2020 Contemporary Health

Course Code: 340133 – Academic Education
Course Code: 200140 – Career Technical Education

Direct inquiries to

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Standards

Standards and alignment crosswalks are referenced in the appendices. Mississippi's contemporary health curriculum is aligned to the following standards:

National Health Education Standards
The National Health Education Standards were developed by a joint committee consisting of the American Association for Health Education, the American Public Health Association, the American School Health Association, and the Society of State Leaders of Health and Physical Education. The standards are published by the Centers for Disease Control and Prevention, meant for public use, and not subject to copyright law protections. Permission is not required for use of public domain items. Reprinted from cdc.gov/healthyschools/sher/standards/index.htm

College- and Career-Ready Standards
College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted *Mississippi College and Career Ready Standards (MCCRS)* to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.
mdek12.org/OAE/college-and-career-readiness-standards

International Society for Technology in Education Standards
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iste.org

Framework for 21st Century Learning
In defining 21st century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills. *21 Framework Definitions*. Published 2019.
battelleforkids.org/networks/p21/frameworks-resources

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Preface

Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The course in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and Every Student Succeeds Act, 2015).

Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers:

Curriculum, Assessment, Professional Learning
Program resources can be found at the RCU's website, rcu.msstate.edu.

Learning Management System: An Online Resource
Learning management system information can be found at the RCU's website, under Professional Learning.

Should you need additional instructions, call 662.325.2510.

Executive Summary

Pathway Description

Contemporary Health (Grades 9-12) is a one-semester high school course (offering .5 Carnegie units of credit), which includes classroom and hands-on experiences that help students acquire the knowledge, attitudes, and skills necessary for making healthy decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others. In this course of study, emphasis is placed on personal, social, and mental health in today's society. It includes instruction on human growth and development, disease prevention and control, substance abuse and prevention, community and environmental health, nutrition and wellness, and safety and first aid. Students will receive instruction that is clearly relevant to today's rapidly changing world. Classes and projects will be designed to spark student interest and enthusiastic participation as well as provide a rationale for content relevancy, thus enabling students to connect what they learn in school to other aspects of their lives, including their futures.

College, Career, and Certifications

There are no industry certifications for this class, but it is required by the State of Mississippi for high school graduation.

Grade Level and Class Size Recommendations

It is recommended that students take this course as a 10th grader. Exceptions to this are a district-level decision based on class size, enrollment numbers, and student maturity. A maximum of 25 students is recommended for classroom-based courses, while a maximum of 15 students is recommended for lab-based courses.

Student Prerequisites

For students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
2. C or higher in high school-level math (last course taken or the instructor can specify the level of math instruction needed)
3. Instructor approval and TABE reading score (eighth grade or higher)

or

1. TABE reading and math score (eighth grade or higher)
2. Instructor approval

or

1. Instructor approval

Assessment

The latest assessment blueprint for the curriculum can be found at rcu.msstate.edu/curriculum/curriculumdownload.

Applied Academic Credit

The latest academic credit information can be found at mdek12.org/ESE/approved-course-for-the-secondary-schools.

Teacher Licensure
The latest teacher licensure information can be found at
mdek12.org/oel/apply-for-an-educator-license (CTE) or mdek12.org/licensure (academic).

Professional Learning
If you have specific questions about the content of any of training sessions provided, please
contact the RCU at 662.325.2510.

Course Outlines

Course Description
Contemporary Health (Grades 9-12) is a course that develops skills related to personal, social, and mental health. It includes instruction on human growth and development, disease prevention and control, substance abuse and prevention, community and environmental health, and safety and first aid. This course is designed to satisfy the graduation requirement for health in Grades 9-12 (one semester, 0.5 Carnegie units).

Contemporary Health (Grades 9-12) — Course Code: 340133

Unit	Unit Name	Hours
1	Personal and Consumer Health	6
2	Mental Health	7
3	Family and Social Health	5
4	Human Growth and Development	10
5	Disease Prevention and Control	10
6	Nutrition and Fitness	10
7	Substance Abuse Prevention	7
8	Community and Environmental Health	5
9	Safety and First Aid	10
Total		70

Contemporary Health (Grades 9-12) — Course Code: 200140

Unit	Unit Name	Hours
1	Personal and Consumer Health	6
2	Mental Health	7
3	Family and Social Health	5
4	Human Growth and Development	10
5	Disease Prevention and Control	10
6	Nutrition and Fitness	10
7	Substance Abuse Prevention	7
8	Community and Environmental Health	5
9	Safety and First Aid	10
Total		70

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Research Synopsis

Introduction

Learning ways in which to improve healthy behaviors and manage chronic health problems have a lifelong impact on students. Results from the *2017 Youth Rates Behavior Surveillance System* report indicated many high school students in the US engage in risky health behaviors that are the leading cause of deaths for individuals aged 10-24 years (Centers for Disease Control and Prevention, 2018). Health education in schools plays a significant role in addressing these behaviors and instilling the importance of living a healthy lifestyle well into adulthood.

Importance of Contemporary Health Education

A healthy lifestyle not only boosts energy, confidence, and productivity—it is one of the keys to getting and keeping a job. Employers have come to recognize that promoting a healthy workplace—including access to healthy foods—not only improves the lives of workers, but also improves overall productivity. According to the Bureau of Labor Statistics (2017), 63% of state and local government workers and 38% industry workers had access to wellness programs in 2017.

According to the Centers for Disease Control and Prevention, preventable chronic conditions—high blood pressure, diabetes, obesity are major contributors to employee illness in the workplace. In fact, employees that engage in behaviors that prevent these conditions tend to save money by qualifying for lower health and life insurance premiums. Mental health is also an important factor in maintaining a healthy lifestyle. Work-related stress is the leading occupational health risk, ranking even higher than physical inactivity and obesity (CDC, 2015).

While employers have a responsibility to provide a safe and hazard-free workplace, they also have abundant opportunities to promote individual health and foster a healthy work environment. The ultimate responsibility for maintaining a healthy lifestyle, however, falls on the individual.

Centers for Disease Control and Prevention. (2018). YRBS national, state, and district combined datasets user's guide.

Centers for Disease Control and Prevention. (2015). A healthy lifestyle can impact health care costs. Retrieved from https://www.cdc.gov/workplacehealthpromotion/model/control-costs/index.html.

Miller, N. J. (2014). *A healthy lifestyle increases career success*. National Career Development Association. Retrieved from https://www.ncda.org/aws/NCDA/pt/sd/news_article/94771/_PARENT/CC_layout_details/false.

Perkins IV Requirements

The Contemporary Health curriculum meets Perkins IV requirements of introducing students to and preparing them for high-skill, high-wage occupations in health care fields. The curriculum is integrated with academic college- and career-readiness standards. Lastly, the curriculum focuses

on ongoing and meaningful professional development for teachers as well as relationships with industry.

Curriculum Content: Summary of Standards
The standards to be included in the Contemporary Health (Grades 9-12) curriculum are the National Health Education Standards, the MS College and Career Readiness standards for English/Language Arts and Human Anatomy and Physiology, the Framework for 21st Century Skills, and the International Society for Technology in Education (ISTE) standards. Combining these standards to create this document will result in highly skilled, well-rounded students who are prepared to enter a postsecondary academic or career and technical program. They will also be prepared to compete academically at a national level, as these standards are designed to prepare students for success in community colleges, institutes of higher learning, and the workforce.

Academic Infusion
The contemporary health curriculum is aligned to the Mississippi College and Career Readiness Standards for critical thinking, teamwork, and problem-solving skills. Alignment crosswalks can be found in the appendices.

Transition to Postsecondary Education
The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website, mccb.edu.

Best Practices

Innovative Instructional Technologies

Classrooms should be equipped with tools that will teach today's digital learners through applicable and modern practices. The contemporary health educator's goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

Differentiated Instruction

Students learn in a variety of ways, and numerous factors—students' background, emotional health, and circumstances—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunity to succeed.

Career and Technical Education Student Organizations

Teachers should investigate opportunities to sponsor a student organization. There are several here in Mississippi that will foster the types of learning expected from the contemporary health curriculum. Family, Career and Community Leaders of America (FCCLA) and HOSA-Future Health Professionals are examples of student organizations with many outlets for health. Student organizations provide participants and members with growth opportunities and competitive events. They also open the doors to the world of health careers and scholarship opportunities.

Cooperative Learning

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the contemporary health curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The contemporary health curriculum provides opportunities for students to work together and help each other complete complex tasks. There are many field experiences within the contemporary health curriculum that will allow and encourage collaboration with professionals currently in the health field.

Field Experience

Field experience is an extension of understanding competencies taught in the contemporary health classroom. This curriculum is designed in a way that necessitates active involvement by the students in the community around them and the global environment. These real-world connections and applications provide a link to all types of students in regard to knowledge, skills, and professional dispositions. Field experiences should encompass ongoing and increasingly more complex involvement with local companies and health care professionals. Thus, supervised collaboration and immersion into the health world around the students are keys to students' success, knowledge, and skills development.

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Conclusions

The contemporary health curriculum will prepare students to make decisions that will lead to overall well-being and a healthy lifestyle. Students who complete the program and desire to go deeper into this field have a vast number of pathways and careers to choose from related to this class. This curriculum provides an excellent foundation for anyone who desires to live a healthy lifestyle and for those who desire to pursue postsecondary education in a health related field.

Professional Organizations

Association of Career and Technical Education
acteonline.org

International Society for Technology in Education
iste.org

American Association of Family & Consumer Sciences
aafcs.org

American Cancer Society
cancer.org

American Heart Association
heart.org

American Red Cross
redcross.org

Centers for Disease Control and Prevention
cdc.gov

Juvenile Diabetes Foundation
jdrf.org

Family, Career and Community Leaders of America (FCCLA) National Headquarters
fcclainc.org

Mississippi FCCLA
mdek12.org/cte/so/fccla

Mississippi HOSA
mdek12.org/cte/so/hosa

Mississippi Association of Family and Consumer Sciences
msafcs.org/index.html

National Center for Health Statistics
cdc.gov/nchs/index.htm

National Education Association – Health Info Network
nea.org

Office of Disease Prevention and Health Promotion
health.gov

Students Against Destructive Decisions
sadd.org

Using This Document

Suggested Time on Task
This section indicates an estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit, thus this 70-hour course is 0.5 Carnegie units.

Competencies and Suggested Objectives
A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Integrated Academic Topics, 21st Century Skills and Information and Communication Technology Literacy Standards, ACT College Readiness Standards, and Technology Standards for Students
This section identifies related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which are integrated into the content of the unit. Research-based teaching strategies also incorporate ACT College Readiness standards. This section also identifies the 21st Century Skills and Information and Communication Technology Literacy skills. In addition, national technology standards for students associated with the competencies and suggested objectives for the unit are also identified.

References
A list of suggested references is provided for each unit within the accompanying teacher resource document. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested, and the list may be modified or enhanced based on needs and abilities of students and on available resources. The teacher resource document can be downloaded at rcu.msstate.edu/Curriculum/CurriculumDownload.aspx.

Unit 1: Personal and Consumer Health

Competencies and Suggested Objectives
1. Describe ways to achieve and maintain a healthy lifestyle. ^{DOK 1}   a. Define health and wellness, and list characteristics of a healthy person.   b. List good personal hygiene habits, including dental, skin, hair, ear, eye, and nail care.
2. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. ^{DOK 3}   a. Identify the steps in the decision-making model.   b. Apply the decision-making model to solve a personal problem.   c. Define a value system and identify the relationship of values to actions.
3. Recognize the benefits of being a wise consumer. ^{DOK 2}   a. Identify rights and responsibilities as a consumer.   b. Identify the activities of agencies that protect the consumer.   c. Identify popular types of deceptive advertising and product fraud.   d. Recognize medical fraud in the marketplace.   e. Examine costs and options for paying for health care services.
4. Analyze the influence of culture, media, technology, and other factors on health. ^{DOK 3}   a. Evaluate the implications of modern technology on societal health.   b. Analyze the influences of different cultural beliefs on health behaviors.

Refer to your **Teacher Resource Document** for resources and strategies. Click here and find your pathway to download it.

Unit 2: Mental Health

Competencies and Suggested Objectives
1. Demonstrate the ability to practice health-enhancing behaviors that contribute to positive mental health. DOK 2
a. Explain how an individual's mental and physical health habits affect what he or she thinks about himself or herself.
b. Identify nonthreatening ways of being assertive.
c. Identify common defense mechanisms.
2. Describe how stress influences mental and physical health. DOK 1
a. Identify the harmful physiological and psychological effects of stress.
b. Identify personal stressors in everyday life.
c. Develop a list of stress management strategies and differentiate between healthy and unhealthy ones.
3. Define functional and organic mental disorders and state controls for each. DOK 1
a. Identify different mental health disorders and recognize signs of each.
b. Identify available resources for treatment of mental illness.
c. Identify the relationship between psychological factors and eating disorders.
4. Discuss the importance of suicide awareness, prevention, and coping strategies. DOK 1
a. Identify warning signs of suicide.
b. Discuss various effective and ineffective intervention strategies.
c. Identify local and national resources for support and prevention.

*Refer to your **Teacher Resource Document** for resources and strategies. Click HERE and find your pathway to download it.

Unit 3: Family and Social Health

Competencies and Suggested Objectives

1. Describe how the skills of communication, cooperation, and advocacy are essential for healthy relationships. ^{DOK 2}
  a. Identify qualities that are important in close friends.
  b. Identify strategies for choosing abstinence when faced with sexual pressures in unhealthy relationships.
     Note: Check to see if your district chose abstinence-only or abstinence-plus (Mississippi Code §37-13-171 Appendix E).
  c. Discuss conflict-resolution styles and components of communication that can aid in resolving conflicts.
  d. Define resiliency and discuss its importance in maintaining healthy relationships.
  e. Demonstrate the importance of advocating for healthy relationships.

