetics, and nutrition careers.
- 8.2 FCS 9.2.4 Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food borne illness.
- 8.3 FCS 9.6.1 Build menus to customer/ client preferences.
- 8.4 FCS 9.6.2 Implement food preparation, production, and testing systems.
- 8.5 FCS 9.6.3 Apply standards for food quality.
- 8.6 FCS 9.6.4 Create standardized recipes.
- 8.7 FCS 9.6.5 Manage amounts of food to meet needs of customers, clients.
- 8.8 FCS 9.6.6 Analyze new products.
- 8.9 FCS 14.5.1 Analyze how scientific and technical advances influence the nutrient content, availability, and safety of foods.
- 8.10 FCS 14.5.2 Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.
- 8.11 FCS 14.5.3 Analyze the effects of technological advances on selection, preparation and home storage of food.
- 8.12 FCS 14.5.4 Analyze the effects of food science and technology on meeting nutritional needs.

## ALIGNED WASHINGTON STATE STANDARDS

### Communications

### COMMON CORE Speaking and Listening Standards

- 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.
- 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.

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|---|--|
| <b>Educational Technology</b>                 | 1.2.1 Communicate and collaborate to learn with others.<br>1.3.2 Locate and organize information from a variety of sources and media.<br>1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.   |
| <b>Reading<br/>COMMON CORE</b>                | 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.<br>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.<br>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.<br>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.<br>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. |
| <b>Science</b>                                | LS2F: The concept of sustainable development supports adoption of policies that enable people to obtain the resources they need today without limiting the ability of future generations to meet their own needs. Sustainable processes include substituting renewable for nonrenewable resources, recycling, and using fewer resources.   |
| <b>Social Studies</b>                         | 2.4.1 Analyzes and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability in the past or present. (9/10)   |
| <b>Writing<br/>COMMON CORE</b>                | WHST1 Write arguments focused on <i>discipline-specific content</i> .<br>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>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.<br>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.<br>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.  |
| <b>Language<br/>Standards<br/>COMMON CORE</b> | 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.  |



## 21<sup>st</sup> CENTURY SKILLS

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

|   |  |   |
|---|--|---|
| <p style="text-align: center;"><b>LEARNING AND INNOVATION</b></p> <p><b>Creativity and Innovation</b></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><b>Critical Thinking and Problem Solving</b></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><b>Communication and Collaboration</b></p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p> | <p style="text-align: center;"><b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <p><input checked="" type="checkbox"/> Access and /evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b></p> <p><input checked="" type="checkbox"/> Analyze Media</p> <p><input checked="" type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <p><input checked="" type="checkbox"/> Apply Technology Effectively</p> | <p style="text-align: center;"><b>LIFE AND CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <p><input checked="" type="checkbox"/> Adapt to Change</p> <p><input checked="" type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b></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><b>Social and Cross-Cultural</b></p> <p><input checked="" type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b></p> <p><input checked="" type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b></p> <p><input checked="" type="checkbox"/> Guide and Lead Others</p> <p><input checked="" type="checkbox"/> Be Responsible to Others</p> |
|---|--|---|



## INTRODUCTION

|                      |                           |                       |                   |
|----------------------|---------------------------|-----------------------|-------------------|
| <b>Course Name</b>   | <u>Independent Living</u> | <b>Grade Level(s)</b> | <u>10, 11, 12</u> |
| <b>Course Length</b> | <u>One semester</u>       | <b>Course Code(s)</b> | <u>CTE 240</u>    |

|                           |  |
|---------------------------|--|
| <b>Course Description</b> | Students will acquire and apply knowledge and skills to successfully live independently. Students will have the opportunity to explore the following: evaluation/interpersonal skills, career exploration and employability skills, financial literacy, consumer awareness, nutrition, wellness and food preparation, adult relationships and responsibility. Family, Career, and Community Leaders of America or 21 <sup>st</sup> Century Skills is the integrated leadership component of this course. Individual student material costs may be applicable to this course. |
|---------------------------|--|

|                             |                              |
|-----------------------------|------------------------------|
| <b>Pathway Connections</b>  |                              |
| <b>Primary Connection</b>   | Social and Personal Services |
| <b>Secondary Connection</b> | Health & Medical Services    |

|                                   |                                       |
|-----------------------------------|---------------------------------------|
| <b>Sample Sequence of Courses</b> | Heath, Orientation, any FACSE courses |
|-----------------------------------|---------------------------------------|

|                  |                        |
|------------------|------------------------|
| <b>Equipment</b> | Computers, calculators |
|------------------|------------------------|

|   |   |
|---|---|
| <b>Skills Gap Data (CTE Courses only)</b> | <p>Family and Consumer Science is a viable curriculum which provides students with careers that pay an income at or above the U.S. National income. FACSE courses promote employable skills which led to top growing jobs. The Washington State Worksource Labor and Market Data supports the need for FACSE courses. There is a demand or high demand for the careers emphasized in FACSE curriculum. According to information provided in the Washington State Worksource Labor and Market Data -</p> <ul style="list-style-type: none"> <li>• Fashion Design 21,500 jobs- Balance Demand</li> <li>• Interior Design 56,500 jobs- High Demand</li> <li>• Child Care 1,282,000 jobs- Demand</li> <li>• Teachers 103,000 jobs- Balance Demand</li> <li>• Teacher Assistants 1,288,300 jobs- Demand</li> <li>• Dietitian 64,000 jobs- Demand</li> <li>• Food Scientists 33,500 jobs- Balanced Demand</li> <li>• Personal Financial Advisers 206,800 jobs- High Demand</li> <li>• Retail Sales 4,465,000 jobs- Balanced.</li> <li>• Food and Beverage Service 4,110,400 jobs High Demand</li> </ul> |
|---|---|



## Auburn School District

### Independent Living

**Total Framework Hours up to: 90**

**CIP Code: 190002**   ☒ **Exploratory**   ☐ **Preparatory**

**Date Last Modified: January 30, 2013**

**Career Cluster: Human Services**

**Career Pathway: Social and Personal Services**

#### Power Standards

- PS 1: FCS 13.1 Analyze functions and expectations of various types of relationships.
- PS 2: FCS 13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.
- PS 3: FCS 13.3 Demonstrate communication skills that contribute to positive relationships.
- PS 4: FCS 1.2 Demonstrate transferable and employability skills in school, community and workplace settings.
- PS 5: FCS 2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.
- PS 6: FCS 8.0 Integrate knowledge, skills, practice required for careers in food science, food technology, dietetics and nutrition.
- PS 7: FCS 2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
- PS 8: FCS 3.2 Analyze factors that affect consumer advocacy.
- PS 9: FCS 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community
- PS 10: FCS 15.3 Evaluate external support systems that provide services for parents.
- PS 11: FCS 15.4 Analyze physical and emotional factors related to beginning to parenting

#### Unit Outline

|   | <u>Hours</u> |
|---|--------------|
| Unit 1: Self-Evaluation/Interpersonal Skills        | 5            |
| Unit 2: Career Exploration and Employability Skills | 15           |
| Unit 3: Financial Literacy                          | 25           |
| Unit 4: Consumer Awareness                          | 15           |
| Unit 5: Nutrition, Wellness and Food Preparation    | 10           |
| Unit 6: Adult Relationships and Responsibility      | <u>20</u>    |
| <b>Total Hours</b>                                  | <b>90</b>    |

## UNIT 1 Self-Evaluation/Interpersonal Skills

### Performance Assessments:

Personal Inventories  
Reflections  
Portfolio

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

- 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs
- 2.C.2 Analyze and evaluate major alternative points of view
- 2.C.3 Synthesize and make connections between information and arguments
- 2.C.4 Interpret information and draw conclusions based on the best analysis
- 2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions
- 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- 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
- 3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member
- 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
- 7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments
- 8.A.3 Utilize time and manage workload efficiently
- 8.B.1 Monitor, define, prioritize and complete tasks without direct oversight
- 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.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 background
- 9.B.2 Respond open-mindedly to different ideas and values
- 9.B.3 Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
- 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
- 11.B.1 Act responsibly with the interests of the larger community in mind

### STANDARDS AND COMPETENCIES

**Standard/Unit: Self-evaluation/Interpersonal Skills**

**Competencies**

**Total Learning Hours for Unit: 5**

|     |   |
|-----|---|
| 1.1 | FCS 13.1.5 Analyze processes for handling unhealthy relationships. Demonstrate stress management strategies for family, work, and community settings. |
| 1.2 | FCS 13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.                                       |

### **ALIGNED WASHINGTON STATE STANDARDS**

|   |   |
|---|---|
| <b>Communications</b><br><br><b>COMMON CORE Speaking and Listening Standards</b>  | <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> <ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul> <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> |
| <b>Educational Technology</b>   | <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>  |
| <b>Health and Fitness</b>   | <p>2.4.3 Analyzes stress and how it relates to personal stress-management strategies.</p> <p>2.4.4 Creates personal stress-management strategies.</p> <p>3.3: Evaluates the impact of social skills on health.</p>  |
| <b>Writing</b><br><b>COMMON CORE</b><br>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects | <p>W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>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 claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>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.</li> <li>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.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> <p>W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through</p>   |

|  |   |
|--|---|
|  | <p>the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; 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.</li> <li>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.</li> <li>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol> <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, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> |
|--|---|

## UNIT 2 Career Exploration and Employability Skills

### Performance Assessments:

Create Personal Career Readiness Portfolio with Rubric  
Career Conference—Auburn Chamber of Commerce

### Embedded Leadership Activities

FCCLA Star Events

21<sup>st</sup> Century Skills:

- 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
- 7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments
- 8.A.3 Utilize time and manage workload efficiently
- 8.B.1 Monitor, define, prioritize and complete tasks without direct oversight
- 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.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 background
- 9.B.2 Respond open-mindedly to different ideas and values
- 9.B.3 Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
- 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
- 11.B.1 Act responsibly with the interests of the larger community in mind

### STANDARDS AND COMPETENCIES

**Standard/Unit: Career Exploration and Employability Skills**

### Competencies

**Total Learning Hours for Unit: 15**

- 2.1 FCS 1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.
- 2.2 FCS 1.2.2 Demonstrate job seeking and job keeping skills.
- 2.3 FCS 1.2.3 Apply communication skills in school, community, and workplace settings.
- 2.4 FCS 1.2.4 Demonstrate teamwork skills in school, community, and workplace settings.
- 2.5 FCS 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.
- 2.6 FCS 1.2.8 Demonstrate work ethics and professionalism

- 2.7 FCS 13.3.3 Demonstrate effective listening and feedback techniques.
- 2.8 FCS 13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings.
- 2.9 FCS 13.3.6 Analyze the effects of communication technology in family, work, and community settings.

### **ALIGNED WASHINGTON STATE STANDARDS**

|  |   |
|--|---|
| <b>Communications</b><br><br><b>COMMON CORE</b><br><b>Speaking and</b><br><b>Listening</b><br><b>Standards</b> | 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.<br>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.<br>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.<br>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. |
| <b>Educational</b><br><b>Technology</b>  | 1.1.1Generate ideas and create original works for personal and group expression using a variety of digital tools.<br>2.2.1 Develop skills to use technology effectively.  |
| <b>Writing</b><br><b>COMMON CORE</b>   | W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.<br>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.<br>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.<br>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.   |



## UNIT 3 Financial Literacy

### Performance Assessments:

Pre and Post Written Assessment

### Embedded Leadership Activities

FCCLA Financial Fitness

21<sup>st</sup> Century Theme: Financial, Economic, Business and Entrepreneurial Literacy

21<sup>st</sup> Century Skills:

- 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs
- 2.C.2 Analyze and evaluate major alternative points of view
- 2.C.3 Synthesize and make connections between information and arguments
- 2.C.4 Interpret information and draw conclusions based on the best analysis
- 2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions
- 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- 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
- 3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member
- 4.B.1 Use information accurately and creatively for the issue or problem at hand
- 4.B.2 Manage the flow of information from a wide variety of sources
- 4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information
- 5.A.1 Understand both how and why media messages are constructed, and for what purposes
- 5.A.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- 5.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media
- 6.A.1 Use technology as a tool to research, organize, evaluate and communicate information
- 6.A.2 Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- 6.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

### STANDARDS AND COMPETENCIES

### Standard/Unit: Financial Literacy

### Competencies

**Total Learning Hours for Unit: 25**

- 3.1 FCS 2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities.
- 3.2 FCS 2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.
- 3.3 FCS 2.1.5 Apply consumer skills to decisions about housing, utilities, and furnishings.
- 3.4 FCS 2.1.7 Apply consumer skills to decisions about recreation
- 3.5 FCS 2.5.4 Analyze practices that allow families to maintain economic self-sufficiency
- 3.6 FCS 2.6.1 Evaluate the need for personal and family financial planning.
- 3.7 FCS 2.6.2 Apply management principles to individual and family financial practices.
- 3.8 FCS 2.6.3 Apply management principles to decisions about insurance for individuals and families.

- 3.9 FCS 2.6.4 Evaluate personal and legal documents related to managing individual and family finances.  
 3.10 FCS 3.2.5 Apply strategies to reduce the risk of consumer fraud.

### ***ALIGNED WASHINGTON STATE STANDARDS***

|  |  |
|--|--|
| <b>Communications</b><br><br><b>COMMON CORE<br/>Speaking and<br/>Listening Standards</b> | 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.<br>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.<br>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.<br>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. |
| <b>Educational<br/>Technology</b>  | 1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.<br>2.2.1 Develop skills to use technology effectively.  |
| <b>Social Studies</b>  | 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.  |
| <b>Writing<br/>COMMON CORE</b>   | W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.<br>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.<br>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.<br>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.  |

## UNIT 4 Consumer Awareness

### Performance Assessments:

Living on Your Own Simulation/Project

### Embedded Leadership Activities

21<sup>st</sup> Century Theme: Financial, Economic, Business and Entrepreneurial Literacy

21<sup>st</sup> Century Skills:

- 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs
- 2.C.2 Analyze and evaluate major alternative points of view
- 2.C.3 Synthesize and make connections between information and arguments
- 2.C.4 Interpret information and draw conclusions based on the best analysis
- 2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions
- 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- 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
- 3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member
- 4.B.1 Use information accurately and creatively for the issue or problem at hand
- 4.B.2 Manage the flow of information from a wide variety of sources
- 4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information
- 5.A.1 Understand both how and why media messages are constructed, and for what purposes
- 5.A.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- 5.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media
- 6.A.1 Use technology as a tool to research, organize, evaluate and communicate information
- 6.A.2 Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- 6.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

### STANDARDS AND COMPETENCIES

### Standard/Unit: Consumer Awareness

### Competencies

**Total Learning Hours for Unit: 15**

- 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
- 4.3 FCS 2.4.3 Assess the use of technology and its effect on quality of life.
- 4.4 FCS 2.5 Analyze relationships between the economic system and consumer actions.
- 4.5 FCS 2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.
- 4.6 FCS 2.5.4 Analyze practices that allow families to maintain economic self-sufficiency.
- 4.7 FCS 2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
- 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.

**ALIGNED WASHINGTON STATE STANDARDS**

|   |  |
|---|--|
| <p><b>Communications</b></p> <p><b>COMMON CORE Speaking and Listening Standards</b></p> | <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><b>Educational Technology</b></p>  | <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>   |
| <p><b>Social Studies</b></p>  | <p>2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.</p>   |
| <p><b>Writing</b></p> <p><b>COMMON CORE</b></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, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>   |

## UNIT 5 Nutrition, Wellness and Food Preparation

### Performance Assessments:

Meal Planning Project- project based rubric

### Embedded Leadership Activities

21<sup>st</sup> Century theme activities- health literacy and environmental literacy

21<sup>st</sup> Century Skills-learning and innovation skills- critical thinking & problem solving

21<sup>st</sup> Century Life and Career Skills- Productivity and accountability

### STANDARDS AND COMPETENCIES

#### Standard/Unit: Nutrition, Wellness and Food Preparation

FCS 8.2.5 Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.

FCS 8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.

FCS 8.2.7 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

FCS 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.

FCS 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.

FCS 9.3.6 Critique the selection of foods to promote a healthy lifestyle

#### Competencies

**Total Learning Hours for Unit: 10**

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

5.2 FCS 9.2.1 Analyze factors that contribute to food borne illness.

5.3 FCS 9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.

5.4 FCS 9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.

5.5 FCS 9.3.2 Analyze nutritional data

5.6 FCS 9.3.5 Analyze recipe/ formula proportions and modifications for food production

5.7 FCS 9.3.5 Critique the selection of foods to promote a healthy lifestyle.

5.8 FCS 9.3.7 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.

5.9 FCS 9.4.1 Analyze nutritional needs of individuals

5.10 FCS 9.5.3 Prepare food for presentation and assessment.

5.11 FCS 9.5.4 Maintain test kitchen/ laboratory and related equipment and supplies.

5.12 FCS 9.6 Demonstrate food science, dietetics, and nutrition management principles and practices

5.13 FCS 9.6.2 Implement food preparation, production, and testing systems.

5.14 FCS 9.6.6 Analyze new products

5.15 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 STANDARDS

|                       |  |
|-----------------------|--|
| <b>Art</b>            | 1.2 Develop arts skills and techniques   |
| <b>Communications</b> | 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. |
| <b>COMMON CORE</b>    | SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to  |

|   |  |
|---|--|
| <b>Speaking and Listening Standards</b> | <p>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>                                   |
| <b>Educational Technology</b>           | <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>   |
| <b>Health and Fitness</b>               | <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>   |
| <b>Reading COMMON CORE</b>              | 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.   |
| <b>Writing COMMON CORE</b>              | <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, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> |

## UNIT 6 Adult Relationships & Responsibilities

### Performance Assessment

Power point, info graphic or brochure on lessons learned. Evaluated by instructor and peers.

### Embedded Leadership Activities

21st Century Skills- Creative and Innovations- all  
Life and Career Skills-all

### STANDARDS AND COMPETENCIES

#### Standard/Unit: Adult Relationships & Responsibilities

#### Competencies

**Total Learning Hours for Unit: 20**

- 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.
- 6.3 FCS 13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.
- 6.4 FCS 13.3 Demonstrate communication skills that contribute to positive relationships.
- 6.5 FCS 13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- 6.6 FCS 13.5.2 Demonstrate strategies to motivate, encourage, and build trust in group members. 15. 1 Analyze roles and responsibilities of parenting.
- 6.7 FCS 15.1.1 Analyze parenting roles across the life span.
- 6.8 FCS 15.1.2 Analyze expectations and responsibilities of parenting.
- 6.9 FCS 15.1.3 Analyze consequences of parenting practices to the individual, family, and society.
- 6.10 FCS 15.3.1 Assess community resources and services available to families.

### ALIGNED WASHINGTON STATE STANDARDS

|  |   |
|--|---|
| <b>Communications</b><br><br><b>COMMON CORE Speaking and Listening Standards</b> | 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.<br>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.<br>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.<br>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. |
| <b>Educational Technology</b>  | 1.1.1Generate ideas and create original works for personal and group expression using a variety of digital tools.<br>2.2.1 Develop skills to use technology effectively.  |
| <b>Health and Fitness</b>  | 2.2.2 Understands how to maintain sexual health throughout life.<br>2.3: Understands the concepts of prevention and control of disease.<br>2.4: Acquires skills to live safely and reduce health risks.<br>2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.<br>3.3.1 Analyzes conflict situations   |

|                                |  |
|--------------------------------|--|
| <b>Writing<br/>COMMON CORE</b> | <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, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> |
|--------------------------------|--|

## 21<sup>st</sup> CENTURY SKILLS

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

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





## INTRODUCTION

|                      |                 |                       |                |
|----------------------|-----------------|-----------------------|----------------|
| <b>Course Name</b>   | Interior Design | <b>Grade Level(s)</b> | 9, 10, 11 & 12 |
| <b>Course Length</b> | One semester    | <b>Course Code(s)</b> | CTE 245        |

|                           |  |
|---------------------------|--|
| <b>Course Description</b> | This project-based course allows students to utilize creativity while developing knowledge and skills related to housing, interior design, and home décor. The integration of the principles and elements of design will be evident throughout all projects. Projects will demonstrate student use of industry guidelines to design space that utilizes blue prints/ floor plans, architectural symbols and design practices to meet client's needs. Family, Career and Community Leaders of America or 21 <sup>st</sup> Century Skills is the integrated leadership component of this course. Individual student material costs may be applicable to this course. Individual student material costs may be applicable to this course. |
|---------------------------|--|

|                             |                              |
|-----------------------------|------------------------------|
| <b>Pathway Connections</b>  |                              |
| <b>Primary Connection</b>   | Social and Personal Services |
| <b>Secondary Connection</b> | Arts and Communication       |

|                                   |   |
|-----------------------------------|---|
| <b>Sample Sequence of Courses</b> | Optional-Drafting, Visual Communications, Drawing |
|-----------------------------------|---|

|                     |           |
|---------------------|-----------|
| <b>Cross Credit</b> | Fine Arts |
|---------------------|-----------|

|                       |  |
|-----------------------|--|
| <b>Basic Textbook</b> | <u>Housing &amp; Interior Design</u> (Goodheart/Willcox) |
|-----------------------|--|

|                  |   |
|------------------|---|
| <b>Equipment</b> | Drafting Furniture Templates & Supplies |
|------------------|---|

|                 |                              |
|-----------------|------------------------------|
| <b>Software</b> | Blue printing or floor plans |
|-----------------|------------------------------|

|                               |                |
|-------------------------------|----------------|
| <b>Supplemental Materials</b> | Various videos |
|-------------------------------|----------------|

|   |   |
|---|---|
| <b>Skills Gap Data (CTE Courses only)</b> | Family and Consumer Science is a viable curriculum which provides students with careers that pay an income at or above the U.S. National income. FACSE courses promote employable skills which led to top growing jobs. The Washington State Worksource Labor and Market Data supports the need for FACSE courses. There is a demand or high demand for the careers emphasized in FACSE curriculum. According to information provided in the Washington State Worksource Labor and Market Data - <ul style="list-style-type: none"> <li>• Fashion Design 21,500 jobs- Balance Demand</li> <li>• Interior Design 56,500 jobs- High Demand</li> <li>• Retail Sales 4,465,000 jobs- Balanced.</li> </ul> |
|---|---|



## Auburn School District

### Interior Design

**Total Framework Hours up to: 90**

**CIP Code: 190601** ☒ **Exploratory** ☐ **Preparatory**

**Date Last Modified: January 30, 2013**

**Career Cluster: Human Services**

**Career Pathway: Social and Personal Services**

#### 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    | 10           |
| <b>Total Hours</b>                        | <b>90</b>    |

## UNIT 1 Career Exploration

### Performance Assessments:

- Multimedia rubric-based project
- Guest Speakers/Reflection

### Embedded Leadership Activities

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

## STANDARDS AND COMPETENCIES

### Standard/Unit:

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

### 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 STANDARDS

|  |  |
|--|--|
| <b>Art</b>   | 1.1 Understand arts concepts and vocabulary<br>4.5 Demonstrate knowledge of arts careers and the knowledge of arts skills in the world of work   |
| <b>Communications</b><br><br><b>COMMON CORE Speaking and Listening Standards</b> | 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"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul> 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. |
| <b>Educational Technology</b>  | 1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.<br>1.2.1 Communicate and collaborate to learn with others.  |

## UNIT 2 Historical Housing

### 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

### Embedded Leadership Activities

21<sup>st</sup> Century Skill: Learning and Innovation, Information, Media and Technology, Life and Career

## STANDARDS AND COMPETENCIES

### Standard/Unit:

PS 2: FCS 11.5 Analyze design and development of architecture, interiors and furnishings through the ages.