2. Describe why the family is the basic social unit of society. ^{DOK 1}
  a. Identify the different types of family units and how they have changed over time.
  b. Describe elements that healthy families have in common and ways to maintain family health.
  c. Explain factors that may cause a family system to break down, including spousal and child abuse.
  d. Define the role of the family in the transmission of values, attitudes, behavior, personalities, and responsibilities of its members.

*Refer to your **Teacher Resource Document** for resources and strategies. Click HERE and find your pathway to download it.

Unit 4: Human Growth and Development

Competencies and Suggested Objectives
1. Summarize how genetic traits are passed on from one generation to another. DOK 2
a. Define the role heredity plays in determining physical traits and distinguish between dominant and recessive genes.
b. Identify various genetic and environmental birth defects.
2. Examine health practices to be considered before, during, and after pregnancy. DOK 2
a. List reasons that parents decide to have children.
b. Discuss various methods of family planning.
c. Explain the process of human reproduction from conception to birth.
d. Describe the stages of the birth process.
Note: Check to see if your district chose abstinence-only or abstinence-plus (Mississippi Code §37-13-171 Appendix E).
3. Identify physical, mental, and emotional changes that occur from childhood through adolescence. DOK 1
a. Trace developmental stages of infancy, childhood, and adolescence.
b. Name the physical, mental, and emotional changes that happen during adolescence and state how these changes affect identity and interpersonal relationships.
4. Examine the aging process from adulthood through death. DOK 1
a. Identify the tasks and characteristics of adulthood.
b. Identify ways to cope with death and dying.

*Refer to your **Teacher Resource Document** for resources and strategies. Click HERE and find your pathway to download it.

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Unit 5: Disease Prevention and Control

Competencies and Suggested Objectives

1. Recognize the causes, transfer, and control of common communicable diseases. ^{DOK 1}
   a. Describe the function of the immune system.
   b. Identify the pathogens that cause communicable disease and how they are transmitted.
   c. Describe the symptoms, treatment, and prevention of communicable diseases.

2. State causes, signs, and control of noninfectious diseases. ^{DOK1}
   a. Name the different kinds of cardiovascular diseases and their risk factors.
   b. Describe the warning signs of cancer and the ways to reduce personal risk, including breast and/or testicular cancer.
   c. Differentiate between acute and chronic diseases.
   d. Explain the types, prevention, and treatments for diabetes, arthritis, and other chronic diseases, including those requiring long-term care.

3. Recognize the ways to prevent HIV infection and STIs. ^{DOK 1}
   a. Describe the symptoms, mode of transmission, prevention, and treatment of curable sexually transmitted infections.
   b. Describe the symptoms, mode of transmission, prevention, and treatment of incurable diseases, such as HIV and AIDS.
   Note: Check to see if your district chose abstinence-only or abstinence-plus (Mississippi Code §37-13-171 Appendix E).

*Refer to your **Teacher Resource Document** for resources and strategies. Click HERE and find your pathway to download it.

Unit 6: Nutrition and Fitness

Competencies and Suggested Objectives

1. Summarize how responsible food choices lead to nutritional health. [DOK 3]
 	
  a. Explain the organization of the latest federal nutritional guidelines (e.g., MyPlate, FDA nutritional guidelines, etc.).
  b. Identify six classes of nutrients and describe their functions in the human body.
  c. Trace the path of food through the digestive system.
  d. Identify kinds of information provided on a food label.
  e. Create a daily meal plan for an individual and calculate the number of calories.
  f. Recognize nutrient deficiencies and diseases associated with poor nutrition.

2. Discover the importance of physical fitness. [DOK 2]
 	
  a. Explain the physical and psychological benefits of exercise.
  b. Develop a regular plan of exercise incorporating the various components of physical fitness and two types of exercise (e.g., anaerobic and aerobic).
  c. Examine the skills needed to achieve lifetime fitness. Demonstrate and discuss methods of implementation.

*Refer to your **Teacher Resource Document** for resources and strategies. Click HERE and find your pathway to download it.

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Unit 7: Substance Abuse Prevention

Competencies and Suggested Objectives
1. Examine the health hazards of tobacco. ^{DOK 1}
a. List major reasons why people either abstain from or use tobacco.   b. Describe long-term effects of tobacco use and the dangers of smoking.
2. Summarize the health hazards of alcohol. ^{DOK 2}

a. Identify the short- and long-term effects of alcohol on the body.
   b. Explain the impact of alcohol on alcoholics, their families, and society.
   c. Discuss state and local laws regarding alcohol use.

3. Analyze the health hazards of illegal, over-the-counter, and prescription drugs. ^{DOK 3}

a. Differentiate between legal and illegal use of drugs.
   b. Describe the side effects of drugs and how drugs are commonly abused.
   c. Illustrate how drug use, misuse, and abuse cause problems in society.

4. Illustrate the health hazards of inhalants. ^{DOK 1}
a. Discuss various types of inhalants and identify dangers associated with the use of inhalants.
5. Explore current issues with illegal and legal drugs. ^{DOK 2}

a. Research and discuss vaping, bath salts, fentanyl, marijuana, and other current issues.
   b. Research and discuss the opioid epidemic.
   c. Examine the current federal drug schedule and discuss the legal ramifications of various drug misuse and abuse.

6. Discuss refusal and intervention skills. ^{DOK 1}

a. Develop refusal skills for all forms of substance abuse.
   b. Demonstrate ways to intervene and help a drug-dependent friend.
   c. Describe how individuals can help reduce the misuse and abuse of drugs.
   d. Explain how alcohol and other drugs can increase the vulnerability to unwanted sexual advances.
   Note: Check to see if your district chose abstinence-only or abstinence-plus (Mississippi Code §37-13-171 Appendix E).

*Refer to your **Teacher Resource Document** for resources and strategies. Click HERE and find your pathway to download it.

Unit 8: Community and Environmental Health

Competencies and Suggested Objectives
1. Identify community health care agencies, health careers, and the importance of family medical records. DOK 1
a. Describe organizations and services that assist the community and individuals in health promotion.
b. List career opportunities in health.
c. Explain the importance of family medical records.
2. Explain how the environment affects people and how people affect the environment. DOK 2
a. Determine how pollution, natural disasters, overpopulation, and community violence affect our environmental health.
b. Name sources of air, water, noise, radiation, and ground pollution.
c. Describe government agencies that protect the environment.
d. Identify the importance of conserving natural resources and the green movement.
The material in this unit can be covered throughout the year as enrichment for other units.

*Refer to your **Teacher Resource Document** for resources and strategies. Click HERE and find your pathway to download it.

Unit 9: Safety and First Aid

Competencies and Suggested Objectives

1. Discuss promotion of safety and prevention of accidents. [DOK 1]
 	
  a. Describe behaviors that promote home safety.
  b. Describe ways to prepare for natural disasters in the community.
  c. Identify basic safety rules that help prevent accidents at work and school.
  d. Recognize recreation-related injuries and how to prevent them.
  e. Explain ways to promote vehicle safety, including regular use of seat belts for all ages.
  f. Recognize dangerous situations, including rape, assault, misuse of social networking, and gang-related activities, and how to avoid them.
    Note: Check to see if your district chose abstinence-only or abstinence-plus (Mississippi Code §37-13-171 Appendix E).

2. Discuss and demonstrate procedures for emergency situations. [DOK 2]
 	
  a. Identify, assess, and learn to respond to emergency situations.
  b. Assemble contents of a basic first aid kit.
  c. Practice first aid emergency procedures, including reporting accidents and providing first aid for wounds, choking, fractures, heart attacks, seizures, and poisonings.

*Refer to your **Teacher Resource Document** for resources and strategies. Click HERE and find your pathway to download it.

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Personal and Consumer Health		
	1.	Describe ways to achieve and maintain a healthy lifestyle.
	2.	Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
	3.	Recognize the benefits of being a wise consumer.
	4.	Analyze the influence of culture, media, technology, and other factors on health.
Unit 2: Mental Health		
	1.	Demonstrate the ability to practice health-enhancing behaviors that contribute to positive mental health.
	2.	Describe how stress influences mental and physical health.
	3.	Define functional and organic mental disorders and state controls for each.
	4.	Discuss the importance of suicide awareness, prevention, and coping strategies.
Unit 3: Family and Social Health		
	1.	Describe how the skills of communication, cooperation, and advocacy are essential for healthy relationships.
	2.	Describe why the family is the basic social unit of society.
Unit 4: Human Growth and Development		
	1.	Summarize how genetic traits are passed on from one generation to another.
	2.	Examine health practices to be considered before, during, and after pregnancy.
	3.	Identify physical, mental, and emotional changes that occur from childhood through adolescence.
	4.	Examine the aging process from adulthood through death.
Unit 5: Disease Prevention and Control		
	1.	Recognize the causes, transfer, and control of common communicable diseases.
	2.	State causes, signs, and control of noninfectious diseases.
	3.	Recognize the ways to prevent HIV infection and STIs.

Unit 6: Nutrition and Fitness		
	1.	Summarize how responsible food choices lead to nutritional health.
	2.	Discover the importance of fitness.
Unit 7: Substance Abuse Prevention		
	1.	Examine the health hazards of tobacco.
	2.	Summarize the health hazards of alcohol.
	3.	Analyze the health hazards of drugs and the benefits of medicines.
	4.	Illustrate the health hazards of inhalants.
	5.	Explore current issues with illegal and legal drugs.
	6.	Discuss refusal and intervention skills.
Unit 8: Community and Environmental Health		
	1.	Identify community health care agencies, health careers, and the importance of family medical records.
	2.	Explain how the environment affects people and how people affect the environment.
Unit 9: Safety and First Aid		
	1.	Discuss promotion of safety and prevention of accidents.
	2.	Discuss and demonstrate procedures for emergency situations.

Appendix A: National Health Education Standards

	Unit 1 Personal & Consumer Health	Unit 2 Mental Health	Unit 3 Social & Family Health	Unit 4 Human Growth & Development	Unit 5 Disease Prevention & Control	Unit 6 Nutrition & Fitness	Unit 7 Substance Abuse Prevention	Unit 8 Community & Environmental Health	Unit 9 Safety & First Aid
NHES1		X		X	X	X		X	X
NHES2	X		X		X				
NHES3	X	X						X	X
NHES4				X				X	
NHES5					X				
NHES6	X					X			
NHES7							X		
NHES8							X		

NHES 1: Students will comprehend concepts related to health promotion and disease prevention to Enhance health.

1.12.1   Predict how healthy behaviors can affect health status.
1.12.2   Describe the interrelationships of emotional, intellectual, physical, and social health.
1.12.3   Analyze how environment and personal health are interrelated.
1.12.4   Analyze how genetics and family history can impact personal health.
1.12.5   Propose ways to reduce or prevent injuries and health problems.
1.12.6   Analyze the relationship between access to health care and health status.
1.12.7   Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
1.12.8   Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
1.12.9   Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

NHES 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.12.1   Analyze how the family influences the health of individuals.
2.12.2   Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
2.12.3   Analyze how peers influence healthy and unhealthy behaviors.
2.12.4   Evaluate how the school and community can affect personal health practice and behaviors.
2.12.5   Evaluate the effect of media on personal and family health.
2.12.6   Evaluate the impact of technology on personal, family, and community health.
2.12.7   Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
2.12.8   Analyze the influence of personal values and beliefs on individual health practices and behaviors.
2.12.9   Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
2.12.10   Analyze how public health policies and government regulations can influence health promotion and disease prevention.

NHES 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

3.12.1   Evaluate the validity of health information, products, and services.
3.12.2   Use resources from home, school, and community that provide valid health information.
3.12.3   Determine the accessibility of products and services that enhance health.
3.12.4   Determine when professional health services may be required.
3.12.5   Access valid and reliable health products and services.

NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.12.1   Use skills for communicating effectively with family, peers, and others to enhance health.

4.12.2   Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
4.12.3   Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
4.12.4   Demonstrate how to ask for and offer assistance to enhance the health of self and others.

NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.
5.12.1   Examine barriers that can hinder healthy decision making.
5.12.2   Determine the value of applying a thoughtful decision-making process in health-related situations.
5.12.3   Justify when individual or collaborative decision making is appropriate.
5.12.4   Generate alternatives to health-related issues or problems.
5.12.5   Predict the potential short-term and long-term impact of each alternative on self and others.
5.12.6   Defend the healthy choice when making decisions.
5.12.7   Evaluate the effectiveness of health-related decisions.

NHES 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
6.12.1   Assess personal health practices and overall health status.
6.12.2   Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
6.12.3   Implement strategies and monitor progress in achieving a personal health goal.
6.12.4   Formulate an effective long-term personal health plan.

NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
7.12.1   Analyze the role of individual responsibility for enhancing health.
7.12.2   Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
7.12.3   Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

NHES 8: Students will demonstrate the ability to advocate for personal, family, and community health.
8.12.1   Utilize accurate peer and societal norms to formulate a health-enhancing message.
8.12.2   Demonstrate how to influence and support others to make positive health choices.
8.12.3   Work cooperatively as an advocate for improving personal, family, and community health.
8.12.4   Adapt health messages and communication techniques to a specific target audience.

	Unit 1 Personal & Consumer Health	Unit 2 Mental Health	Unit 3 Social & Family Health	Unit 4 Human Growth & Development	Unit 5 Disease Prevention & Control	Unit 6 Nutrition & Fitness	Unit 7 Substance Abuse Prevention	Unit 8 Community & Environment Health	Unit 9 Safety & First Aid
CS1	X								
CS2	X								
CS3	X								
CS4	X	X	X	X	X	X	X	X	X
CS5								X	
CS6					X	X	X	X	X
CS7	X	X	X	X	X	X	X	X	X
CS8		X	X		X	X	X	X	X
CS9	X	X	X	X	X	X	X	X	X
CS10	X			X	X	X	X	X	X
CS11	X			X	X	X	X	X	X
CS12			X	X					
CS13		X	X						
CS14	X		X		X			X	X
CS15									
CS16			X						

CSS1-21st Century Themes

CS1   Global Awareness
1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

CS2   Financial, Economic, Business, and Entrepreneurial Literacy
1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

CS3   Civic Literacy
1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national, and global levels
3. Understanding the local and global implications of civic decisions

CS4   Health Literacy
1. Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

CS5   Environmental Literacy

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[1] *21st century skills.* (n.d.). Washington, DC: Partnership for 21st Century Skills.

1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.
2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).
3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.
4. Take individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).

CSS2 Learning and Innovation Skills
  CS6 Creativity and Innovation
    1. Think Creatively
    2. Work Creatively with Others
    3. Implement Innovations
  CS7 Critical Thinking and Problem Solving
    1. Reason Effectively
    2. Use Systems Thinking
    3. Make Judgments and Decisions
    4. Solve Problems
  CS8 Communication and Collaboration
    1. Communicate Clearly
    2. Collaborate with Others

CSS3 Information, Media and Technology Skills
  CS9 Information Literacy
    1. Access and Evaluate Information
    2. Use and Manage Information
  CS10 Media Literacy
    1. Analyze Media
    2. Create Media Products
  CS11 ICT Literacy
    1. Apply Technology Effectively

CSS4 Life and Career Skills
  CS12 Flexibility and Adaptability
    1. Adapt to change
    2. Be Flexible
  CS13 Initiative and Self-Direction
    1. Manage Goals and Time
    2. Work Independently
    3. Be Self-directed Learners
  CS14 Social and Cross-Cultural Skills
    1. Interact Effectively with others

        2.   Work Effectively in Diverse Teams

CS15 Productivity and Accountability
        1.   Manage Projects
        2.   Produce Results

CS16 Leadership and Responsibility
        1.   Guide and Lead Others
        2.   Be Responsible to Others

Appendix C: International Society for Technology in Education Standards (ISTE)

	Unit 1 Personal & Consumer Health	Unit 2 Mental Health	Unit 3 Social & Family Health	Unit 4 Human Growth & Development	Unit 5 Disease Prevention & Control	Unit 6 Nutrition & Fitness	Unit 7 Substance Abuse Prevention	Unit 8 Community & Environmental Health	Unit 9 Safety & First Aid
T1	X								
T2	X	X							X
T3	X	X	X	X	X	X	X	X	
T4						X			
T5									
T6						X	X		
T7								X	

T1 Empowered Learner
T2 Digital Citizen
T3 Knowledge Constructor
T4 Innovative Designer
T5 Computational Thinker
T6 Creative Communicator
T7 Global Collaborator

T1 Empowered Learner
Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:
  a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
  b. Build networks and customize their learning environments in ways that support the learning process.
  c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
  d. Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

T2 Digital Citizen
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:
  a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
  b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
  c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

d.　Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

T3　Knowledge Constructor
　　Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:
　　a.　Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
　　b.　Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
　　c.　Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
　　d.　Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

T4　Innovative Designer
　　Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:
　　a.　Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
　　b.　Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
　　c.　Develop, test and refine prototypes as part of a cyclical design process.
　　d.　Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

T5　Computational Thinker
　　Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:
　　a.　Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
　　b.　Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
　　c.　Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
　　d.　Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

T6　Creative Communicator
　　Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:
　　a.　Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b. Create original works or responsibly repurpose or remix digital resources into new creations.
c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
d. Publish or present content that customizes the message and medium for their intended audiences.

T7 Global Collaborator
Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:
a. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
b. Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
d. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.

Appendix D: College and Career Ready Standards — English Language Arts

-	Unit 1 Personal & Consumer Health	Unit 2 Mental Health	Unit 3 Social & Family Health	Unit 4 Human Growth & Development	Unit 5 Disease Prevention & Control	Unit 6 Nutrition & Fitness	Unit 7 Substance Abuse Prevention	Unit 8 Community & Environmental Health	Unit 9 Safety & First Aid
RI.9.3	-	-	-	-	-	-	-	-	-
RI.9.5	-	-	-	-	-	-	-	-	-
RI.9.6	-	-	-	-	-	-	-	-	-
RI.9.7	-	-	-	-	-	-	-	-	-
RI.9.8	X	-	-	-	-	-	-	-	-
RI.9.9	-	-	-	-	-	-	-	-	-
W.9.1	-	-	-	-	-	-	-	-	-
W.9.2	-	-	-	-	-	-	X	-	-
W.9.3	-	-	-	-	-	-	-	-	-
W.9.4	-	-	-	-	-	-	-	-	-
W.9.5	-	-	-	-	-	-	-	-	-
W.9.6	-	-	-	-	-	-	-	-	-
W.9.7	-	-	-	-	-	-	X	-	-
W.9.8	-	-	-	-	-	-	-	-	-
W.9.9	X	X	X	X	X	X	X	X	-
W.9.10	-	-	-	-	-	-	-	-	-
SL.9.1	-	X	X	X	X	-	X	-	-
SL.9.2	X	-	-	-	-	-	-	-	-
SL.9.3	-	-	-	-	-	-	-	-	-
SL.9.4	-	-	-	-	-	-	-	-	-
SL.9.5	-	-	-	-	-	-	-	-	-
SL.9.6	X	X	X	X	X	X	X	X	X
L.9.1	X	X	X	X	X	X	X	X	X
L.9.2	X	X	X	X	X	X	X	X	X
L.9.3	X	X	X	X	X	X	X	X	X
L.9.4	-	-	-	-	-	-	-	-	-
L.9.5	-	-	-	-	-	-	-	-	-
L.9.6	X	X	X	X	X	X	X	X	X
RH.9-10.1	-	-	-	-	-	-	-	-	-
RH.9-10.2	-	-	-	-	-	-	-	-	-
RH.9-10.3	-	-	-	-	-	-	-	-	-
RH.9-10.4	X	-	X	-	-	-	-	-	-
RH.9-10.5	-	-	-	-	-	-	-	-	-
RH.9-10.6	-	-	-	-	-	-	-	-	-
RH.9-10.7	-	-	-	-	-	-	-	-	-
RH.9-10.8	-	-	-	-	-	-	-	-	-
RH.9-10.9	-	-	-	-	-	-	-	-	-
RH.9-10.10	-	-	-	-	-	-	-	-	-
RST.9-10.1	X	X	X	X	X	X	X	X	X
RST.9-10.2	X	X	X	X	X	X	X	X	X
RST.9-10.3	-	-	-	-	-	-	-	-	-
RST.9-10.4	X	X	X	X	X	X	X	X	X
RST.9-10.5	-	-	-	-	-	-	-	-	-
RST.9-10.6	-	-	-	-	-	-	-	-	-

RST.9-10.7	-	-	-	-	-	-	-	-	-
RST.9-10.8	-	-	-	-	-	-	-	-	-
RST.9-10.9	-	-	-	-	-	-	-	-	-
RST.9-10.10	-	-	-	-	-	-	-	-	-
WHST.9-10.1	-	-	-	-	-	-	-	-	-
WHST.9-10.2	-	-	-	-	-	X	-	-	-
WHST.9-10.3	-	-	-	-	-	-	-	-	-
WHST.9-10.5	-	-	-	-	-	-	-	-	-
WHST.9-10.6	-	-	-	-	-	-	-	-	-
WHST.9-10.7	-	-	-	-	-	-	-	-	-
WHST.9-10.8	-	-	-	-	-	-	-	-	-
WHST.9-10.9	-	-	-	-	-	-	-	-	-
WHST.9-10.10	-	-	-	-	-	-	-	-	-
RI.11.3	-	-	-	-	-	-	-	-	-
RI.11.4	-	-	-	-	-	-	-	-	-
RI.11.5	-	-	-	-	-	-	-	-	-
RI.11.6	-	-	-	-	-	-	-	-	-
RI.11.7	-	-	-	-	-	-	-	-	-
RI.11.8	-	-	-	-	-	-	-	-	-
RI.11.9	-	-	-	-	-	-	-	-	-
RI.11.10	-	-	-	-	-	-	-	-	-
W.11.1	-	-	-	-	-	-	-	-	-
W.11.2	-	-	-	-	-	X	-	-	-
W.11.3	-	-	-	-	-	-	-	-	-
W.11.4	-	-	-	-	-	-	-	-	-
W.11.5	-	-	-	-	-	-	-	-	-
W.11.6	-	-	-	-	-	-	-	-	-
W.11.7	-	-	-	-	-	-	X	-	-
W.11.8	-	-	-	-	-	-	-	-	-
W.11.9	X	X	X	X	X	X	X	X	-
W.11.10	-	-	-	-	-	-	-	-	-
SL.11.1	-	X	X	X	X	-	X	-	-
SL.11.2	X	-	-	-	-	-	-	-	-
SL.11.3	-	-	-	-	-	-	-	-	-
SL.11.4	-	-	-	-	-	-	-	-	-
SL.11.5	-	-	-	-	-	-	-	-	-
SL.11.6	X	X	X	X	X	X	X	X	X
L.11.1a	X	X	X	X	X	X	X	X	X
L.11.1b	-	-	-	-	-	-	-	-	-
L.11.2a	-	-	-	-	-	-	-	-	-
L.11.3a	-	-	-	-	-	-	-	-	-
L.11.4	-	-	-	-	-	-	-	-	-
RH.11-12.1	-	-	-	-	-	-	-	-	-
RH.11-12.2	-	-	-	-	-	-	-	-	-
RH.11-12.3	-	-	-	-	-	-	-	-	-
RH.11-12.4	X		X			-	-	-	-
RH.11-12.5	-	-	-	-	-	-	-	-	-
RH.11-12.6	-	-	-	-	-	-	-	-	-
RH.11-12.7	-	-	-	-	-	-	-	-	-
RH.11-12.8	-	-	-	-	-	-	-	-	-
RH.11-12.9	-	-	-	-	-	-	-	-	-

RH.11-12.10	-	-	-	-	-	-	-	-	-
RST.11-12.1	X	X	X	X	X	X	X	X	X
RST.11-12.2	X	X	X	X	X	X	X	X	X
RST.11-12.3	-	-	-	-	-	-	-	-	-
RST.11-12.4	X	X	X	X	X	X	X	X	X
RST.11-12.5	X	-	-	-	-	-	-	-	-
RST.11-12.6	-	X	-	-	-	-	X	-	-
RST.11-12.7	-	-	-	-	-	-	-	-	-
RST.11-12.8	-	-	-	-	-	-	-	-	-
RST.11-12.9	-	-	-	-	-	-	-	-	-
RST.11-12.10	-	-	-	-	-	-	-	-	-
WHST.11-12.1	-	-	-	-	-	-	-	-	-
WHST.11-12.2	-	-	-	-	-	X	-	-	-
WHST.11-12.6	-	-	-	-	-	-	-	-	-
WHST.11-12.8	-	-	-	-	-	-	-	-	-

College and Career Ready English I
Reading Literature Key Ideas and Details
RL.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure
RL.9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.9.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas
RL.9.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
RL.9.8 Not applicable to literature.

College and Career Ready English I
RL.9.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity
RL.9.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Ready English I
Reading Informational Text Key Ideas and Details

RI.9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure
RI.9.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas
RI.9.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI.9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

College and Career Ready English I
Writing Text Types and Purposes
W.9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W.9.1c Use words, phrases, and clauses 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.
W.9.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9.1e Provide a concluding statement or section that follows from and supports the argument presented.
W.9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.9.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.9.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

College and Career Ready English I
W.9.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9.2f 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).
W.9.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.9.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.9.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.9.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing
W.9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
W.9.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge
W.9.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

College and Career Ready English I
W.9.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9.9a Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
W.9.9b Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Range of Writing
W.9.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

College and Career Ready English I
SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.9.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.9.1b Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL.9.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL.9.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

SL.9.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

College and Career Ready English I
SL.9.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

College and Career Ready English I
Language
Conventions of Standard English
L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9.1a Use parallel structure.*
L.9.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.9.2b Use a colon to introduce a list or quotation.
L.9.2c Spell correctly

Knowledge of Language
L.9.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
L.9.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use
L.9.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
L.9.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.9.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

College and Career Ready English I
L.9.4c 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, it's part of speech, or its etymology.
L.9.4d 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).