### 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 STANDARDS

|  |   |
|--|---|
| <b>Art</b>   | 1.1 Understand arts concepts and vocabulary<br>4.4 Understand that the arts shape and reflect culture and history   |
| <b>Communications</b><br><br><b>COMMON CORE</b><br><b>Speaking and</b><br><b>Listening</b><br><b>Standards</b> | 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. |
| <b>Educational Technology</b>  | 1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.<br>1.2.1 Communicate and collaborate to learn with others.   |
| <b>Social Studies</b>  | 4.1.1 Analyzes change and continuity within a historical time period. (9/10)  |

## UNIT 3 Elements and Principles of Design

### Performance Assessments:

- Rubric-based Handbook of Elements and Principles
- Color Creation/Color Wheel/Rubric Based
- Comprehensive Written Evaluation

### Embedded Leadership Activities

21<sup>st</sup> Century Skill: Learning and Innovation, Information, Life and Career  
 Community Service  
 Families First  
 Power of One  
 STAR Events

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 3: FCS 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.

#### 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 STANDARDS

|  |   |
|--|---|
| <b>Art</b>   | 1.1 Understand arts concepts and vocabulary<br>1.2 Develop arts skills and techniques<br>2.1 Apply a creative process in the arts<br>3.1 Use the arts to express and present ideas and feelings<br>3.2 Use the arts to communicate for a specific purpose<br>3.3 Develop personal aesthetic criteria to communicate artistic choices<br>4.2 Demonstrate and analyze the connections between the arts and other content areas<br>4.5 Demonstrate knowledge of arts careers and the knowledge of arts skills in the world of work |
| <b>Communications</b><br><br><b>COMMON CORE</b><br><b>Speaking and</b><br><b>Listening Standards</b> | 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.   |
| <b>Educational</b><br><b>Technology</b>  | 1.2.1 Communicate and collaborate to learn with others.   |
| <b>Reading</b><br><b>COMMON CORE</b>   | RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.  |

## UNIT 4 Floor Plans

### 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.

### Embedded Leadership Activities

21<sup>st</sup> Century Skill: Learning and Innovation, Life and Career

Power of One

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

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.

#### 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 STANDARDS

|                                |   |
|--------------------------------|---|
| <b>Art</b>                     | 1.1 Understand arts concepts and vocabulary<br>1.2 Develop arts skills and techniques<br>2.1 Apply a creative process in the arts<br>3.1 Use the arts to express and present ideas and feelings<br>3.2 Use the arts to communicate for a specific purpose<br>3.3 Develop personal aesthetic criteria to communicate artistic choices<br>4.2 Demonstrate and analyze the connections between the arts and other content areas<br>4.5 Demonstrate knowledge of arts careers and the knowledge of arts skills in the world of work |
| <b>Educational Technology</b>  | 1.2.1 Communicate and collaborate to learn with others.   |
| <b>Reading<br/>COMMON CORE</b> | 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.<br>RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.   |

## UNIT 5 Textiles/Coverings/Treatments

### 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

### Embedded Leadership Activities

21<sup>st</sup> Century Skill: Learning and Innovation, Life and Career

Families First  
Financial Fitness  
STAR Events

## STANDARDS AND COMPETENCIES

### Standard/Unit:

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.

### 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 STANDARDS

|                               |   |
|-------------------------------|---|
| <b>Art</b>                    | 1.1 Understand arts concepts and vocabulary<br>1.2 Develop arts skills and techniques<br>2.1 Apply a creative process in the arts<br>3.1 Use the arts to express and present ideas and feelings<br>3.2 Use the arts to communicate for a specific purpose<br>3.3 Develop personal aesthetic criteria to communicate artistic choices<br>4.2 Demonstrate and analyze the connections between the arts and other content areas<br>4.5 Demonstrate knowledge of arts careers and the knowledge of arts skills in the world of work |
| <b>Educational Technology</b> | 1.2.1 Communicate and collaborate to learn with others.   |
| <b>Reading COMMON CORE</b>    | RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.  |

## UNIT 6 Housing Safety and Regulations

### 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.

### Embedded Leadership Activities

21<sup>st</sup> Century interdisciplinary theme—Environmental Literacy

21<sup>st</sup> Century Skill: Learning and Innovation, Life and Career

Career Connections

Financial Fitness

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

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.

#### 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.

### ALIGNED WASHINGTON STATE STANDARDS

|   |   |
|---|---|
| <b>Art</b>  | 1.1 Understand arts concepts and vocabulary<br>4.5 Demonstrate knowledge of arts careers and the knowledge of arts skills in the world of work  |
| <b>Communications</b>                               | 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. |
| <b>COMMON CORE Speaking and Listening Standards</b> | 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.   |
| <b>Educational Technology</b>                       | 1.2.1 Communicate and collaborate to learn with others.   |
| <b>Health and Fitness</b>                           | 2.4: Acquires skills to live safely and reduce health risks.  |



## 21<sup>st</sup> CENTURY SKILLS

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

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



## INTRODUCTION

|                      |                               |                       |                        |
|----------------------|-------------------------------|-----------------------|------------------------|
| <b>Course Name</b>   | <u>Nutrition and Wellness</u> | <b>Grade Level(s)</b> | <u>10, 11 &amp; 12</u> |
| <b>Course Length</b> | <u>One semester</u>           | <b>Course Code(s)</b> | <u>CTE 250</u>         |

|   |  |
|---|--|
| <b>Course Description</b>                 | 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. Students participate in individual and group projects that include tasting and cooking labs that focus on the healthy eating of today. Family, Career and Community Leaders of America or 21 <sup>st</sup> Century Skills is the integrated leadership component of this course. Individual student material costs may be applicable to this course. |
| <b>Pathway Connections</b>                |  |
| <b>Primary Connection</b>                 | Health & Medical Services  |
| <b>Secondary Connection</b>               | Social and Personal Services   |
| <b>Sample Sequence of Courses</b>         | Health, Nutrition and Wellness, Food Science & Nutrition   |
| <b>Cross Credit</b>                       | Health   |
| <b>Basic Textbook</b>                     | <u>Nutrition and Wellness for Life</u> (Goodheart Willcox)   |
| <b>Equipment</b>                          | Large and small kitchen equipment, appliances and tools  |
| <b>Supplemental Materials</b>             | 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 lines, Eat Smart, Jobs in Food Nutrition  |
| <b>Skills Gap Data (CTE Courses only)</b> | 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 2012.   |



## Auburn School District

### Nutrition and Wellness

**Total Framework Hours up to: 90**

**CIP Code: 190501** ☒ **Exploratory** ☐ **Preparatory**

**Date Last Modified: January 30, 2013**

**Career Cluster: Human Services**

**Career Pathway: Health and Medical Services**

#### Power Standards

PS 1: FCS14 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: FCS 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing food.

PS 5: FCS 9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries.

#### Unit Outline

|   | <u><b>Hours</b></u> |
|---|---------------------|
| Unit 1: Fitness/Wellness: Activities for a Healthy Life | 25                  |
| Unit 2: Food Safety and Sanitation                      | 10                  |
| Unit 3: Nutrition                                       | 25                  |
| Unit 4: Meal Planning and Preparation                   | 20                  |
| Unit 5: Careers in Nutrition and Wellness               | 10                  |
| <b>Total Hours</b>                                      | <b>90</b>           |

## UNIT 1 Fitness/Wellness: Activities for a Healthy Life

### 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
- STAR Events Rubrics
- Short Answer Essay
- Oral Response

Best Works for High School Culminating Project

Exit Survey

### Embedded Leadership Activities

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

**Standard/Unit: Plan a personal exercise, nutrition, wellness, program that enhances health.**

### 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 STANDARDS

### Communications

### COMMON CORE Speaking and Listening Standards

- 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.
- 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 understanding of findings, reasoning, and evidence and to add interest.  |
| <b>Health and Fitness</b>      | 1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.<br>1.3.1 Analyzes the components of health-related fitness<br>1.3.2 Analyzes the progress of a personal fitness plan<br>4.1 Analyzes personal health and fitness information.   |
| <b>Reading<br/>COMMON CORE</b> | RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).  |
| <b>Writing<br/>COMMON CORE</b> | 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.<br>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 2 Food Safety and Sanitation

### Performance Assessments:

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 illness and related systems.

**Assessment: Project based assessment.**

### Embedded Leadership Activities

21<sup>st</sup> Century interdisciplinary theme: health literacy

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

Student Body – food safety information

Community Service

Power of One

### STANDARDS AND COMPETENCIES

**Standard/Unit: Analyze conditions and practices that promote safe food handling.**

#### 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.

2.3 FCS 9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.

### 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.

#### COMMON CORE Speaking and Listening Standards

#### Reading COMMON CORE

ENGLISH LANGUAGE  
ARTS & Literacy in  
History/Social Studies,  
Science, and Technical  
Subjects

RI2 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.

RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

## UNIT 3 Nutrition

### Performance Assessments:

#### Nutrition Brochure

Using technical resources, the student will produce a brochure for a specific audience\* that communicates clearly knowledge about nutrition topics. The student will use problem solving and decision making to develop concepts in the brochure that will help individuals and families understand the cause and effect relationship of factors that maintain a healthy life.

#### Assessment:

- Class Discussion
- STAR Events Student Body Rubrics
- Student Presentations of Brochure

### Embedded Leadership Activities

Work creatively with others. Think creatively, learning and innovation skills,  
21<sup>st</sup> Century Theme: Health Literacy

#### Family, Career, & Community Leaders of America

STAR Events  
Student Body  
Power of One  
Community Service

### STANDARDS AND COMPETENCIES

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

#### 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 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- 3.3 FCS 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 3.4 FCS 14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
- 3.5 FCS 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

### ALIGNED WASHINGTON STATE STANDARDS

|   |   |
|---|---|
| <b>Communications</b>                               | 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.                  |
| <b>COMMON CORE Speaking and Listening Standards</b> | 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 understanding of findings, reasoning, and evidence and to add interest.   |
| <b>Educational</b>                                  | 2.2.1 Develop skills to use technology effectively.   |

|                                |   |
|--------------------------------|---|
| <b>Technology</b>              |   |
| <b>Health and Fitness</b>      | 1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance.<br>1.5.1 Analyzes and/or evaluates the relationship of nutrition planning to physical performance and body composition<br>1.5.4 Evaluates how healthy and unhealthy eating patterns impact the function of the body.   |
| <b>Reading<br/>COMMON CORE</b> | RI2 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.<br>RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| <b>Writing<br/>COMMON CORE</b> | 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 4 Meal Planning and Preparation

### Performance Assessments:

Students will work in groups or alone to demonstrate their ability to use meal planning and dietary guidelines to select within budget, prepare, serve and store foods for individuals across the life span. Foods and/or meals may include vegetarian foods, foods high in phyto-nutrients, high in fiber, low in fat and sugar, or to meet specific health needs. Students will discuss why they choose each item.

#### Assessment:

- Products Produced
- Students Reports & Presentations

### Factors Impacting Food Choices

Analyze ways in which food choices meets the nutritional needs of individuals

Analyze food ads that influence consumer choices. Identify their media appeal in terms of social, physical, psychological aspects

Brainstorm and identify factors that influence nutrition & wellness practices.

Utilize given foods to create a nutritious meal and evaluate the nutrition, safety and preparation of food.

#### Assessment:

- Selected Responses
- Students Reports & Presentations
- Lab preparation and evaluation.

### Food Choices Analysis

The students will work in pairs to appraise a variety of advertised diet plans, assessing nutrition as they compare and contrast the plans and present findings in Power Point, or other means

Analyze food labels and/or fast food nutritional data sheets and compare and contrast to USRDA recommendations for of various individuals across the life span, athlete's nutritional needs or those with special diets

#### Assessment:

- Products Produced
- Students Reports & Presentations
- Food lab evaluation and assessment

### Embedded Leadership Activities

Make judgments, solve problems, work independently, self-directed, manage projects, produce results

Work creatively with others, health literacy, critical thinking and problem solving, reason effectively

## STANDARDS AND COMPETENCIES

**Standard/Unit: FCS 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious & aesthetically pleasing foods.**

**Competencies**

**Total Learning Hours for Unit: 20**

- 4.1 FCS 14.2.4 Appraise sources of food and nutrition information including food labels, related to health and wellness.
- 4.2 FCS 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- 4.3 FCS 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 4.4 FCS 14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.

***ALIGNED WASHINGTON STATE STANDARDS***

|  |   |
|--|---|
| <b>Art</b>   | 3.1 Use the arts to express and present ideas and feelings<br>3.2 Use the arts to communicate for a specific purpose  |
| <b>Communications</b><br><br><b>COMMON CORE</b><br><b>Speaking and</b><br><b>Listening Standards</b> | 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.   |
| <b>Educational</b><br><b>Technology</b>  | 2.2.1 Develop skills to use technology effectively.   |
| <b>Reading</b><br><b>COMMON CORE</b>   | RI2 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.<br>RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |

## UNIT 5 Careers in Nutrition and Wellness

### Performance Assessments:

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

#### Assessment:

- Class Discussion
- Career Investigation STAR Events Rubrics
- Student Reports & Presentations
- Oral Questioning

### Embedded Leadership Activities

Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

#### Family, Career, & Community Leaders of America

#### STAR Events

Job Interview  
Career Investigation

## STANDARDS AND COMPETENCIES

**Standard/Unit: PS 7: FCS 9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries.**

### Competencies

**Total Learning Hours for Unit: 10**

- 5.1 FCS 1.2.1 Examine potential career choices to determine the knowledge, skills, and attitudes associated with each.
- 5.2 FCS 8.1 Analyze career paths within the food production and food services industries.
- 5.3 FCS 9.1 Analyze career paths within food science, dietetics, and nutrition industries. Analyze the scientific and technological knowledge, training, and experience needed for occupational areas of interest.

## ALIGNED WASHINGTON STATE STANDARDS

### Communications

### COMMON CORE Speaking and Listening Standards

- 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.
- 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.   |
| <b>Health and Fitness</b>  | 1.4.2 Analyzes and/or evaluates the components of skill-related fitness as related to careers/occupations/recreation.<br>4.1.2 Analyzes career opportunities in health and fitness.   |
| <b>Reading COMMON CORE</b> | RI2 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.<br>RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| <b>Writing COMMON CORE</b> | 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.  |

### **21<sup>st</sup> CENTURY SKILLS**

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

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

**CAREER AND TECHNICAL EDUCATION CURRICULUM REVIEW**  
**Health and Human Services Pathway**  
**Family and Consumer Sciences Program**  
**Cost Analysis Breakdown**

| DESCRIPTION                                  | PUBLISHER        | ISBN#             | AHS | AMHS | ARHS | WEST | TOTAL | UNIT COST                      | TOTAL              |
|--|------------------|-------------------|-----|------|------|------|-------|--------------------------------|--------------------|
| Careers with Children                        |                  |                   |     |      |      |      | 0     |                                | \$ -               |
| Working with Young Children textbook         | Goodheart/Wilcox | 978-1-60525-436-4 | 20  | 20   | 20   | 0    | 60    | \$ 61.98                       | \$ 3,718.80        |
|  |                  |                   |     |      |      |      |       |                                | \$ -               |
| Careers in Education                         |                  |                   |     |      |      |      | 0     |                                | \$ -               |
| various DVDs                                 | Learning Seed    |                   | 2   | 2    |      |      | 4     | \$ 149.00                      | \$ 596.00          |
|  |                  |                   |     |      |      |      |       |                                | \$ -               |
| Family Health                                |                  |                   |     |      |      |      | 0     |                                | \$ -               |
| Glencoe Health & Wellness Reading Essentials | Glencoe          |                   | 0   |      | 35   | 20   | 55    | \$ 76.32                       | \$ 4,197.60        |
| various DVDs                                 | Learning Seed    |                   | 1   |      | 1    | 1    | 3     | \$ 149.00                      | \$ 447.00          |
| various DVDs                                 | Learning Seed    |                   | 2   |      | 1    |      | 3     | \$ 278.00                      | \$ 834.00          |
| Supplies                                     | Nasco            |                   |     |      |      | 1    | 1     | \$ 708.30                      | \$ 708.30          |
| Fashion Apparel and Design                   |                  |                   |     |      |      |      | 0     |                                | \$ -               |
| various DVDs                                 | Learning Seed    |                   | 1   | 1    |      |      | 2     | \$ 39.00                       | \$ 78.00           |
|  |                  |                   |     |      |      |      |       |                                | \$ -               |
| Food Science and Nutrition                   |                  |                   |     |      |      |      | 0     |                                | \$ -               |
|  |                  |                   |     |      |      |      |       |                                | \$ -               |
|  |                  |                   |     |      |      |      |       |                                | \$ -               |
| Independent Living                           |                  |                   |     |      |      |      | 0     |                                | \$ -               |
| Babies                                       | Realityworks     |                   | 6   | 2    | 6    | 6    | 20    | \$ 7,153.00                    | \$ 143,060.00      |
|  |                  |                   |     |      |      |      |       |                                | \$ -               |
| Interior Design                              |                  |                   |     |      |      |      | 0     |                                | \$ -               |
| various DVDs                                 | Learning Seed    |                   | 1   | 1    |      |      | 2     | \$ 99.00                       | \$ 198.00          |
|  |                  |                   |     |      |      |      |       |                                | \$ -               |
| Nutrition and Wellness                       |                  |                   |     |      |      |      | 0     |                                | \$ -               |
| various DVDs                                 | Learning Seed    |                   | 2   |      |      | 2    | 4     | \$ 198.00                      | \$ 792.00          |
|  |                  |                   |     |      |      |      |       |                                | \$ -               |
|  |                  |                   |     |      |      |      |       |                                | \$ -               |
|  |                  |                   |     |      |      |      |       | <b>Subtotal</b>                | \$ 154,629.70      |
|  |                  |                   |     |      |      |      |       | <b>Shipping &amp; Handling</b> | 10% \$ 15,462.97   |
|  |                  |                   |     |      |      |      |       | <b>Subtotal</b>                | \$ 170,092.67      |
|  |                  |                   |     |      |      |      |       | <b>Sales Tax</b>               | 9.80% \$ 16,669.08 |
|  |                  |                   |     |      |      |      |       | <b>Grand Total</b>             | \$ 186,761.75      |

**Auburn School District #408**  
**Career and Technical Education Curriculum Review**

**HEALTH AND HUMAN SERVICES PATHWAY**  
**Sports Medicine Program**

| <b>COURSE NAME</b>     | <b>ASD COURSE CODE</b> | <b>CIP CODE</b> |
|------------------------|------------------------|-----------------|
| Anatomy and Physiology | CTE 305, 306           | 510800          |
| Preventive Medicine    | CTE 304                | 510800          |
| Sports Medicine I      | CTE 307, 308           | 510913          |
| Sports Medicine II     | CTE 311, 312           | 510913          |

The curriculum was reviewed during the 2012-2013 school year in accordance with the state Career and Technical Education Program Standards. These courses were submitted to OSPI for reapproval on January 30, 2013. These changes will be implemented beginning with the 2013-2014 school year.

The signatures below acknowledge the curriculum for each course in the Sports Medicine Program has been reviewed and updated to meet industry, state and district standards and objectives.

**AUBURN HIGH SCHOOL**

\_\_\_\_\_  
Instructor

\_\_\_\_\_  
Instructor

\_\_\_\_\_  
Assistant Principal, CTE

**AUBURN MOUNTAINVIEW HIGH SCHOOL**

\_\_\_\_\_  
Instructor

\_\_\_\_\_  
Assistant Principal, CTE

**AUBURN RIVERSIDE HIGH SCHOOL**

\_\_\_\_\_  
Instructor

\_\_\_\_\_  
Assistant Principal, CTE

\_\_\_\_\_  
Advisory Chairperson

**SKILLS GAP/LABOR MARKET DATA**  
**Therapeutic Services Program**

|   |   |                     |            |                 |            |  |            |                      |            |                      |            |                           |            |                                 |            |                         |            |                           |            |  |            |
|---|---|---------------------|------------|-----------------|------------|--|------------|----------------------|------------|----------------------|------------|---------------------------|------------|---------------------------------|------------|-------------------------|------------|---------------------------|------------|--|------------|
| <p><b>Therapeutic Services Program</b></p> <ul style="list-style-type: none"><li>• Anatomy &amp; Physiology</li><li>• Preventive Medicine</li><li>• Sports Medicine</li></ul> | <p>According to the Workforce Development Council's Map Your Career website, health care is expected to grow an average of 1.9% each year from 2007 to 2017 (Washington State Employment Security Department). For three straight years, job vacancies in hospitals have remained high or increased, most notably in nursing, imaging, rehabilitation, operating rooms, and laboratory departments (2008 Hospital Work Force Survey, Washington State Hospital Association/Health Workforce Institute, June 2009).</p> <p>The gap between the number of skilled workers that are needed and the number available is expected to grow. The state will need thousands of new doctors, nurses, technicians and assistants as the population gets older and the demand for health care increases. According to the Health Work Force Institute, the state will have a shortage of 24,000 Registered Nurses by 2020.</p> <p>One issue is that too many hospital workers are reaching retirement age. The average age of a nurse in Washington state is 48. Nearly one-quarter of our doctors are over 60.</p> <p>The following data comes from the Bureau of Labor Statistics website.</p> <table><tr><td>• Athletic Trainers</td><td>30% growth</td></tr><tr><td>• Chiropractors</td><td>28% growth</td></tr><tr><td>• Licensed Practical and Licensed Vocational</td><td>22% growth</td></tr><tr><td>• Massage Therapists</td><td>20% growth</td></tr><tr><td>• Medical Assistants</td><td>31% growth</td></tr><tr><td>• Occupational Therapists</td><td>33% growth</td></tr><tr><td>• Physical Therapist Assistants</td><td>45% growth</td></tr><tr><td>• Physicians Assistants</td><td>30% growth</td></tr><tr><td>• Recreational Therapists</td><td>17% growth</td></tr><tr><td>• Substance Abuse and Behavioral Disorder Counselors</td><td>27% growth</td></tr></table> | • Athletic Trainers | 30% growth | • Chiropractors | 28% growth | • Licensed Practical and Licensed Vocational | 22% growth | • Massage Therapists | 20% growth | • Medical Assistants | 31% growth | • Occupational Therapists | 33% growth | • Physical Therapist Assistants | 45% growth | • Physicians Assistants | 30% growth | • Recreational Therapists | 17% growth | • Substance Abuse and Behavioral Disorder Counselors | 27% growth |
| • Athletic Trainers   | 30% growth  |                     |            |                 |            |  |            |                      |            |                      |            |                           |            |                                 |            |                         |            |                           |            |  |            |
| • Chiropractors   | 28% growth  |                     |            |                 |            |  |            |                      |            |                      |            |                           |            |                                 |            |                         |            |                           |            |  |            |
| • Licensed Practical and Licensed Vocational  | 22% growth  |                     |            |                 |            |  |            |                      |            |                      |            |                           |            |                                 |            |                         |            |                           |            |  |            |
| • Massage Therapists  | 20% growth  |                     |            |                 |            |  |            |                      |            |                      |            |                           |            |                                 |            |                         |            |                           |            |  |            |
| • Medical Assistants  | 31% growth  |                     |            |                 |            |  |            |                      |            |                      |            |                           |            |                                 |            |                         |            |                           |            |  |            |
| • Occupational Therapists   | 33% growth  |                     |            |                 |            |  |            |                      |            |                      |            |                           |            |                                 |            |                         |            |                           |            |  |            |
| • Physical Therapist Assistants   | 45% growth  |                     |            |                 |            |  |            |                      |            |                      |            |                           |            |                                 |            |                         |            |                           |            |  |            |
| • Physicians Assistants   | 30% growth  |                     |            |                 |            |  |            |                      |            |                      |            |                           |            |                                 |            |                         |            |                           |            |  |            |
| • Recreational Therapists   | 17% growth  |                     |            |                 |            |  |            |                      |            |                      |            |                           |            |                                 |            |                         |            |                           |            |  |            |
| • Substance Abuse and Behavioral Disorder Counselors  | 27% growth  |                     |            |                 |            |  |            |                      |            |                      |            |                           |            |                                 |            |                         |            |                           |            |  |            |



## INTRODUCTION

|                      |                               |                       |                        |
|----------------------|-------------------------------|-----------------------|------------------------|
| <b>Course Name</b>   | <u>Anatomy and Physiology</u> | <b>Grade Level(s)</b> | <u>10, 11 &amp; 12</u> |
| <b>Course Length</b> | <u>Year-long course</u>       | <b>Course Code</b>    | <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, 9<sup>th</sup> Edition

**Equipment** Anatomy models and pictures

**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.

- Athletic Trainers 30% growth
- Chiropractors 28% growth
- Licensed Practical and Licensed Vocational 22% growth
- Massage Therapists 20% growth
- Medical Assistants 31% growth
- Occupational Therapists 33% growth
- Physical Therapist Assistants 45% growth
- Physicians Assistants 30% growth
- Recreational Therapists 17% growth
- Substance Abuse and Behavioral Disorder Counselors 27% growth





## Auburn School District

# Anatomy and Physiology

**Total Framework Hours: 180**

**CIP Code: 510800** ☒ **Exploratory** ☐ **Preparatory**

**Date Last Modified: January 30, 2013**

**Career Cluster: Health Services**

**Career Pathway: Therapeutic Services**

### Power Standards

- 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.