L.9.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.9.5b Analyze nuances in the meaning of words with similar denotations.
L.9.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Ready English II
Range of Reading and Level of Text Complexity
RL.10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Grades 9-10: Literacy in History/SS
Reading in History/Social Studies Key Ideas and Details
RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure
RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas
RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.
RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity
RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Grades 9-10: Literacy in Science and Technical Subjects
Reading in Science and Technical Subjects Key Ideas and Details
RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure
RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

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

Integration of Knowledge and Ideas
RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts

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

Grades 9-10: Writing in History/SS, Science, and Technical Subjects
Writing Text Types and Purposes
WHST.9-10.1 Write arguments focused on discipline-specific content.
WHST.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
WHST.9-10.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
WHST.9-10.1c Use words, phrases, and clauses 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.
WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
WHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented.
WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Grades 9-10
Writing in History/SS, Science, and Technical Subjects
WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
WHST.9-10.2f 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).
WHST.9-10.3 Not Applicable

Production and Distribution of Writing

~~WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.~~
~~WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.~~
~~WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.~~

~~Research to Build and Present Knowledge~~
~~WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.~~

~~WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.~~
~~WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.~~

~~Grades 9-10~~
~~Writing in History/SS, Science, and Technical Subjects~~
~~Range of Writing~~
~~WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.~~

~~English III~~
~~Reading Literature Key Ideas and Details~~
~~RL.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.~~
~~RL.11.2 Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.~~
~~RL.11.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).~~

~~Craft and Structure~~
~~RL.11.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)~~
~~RL.11.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.~~
~~RL.11.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).~~

~~Integration of Knowledge and Ideas~~
~~RL.11.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)~~
~~RL.11.8 Not applicable to literature.~~
~~RL.11.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.~~

Range of Reading and Level of Text Complexity

    RL.11.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11 CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

English III
Reading Informational Text Key Ideas and Details

    Rl.11.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

    Rl.11.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
    Rl.11.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
    Rl.11.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

    Rl.11.7 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.
    Rl.11.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
    Rl.11.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including Them Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

    Rl.11.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

English III
Writing

    W.11.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
    W.11.1a 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.
    W.11.1b 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.
    W.11.1c 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.
    W.11.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    W.11.1e Provide a concluding statement or section that follows from and supports the argument presented.
    W.11.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
    W.11.2a 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.

W.11.2b 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.

W.11.2c 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.

W.11.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11.2f 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).

W.11.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11.3a 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.

W.11.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11.3c 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).

W.11.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

English III

W.11.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

W.11.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the 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.

W.11.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11.9a Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

W.11.9b Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

English IV
Range of Reading and Level of Text Complexity
> RL.12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Grades 11–12: Literacy in History/SS
Reading in History/Social Studies Key Ideas and Details
> RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
> RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
> RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. Craft and Structure
> RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
> RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
> RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. Integration of Knowledge and Ideas
> Rh.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
> RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
> RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. Range of Reading and Level of Text Complexity
> RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Grades 11-12: Literacy in Science and Technical Subjects
Reading in Science and Technical Subjects Key Ideas and Details
> RST. 11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
> RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
> RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure
> RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
> RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
> RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
> RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

RST.11-12.10 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.

Grades 11-12: Writing I History/SS, Science and Technical Subjects

Writing

Text Types and Purposes

WHST.11-12.1a 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.

WHST.11-12.1b 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.

WHST.11-12.1c 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.

WHST.11-12.2a 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.

Grades 11-12: Writing I History/SS, Science and Technical Subjects

WHST.11-12.2d 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.

Production and Distribution of Writing

WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Appendix E: MS House Bill 756, Code § 37-13-171

See Section 6 for the material related to this curriculum

MISSISSIPPI LEGISLATURE
2016 Regular Session
To: Judiciary B
By: Representative Campbell

House Bill 756

AN ACT TO CREATE THE "WOMEN'S ECONOMIC SECURITY ACT"; TO ESTABLISH THE STATE MINIMUM WAGE AT FIFTEEN DOLLARS PER HOUR; TO PROVIDE THAT EMPLOYERS WITH TIPPED EMPLOYEES ARE EXEMPT FROM THE REQUIREMENT TO PAY THE STATE MINIMUM WAGE; TO ESTABLISH GUIDELINES FOR EMPLOYEES ENTITLED TO OVERTIME PAY; TO PROVIDE THAT NO EMPLOYER SHALL PAY AN EMPLOYEE A WAGE AT A RATE LESS THAN THE RATE AT WHICH AN EMPLOYEE OF THE OPPOSITE SEX IN THE SAME ESTABLISHMENT IS PAID FOR EQUAL WORK ON A JOB, THE PERFORMANCE OF WHICH REQUIRES EQUAL SKILL, EFFORT AND RESPONSIBILITY, AND WHICH IS PERFORMED UNDER SIMILAR WORKING CONDITIONS; TO PROVIDE THAT AN EMPLOYEE MAY FILE A PETITION IN THE PROPER CIRCUIT COURT; TO CREATE THE MISSISSIPPI COMMUNITY COLLEGE FOR SINGLE MOTHERS SCHOLARSHIP GRANT; TO PROVIDE THAT THE MISSISSIPPI COMMUNITY COLLEGE BOARD SHALL ADMINISTER THE GRANT; TO PROVIDE THE CRITERIA FOR RECEIVING THE GRANT; TO CREATE THE MISSISSIPPI IHL FOR SINGLE MOTHERS SCHOLARSHIP GRANT; TO PROVIDE THAT THE MISSISSIPPI POSTSECONDARY EDUCATION FINANCIAL ASSISTANCE BOARD SHALL ADMINISTER THE GRANT; TO PROVIDE THE CRITERIA FOR RECEIVING THE GRANT; TO AMEND SECTION 37-13-171, MISSISSIPPI CODE OF 1972, TO REQUIRE SEX-RELATED EDUCATION TO CONSIST OF ANY MEDICALLY ACCURATE COMPREHENSIVE INSTRUCTION OR PROGRAM; TO INCLUDE ADDITIONAL REQUIRED TEACHING COMPONENTS OF ABSTINENCE-ONLY AND ABSTINENCE-PLUS EDUCATION CURRICULUMS; TO DELETE THE REPEALER ON THE PROVISION OF LAW THAT REQUIRES EACH LOCAL SCHOOL BOARD TO ADOPT A SEX-RELATED EDUCATION POLICY TO IMPLEMENT ABSTINENCE-ONLY OR ABSTINENCE-PLUS EDUCATION INTO ITS LOCAL SCHOOL DISTRICT'S CURRICULUM; TO AMEND SECTION 2, CHAPTER 507, LAWS OF 2009, AS AMENDED BY SECTION 4, CHAPTER 430, LAWS OF 2011, WHICH ESTABLISHES THE DUTIES OF THE TEEN PREGNANCY PREVENTION TASK FORCE, BY DELETING THE REPEALER; TO BRING FORWARD SECTIONS 7-7-204, 17-1-51, 23-15-239, 25-3-40, 37-7-307, 57-34-5, 85-3-4, 97-3-54.4 AND 99-19-20, MISSISSIPPI CODE OF 1972, FOR PURPOSES OF POSSIBLE AMENDMENT; AND FOR RELATED PURPOSES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

SECTION 1. This act shall be known and may be cited as the "Women's Economic Security Act."

SECTION 2. (1) As used in this section, the following words and phrases shall have the following meanings, unless the context clearly requires otherwise:

(a) "Tipped employee" means any employee engaged in an occupation in which the employee customarily and regularly receives more than Thirty Dollars ($30.00) a month in tips.

(b) "Manual laborers" and "blue collar" workers mean workers who perform work involving repetitive operations with their hands, physical skill and energy. They gain the skills and knowledge required for performance of their routine manual and physical work through apprenticeships and on-the-job training.

(2) Every employer shall pay each of his or her employees wages at the rate of not less than Fifteen Dollars ($15.00) per hour, except as otherwise provided in this section.

(3) Every employer shall pay each of his or her tipped employees wages at the rate of not less than Three Dollars Sixty-two cents ($3.62) per hour.

(4) The overtime pay standard requires that overtime must be compensated at a rate not less than one and one-half (1-1/2) times the regular rate at which the employee is actually employed. The regular rate of pay at which the employee is employed may in no event be less than the statutory minimum wage

rate established in Section 2 of this act. All employees who

receive Four Hundred Fifty-five Dollars ($455.00) or less per

week, or equivalent amounts for periods of pay longer than one

(1) week, shall be entitled to receive overtime

pay. Additionally, the following people shall not be exempt

from receiving overtime pay, regardless of their salary:

          (a) Manual laborers or other "blue collar" workers;

          (b) Police officers, detectives, deputy sheriffs,

state troopers, highway patrol officers, investigators,

inspectors, correctional officers, parole or probation officers,

park rangers, firefighters, paramedics, emergency medical

technicians, ambulance personnel, rescue workers, hazardous

materials workers and similar employees who perform work such as

preventing, controlling or extinguishing fires of any type;

rescuing fire, crime or accident victims; preventing or

detecting crimes; conducting investigations or inspections for

violations of law; performing surveillance; pursuing,

restraining and apprehending suspects; detaining or supervising

suspected and convicted criminals, including those on probation

or parole; interviewing witnesses; interrogating and

fingerprinting suspects; preparing investigative reports; or

other similar work;

          (c) Any employee whose primary duty is not management

of the entity in which the employee is employed;

          (d) Any employee whose primary duty is not the

performance of a work directly related to the management or

general business operations of the employer or the employer's customers; and

(e) Any employee whose primary duty is not the performance of work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction or the performance of work requiring invention, imagination, originality or talent in a recognized field of artistic or creative endeavor.

SECTION 3. (1) No employer may pay an employee a wage at a rate less than the rate at which an employee of the opposite sex in the same establishment is paid for equal work on a job, the performance of which requires equal skill, effort and responsibility, and which is performed under similar working conditions, except where payment is made pursuant to a differential based on:

(a) A seniority system;

(b) A merit system;

(c) A system which measures earnings by quantity or quality of production; or

(d) Any other factor other than sex.

(2) Subsection (1) of this section creates an actionable right in Mississippi for any person who is an employee and who believes that such person's employer has violated the provisions of subsection (1) of this section. Any such employee who is aggrieved by subsection (1) of this section may file a petition in the proper circuit court in Mississippi.

If an employer is found to have violated the provisions of subsection (1) of this section, the employee shall be awarded reasonable remedies, which may include attorney's fees, prejudgment interest, back pay, liquidated damages and one hundred percent (100%) of the difference of unpaid wages. If the employer is found to have willfully violated the provisions of subsection (1) of this section, the employee shall be awarded three hundred percent (300%) of reasonable remedies, which may include attorney's fees, prejudgment interest, back pay, liquidated damages, and the difference of unpaid wages.

SECTION 4. There is created the Mississippi Community College for Single Mothers Scholarship Grant, to be administered by the Mississippi Community College Board. The grant shall be available to single mothers to use for tuition and fees, and child care services, at any of the public community or junior colleges. The board shall set the dates that will serve as the deadlines for applying for an award under this section and award grants to only Mississippi students who qualify. The total award to a student shall be up to Seven Thousand Five Hundred Dollars ($7,500.00) for tuition and fees and may also be used for child care services. Payment of the Mississippi Community College for Single Mothers Scholarship Grant shall be made payable to the recipient and the college and mailed directly to the college, to be applied first to tuition. The board may conduct its own annual audits of any college participating in the Mississippi Community College for Single Mothers Scholarship Grant. The board may suspend or revoke a college's eligibility

to receive future monies under the program if it finds that the college has not complied with the provisions of this section.

SECTION 5. There is created the Mississippi IHL for Single Mothers Scholarship Grant, to be administered by the Mississippi Postsecondary Education Financial Assistance Board established under Section 37-106-9. The scholarship shall be a grant made to single mothers to use for tuition and fees and child care services, at any of the state institutions of higher learning. The board shall set the dates that will serve as the deadlines for applying for an award under this section and award grants to only Mississippi students who qualify. The total award to a student shall be up to Fifteen Thousand Dollars ($15,000.00) for tuition and fees and may also be used for child care services. Payment of the Mississippi IHL for Single Mothers Scholarship Grant shall be made payable to the recipient and the educational institution and mailed directly to the institution, to be applied first to tuition. The board may conduct its own annual audits of any institution participating in the Mississippi IHL for Single Mothers Scholarship Grant. The board may suspend or revoke an institution's eligibility to receive future monies under the program if it finds that the institution has not complied with the provisions of this section.

SECTION 6. Section 37-13-171, Mississippi Code of 1972, is amended as follows:

37-13-171. (1) The local school board of every public school district shall adopt a policy to implement abstinence-

only or abstinence-plus education into its curriculum by June 30, 2012, which instruction in those subjects shall be implemented not later than the start of the 2012-2013 school year or the local school board shall adopt the program which has been developed by the Mississippi Department of Human Services and the Mississippi Department of Health. The State Department of Education shall approve each district's curriculum for sex-related education and shall establish a protocol to be used by districts to provide continuity in teaching the approved curriculum in a manner that is age, grade and developmentally appropriate.

     (2) Abstinence-only education shall remain the state standard for any sex-related education taught in the public schools. For purposes of this section, abstinence-only education includes any * * * medically accurate comprehensive instruction or program which, at an appropriate age and grade:

          (a) Teaches the social, psychological and health gains to be realized by abstaining from sexual activity, and the likely negative psychological and physical effects of not abstaining;

          (b) Teaches the harmful consequences to the child, the child's parents and society that bearing children out of wedlock is likely to produce, including the health, educational, financial and other difficulties the child and his or her parents are likely to face, as well as the inappropriateness of the social and economic burden placed on others;

(c)   Teaches that unwanted sexual advances are irresponsible and teaches how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances;

(d)   Teaches that abstinence from sexual activity before marriage, and fidelity within marriage, is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases and related health problems. The instruction or program may include a discussion on condoms or contraceptives, but only if that discussion includes a factual presentation of the risks and failure rates of those contraceptives. In no case shall the instruction or program include any demonstration of how condoms or other contraceptives are applied;

(e)   Teaches the current state law related to sexual conduct, including forcible rape, statutory rape, paternity establishment, child support and homosexual activity; * * *

(f)   Teaches that a mutually faithful, monogamous relationship in the context of marriage is the only appropriate setting for sexual intercourse * * *;

(g)   Teaches the social and psychological processes involved in healthy and responsible decision-making related to engaging in premature sexual activity and the implications of the consequences resulting there from;

(h)   Teaches the appropriate approaches to accessing the healthcare system and professional medical assistance when seeking health care services related to the human reproductive

system and health complications resulting from consensual or noneconsensual sexual activity; and

(i) Teaches the available and proper legal resources to employ and remedies available to victims of rape, sexual assault or other instances of nonconsensual sexual activity.