### Unit Outline

|  | <u>Hours</u> |
|--|--------------|
| Unit 1: Introduction to and Organization of the Human Body | 15           |
| Unit 2: The Integumentary System                           | 5            |
| Unit 3: The Skeletal System                                | 30           |
| Unit 4: The Muscular System                                | 30           |
| Unit 5: The Nervous System                                 | 15           |
| Unit 6: The Circulatory System                             | 40           |
| Unit 7: The Respiratory System                             | 15           |
| Unit 8: The Digestive System                               | 12           |
| Unit 9: The Urinary System                                 | 8            |
| Unit 10: The Reproductive System                           | 10           |
| <b>Total Hours</b>   | <b>180</b>   |

## UNIT 1 Introduction to and Organization of the Human Body

### Performance Assessments:

Complete a written assessment over the Introduction to the Human Body.

### Embedded Leadership Activities

21<sup>st</sup> 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

#### COMMON CORE Speaking and Listening

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 COMMON CORE

ENGLISH LANGUAGE  
ARTS & Literacy in  
History/Social Studies,  
Science, and Technical  
Subjects

- 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,

|                |   |
|----------------|---|
|                | <p>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>   |
| <b>Science</b> | <p>SYSA: Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.</p> <p>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> <p>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.</p> <p>LS1F: All of the functions of the cell are based on chemical reactions. Food molecules are broken down to provide the energy and the chemical constituents needed to synthesize other molecules. Breakdown and synthesis are made possible by proteins called enzymes. Some of these enzymes enable the cell to store energy in special chemicals, such as ATP, that are needed to drive the many other chemical reactions in a cell.</p> |

## UNIT 2 The Integumentary System

### Performance Assessments:

Complete a written assessment

### Embedded Leadership Activities

21<sup>st</sup> 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 their 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

|   |   |
|---|---|
| <b>COMMON CORE Speaking and Listening Standards</b> | 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.   |
| <b>Reading COMMON CORE</b>                          | <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><b>Craft and Structure</b></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> |

## 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.

### Embedded Leadership Activities

21<sup>st</sup> 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

|   |   |
|---|---|
| <b>COMMON CORE Speaking and Listening</b> | 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.   |
| <b>Educational Technology</b>             | 1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.<br>1.2.1 Communicate and collaborate to learn with others.   |
| <b>Health and Fitness</b>                 | 2.3: Understands the concepts of prevention and control of disease.   |
| <b>Reading COMMON CORE</b>                | 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.<br>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.<br>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. |
|   | <b>Craft and Structure</b>  |

|                                |  |
|--------------------------------|--|
|                                | <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> |
| <b>Science</b>                 | SYSD Systems can be changing or in equilibrium.  |
| <b>Writing<br/>COMMON CORE</b> | 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 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.

### Embedded Leadership Activities

21<sup>st</sup> 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.

### ALIGNED WASHINGTON STATE STANDARDS

|   |  |
|---|--|
| <b>COMMON CORE Speaking and Listening</b> | 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.  |
| <b>Educational Technology</b>             | 1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.<br>1.2.1 Communicate and collaborate to learn with others.  |
| <b>Health and Fitness</b>                 | 2.3: Understands the concepts of prevention and control of disease.  |
| <b>Reading COMMON CORE</b>                | 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.<br>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.<br>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.<br><b>Craft and Structure</b><br>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.<br>RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. |

|                                |  |
|--------------------------------|--|
|                                | <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>  |
| <b>Science</b>                 | <p>LS1F: All of the functions of the cell are based on chemical reactions. Food molecules are broken down to provide the energy and the chemical constituents needed to synthesize other molecules. Breakdown and synthesis are made possible by proteins called enzymes. Some of these enzymes enable the cell to store energy in special chemicals, such as ATP, that are needed to drive the many other chemical reactions in a cell.</p> |
| <b>Writing<br/>COMMON CORE</b> | <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 5 The Nervous System

### Performance Assessments:

Lab demonstrating function of cranial nerves and reflexes  
Written assessment

### Embedded Leadership Activities

21<sup>st</sup> 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

### COMMON CORE Speaking and Listening

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

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

### Reading COMMON CORE

- 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.   |
| <b>Writing<br/>COMMON CORE</b> | 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

### Embedded Leadership Activities

21<sup>st</sup> 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 there 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 hearts 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.

## ALIGNED WASHINGTON STATE STANDARDS

|   |   |
|---|---|
| <b>COMMON CORE Speaking and Listening</b> | 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. |
| <b>Educational Technology</b>             | 1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.<br>1.2.1 Communicate and collaborate to learn with others.   |
| <b>Health and Fitness</b>                 | 2.3: Understands the concepts of prevention and control of disease.   |

|                                |   |
|--------------------------------|---|
| <b>Reading<br/>COMMON CORE</b> | <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><b>Craft and Structure</b></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> |
| <b>Science</b>                 | <p>SYSA: Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.</p>   |
| <b>Writing<br/>COMMON CORE</b> | <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 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

### Embedded Leadership Activities

21<sup>st</sup> 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 co2.

## ALIGNED WASHINGTON STATE STANDARDS

|   |   |
|---|---|
| <b>COMMON CORE Speaking and Listening</b> | 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.   |
| <b>Educational Technology</b>             | 1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.<br>1.2.1 Communicate and collaborate to learn with others.   |
| <b>Health and Fitness</b>                 | 2.3: Understands the concepts of prevention and control of disease.   |
| <b>Reading COMMON CORE</b>                | <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><b>Craft and Structure</b></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> |
| <b>Science</b>                 | SYSA: Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.  |
| <b>Writing<br/>COMMON CORE</b> | 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 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

### Embedded Leadership Activities

21<sup>st</sup> 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

### ALIGNED WASHINGTON STATE STANDARDS

|   |   |
|---|---|
| <b>COMMON CORE Speaking and Listening</b> | 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.   |
| <b>Educational Technology</b>             | 1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.<br>1.2.1 Communicate and collaborate to learn with others.   |
| <b>Health and Fitness</b>                 | 2.3: Understands the concepts of prevention and control of disease.   |
| <b>Reading COMMON CORE</b>                | 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.<br>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.<br>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. |

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|                                | <p><b>Craft and Structure</b></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> |
| <b>Science</b>                 | <p>SYSA: Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.</p>  |
| <b>Writing<br/>COMMON CORE</b> | <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 9 The Urinary System

### Performance Assessments:

Complete a urinalysis and written explanation of the results.

### Embedded Leadership Activities

21<sup>st</sup> 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

## ALIGNED WASHINGTON STATE STANDARDS

|   |   |
|---|---|
| <b>COMMON CORE Speaking and Listening</b> | 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.   |
| <b>Educational Technology</b>             | 1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.<br>1.2.1 Communicate and collaborate to learn with others.   |
| <b>Health and Fitness</b>                 | 2.3: Understands the concepts of prevention and control of disease.   |
| <b>Reading COMMON CORE</b>                | <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><b>Craft and Structure</b></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> |
| <b>Science</b>                 | <p>SYSA: Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.</p>   |
| <b>Writing<br/>COMMON CORE</b> | <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 10 The Reproductive System

### Performance Assessments:

Complete a written assessment over the structures of the reproductive system.

### Embedded Leadership Activities

21<sup>st</sup> 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 urinary 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

|   |   |
|---|---|
| <b>COMMON CORE Speaking and Listening</b> | 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.   |
| <b>Educational Technology</b>             | 1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.<br>1.2.1 Communicate and collaborate to learn with others.   |
| <b>Health and Fitness</b>                 | 2.2: Understands stages of growth and development.<br>2.3: Understands the concepts of prevention and control of disease.   |
| <b>Reading COMMON CORE</b>                | 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.<br>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.<br>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. |
|   | <b>Craft and Structure</b>  |

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|--------------------------------|--|
|                                | <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> |
| <b>Science</b>                 | <p>SYSD Systems can be changing or in equilibrium.</p> <p>LS1I: Egg and sperm cells are formed by a process called meiosis in which each resulting cell contains only one representative chromosome from each pair found in the original cell. Recombination of genetic information during meiosis scrambles the genetic information, allowing for new genetic combinations and characteristics in the offspring. Fertilization restores the original number of chromosome pairs and reshuffles the genetic information, allowing for variation among offspring.</p>   |
| <b>Writing<br/>COMMON CORE</b> | <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>  |

## 21<sup>st</sup> CENTURY SKILLS

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

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

## INTRODUCTION

|                      |                            |                       |                           |
|----------------------|----------------------------|-----------------------|---------------------------|
| <b>Course Name</b>   | <u>Preventive Medicine</u> | <b>Grade Level(s)</b> | <u>9, 10, 11 &amp; 12</u> |
| <b>Course Length</b> | <u>One semester</u>        | <b>Course Code</b>    | <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

|                             |                              |
|-----------------------------|------------------------------|
| <b>Primary Connection</b>   | Health and Medical           |
| <b>Secondary Connection</b> | 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 (in process)

**Equipment** Jump Ropes, Skin Calipers, Resusi-Annie, Weight Room and Training Room Equipment.

**Software** ADAM Software

**Supplemental Materials** Standard First Aid Textbooks

**Skills Gap Data (CTE Courses only)** Skills gap data from the U.S. Bureau of Labor Statistics.

- Athletic Trainers 30% growth
- Chiropractors 28% growth
- Licensed Practical and Licensed Vocational 22% growth
- Massage Therapists 20% growth
- Medical Assistants 31% growth
- Occupational Therapists 33% growth
- Physical Therapist Assistants 45% growth
- Physicians Assistants 30% growth
- Recreational Therapists 17% growth
- Substance Abuse and Behavioral Disorder Counselors 27% growth



## Auburn School District

### Preventive Medicine

**Total Framework Hours: 90**

**CIP Code: 510800** ☒ **Exploratory** ☐ **Preparatory**

**Date Last Modified: January 30, 2013**

**Career Cluster: Health Science**

**Career Pathway: Therapeutic Services**

#### Power Standards

- 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.

#### Unit Outline

|   | Hours     |
|---|-----------|
| Unit 1: Introduction to Health and Wellness | 7         |
| Unit 2: Wellness Profile                    | 15        |
| Unit 3: Principles of Exercise              | 18        |
| Unit 4: Kinesiology                         | 10        |
| Unit 5: CPR/First Aid/AED/Safety            | 10        |
| Unit 6: Nutrition                           | 10        |
| Unit 7: Sports Injuries                     | 5         |
| Unit 8: Stress Management                   | 5         |
| Unit 9: Massage Therapy                     | 10        |
| <b>Total</b>                                | <b>90</b> |

## UNIT 1 Introduction to Health and Wellness

### Performance Assessments:

Complete a Personal Wellness Wheel  
Final Written Assessment  
Independent Activity Project

### Embedded Leadership Activities

21<sup>st</sup> 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.

### 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

### Communications

### COMMON CORE Speaking and Listening Standards

- 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.
- 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.
- SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance

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|  | understanding of findings, reasoning, and evidence and to add interest.  |
| <b>Health and Fitness</b>  | 1.2.4 Analyzes safety and the importance of fitness in the work environment.<br>1.3.1 Analyzes the components of health-related fitness<br>1.4.2 Analyzes and/or evaluates the components of skill-related fitness as related to careers/occupations/recreation.<br>2.1: Understands dimensions and indicators of health.<br>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.<br>2.4: Acquires skills to live safely and reduce health risks.<br>3.2: Evaluates health and fitness information.<br>3.3: Evaluates the impact of social skills on health.<br>4.1 Analyzes personal health and fitness information.<br>4.1.1 Analyzes daily health and fitness habits.<br>4.1.2 Analyzes career opportunities in health and fitness.<br>4.2.2 Understands barriers to physical activity and a healthy lifestyle. |
| <b>Writing<br/>COMMON CORE</b><br>Writing Standards<br>for Literacy in<br>History/Social<br>Studies, Science,<br>and Technical<br>Subjects | 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

### Embedded Leadership Activities

21<sup>st</sup> 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.

### Competencies

**Total Learning Hours for Unit: 15**

2.1 Describe a variety of wellness tests, including

- Cardiovascular
- Strength
- Muscle endurance
- Flexibility

2.2 Explain different approaches for testing body composition.

## ALIGNED WASHINGTON STATE STANDARDS

### Communications

#### COMMON CORE Speaking and Listening Standards

- 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 Fitness

- 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.<br>2.1: Understands dimensions and indicators of health.<br>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.<br>2.2.3 Evaluates hereditary factors affecting growth, development, and health.<br>2.4: Acquires skills to live safely and reduce health risks.<br>3.1: Understands how family, culture, and environmental factors affect personal health.<br>3.2: Evaluates health and fitness information.<br>4.1 Analyzes personal health and fitness information.<br>4.1.1 Analyzes daily health and fitness habits.<br>4.2 Develops and monitors a health and fitness plan.<br>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.

### Embedded Leadership Activities

Partner Activities: Warm-up, Stretching, Jump Rope, Physioball

## STANDARDS AND COMPETENCIES

### Standard/Unit:

**PS 3:** Prescribe and Modify Personal Fitness.

### 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

### Communications

### COMMON CORE Speaking and Listening Standards

- 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

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|                                | <p>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>  |
| <b>Health and Fitness</b>      | <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> |
| <b>Reading<br/>COMMON CORE</b> | <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

### Embedded Leadership Activities

21<sup>st</sup> Century interdisciplinary skill—Information, media and technology: ADAM

Sports Skill Analysis

## STANDARDS AND COMPETENCIES

### Standard/Unit:

**PS 4:** Demonstrate a basic understanding of kinesiology.

### 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

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| <b>Communications</b><br><br><b>COMMON CORE</b><br><b>Speaking and</b><br><b>Listening</b><br><b>Standards</b> | <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> |
| <b>Health and Fitness</b>  | <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 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>1.3.1 Analyzes the components of health-related fitness</p> <p>2.1: Understands dimensions and indicators of health.</p> <p>2.4: Acquires skills to live safely and reduce health risks.</p> <p>3.2: Evaluates health and fitness information.</p>   |

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|  | 4.2.2 Understands barriers to physical activity and a healthy lifestyle. |
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## UNIT 5 CPR/First Aid/AED/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
  - Emergency Management Practitioners of America

### Embedded Leadership Activities

21<sup>st</sup> Century interdisciplinary theme activity—health literacy

Peer Coaching

## STANDARDS AND COMPETENCIES

### Standard/Unit:

**PS 5:** Demonstrate the ability to save a life.

### 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
  - Bleeding
  - Shock

- Sudden illness
- Heat and cold emergencies
- Fractures
- Burns

5.7 Participate in a self-defense program.

### ***ALIGNED WASHINGTON STATE STANDARDS***

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| <b>Communications</b><br><br><b>COMMON CORE<br/>Speaking and<br/>Listening Standards</b> | 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.<br>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.<br>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.<br>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. |
| <b>Health and Fitness</b>  | 1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.<br>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.<br>1.2.4 Analyzes safety and the importance of fitness in the work environment.<br>2.1: Understands dimensions and indicators of health.<br>2.4: Acquires skills to live safely and reduce health risks.<br>2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.<br>2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.<br>3.1.2 Analyzes how environmental factors impact health.<br>3.2: Evaluates health and fitness information.<br>3.3.1 Analyzes conflict situations<br>4.2.2 Understands barriers to physical activity and a healthy lifestyle.  |



## 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

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:  
 Information, Media and Technology—Choose MyPlate.gov

## STANDARDS AND COMPETENCIES

### Standard/Unit:

**PS 6:** Evaluate nutritional needs for a healthy lifestyle.

### 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

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| <b>Communications</b><br><br><b>COMMON CORE Speaking and Listening Standards</b> | 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.<br>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.<br>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.<br>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. |
| <b>Health and Fitness</b>  | 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.   |

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|  | 1.5   | Understands relationship of nutrition and food nutrients to body composition and physical performance.         |
|  | 1.5.1 | Analyzes and/or evaluates the relationship of nutrition planning to physical performance and body composition. |
|  | 1.5.2 | Evaluates how nutritional requirements change.   |
|  | 1.5.4 | Evaluates how healthy and unhealthy eating patterns impact the function of the body.                           |
|  | 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.  |
|  | 2.3:  | Understands the concepts of prevention and control of disease.   |
|  | 2.4:  | Acquires skills to live safely and reduce health risks.  |
|  | 3.2:  | Evaluates health and fitness information.  |
|  | 4.1.1 | Analyzes daily health and fitness habits.  |
|  | 4.2.2 | 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

### Embedded Leadership Activities

21<sup>st</sup> Century Skills: Critical Thinking and Problem-Solving

## STANDARDS AND COMPETENCIES

### Standard/Unit:

**PS 7:** Describe concepts associated with Injury Prevention.

### 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

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| <b>Communications</b><br><br><b>COMMON CORE Speaking and Listening Standards</b> | 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.<br>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.<br>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.<br>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. |
| <b>Health and Fitness</b>  | 2.1: Understands dimensions and indicators of health.<br>2.4: Acquires skills to live safely and reduce health risks.<br>2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.<br>3.1.2 Analyzes how environmental factors impact health.<br>3.2: Evaluates health and fitness information.<br>3.2.1 Evaluates health and fitness information, products, and services.<br>4.2.2 Understands barriers to physical activity and a healthy lifestyle.  |

## UNIT 8 Stress Management

### Performance Assessments:

Exercise final  
Participate in stress reduction activities such as yoga, mental imaging

### Embedded Leadership Activities

21<sup>st</sup> 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.

#### 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

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| <b>Communications</b><br><br><b>COMMON CORE Speaking and Listening Standards</b> | 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.<br>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.<br>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.<br>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. |
| <b>Health and Fitness</b>  | 2.1: Understands dimensions and indicators of health.<br>2.3: Understands the concepts of prevention and control of disease.<br>2.4: Acquires skills to live safely and reduce health risks.<br>2.4.3 Analyzes stress and how it relates to personal stress-management strategies.<br>2.4.4 Creates personal stress-management strategies.<br>3.1.2 Analyzes how environmental factors impact health.<br>3.2: Evaluates health and fitness information.<br>3.3.1 Analyzes conflict situations<br>4.2.2 Understands barriers to physical activity and a healthy lifestyle.  |

## 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.

### Embedded Leadership Activities

Partner massage

## STANDARDS AND COMPETENCIES

### Standard/Unit:

**PS 9:** Perform the therapeutic modality of massage therapy.

### Competencies

**Total Learning Hours for Unit: 10**

9.1 Practice and demonstrate massage therapy techniques to include the following:

- Effleurage
- Petrissage
- Friction
- Tapotement
- 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

### Communications

### COMMON CORE Speaking and Listening Standards

- 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.

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|                           | 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. |
| <b>Health and Fitness</b> | 2.1: Understands dimensions and indicators of health.<br>2.4: Acquires skills to live safely and reduce health risks.<br>3.2: Evaluates health and fitness information.<br>4.2.2 Understands barriers to physical activity and a healthy lifestyle.   |

## 21<sup>st</sup> CENTURY SKILLS

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

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



## INTRODUCTION

|                      |                          |                       |                        |
|----------------------|--------------------------|-----------------------|------------------------|
| <b>Course Name</b>   | <u>Sports Medicine I</u> | <b>Grade Level(s)</b> | <u>10, 11 &amp; 12</u> |
| <b>Course Length</b> | <u>Year-long course</u>  | <b>Course Code</b>    | <u>CTE 307, 308</u>    |

|                           |   |
|---------------------------|---|
| <b>Course Description</b> | 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. |
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| <b>Pathway Connections</b>  |                              |
| <b>Primary Connection</b>   | Health and Medical Services  |
| <b>Secondary Connection</b> | Social and Personal Services |

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| <b>Sample Sequence of Courses</b> | Preventive Medicine, Human Anatomy and Physiology, Sports Medicine, Advanced Sports Medicine |
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| <b>Cross Credit</b> | Non-Lab Science<br>PE/Health (w/Medical Waiver only) |
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|                       |   |
|-----------------------|---|
| <b>Basic Textbook</b> | <ul style="list-style-type: none"> <li>• Arnheim's Principles of Athletic Training: A Competency-based Approach by William E. Prentice, Daniel D. Arnheim (13<sup>th</sup> Edition)</li> <li>• Physical Examination of the Spine and Extremities by Stanley Hoppenfeld</li> <li>• Sports Medicine: Prevention, Assessment, Management &amp; Rehabilitation of Athletic Injuries (2<sup>nd</sup> Edition) by Richard Irvin, Duane Iversen and Steven Roy</li> <li>• Principles of Anatomy and Physiology (12<sup>th</sup> Edition) by Tortora and Grabowski</li> </ul> |
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|                  |                         |
|------------------|-------------------------|
| <b>Equipment</b> | Training Room Equipment |
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| <b>Software</b> | ADAM, Tanita Body Composition Software |
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| <b>Skills Gap Data (CTE Courses only)</b> | Data is from the Bureau of Labor Statistics.   |
|   | <ul style="list-style-type: none"> <li>• Athletic Trainers 30% growth</li> <li>• Licensed Practical and Licensed Vocational 22% growth</li> <li>• Massage Therapists 20% growth</li> <li>• Occupational Therapists 33% growth</li> <li>• Physical Therapist Assistants 45% growth</li> <li>• Physicians Assistants 30% growth</li> <li>• Recreational Therapists 17% growth</li> </ul> |



## Auburn School District

### Sports Medicine I

**Total Framework Hours: 360**

**CIP Code: 510913** ☐ **Exploratory** ☒ **Preparatory**

**Date Last Modified: January 30, 2013**

**Career Cluster: Health Services**

**Career Pathway: Therapeutic Services**

#### Power Standards

- 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.

#### Unit Outline

|  | <u><b>Hours</b></u> |
|--|---------------------|
| Unit 1: Introduction to Athletic Medicine                  | 10                  |
| Unit 2: Taping and Wrapping                                | 15                  |
| Unit 3: CPR/AED for the Professional Rescuer and First Aid | 15                  |
| Unit 4: Injury Prevention                                  | 40                  |
| Unit 5: Training Room Administration                       | 10                  |
| Unit 6: Treatment of Athletic Injuries                     | 15                  |
| Unit 7: Rehabilitation and Management of Athletic Injuries | 15                  |
| Unit 8: Injury Assessment                                  | 60                  |
| Unit 9: Student Trainer Practicum                          | 180                 |
| <b>Total Hours</b>   | <b>360</b>          |



## UNIT 1 Introduction to Athletic Medicine

### Performance Assessments:

Write and discuss the role of athletic training within the health care industry.