(3) A program or instruction on sex-related education need not include every component listed in subsection (2) of this section for abstinence-only education. However, no program or instruction under an abstinence-only curriculum may include anything that contradicts the excluded components. For purposes of this section, abstinence-plus education includes every component listed under subsection (2) of this section that is age and grade appropriate, in addition to any other programmatic or instructional component approved by the department, which shall not include instruction and demonstrations on the application and use of condoms. Abstinence-plus education may discuss other contraceptives, the nature, causes and effects of sexually transmitted diseases, or the prevention of sexually transmitted diseases, including HIV/AIDS, along with a factual presentation of the risks and failure rates.

(4) Any course containing sex-related education offered in the public schools shall include instruction in either abstinence-only or abstinence-plus education.

(5) Local school districts, in their discretion, may host programs designed to teach parents how to discuss abstinence with their children.

(6) There shall be no effort in either an abstinence-only or an abstinence-plus curriculum to teach that abortion can be used to prevent the birth of a baby.

(7) At all times when sex-related education is discussed or taught, boys and girls shall be separated according to gender into different classrooms, sex-related education instruction may not be conducted when boys and girls are in the company of any students of the opposite gender.

* * *

SECTION 7. Section 2, Chapter 507, Laws of 2009, as amended by Section 4, Chapter 430, Laws of 2011, are amended as follows:

Section 2. (1) There is created the Teen Pregnancy Prevention Task Force to study and make recommendation to the Legislature on the implementation of sex-related educational courses through abstinence-only or abstinence-plus education into the curriculum of local school districts and the coordination of services by certain state agencies to reduce teen pregnancy and provide prenatal and postnatal training to expectant teen parents in Mississippi. The task force shall make an annual report of its findings and recommendations to the Legislature beginning with the 2012 Regular Session.

(2) The task force shall be composed of the following seventeen (17) members:

(a) The Chairmen of the Senate and House Public Health and Welfare Committees, or their designees;

(b) The Chairmen of the Senate and House Education Committees, or their designees;

(c)   The Chairman of the House Select Committee on Poverty;

(d)   One (1) member of the Senate appointed by the Lieutenant Governor;

(e)   The Executive Director of the Department of Human Services, or his or her designee;

(f)   The State Health Officer, or his or her designee;

(g)   The State Superintendent of Public Education, or his or her designee;

(h)   The Executive Director of the Division of Medicaid, or his or her designee;

(i)   The Executive Director of the State Department of Mental Health, or his or her designee;

(j)   The Vice Chancellor for Health Affairs and Dean of the University of Mississippi Medical Center School of Medicine, or his or her designee;

(k)   Two (2) representatives of the private health or social services sector appointed by the Governor;

(l)   One (1) representative of the private health or social services sector appointed by the Lieutenant Governor;

(m)   One (1) representative of the private health or social services sector appointed by the Speaker of the House of Representatives; and

(n)   One (1) representative from a local community-based youth organization that teaches or has taught a federal or local school district approved curriculum.

(3)   Appointments shall be made within thirty (30) days after the effective date of this act, and, within fifteen (15) days thereafter on a day to be designated jointly by the Speaker of the House and the Lieutenant Governor, the task force shall meet and organize by selecting from its membership a chairman and a vice chairman. The vice chairman shall also serve as secretary and shall be responsible for keeping all records of the task force. A majority of the members of the task force shall constitute a quorum. In the selection of its officers and the adoption of rules, resolutions and reports, an affirmative vote of a majority of the task force shall be required. All members shall be notified in writing of all meetings, the notices to be mailed at least fifteen (15) days before the date on which a meeting is to be held. If a vacancy occurs on the task force, the vacancy shall be filled in the manner that the original appointment was made.

(4)   Members of the task force who are not legislators, state officials or state employees shall be compensated at the per diem rate authorized by Section 25-3-69 and shall be reimbursed in accordance with Section 25-3-41 for mileage and actual expenses incurred in the performance of their duties. Legislative members of the task force shall be paid from the contingent expense funds of their respective houses in the same manner as provided for committee meetings when the Legislature is not in session. However, no per diem or expense for attending meetings of the task force may be paid to legislative members of the task force while the Legislature is

in session. No task force member may incur per diem, travel or other expenses unless previously authorized by vote, at a meeting of the task force, which action shall be recorded in the official minutes of the meeting. Nonlegislative members shall be paid from any funds made available to the task force for that purpose.

(5) The task force shall use clerical and legal staff already employed by the Legislature and any other staff assistance made available to it by the Department of Health, the Mississippi Department of Human Services, the Department of Mental Health, the State Department of Education and the Division of Medicaid. To effectuate the purposes of this section, any department, division, board, bureau, commission or agency of the state or of any political subdivision thereof shall, at the request of the chairman of the task force, provide to the task force such facilities, assistance and data as will enable the task force properly to carry out its duties.

(6) In order to carry out the functions and responsibilities necessary to study and make recommendations to the Legislature, the Teen Pregnancy Prevention Task Force shall:

(a) Form task force subgroups based on specific areas of expertise;

(b) Review and consider coordinated services and plans and related studies done by or through existing state agencies and advisory, policy or research organizations to reduce teen pregnancy and provide the necessary prenatal and postnatal training to expectant teen parents;

(c)   Review and consider statewide and regional planning initiatives related to teen pregnancy;

(d)   Consider efforts of stakeholder groups to comply with federal requirements for coordinated planning and service delivery;

(e)   Evaluate the implementation of sex-related educational courses through abstinence-only or abstinence-plus education in local school districts throughout the state;

(f)   Evaluate the effect of the adoption of a required sex education policy on teen pregnancy rates and dropout rates due to teen pregnancy on the local school district and statewide levels;

(g)   Compare and analyze data in districts adopting and implementing abstinence-only education to districts adopting abstinence-plus education;

(h)   Require the Department of Health, the Mississippi Department of Human Services, the Department of Mental Health, the State Department of Education and the Division of Medicaid to conduct a study of community programs available throughout the state, and the areas wherein they are located, which provide programs of instruction on sexual behavior and assistance to teen parents; and

(i)   Work through the Department of Health, the Mississippi Department of Human Services, the Department of Mental Health, the State Department of Education and the Division of Medicaid to cause any studies, assessments and

analyses to be conducted as may be deemed necessary by the task force.

SECTION 8. Section 7-7-204, Mississippi Code of 1972, is brought forward as follows:

7-7-204. (1) Within the limits of the funds available to the Office of the State Auditor for such purpose, the State Auditor may grant a paid internship to students pursuing junior or senior undergraduate-level year coursework toward a bachelor's degree in accounting or graduate-level coursework toward a master's degree in accounting. Those applicants deemed qualified shall receive funds that may be used to pay for tuition, books and related fees to pursue their degree. It is the intent of the Legislature that the paid internship program (hereinafter referred to as the program) shall be used as an incentive for accounting students to develop job-related skills and to encourage accounting careers at the Office of the State Auditor.

(2) In order to be eligible for the program, an applicant must:

(a) Attend any college or school approved and designated by the Office of the State Auditor.

(b) Satisfy the following conditions:

(i) Undergraduate stipulations: Applicants must have successfully obtained a minimum of fifty-eight (58) semester hours toward a Bachelor of Science degree in accounting from a Mississippi institution of higher learning.

Applicants must have achieved a minimum grade point average (GPA) on the previously obtained semester hours toward a Bachelor of Science degree in accounting of 3.0 on a 4.0 scale.

If accepted into the program, participants shall maintain a minimum cumulative GPA of 3.0 on a 4.0 scale in all coursework counted toward a Bachelor of Science degree in accounting.

(ii) Graduate stipulations: Applicants must have met the regular admission standards and have been accepted into the Master of Science Accounting program at a Mississippi institution of higher learning.

If accepted into the program, participants shall maintain a minimum cumulative GPA of 3.0 on a 4.0 scale in all coursework counted toward a Master of Science degree in accounting.

(c) All program participants will be required to work a total of three hundred thirty-six (336) hours each summer at the Office of the State Auditor in Jackson, Mississippi.

(d) Agree to work as an auditor at the Office of the State Auditor upon graduation for a period of time equivalent to the period of time for which the applicant receives compensation, calculated to the nearest whole month, but in no event less than two (2) years.

(3) (a) Before being placed into the program, each applicant shall enter into a contract with the Office of the State Auditor, which shall be deemed a contract with the State of Mississippi, agreeing to the terms and conditions upon which the internship shall be granted to him. The contract shall include such terms and provisions necessary to carry out the

full purpose and intent of this section. The form of such
contract shall be prepared and approved by the Attorney General
of this state, and shall be signed by the State Auditor of the
Office of the State Auditor and the participant.

(b) Upon entry into the program, participants will
become employees of the Office of the State Auditor during their
time in the program and shall be eligible for benefits such as
medical insurance paid by the agency for the participant;
however, in accordance with Section 25-11-105II(b), those
participants shall not become members of the Public Employees'
Retirement System while participating in the
program. Participants shall not accrue personal or major
medical leave while they are in the program.

(c) The Office of the State Auditor shall have the
authority to cancel any contract made between it and any program
participant upon such cause being deemed sufficient by the State
Auditor.

(d) The Office of the State Auditor is vested with
full and complete authority and power to sue in its own name any
participant for any damages due the state on any such
uncompleted contract, which suit shall be filed and handled by
the Attorney General of the state. The Office of the State
Auditor may contract with a collection agency or banking
institution, subject to approval by the Attorney General, for
collection of any damages due the state from any
participant. The State of Mississippi, the Office of the State
Auditor and its employees are immune from any suit brought in

law or equity for actions taken by the collection agency or banking institution incidental to or arising from their performance under the contract. The Office of the State Auditor, collection agency and banking institution may negotiate for the payment of a sum that is less than full payment in order to satisfy any damages the participant owes the state, subject to approval by the director of the sponsoring facility within the Office of the State Auditor.

(4) (a) Any recipient who is accepted into the program by the Mississippi Office of the State Auditor and who fails to complete undergraduate- or graduate-level coursework toward a degree in accounting, or withdraws from school at any time before completing his or her education, shall be liable to repay the Office of the State Auditor for all monies received during the time the recipient was in the program, at the rate of pay received by the employee while in the program, including benefits paid by the agency for the participant, and monies received for tuition, books and related fees used to pursue their degree with interest accruing at ten percent (10%) per annum from the date the recipient failed or withdrew from school. The recipient also will not be liable for repayment for any money earned during the required summer hours. This money shall be considered earned by the recipient at the federal minimum wage rate.

(b) All paid internship compensation received by the recipient while in school shall be considered earned conditioned upon the fulfillment of the terms and obligations of the paid

internship contract and this section. However, no recipient of the paid internship shall accrue personal or major medical leave while the recipient is pursuing junior or senior undergraduate-level year coursework toward a bachelor's degree in accounting or graduate-level coursework toward a master's degree in accounting. The recipient shall not be liable for liquidated damages.

(c) If the recipient does not work as an auditor at the Office of the State Auditor for the period required under subsection (2)(d) of this section, the recipient shall be liable for repayment on demand of the remaining portion of the compensation that the recipient was paid while in the program which has not been unconditionally earned, with interest accruing at ten percent (10%) per annum from the recipient's date of graduation or the date that the recipient last worked at the Office of the State Auditor, whichever is the later date. In addition, there shall be included in any contract for paid student internship a provision for liquidated damages equal to Five Thousand Dollars ($5,000.00) which may be reduced on a pro rata basis for each year served under such contract.

SECTION 9. Section 17-1-51, Mississippi Code of 1972, is brought forward as follows:

17-1-51. (1) No county, board of supervisors of a county, municipality or governing authority of a municipality is authorized to establish a mandatory, minimum living wage rate, minimum number of vacation or sick days, whether paid or unpaid, that would regulate how a private employer pays its

employees. Each county, board of supervisors of a county, municipality or governing authority of a municipality shall be prohibited from establishing a mandatory, minimum living wage rate, minimum number of vacation or sick days, whether paid or unpaid, that would regulate how a private employer pays its employees.

(2) The Legislature finds that the prohibitions of subsection (1) of this section are necessary to ensure an economic climate conducive to new business development and job growth in the State of Mississippi. We believe that inconsistent application of wage and benefit laws from city to city or county to county must be avoided. While not suggesting a state minimum wage or minimum benefit package, any debate and subsequent action on these matters should be assigned to the Mississippi Legislature as provided in Section 25-3-40, and not local counties or municipalities.

(3) The Legislature further finds that wages and employee benefits comprise the most significant expense of operating a business. It also recognizes that neither potential employees or business patrons are likely to restrict themselves to employment opportunities or goods and services in any particular county or municipality. Consequently, local variations in legally required minimum wage rates or mandatory minimum number of vacation or sick leave days would threaten many businesses with a loss of employees to local governments which require a higher minimum wage rate and many other businesses with the loss of patrons to areas which allow for a lower wage rate and more

or less vacation or sick days. The net effect of this situation would be detrimental to the business environment of the state and to the citizens, businesses and governments of the local jurisdictions as well as the local labor markets.

     (4) The Legislature concludes from these findings that, in order for a business to remain competitive and yet attract and retain the highest possible caliber of employees, and thereby remain sound, an enterprise must work in a uniform environment with respect to minimum wage rates, and mandatory minimum number of vacation or sick leave days. The net impact of local variations in mandated wages and mandatory minimum number of vacation or sick leave days would be economically unstable and create a decline and decrease in the standard of living for the citizens of the state. Consequently, decisions regarding minimum wage, living wage and other employee benefit policies must be made by the state as provided in Section 25-3-40, so that consistency in the wage market is preserved.