### Embedded Leadership Activities

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

### COMMON CORE Speaking and Listening Standards

- 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

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|   | <p>investigation or complete the task.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>  |
| <b>Educational Technology</b>   | <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>   |
| <b>Health and Fitness</b>   | <p>2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.</p> <p>2.4.7 Analyzes various treatment options and recovery processes.</p> <p>3.3.1 Analyzes conflict situations</p> <p>4.1.2 Analyzes career opportunities in health and fitness.</p>  |
| <b>Reading COMMON CORE</b><br><br>ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects | <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>   |
| <b>Science</b>  | <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>   |
| <b>Writing COMMON CORE</b><br>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects       | <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>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

### Embedded Leadership Activities

21<sup>st</sup> 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

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| <b>Health and Fitness</b> | 2.3: Understands the concepts of prevention and control of disease.<br>2.4: Acquires skills to live safely and reduce health risks.   |
| <b>Science</b>            | 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. |

## UNIT 3 CPR/AED for the Professional Rescuer and First Aid

### Performance Assessments:

Written Assessment  
Lab Practical Assessment

### Embedded Leadership Activities

21<sup>st</sup> 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<sup>st</sup> 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

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| <b>Communications</b>                                       | SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.   |
| <b>COMMON CORE<br/>Speaking and<br/>Listening Standards</b> |   |
| <b>Educational<br/>Technology</b>                           | 2.2.2 Use a variety of hardware to support learning.  |
| <b>Health and Fitness</b>                                   | 2.4: Acquires skills to live safely and reduce health risks.<br>2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.<br>3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices<br>3.3.1 Analyzes conflict situations |
| <b>Science</b>  | 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.   |

## UNIT 4 Injury Prevention

### Performance Assessments:

Written Assessment  
 Presentation of Equipment  
 Lab Participation in Pre-Participation Exam  
 Design a Nutrition Plan

### Embedded Leadership Activities

21<sup>st</sup> 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

- 1.1 Develops motor skills and movement concepts as developmentally appropriate.
- 1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.
- 1.2.4 Analyzes safety and the importance of fitness in the work environment.
- 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 Understands relationship of nutrition and food nutrients to body composition and physical performance.
  - 1.5.1 Analyzes and/or evaluates the relationship of nutrition planning to physical performance and body composition.
  - 1.5.4 Evaluates how healthy and unhealthy eating patterns impact the function of the body.
- 2.1: Understands dimensions and indicators of health.
- 2.2: Understands stages of growth and development.
- 2.3: Understands the concepts of prevention and control of disease.
- 2.4: Acquires skills to live safely and reduce health risks.
  - 2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.
  - 2.4.3 Analyzes stress and how it relates to personal stress-management strategies.
- 3.1: Understands how family, culture, and environmental factors affect personal health.
- 4.1 Analyzes personal health and fitness information.
  - 4.1.1 Analyzes daily health and fitness habits.

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|                                | <p>4.2 Develops and monitors a health and fitness plan.</p> <p>4.2.1 Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals; Creates a plan and monitoring system using personal health, fitness, and nutrition, based on life and employment goals.</p>  |
| <b>Reading<br/>COMMON CORE</b> | <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> |
| <b>Science</b>                 | <p>PS3B: Kinetic energy is the energy of motion. The kinetic energy of an object is defined by the equation: <math>E_k = \frac{1}{2} mv^2</math></p>   |

## UNIT 5 Training Room Administration

### Performance Assessments:

Written Assessment  
Performance of skills in lab setting

### Embedded Leadership Activities

21<sup>st</sup> 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

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| <b>Communications</b><br><br><b>COMMON CORE</b><br><b>Speaking and</b><br><b>Listening Standards</b> | 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.<br>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.<br>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.<br>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| <b>Health and Fitness</b>  | 2.1: Understands dimensions and indicators of health.<br>2.2: Understands stages of growth and development.<br>4.1.2 Analyzes career opportunities in health and fitness.  |
| <b>Reading</b><br><b>COMMON CORE</b>   | 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.<br>RST10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently   |
| <b>Writing</b><br><b>COMMON CORE</b>   | WHST1 Write arguments focused on <i>discipline-specific content</i> .<br>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.<br>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.   |

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|   | <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>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>   |
| <b>Language Standards<br/>Common Core</b> | <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"> <li>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.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>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.</li> </ul> |



## UNIT 6 Treatment of Athletic Injuries

### Performance Assessments:

Skill Competencies  
Written Assessment  
Performance of Skills in a Lab Setting

### Embedded Leadership Activities

**21<sup>st</sup> 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

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| <b>Health and Fitness</b>  | <ul style="list-style-type: none"> <li>1.1 Develops motor skills and movement concepts as developmentally appropriate.</li> <li>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</li> <li>1.3.2 Analyzes the progress of a personal fitness plan</li> <li>2.2.1 Analyzes the physiological and psychological changes throughout the lifetime.</li> <li>2.4.7 Analyzes various treatment options and recovery processes.</li> <li>3.2.1 Evaluates health and fitness information, products, and services.</li> <li>4.2 Develops and monitors a health and fitness plan.</li> <li>4.2.1 Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals; Creates a plan and monitoring system using personal health, fitness, and nutrition, based on life and employment goals.</li> </ul> |
| <b>Reading COMMON CORE</b> | <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>  |
| <b>Science</b>             | <p>SYSA: Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.</p> <p>INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.</p> <p>INQD: The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation.</p> <p>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>APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies.</p>   |

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|   | 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.  |
| <b>Writing<br/>COMMON CORE</b>                | <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>  |
| <b>Language<br/>Standards<br/>Common Core</b> | <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"> <li>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.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>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.</li> </ul> |

## UNIT 7 Rehabilitation and Management of Athletic Injury

### Performance Assessments:

Presentation of Rehabilitation Plan  
Performance of Skills in a Lab Setting

### Embedded Leadership Activities

**21<sup>st</sup> 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

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| <b>Health and Fitness</b>  | 1.1 Develops motor skills and movement concepts as developmentally appropriate.<br>1.3.2 Analyzes the progress of a personal fitness plan<br>2.1: Understands dimensions and indicators of health.<br>2.2.1 Analyzes the physiological and psychological changes throughout the lifetime.<br>2.4.7 Analyzes various treatment options and recovery processes.<br>3.2.1 Evaluates health and fitness information, products, and services.<br>4.2 Develops and monitors a health and fitness plan.<br>4.2.1 Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals; Creates a plan and monitoring system using personal health, fitness, and nutrition, based on life and employment goals.<br>4.2.2 Understands barriers to physical activity and a healthy lifestyle.                     |
| <b>Reading COMMON CORE</b> | 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.<br>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.   |
| <b>Science</b>             | SYSA: Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.<br>SYSC: In complex systems, entirely new and unpredictable properties may emerge. Consequently, modeling a complex system in sufficient detail to make reliable predictions may not be possible.<br>INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.<br>INQD: The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation.<br>APPB: The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and |

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|  | <p>generating several different solutions.</p> <p>APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies.</p>   |
| <p><b>Writing<br/>COMMON CORE</b></p>                | <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> |
| <p><b>Language<br/>Standards<br/>Common Core</b></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> <p>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> <p>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.</p>                                      |

## UNIT 8 Injury Assessment

### Performance Assessments:

Completion of Assessment Notes  
 Joint Student Evaluation of Competencies  
 Written Assessment  
 Performance of Skills in a Lab Setting

### Embedded Leadership Activities

21<sup>st</sup> 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

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| <b>Communications</b><br><br><b>COMMON CORE Speaking and Listening Standards</b> | 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.<br>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.<br>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| <b>Health and Fitness</b>  | 2.1: Understands dimensions and indicators of health.   |
| <b>Science</b>   | INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.<br>INQD: The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation.<br>APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies.<br>PS1E: Whenever one object exerts a force on another object, a force of equal magnitude is exerted on the first object in the opposite direction. (Newton's Third Law of Motion)  |
| <b>Writing</b>   | WHST1 Write arguments focused on <i>discipline-specific content</i> .   |

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| <b>COMMON CORE</b>                    | <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> <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> |
| <b>Language Standards Common Core</b> | <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"> <li>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.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>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.</li> </ul>   |

## UNIT 9 Student Trainer Practicum

### Performance Assessments:

Periodic Performance Evaluations

### Embedded Leadership Activities

21<sup>st</sup> 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

### COMMON CORE Speaking and Listening Standards

- 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.

### Health and Fitness

- 1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.
- 1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.
- 1.2.4 Analyzes safety and the importance of fitness in the work environment.
- 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.
- 2.4.7 Analyzes various treatment options and recovery processes.
- 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices
- 3.2.1 Evaluates health and fitness information, products, and services.

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|   | <p>3.3.1 Analyzes conflict situations</p> <p>4.1 Analyzes personal health and fitness information.</p> <p>4.1.2 Analyzes career opportunities in health and fitness.</p> <p>4.2 Develops and monitors a health and fitness plan.</p> <p>4.2.1 Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals; Creates a plan and monitoring system using personal health, fitness, and nutrition, based on life and employment goals.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>   |
| <b>Reading<br/>COMMON CORE</b>                | <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>   |
| <b>Science</b>                                | <p>SYSA: Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.</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> <p>SYSC: In complex systems, entirely new and unpredictable properties may emerge. Consequently, modeling a complex system in sufficient detail to make reliable predictions may not be possible.</p> <p>INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.</p> <p>INQD: The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation.</p> <p>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>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>APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies.</p> |
| <b>Writing<br/>COMMON CORE</b>                | <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>  |
| <b>Language<br/>Standards<br/>Common Core</b> | <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</p>  |



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|  | <p>to the meaning of a word or phrase.</p> <p>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> <p>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.</p> |
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## 21<sup>st</sup> CENTURY SKILLS

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

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

|                      |                           |                       |                     |
|----------------------|---------------------------|-----------------------|---------------------|
| <b>Course Name</b>   | <u>Sports Medicine II</u> | <b>Grade Level(s)</b> | <u>11 &amp; 12</u>  |
| <b>Course Length</b> | <u>Year-long course</u>   | <b>Course Code</b>    | <u>CTE 311, 312</u> |

|                           |   |
|---------------------------|---|
| <b>Course Description</b> | 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. |
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| <b>Pathway Connections</b>  |                              |
| <b>Primary Connection</b>   | Health and Medical Services  |
| <b>Secondary Connection</b> | Social and Personal Services |

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|-----------------------------------|--|
| <b>Sample Sequence of Courses</b> | Preventive Medicine, Human Anatomy and Physiology, Sports Medicine, Advanced Sports Medicine |
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| <b>Cross Credit</b> | Non-Lab Science<br>PE/Health (w/Medical Waiver only) |
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| <b>Basic Textbook</b> | <ul style="list-style-type: none"> <li>• Arnheim's Principles of Athletic Training: A Competency-based Approach by William E. Prentice, Daniel D. Arnheim (13<sup>th</sup> Edition)</li> <li>• Physical Examination of the Spine and Extremities by Stanley Hoppenfeld</li> <li>• Sports Medicine: Prevention, Assessment, Management &amp; Rehabilitation of Athletic Injuries (2<sup>nd</sup> Edition) by Richard Irvin, Duane Iversen and Steven Roy</li> <li>• Principles of Anatomy and Physiology (12<sup>th</sup> Edition) by Tortora and Grabowski</li> </ul> |
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|                  |                         |
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| <b>Equipment</b> | Training Room Equipment |
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|-----------------|--|
| <b>Software</b> | ADAM, Tanita Body Composition Software |
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| <b>Skills Gap Data (CTE Courses only)</b> | Data from Bureau of Labor Statistics.  |
|   | <ul style="list-style-type: none"> <li>• Athletic Trainers 30% growth</li> <li>• Licensed Practical and Licensed Vocational 22% growth</li> <li>• Massage Therapists 20% growth</li> <li>• Occupational Therapists 33% growth</li> <li>• Physical Therapist Assistants 45% growth</li> <li>• Recreational Therapists 17% growth</li> </ul> |



## Auburn School District

### Sports Medicine II

**Total Framework Hours: 360**

**CIP Code: 510913** ☐ **Exploratory** ☒ **Preparatory**

**Date Last Modified: January 30, 2013**

**Career Cluster: Health Services**

**Career Pathway: Therapeutic Services**

#### Power Standards

- 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.