     SECTION 10. Section 23-15-239, Mississippi Code of 1972, is brought forward as follows:

     23-15-239. (1) (a) The executive committee of each county, in the case of a primary election, or the commissioners of election of each county, in the case of all other elections, in conjunction with the circuit clerk, shall sponsor and conduct, not less than five (5) days prior to each election, training sessions to instruct managers as to their duties in the proper administration of the election and the operation of the polling place. No manager shall serve in any election unless he

has received such instructions once during the twelve (12) months immediately preceding the date upon which such election is held; however, nothing in this section shall prevent the appointment of an alternate manager to fill a vacancy in case of an emergency. The county executive committee or the commissioners of election, as appropriate, shall train a sufficient number of alternates to serve in the event a manager is unable to serve for any reason.

(b) The executive committee of each county, in the case of a primary election, or the commissioners of election of each county, in the case of all other elections, in conjunction with the circuit clerk, shall sponsor and conduct annually an eight-hour training course for managers that meets criteria that the Secretary of State shall prescribe. Managers shall be required to attend this course every four (4) years from August 7, 2008. The Secretary of State shall develop a version of the course that may be taken by managers over the Internet. Training courses, including, but not limited to, online training courses, that meet criteria prescribed by the Secretary of State and are not sponsored or conducted by the executive committee or the commissioners of election, may be utilized to meet the requirements of this paragraph if the training course is approved by the Secretary of State.

(2) (a) If it is eligible under Section 23-15-266, the county executive committee may enter into a written agreement with the circuit clerk or the county election commission authorizing the circuit clerk or the county election commission

to perform any of the duties required of the county executive committee pursuant to this section. Any agreement entered into pursuant to this subsection shall be signed by the chairman of the county executive committee and the circuit clerk or the chairman of the county election commission, as appropriate. The county executive committee shall notify the state executive committee and the Secretary of State of the existence of such agreement.

(b) If it is eligible under Section 23-15-266, the municipal executive committee may enter into a written agreement with the municipal clerk or the municipal election commission authorizing the municipal clerk or the municipal election commission to perform any of the duties required of the municipal executive committee pursuant to this section. Any agreement entered into pursuant to this subsection shall be signed by the chairman of the municipal executive committee and the municipal clerk or the chairman of the municipal election commission, as appropriate. The municipal executive committee shall notify the state executive committee and the Secretary of State of the existence of such agreement.

(3) The board of supervisors, in their discretion, may compensate managers who attend such training sessions. The compensation shall be at a rate of not less than the federal hourly minimum wage nor more than Twelve Dollars ($12.00) per hour. Managers shall not be compensated for more than sixteen (16) hours of attendance at the training sessions regardless of

the actual amount of time that they attended the training sessions.

(4) The time and location of the training sessions required pursuant to this section shall be announced to the general public by posting a notice thereof at the courthouse and by delivering a copy of the notice to the office of a newspaper having general circulation in the county five (5) days before the date upon which the training session is to be conducted. Persons who will serve as poll watchers for candidates and political parties, as well as members of the general public, shall be allowed to attend the sessions.

(5) Subject to the following annual limitations, the commissioners of election shall be entitled to receive a per diem in the amount of Eighty-four Dollars ($84.00), to be paid from the county general fund, for every day or period of no less than five (5) hours accumulated over two (2) or more days actually employed in the performance of their duties for the necessary time spent in conducting training sessions as required by this section:

(a) In counties having less than fifteen thousand (15,000) residents according to the latest federal decennial census, not more than five (5) days per year;

(b) In counties having fifteen thousand (15,000) residents according to the latest federal decennial census but less than thirty thousand (30,000) residents according to the latest federal decennial census, not more than eight (8) days per year;

(c) In counties having thirty thousand (30,000) residents according to the latest federal decennial census but less than seventy thousand (70,000) residents according to the latest federal decennial census, not more than ten (10) days per year;

(d) In counties having seventy thousand (70,000) residents according to the latest federal decennial census but less than ninety thousand (90,000) residents according to the latest federal decennial census, not more than twelve (12) days per year;

(e) In counties having ninety thousand (90,000) residents according to the latest federal decennial census but less than one hundred seventy thousand (170,000) residents according to the latest federal decennial census, not more than fifteen (15) days per year;

(f) In counties having one hundred seventy thousand (170,000) residents according to the latest federal decennial census but less than two hundred thousand (200,000) residents according to the latest federal decennial census, not more than eighteen (18) days per year;

(g) In counties having two hundred thousand (200,000) residents according to the latest federal decennial census but less than two hundred twenty-five thousand (225,000) residents according to the latest federal decennial census, not more than nineteen (19) days per year;

(h) In counties having two hundred twenty-five thousand (225,000) residents according to the latest federal

decennial census but less than two hundred fifty thousand (250,000) residents according to the latest federal decennial census, not more than twenty-two (22) days per year;

(i) In counties having two hundred fifty thousand (250,000) residents according to the latest federal decennial census but less than two hundred seventy-five thousand (275,000) residents according to the latest federal decennial census, not more than thirteen (13) days per year;

(j) In counties having two hundred seventy-five thousand (275,000) residents according to the latest federal decennial census or more, not more than fourteen (14) days per year.

(6) Commissioners of election shall claim the per diem authorized in subsection (5) of this section in the manner provided for in Section 23-15-153(6).

SECTION 11. Section 25-3-40, Mississippi Code of 1972, is brought forward as follows:

25-3-40. On July 1, 1978, and each year thereafter, the Mississippi Compensation Plan shall be amended to provide salary increases in such amounts and percentages as might be recommended by the Legislative Budget Office and as may be authorized by funds appropriated by the Legislature for the purpose of granting incentive salary increases as deemed possible dependent upon the availability of general and special funds.

It is hereby declared to be the intent of the Mississippi Legislature to implement the minimum wage as enacted by

statutory law of the United States Congress subject to funds being available for that purpose. It is the intent and purpose of this section to maximize annual salary increases consistent with the availability of funds as might be determined by the Mississippi Legislature at its regular annual session and that all salary increases hereafter be made consistent with the provisions of this section.

SECTION 12. Section 37-7-307, Mississippi Code of 1972, is brought forward as follows:

37-7-307. (1) For purposes of this section, the term "licensed employee" means any employee of a public-school district required to hold a valid license by the Commission on Teacher and Administrator Education, Certification and Licensure and Development.

(2) The school board of a school district shall establish by rules and regulations a policy of sick leave with pay for licensed employees and teacher assistants employed in the school district, and such policy shall include the following minimum provisions for sick and emergency leave with pay:

(a) Each licensed employee and teacher assistant, at the beginning of each school year, shall be credited with a minimum sick leave allowance, with pay, of seven (7) days for absences caused by illness or physical disability of the employee during that school year.

(b) Any unused portion of the total sick leave allowance shall be carried over to the next school year and credited to such licensed employee and teacher assistant if the

licensed employee or teacher assistant remains employed in the same school district. In the event any public-school licensed employee or teacher assistant transfers from one public school district in Mississippi to another, any unused portion of the total sick leave allowance credited to such licensed employee or teacher assistant shall be credited to such licensed employee or teacher assistant in the computation of unused leave for retirement purposes under Section 25-11-109. Accumulation of sick leave allowed under this section shall be unlimited.

(c) No deduction from the pay of such licensed employee or teacher assistant may be made because of absence of such licensed employee or teacher assistant caused by illness or physical disability of the licensed employee or teacher assistant until after all sick leave allowance credited to such licensed employee or teacher assistant has been used.

(d) For the first ten (10) days of absence of a licensed employee because of illness or physical disability, in any school year, in excess of the sick leave allowance credited to such licensed employee, there shall be deducted from the pay of such licensed employee the established substitute amount of licensed employee compensation paid in that local school district, necessitated because of the absence of the licensed employee as a result of illness or physical disability. In lieu of deducting the established substitute amount from the pay of such licensed employee, the policy may allow the licensed employee to receive full pay for the first ten (10) days of absence because of illness or physical disability, in any school

year, in excess of the sick leave allowance credited to such licensed employee. Thereafter, the regular pay of such absent licensed employee shall be suspended and withheld in its entirety for any period of absence because of illness or physical disability during that school year.

(3) (a) Beginning with the school year 1983-1984, each licensed employee at the beginning of each school year shall be credited with a minimum personal leave allowance, with pay, of two (2) days for absences caused by personal reasons during that school year. Effective for the 2010-2011 and 2011-2012 school years, licensed employees shall be credited with an additional one-half (1/2) day of personal leave for every day the licensed employee is furloughed without pay as provided in Section 37-7-308. Except as otherwise provided in paragraph (b) of this subsection, such personal leave shall not be taken on the first day of the school term, the last day of the school term, on a day previous to a holiday or a day after a holiday. Personal leave may be used for professional purposes, including absences caused by attendance of such licensed employee at a seminar, class, training program, professional association or other functions designed for educators. No deduction from the pay of such licensed employee may be made because of absence of such licensed employee caused by personal reasons until after all personal leave allowance credited to such licensed employee has been used. However, the superintendent of a school district, in his discretion, may allow a licensed employee personal leave in addition to any minimum personal leave allowance, under the

condition that there shall be deducted from the salary of such licensed employee the actual amount of any compensation paid to any person as a substitute, necessitated because of the absence of the licensed employee. Any unused portion of the total personal leave allowance up to five (5) days shall be carried over to the next school year and credited to such licensed employee if the licensed employee remains employed in the same school district. Any personal leave allowed for a furlough day shall not be carried over to the next school year.

(b) Notwithstanding the restrictions on the use of personal leave prescribed under paragraph (a) of this subsection, a licensed employee may use personal leave as follows:

(i) Personal leave may be taken on the first day of the school term, the last day of the school term, on a day previous to a holiday or a day after a holiday if, on the applicable day, an immediate family member of the employee is being deployed for military service.

(ii) Personal leave may be taken on a day previous to a holiday or a day after a holiday if an employee of a school district has either a minimum of ten (10) years' experience as an employee of that school district or a minimum of thirty (30) days of unused accumulated leave that has been earned while employed in that school district.

(iii) Personal leave may be taken on the first day of the school term, the last day of the school term, on a day previous to a holiday or a day after a holiday if, on the

applicable day, the employee has been summoned to appear for jury duty or as a witness in court.

(4) Beginning with the school year 1992-1993, each licensed employee shall be credited with a professional leave allowance, with pay, for each day of absence caused by reason of such employee's statutorily required membership and attendance at a regular or special meeting held within the State of Mississippi of the State Board of Education, the Commission on Teacher and Administrator Education, Certification and Licensure and Development, the Commission on School Accreditation, the Mississippi Authority for Educational Television, the meetings of the state textbook rating committees or other meetings authorized by local school board policy.

(5) Upon retirement from employment, each licensed and nonlicensed employee shall be paid for not more than thirty (30) days of unused accumulated leave earned while employed by the school district in which the employee is last employed. Such payment for licensed employees shall be made by the school district at a rate equal to the amount paid to substitute teachers and for nonlicensed employees, the payment shall be made by the school district at a rate equal to the federal minimum wage. The payment shall be treated in the same manner for retirement purposes as a lump-sum payment for personal leave as provided in Section 25-11-103(e). Any remaining lawfully credited unused leave, for which payment has not been made, shall be certified to the Public Employees' Retirement System in the same manner and subject to the same limitations as otherwise

provided by law for unused leave. No payment for unused accumulated leave may be made to either a licensed or nonlicensed employee at termination or separation from service for any purpose other than for the purpose of retirement.

(6) The school board may adopt rules and regulations which will reasonably aid to implement the policy of sick and personal leave, including, but not limited to, rules and regulations having the following general effect:

(a) Requiring the absent employee to furnish the certificate of a physician or dentist or other medical practitioner as to the illness of the absent licensed employee, where the absence is for four (4) or more consecutive school days, or for two (2) consecutive school days immediately preceding or following a nonschool day;

(b) Providing penalties, by way of full deduction from salary, or entry on the work record of the employee, or other appropriate penalties, for any materially false statement by the employee as to the cause of absence;

(c) Forfeiture of accumulated or future sick leave, if the absence of the employee is caused by optional dental or medical treatment or surgery which could, without medical risk, have been provided, furnished or performed at a time when school was not in session;

(d) Enlarging, increasing or providing greater sick or personal leave allowances than the minimum standards established by this section in the discretion of the school board of each school district.

(7) School boards may include in their budgets provisions for the payment of substitute employees, necessitated because of the absence of regular licensed employees. All such substitute employees shall be paid wholly from district funds, except as otherwise provided for long-term substitute teachers in Section 37-19-20. Such school boards, in their discretion, also may pay, from district funds other than adequate education program funds, the whole or any part of the salaries of all employees granted leaves for the purpose of special studies or training.

(8) The school board may further adopt rules and regulations which will reasonably implement such leave policies for all other nonlicensed and hourly paid school employees as the board deems appropriate. Effective for the 2010-2011 and 2011-2012 school years, nonlicensed employees shall be credited with an additional one-half (1/2) day of personal leave for every day the nonlicensed employee is furloughed without pay as provided in Section 37-7-308.