#### Unit Outline

|  | <u><b>Hours</b></u> |
|--|---------------------|
| Unit 1: Introduction to Athletic Medicine                  | 10                  |
| Unit 2: Taping and Wrapping                                | 15                  |
| Unit 3: CPR/AED for the Professional Rescuer and First Aid | 15                  |
| Unit 4: Injury Prevention                                  | 40                  |
| Unit 5: Training Room Administration                       | 10                  |
| Unit 6: Treatment of Athletic Injuries                     | 15                  |
| Unit 7: Rehabilitation and Management of Athletic Injuries | 15                  |
| Unit 8: Injury Assessment                                  | 60                  |
| Unit 9: Student Trainer Practicum                          | 180                 |
| <b>Total Hours</b>   | <b>360</b>          |

## UNIT 1 Introduction to Athletic Medicine

### Performance Assessments:

Presentation of athletic training role in Sports Medicine.  
Peer Tutoring

### Embedded Leadership Activities

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

### COMMON CORE Speaking and Listening Standards

- 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;

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|   | <p>resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>  |
| <b>Educational Technology</b>   | <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>   |
| <b>Health and Fitness</b>   | <p>2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.</p> <p>2.4.7 Analyzes various treatment options and recovery processes.</p> <p>3.3.1 Analyzes conflict situations</p> <p>4.1.2 Analyzes career opportunities in health and fitness.</p>  |
| <b>Reading<br/>COMMON CORE</b><br><br>ENGLISH LANGUAGE<br>ARTS & Literacy in<br>History/Social Studies,<br>Science, and Technical<br>Subjects | <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>   |
| <b>Science</b>  | <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>   |
| <b>Writing<br/>COMMON CORE</b><br>Writing Standards<br>for Literacy in<br>History/Social<br>Studies, Science,<br>and Technical<br>Subjects    | <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>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

### Embedded Leadership Activities

21<sup>st</sup> 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

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| <b>Health and Fitness</b> | 2.3: Understands the concepts of prevention and control of disease.<br>2.4: Acquires skills to live safely and reduce health risks.   |
| <b>Science</b>            | 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. |

## UNIT 3 CPR/AED for the Professional Rescuer and First Aid

### Performance Assessments:

Written Assessment  
Lab Practical Assessment on Competencies  
Simulations

### Embedded Leadership Activities

21<sup>st</sup> 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<sup>st</sup> 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

|   |   |
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| <b>Communications</b>                                       | SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.   |
| <b>COMMON CORE<br/>Speaking and<br/>Listening Standards</b> |   |
| <b>Educational<br/>Technology</b>                           | 2.2.2 Use a variety of hardware to support learning.  |
| <b>Health and Fitness</b>                                   | 2.4: Acquires skills to live safely and reduce health risks.<br>2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.<br>3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices<br>3.3.1 Analyzes conflict situations |
| <b>Science</b>  | 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.   |

## UNIT 4 Injury Prevention

### Performance Assessments:

Written Assessment  
Presentation of Equipment  
Mock Pre-Participation Exam  
Design a Nutrition Plan

### Embedded Leadership Activities

21<sup>st</sup> 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

- 1.1 Develops motor skills and movement concepts as developmentally appropriate.
- 1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.
- 1.2.4 Analyzes safety and the importance of fitness in the work environment.
- 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 Understands relationship of nutrition and food nutrients to body composition and physical performance.
  - 1.5.1 Analyzes and/or evaluates the relationship of nutrition planning to physical performance and body composition.
  - 1.5.4 Evaluates how healthy and unhealthy eating patterns impact the function of the body.
- 2.1: Understands dimensions and indicators of health.
- 2.2: Understands stages of growth and development.
- 2.3: Understands the concepts of prevention and control of disease.
- 2.4: Acquires skills to live safely and reduce health risks.
  - 2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.
  - 2.4.3 Analyzes stress and how it relates to personal stress-management strategies.
- 3.1: Understands how family, culture, and environmental factors affect personal health.
- 4.1 Analyzes personal health and fitness information.
  - 4.1.1 Analyzes daily health and fitness habits.



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|                                | <p>4.2 Develops and monitors a health and fitness plan.</p> <p>4.2.1 Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals; Creates a plan and monitoring system using personal health, fitness, and nutrition, based on life and employment goals.</p>  |
| <b>Reading<br/>COMMON CORE</b> | <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> |
| <b>Science</b>                 | <p>PS3B: Kinetic energy is the energy of motion. The kinetic energy of an object is defined by the equation: <math>E_k = \frac{1}{2} mv^2</math></p>   |

## UNIT 5 Training Room Administration

### Performance Assessments:

Injury Records Documentation Presentation  
Budget Report

### Embedded Leadership Activities

21<sup>st</sup> 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

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| <b>Communications</b><br><br><b>COMMON CORE</b><br><b>Speaking and</b><br><b>Listening Standards</b> | 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.<br>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.<br>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.<br>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| <b>Health and Fitness</b>  | 2.1: Understands dimensions and indicators of health.<br>2.2: Understands stages of growth and development.<br>4.1.2 Analyzes career opportunities in health and fitness.  |
| <b>Reading</b><br><b>COMMON CORE</b>   | 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.<br>RST10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently   |
| <b>Writing</b><br><b>COMMON CORE</b>   | WHST1 Write arguments focused on <i>discipline-specific content</i> .<br>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.<br>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.   |

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|   | <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>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>   |
| <b>Language Standards<br/>Common Core</b> | <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"> <li>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.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>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.</li> </ul> |

## UNIT 6 Treatment of Athletic Injuries

### Performance Assessments:

Treatment Plan Injury Presentation  
Treatment demonstration  
Oral Practical Exam

### Embedded Leadership Activities

**21<sup>st</sup> 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

|                            |  |
|----------------------------|--|
| <b>Health and Fitness</b>  | <ul style="list-style-type: none"> <li>1.1 Develops motor skills and movement concepts as developmentally appropriate.</li> <li>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</li> <li>1.3.2 Analyzes the progress of a personal fitness plan</li> <li>2.2.1 Analyzes the physiological and psychological changes throughout the lifetime.</li> <li>2.4.7 Analyzes various treatment options and recovery processes.</li> <li>3.2.1 Evaluates health and fitness information, products, and services.</li> <li>4.2 Develops and monitors a health and fitness plan.</li> <li>4.2.1 Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals; Creates a plan and monitoring system using personal health, fitness, and nutrition, based on life and employment goals.</li> </ul> |
| <b>Reading COMMON CORE</b> | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>   |
| <b>Science</b>             | <ul style="list-style-type: none"> <li>SYSA: Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.</li> <li>INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.</li> <li>INQD: The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation.</li> <li>APPB: The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions.</li> <li>APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies.</li> </ul>    |

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|   | 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.   |
| <b>Writing<br/>COMMON CORE</b>                | <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>   |
| <b>Language<br/>Standards<br/>Common Core</b> | <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> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>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.</li> </ol> |

## UNIT 7 Rehabilitation and Management of Athletic Injury

### Performance Assessments:

Presentation of Rehabilitation Plan  
Newsletter

### Embedded Leadership Activities

**21<sup>st</sup> 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

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| <b>Health and Fitness</b>  | <ul style="list-style-type: none"> <li>1.1 Develops motor skills and movement concepts as developmentally appropriate.</li> <li>1.3.2 Analyzes the progress of a personal fitness plan</li> <li>2.1: Understands dimensions and indicators of health.</li> <li>2.2.1 Analyzes the physiological and psychological changes throughout the lifetime.</li> <li>2.4.7 Analyzes various treatment options and recovery processes.</li> <li>3.2.1 Evaluates health and fitness information, products, and services.</li> <li>4.2 Develops and monitors a health and fitness plan.</li> <li>4.2.1 Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals; Creates a plan and monitoring system using personal health, fitness, and nutrition, based on life and employment goals.</li> <li>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</li> </ul> |
| <b>Reading COMMON CORE</b> | <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>  |
| <b>Science</b>             | <p>SYSA: Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.</p> <p>SYSC: In complex systems, entirely new and unpredictable properties may emerge. Consequently, modeling a complex system in sufficient detail to make reliable predictions may not be possible.</p> <p>INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.</p> <p>INQD: The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation.</p> <p>APPB: The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and</p>  |

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|  | <p>generating several different solutions.</p> <p>APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies.</p>   |
| <p><b>Writing<br/>COMMON CORE</b></p>                | <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> |
| <p><b>Language<br/>Standards<br/>Common Core</b></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> <p>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> <p>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.</p>                                      |

## UNIT 8 Injury Assessment

### Performance Assessments:

Assessment Notes in HOPS format  
Evaluation of Competencies  
Written Assessment  
Peer Tutoring

### Embedded Leadership Activities

21<sup>st</sup> 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

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| <b>Communications</b><br><br><b>COMMON CORE Speaking and Listening Standards</b> | 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.<br>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.<br>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| <b>Health and Fitness</b>  | 2.1: Understands dimensions and indicators of health.   |
| <b>Science</b>   | INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.<br>INQD: The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation.<br>APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies.<br>PS1E: Whenever one object exerts a force on another object, a force of equal magnitude is exerted on the first object in the opposite direction. (Newton's Third Law of Motion)  |
| <b>Writing</b>   | WHST1 Write arguments focused on <i>discipline-specific content</i> .   |



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| <b>COMMON CORE</b>                    | <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> <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> |
| <b>Language Standards Common Core</b> | <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"> <li>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.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>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.</li> </ul>   |

## UNIT 9 Student Trainer Practicum

### Performance Assessments:

Periodic Performance Evaluations

### Embedded Leadership Activities

21<sup>st</sup> 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

### COMMON CORE Speaking and Listening Standards

- 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.

### Health and Fitness

- 1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.
- 1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.
- 1.2.4 Analyzes safety and the importance of fitness in the work environment.
- 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.
- 2.4.7 Analyzes various treatment options and recovery processes.
- 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices
- 3.2.1 Evaluates health and fitness information, products, and services.

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|   | <p>3.3.1 Analyzes conflict situations</p> <p>4.1 Analyzes personal health and fitness information.</p> <p>4.1.2 Analyzes career opportunities in health and fitness.</p> <p>4.2 Develops and monitors a health and fitness plan.</p> <p>4.2.1 Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals; Creates a plan and monitoring system using personal health, fitness, and nutrition, based on life and employment goals.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>   |
| <b>Reading<br/>COMMON CORE</b>                | <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>   |
| <b>Science</b>                                | <p>SYSA: Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.</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> <p>SYSC: In complex systems, entirely new and unpredictable properties may emerge. Consequently, modeling a complex system in sufficient detail to make reliable predictions may not be possible.</p> <p>INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.</p> <p>INQD: The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation.</p> <p>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>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>APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies.</p> |
| <b>Writing<br/>COMMON CORE</b>                | <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>  |
| <b>Language<br/>Standards<br/>Common Core</b> | <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</p>  |

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|  | <p>to the meaning of a word or phrase.</p> <p>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> <p>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.</p> |
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## 21<sup>st</sup> CENTURY SKILLS

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

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| <p><b>LEARNING AND INNOVATION</b></p> <p><b>Creativity and Innovation</b></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><b>Critical Thinking and Problem Solving</b></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><b>Communication and Collaboration</b></p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p> | <p><b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <p><input checked="" type="checkbox"/> Access and /evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b></p> <p><input checked="" type="checkbox"/> Analyze Media</p> <p><input checked="" type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <p><input checked="" type="checkbox"/> Apply Technology Effectively</p> | <p><b>LIFE AND CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <p><input checked="" type="checkbox"/> Adapt to Change</p> <p><input checked="" type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b></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><b>Social and Cross-Cultural</b></p> <p><input checked="" type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b></p> <p><input checked="" type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b></p> <p><input checked="" type="checkbox"/> Guide and Lead Others</p> <p><input checked="" type="checkbox"/> Be Responsible to Others</p> |
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# CAREER AND TECHNICAL EDUCATION CURRICULUM REVIEW

## Health and Human Services Pathway

### Sports Medicine Program

#### Cost Analysis Breakdown

[illegible]