(9) Vacation leave granted to either licensed or nonlicensed employees shall be synonymous with personal leave. Unused vacation or personal leave accumulated by licensed employees in excess of the maximum five (5) days which may be carried over from one year to the next may be converted to sick leave. The annual conversion of unused vacation or personal leave to sick days for licensed or unlicensed employees shall not exceed the allowable number of personal leave days as provided in Section 25-3-93. The annual total number of converted unused vacation and/or personal days added to the

annual unused sick days for any employee shall not exceed the combined allowable number of days per year provided in Sections 25-3-93 and 25-3-95. Local school board policies that provide for vacation, personal and sick leave for employees shall not exceed the provisions for leave as provided in Sections 25-3-93 and 25-3-95. Any personal or vacation leave previously converted to sick leave under a lawfully adopted policy before May 1, 2004, or such personal or vacation leave accumulated and available for use prior to May 1, 2004, under a lawfully adopted policy but converted to sick leave after May 1, 2004, shall be recognized as accrued leave by the local school district and available for use by the employee. The leave converted under a lawfully adopted policy prior to May 1, 2004, or such personal and vacation leave accumulated and available for use as of May 1, 2004, which was subsequently converted to sick leave may be certified to the Public Employees' Retirement System upon termination of employment and any such leave previously converted and certified to the Public Employees' Retirement System shall be recognized.

(10) (a) For the purposes of this subsection, the following words and phrases shall have the meaning ascribed in this paragraph unless the context requires otherwise:

(i) "Catastrophic injury or illness" means a life-threatening injury or illness of an employee or a member of an employee's immediate family that totally incapacitates the employee from work, as verified by a licensed physician, and forces the employee to exhaust all leave time earned by that

employee, resulting in the loss of compensation from the local school district for the employee. Conditions that are short-term in nature, including, but not limited to, common illnesses such as influenza and the measles, and common injuries, are not catastrophic. Chronic illnesses or injuries, such as cancer or major surgery, that result in intermittent absences from work and that are long-term in nature and require long recuperation periods may be considered catastrophic.

(ii) "Immediate family" means spouse, parent, stepparent, sibling, child or stepchild.

(b) Any school district employee may donate a portion of his or her unused accumulated personal leave or sick leave to another employee of the same school district who is suffering from a catastrophic injury or illness or who has a member of his or her immediate family suffering from a catastrophic injury or illness, in accordance with the following:

(i) The employee donating the leave (the "donor employee") shall designate the employee who is to receive the leave (the "recipient employee") and the amount of unused accumulated personal leave and sick leave that is to be donated, and shall notify the school district superintendent or his designee of his or her designation.

(ii) The maximum amount of unused accumulated personal leave that an employee may donate to any other employee may not exceed a number of days that would leave the donor employee with fewer than seven (7) days of personal leave remaining, and the maximum amount of unused accumulated sick

leave that an employee may donate to any other employee may not exceed fifty percent (50%) of the unused accumulated sick leave of the donor employee.

(iii) An employee must have exhausted all of his or her available leave before he or she will be eligible to receive any leave donated by another employee. Eligibility for donated leave shall be based upon review and approval by the donor employee's supervisor.

(iv) Before an employee may receive donated leave, he or she must provide the school district superintendent or his designee with a physician's statement that states that the illness meets the catastrophic criteria established under this section, the beginning date of the catastrophic injury or illness, a description of the injury or illness, and a prognosis for recovery and the anticipated date that the recipient employee will be able to return to work.

(v) Before an employee may receive donated leave, the superintendent of education of the school district shall appoint a review committee to approve or disapprove the said donations of leave, including the determination that the illness is catastrophic within the meaning of this section.

(vi) If the total amount of leave that is donated to any employee is not used by the recipient employee, the whole days of donated leave shall be returned to the donor employees on a pro rata basis, based on the ratio of the number of days of leave donated by each donor employee to the total number of days of leave donated by all donor employees.

(vii)   Donated leave shall not be used in lieu of disability retirement.

SECTION 13.   Section 57-34-5, Mississippi Code of 1972, is brought forward as follows:

57-34-5.   **Definitions.**   As used in this chapter, the following words and phrases shall have the meanings ascribed to them in this section, unless the context clearly indicates a different meaning:

(a)   "Act" means the provisions of this chapter.

(b)   "Authority" means the Alabama-Mississippi Joint Economic Development Authority created pursuant to this chapter.

(c)   "Board of directors" means the board of directors of the authority.

(d)   "Designated geographic area" means:

(i)   Those counties in the State of Alabama that share a common border with any county in the State of Mississippi; and

(ii)   Those counties in the State of Mississippi that share a common border with any county in the State of Alabama.

(e)   "Herein," "hereby," "hereunder," "hereof" and other equivalent words refer to this chapter as an entirety and not solely to the particular section or portion thereof in which any such word is used.

(f)   "Project" means:

(i)   Any industrial, commercial, research and development, warehousing, distribution, transportation,

processing, mining, United States government or tourism enterprise together with all real property required for construction, maintenance and operation of the enterprise:

1. With an initial capital investment of not less than Three Hundred Million Dollars ($300,000,000.00) from private or United States government sources together with all buildings, and other supporting land and facilities, structures or improvements of whatever kind required or useful for construction, maintenance and operation of the enterprise; or

2. With an initial capital investment of not less than One Hundred Fifty Million Dollars ($150,000,000.00) from private or United States government sources together with all buildings and other supporting land and facilities, structures or improvements of whatever kind required or useful for construction, maintenance and operation of the enterprise and which creates at least one thousand (1,000) net new full-time jobs; or

3. Which creates at least one thousand (1,000) net new full-time jobs which provide an average hourly wage of not less than two hundred percent (200%) of the federal minimum wage in effect on the date the project is placed in service.

(ii) Any addition to, or expansion of, any existing enterprise as described in this paragraph if the addition or expansion:

1. Has an initial capital investment of not less than Three Hundred Million Dollars ($300,000,000.00) from private or United States government sources;

2. Has an initial capital investment of not less than One Hundred Fifty Million Dollars ($150,000,000.00) from private or United States government sources together with all buildings and other supporting land and facilities, structures or improvements of whatever kind required or useful for construction, maintenance and operation of the enterprise and which creates at least one thousand (1,000) net new full-time jobs; or

3. Creates at least one thousand (1,000) net new full-time jobs which provide an average hourly wage of not less than two hundred percent (200%) of the federal minimum wage in effect on the date the project is placed in service.

(iii) Any development with an initial capital investment from private sources of not less than Seven Hundred Fifty Million Dollars ($750,000,000.00) which will create at least three thousand (3,000) net new full-time jobs satisfying criteria to be established by the authority.

In addition to meeting the other requirements of this paragraph, in order to fall within the definition of the term "project":

(i) The enterprise or development must be located within the designated geographic area; and

(ii)   Each state must provide funds or in-kind contributions equal to at least one-third (1/3) of the total costs of the project to the states.

(g)   "Project agreement" means an agreement, approved by the Legislature of the states, setting forth certain obligations, responsibilities, benefits, administrative matters and any other matters with respect to a specific project that are not inconsistent with the terms of this chapter as the legislatures of the states deem appropriate with respect to a specific project.

(h)   "Project tax revenues" means:

(i)   All of the following state and local taxes paid directly to a state or a local government by the project: income taxes, ad valorem taxes on real and personal property, sales and use taxes, franchise taxes, license taxes, excise taxes and severance taxes; and

(ii)   All state and local personal income tax and occupational tax withholdings from employees of the project attributable to employment at the project.

(i)   "States" means the State of Alabama and the State of Mississippi collectively.

SECTION 14.   Section 85-3-4, Mississippi Code of 1972, is brought forward as follows:

85-3-4.   (1)   The wages, salaries or other compensation of laborers or employees, residents of this state, shall be exempt from seizure under attachment, execution or garnishment for a

period of thirty (30) days from the date of service of any writ of attachment, execution or garnishment.

(2) After the passage of the period of thirty (30) days described in subsection (1) of this section, the maximum part of the aggregate disposable earnings (as defined by Section 1672(b) of Title 15, USCS) of an individual that may be levied by attachment, execution or garnishment shall be:

(a) In the case of earnings for any workweek, the lesser amount of either,

(i) Twenty-five percent (25%) of his disposable earnings for that week, or

(ii) The amount by which his disposable earnings for that week exceed thirty (30) times the federal minimum hourly wage (prescribed by section 206 (a)(1) of Title 29, USCS) in effect at the time the earnings are payable; or

(b) In the case of earnings for any period other than a week, the amount by which his disposable earnings exceed the following "multiple" of the federal minimum hourly wage which is equivalent in effect to that set forth in subparagraph (a)(ii) of this subsection (2): The number of workweeks, or fractions thereof multiplied by thirty (30) multiplied by the applicable federal minimum wage.

(3) (a) The restrictions of subsection (1) and (2) of this section do not apply in the case of:

(i) Any order for the support of any person issued by a court of competent jurisdiction or in accordance with an administrative procedure, which is established by state

law, which affords substantial due process, and which is subject to judicial review.

(ii) Any debt due for any state or local tax.

(b) Except as provided in subparagraph (b)(iii) of this subsection (3), the maximum part of the aggregate disposable earnings of an individual for any workweek which is subject to garnishment to enforce any order for the support of any person shall not exceed:

(i) Where such individual is supporting his spouse or dependent child (other than a spouse or child with respect to whose support such order is used), fifty percent (50%) of such individual's disposable earnings for that week; and

(ii) Where such individual is not supporting such a spouse or dependent child described in subparagraph (b)(i) of this subsection (3), sixty percent (60%) of such individual's disposable earnings for that week;

(iii) With respect to the disposable earnings of any individual for that workweek, the fifty percent (50%) specified in subparagraph (b)(i) of this subsection (3) shall be deemed to be fifty-five percent (55%) and the sixty percent (60%) specified in subparagraph (b)(ii) of this subsection (3) shall be deemed to be sixty-five percent (65%), if and to the extent that such earnings are subject to garnishment to enforce a support order with respect to a period which is prior to the period of twelve (12) weeks which ends with the beginning of such workweek.

SECTION 15.   Section 97-3-54.4, Mississippi Code of 1972, is brought forward as follows:

97-3-54.4.   For the purposes of the Mississippi Human Trafficking Act the following words and phrases shall have the meanings ascribed herein unless the context clearly requires otherwise:

(a)   "Act" or "this act" means the Mississippi Human Trafficking Act.

(b)   "Actor" means a person who violates any of the provisions of Sections 97-3-54 through 97-3-54.4.

(c)   "Blackmail" means obtaining property or things of value of another by threatening to (i) inflict bodily injury on anyone; (ii) commit any other criminal offense; or (iii) expose any secret tending to subject any person to hatred, contempt or ridicule.

(d)   "Commercial sexual activity" means any sex act on account of which anything of value is given to, promised to, or received by any person.

(e)   "Enterprise" means any individual, sole proprietorship, partnership, corporation, union or other legal entity, or any association or group of individuals associated in fact regardless of whether a legal entity has been formed pursuant to any state, federal or territorial law.   It includes illicit as well as licit enterprises and governmental as well as other entities.

(f)   "Financial harm" includes, but is not limited to, extortion as defined by Section 97-3-82, Mississippi Code of

1972, or violation of the usury law as defined by Title 75, Chapter 17, Mississippi Code of 1972.

(g) "Forced labor or services" means labor or services that are performed or provided by another person and are obtained or maintained through an actor:

(i) Causing or threatening to cause serious harm to any person;

(ii) Physically restraining or threatening to physically restrain any person;

(iii) Abusing or threatening to abuse the law or legal process;

(iv) Knowingly destroying, concealing, removing, confiscating or possessing any actual or purported passport or other immigration document, or any other actual or purported government identification document, of another person;

(v) Using blackmail;

(vi) Causing or threatening to cause financial harm to any person;

(vii) Abusing a position of power;

(viii) Using an individual's personal services as payment or satisfaction of a real or purported debt when: 1. the reasonable value of the services is not applied toward the liquidation of the debt; 2. the length of the services is not limited and the nature of the services is not defined; 3. the principal amount of the debt does not reasonably reflect the value of the items or services for which the debt is incurred;

or 4. the individual is prevented from acquiring accurate and timely information about the disposition of the debt;

(ix) Using any scheme, plan or pattern of conduct intended to cause any person to believe that, if the person did not perform such labor or services, that person or another person would suffer serious harm or physical restraint.

(h) "Labor" means work of economic or financial value.

(i) "Maintain" means, in relation to labor or services, to secure continued performance thereof, regardless of any initial agreement on the part of the trafficked person to perform such labor or service.

(j) "Minor" means a person under the age of eighteen (18) years.

(k) "Obtain" means, in relation to labor or services, to secure performance thereof.

(l) "Pecuniary damages" means any of the following:

(i) The greater of the gross income or value to the defendant of the victim's labor or services, including sexual services, not reduced by the expense the defendant incurred as a result of maintaining the victim, or the value of the victim's labor or services calculated under the minimum wage and overtime provisions of the Fair Labor Standards Act, 29 USCS Section 201 et seq., whichever is higher;

(ii) If it is not possible or in the best interest of the victim to compute a value under paragraph (k)(i), the equivalent of the value of the victim's labor or

services if the victim had provided labor or services that were subject to the minimum wage and overtime provisions of the Fair Labor Standards Act, 29 USCS 201 et seq.;

(iii) Costs and expenses incurred by the victim as a result of the offense for:

1. Medical services;

2. Therapy or psychological counseling;

3. Temporary housing;

4. Transportation;

5. Childcare;

6. Physical and occupational therapy or rehabilitation;

7. Funeral, interment, and burial services; reasonable attorney's fees and other legal costs; and

8. Other expenses incurred by the victim.

(m) "Serious harm" means harm, whether physical or nonphysical, including psychological, economic or reputational, to an individual that would compel a reasonable person in similar circumstances as the individual to perform or continue to perform labor or services to avoid incurring the harm.

(n) "Services" means an ongoing relationship between a person and the actor in which the person performs activities under the supervision of or for the benefit of the actor or a third party and includes, without limitation, commercial sexual activity, sexually explicit performances, or the production of sexually explicit materials.

(o) "Sexually explicit performance" means a live or public act or show intended to arouse or satisfy the sexual desires or appeal to the prurient interests of patrons.

(p) "Trafficked person" means a person subjected to the practices prohibited by this act regardless of whether a perpetrator is identified, apprehended, prosecuted or convicted, and is a term used interchangeably with the terms "victim," "victim of trafficking" and "trafficking victim."

(q) "Venture" means any group of two (2) or more individuals associated in fact, whether or not a legal entity.

(r) "Sexually oriented material" shall have the meaning ascribed in Section 97-5-27, Mississippi Code of 1972.

SECTION 16. Section 99-19-20, Mississippi Code of 1972, is brought forward as follows:

99-19-20. (1) When any court sentences a defendant to pay a fine, the court may order (a) that the fine be paid immediately, or (b) that the fine be paid in installments to the clerk of said court or to the judge, if there be no clerk, or (c) that payment of the fine be a condition of probation, or (d) that the defendant be required to work on public property for public benefit under the direction of the sheriff for a specific number of hours, or (e) any combination of the above.

(2) The defendant may be imprisoned until the fine is paid if the defendant is financially able to pay a fine and the court so finds, subject to the limitations hereinafter set out. The defendant shall not be imprisoned if the defendant is financially unable to pay a fine and so states to the court in

writing, under oath, after sentence is pronounced, and the court
so finds, except if the defendant is financially unable to pay a
fine and such defendant failed or refused to comply with a prior
sentence as specified in subsection (1) of this section, the
defendant may be imprisoned.

This subsection shall be limited as follows:

(a) In no event shall such period of imprisonment
exceed one (1) day for each Twenty-five Dollars ($25.00) of the
fine. If a defendant is unable to work or if the county or the
municipality is unable to provide work for the defendant, the
defendant shall receive a credit of Twenty-five Dollars ($25.00)
for each day of imprisonment.

(b) If a sentence of imprisonment, as well as a fine,
were imposed, the aggregate of such term for nonpayment of a
fine and the original sentence of imprisonment shall not exceed
the maximum authorized term of imprisonment.

(c) It shall be in the discretion of the judge to
determine the rate of the credit to be earned for work performed
under subsection (1)(d), but the rate shall be no lower than the
rate of the highest current federal minimum wage.

(3) Periods of confinement imposed for nonpayment of two
(2) or more fines shall run consecutively unless specified by
the court to run concurrently.

SECTION 17. This act shall take effect and be in force
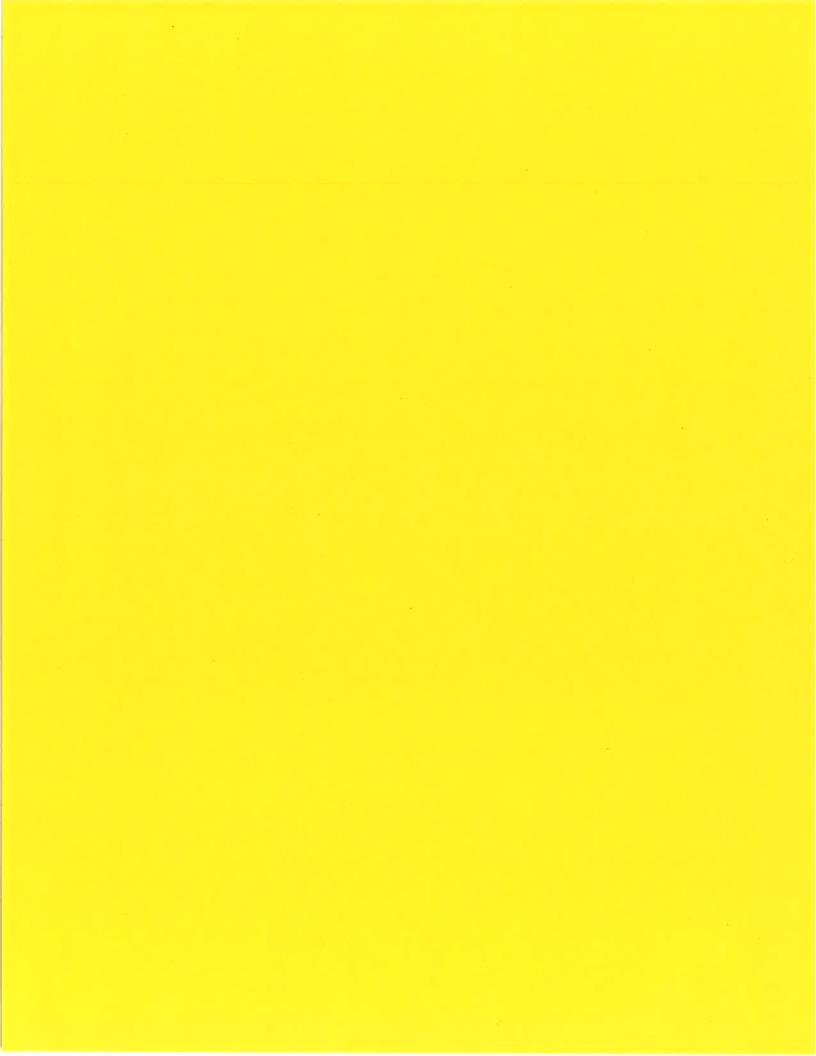from and after July 1, 2016.

Appendix F: MS House Bill 432, Code § 37-13-134

Please visit the link below to view a copy of the bill.

billstatus.ls.state.ms.us/documents/2014/pdf/hb/0400-0499/hb0432sg.pdf

2025 Contemporary Health

Course Code: 340133 – Academic Education
Course Code: 200140 – Career Technical Education

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Published by:

The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

Table of Contents

Acknowledgments

Standards

Standards and alignment crosswalks are referenced in the appendices. Depending on the curriculum, these crosswalks should identify alignment to the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi's CTE Contemporary Health curriculum is aligned to the following standards:

National Health Education Standards
The National Health Education Standards were developed by a joint committee consisting of the American Association for Health Education, the American Public Health Association, the American School Health Association, and the Society of State Leaders of Health and Physical Education. The standards are published by the Centers for Disease Control and Prevention, meant for public use, and not subject to copyright law protections. Permission is not required for use of public domain items. Reprinted from
cdc.gov/healthyschools/sher/standards/index.htm

College- and Career-Ready Standards
College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted *Mississippi College and Career Ready Standards* (*MCCRS*) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.
mdek12.org/OAE/college-and-career-readiness-standards

International Society for Technology in Education Standards
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iste.org

Framework for 21st Century Learning
In defining 21st-century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills. *21 Framework Definitions*. Published 2019.
battelleforkids.org/networks/p21/frameworks-resources

Preface

Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 [Perkins V]; and Every Student Succeeds Act, 2015).

Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers:

Curriculum, Assessment, Professional Learning
Program resources can be found at the RCU's website, rcu.msstate.edu.
Learning Management System: An Online Resource
Learning management system information can be found at the RCU's website, under Professional Learning.

Should you need additional instructions, contact the RCU at 662.325.2510 or helpdesk@rcu.msstate.edu.

Executive Summary

Pathway Description
Contemporary Health (Grades 9-12) is a one-semester high school course (offering .5 Carnegie units of credit), which includes classroom and hands-on experiences that help students acquire the knowledge, attitudes, and skills necessary for making healthy decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others. In this course of study, emphasis is placed on personal, social, and mental health today. It includes instruction on human growth and development, disease prevention and control, substance abuse and prevention, community and environmental health, nutrition and wellness, and safety and first aid. Students will receive instruction that is relevant to today's rapidly changing world. Classes and projects will be designed to spark student interest and enthusiastic participation as well as provide a rationale for content relevancy, thus enabling students to connect what they learn in school to other aspects of their lives.

College, Career, and Certifications
There are currently no industry certifications for Contemporary Health. Please review Mississippi graduation requirements for the updated status on this course as credit.

Grade Level and Class Size Recommendations
It is recommended that students enter this program as a 9th, 10th, 11th, or 12th grader. Exceptions to this are district-level decisions based on class size, enrollment numbers, student maturity, and CTE delivery method. This is a classroom-based course. Therefore, a maximum of 25 students is recommended for each class, and only one class with the teacher at a time.

Student Prerequisites
For students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
2. C or higher in high school-level math (last course taken or the instructor can specify the level of math instruction needed)
3. Instructor approval and TABE reading score (eighth grade or higher)
   or
1. TABE reading and math score (eighth grade or higher)
2. Instructor approval
   or
1. Instructor approval

Assessment
The latest assessment blueprint for the curriculum can be found at
rcu.msstate.edu/curriculum.

Applied Academic Credit
The latest academic credit information can be found at
mdek12.org/ESE/approved-course-for-the-secondary-schools.

Teacher Licensure
The latest teacher licensure information can be found at
mdek12.org/oel/apply-for-an-educator-license.

Professional Learning
If you have specific questions about the content of any training sessions provided, please contact the RCU at 662.325.2510 or helpdesk@rcu.msstate.edu.

Course Outlines

Course Description

Contemporary Health (Grades 9-12) is a course that develops personal, social, and mental health skills. It includes instruction on human growth and development, disease prevention and control, substance abuse and prevention, community and environmental health, safety, and first aid. This course is designed to satisfy the graduation requirement for health in Grades 9-12 (one semester, 0.5 Carnegie units).

Contemporary Health (Grades 9-12)—Academic Course Code: 340133

Unit	Unit Name	Hours
1	Personal and Consumer Health	6
2	Mental Health	7
3	Family and Social Health	5
4	Human Growth and Development	10
5	Disease Prevention and Control	10
6	Nutrition and Fitness	10
7	Substance Abuse Prevention	7
8	Community and Environmental Health	5
9	Safety and First Aid	10
Total		**70**

Contemporary Health (Grades 9-12)—CTE Course Code: 200140

Unit	Unit Name	Hours
1	Personal and Consumer Health	6
2	Mental Health	7
3	Family and Social Health	5
4	Human Growth and Development	10
5	Disease Prevention and Control	10
6	Nutrition and Fitness	10
7	Substance Abuse Prevention	7
8	Community and Environmental Health	5
9	Safety and First Aid	10
Total		**70**

Career Pathway Outlook

Overview
The Contemporary Health program focuses on educational principles promoting general health and improving lifestyle quality. It covers various topics, including mental health, managing stress, interpersonal relationships, human growth and development, disease prevention, nutrition and fitness, substance abuse prevention, community and environmental health, and safety and first aid. This course empowers students by encouraging them to make responsible food choices regarding the six nutrients classes, plan daily nutritional meals that meet caloric needs, and promote a lifetime of fitness that includes the physical and psychological benefits of aerobic and anaerobic exercise. Students will explore the commonalities that bolster and maintain healthy, functioning family units. They will also examine numerous coping strategies for physical, mental, and emotional challenges, including spousal, relational, and child abuse. This program will encourage students to analyze professions related to healthcare management, consumer protection and financial services, life, physical, and social sciences, social services, mental and behavioral health, education, public safety, and fitness and recreation. Some students may encounter workplace environments that include but are not limited to hospitals, nursing homes, or rehabilitation centers. Contemporary health-related professionals may also work in public health departments, community health centers, and non-profit organizations.

Most careers in contemporary health require at least an associate degree. However, careers with the highest earning potential—registered nurses, dieticians and nutritionists, therapists, counselors, social workers, medical scientists, and postsecondary teachers, for example—usually require advanced degrees.

Needs of the Future Workforce
According to the U.S. Bureau of Labor Statistics, the following eight of the top twenty fastest-growing national careers related to contemporary health, listed in order of growth rate, are nurse practitioners (45%), medical and health services managers (28%), epidemiologists and physician assistants (27%), physical therapist assistants (26%), occupational therapy assistants (24%), home health and personal care aides (22%), and personal care and service workers (21%). Separately, health education specialists develop programs to teach people about conditions affecting well-being. In May of 2022, the median annual wage for health education specialists was $59,990, and employment is projected to grow 7% through 2032, faster than the average for all occupations, with 6,600 openings projected each year, on average. Dietitians and nutritionists are experts in promoting health through food and nutrition, managing disease, and planning and conducting nutritional programs. Employment of these professionals is projected to grow by 7% through 2032, with a median annual wage of $66,450 and 5,600 openings per year.

Table 1.1: Current and Projected Occupation Report

Description	Jobs, 2020	Projected Jobs, 2030	Change (Number)	Change (Percent)	Average Hourly Earnings, 2023
Biological Scientists	330	330	0	0%	$37.80
Child, Family, and School Social Workers	3,350	3,600	250	7.5%	$18.58
Clergy	410	520	110	26.8%	$25.35
Clinical Laboratory Technologists and Technicians	3,360	3,720	360	10.7%	$21.09
Community and Social Service Specialists	780	910	130	16.7%	$18.45
Community Health Workers	1,470	1,750	280	19%	$17.62
Compliance Officers	2,180	2,320	140	6.4%	$28.71
Dental Hygienists	1,180	1,460	280	23.7%	$29.08
Dentists, General	690	740	50	7.2%	$75.54
Diagnostic Medical Sonographers	680	800	120	17.6%	$31.94
Dietitians and Nutritionists	730	850	120	16.4%	$24.59
Educational, Guidance, School, and Vocational Counselors	2,370	2,690	320	13.5%	$24.45
Emergency Management Directors	140	150	10	7.1%	$24.48
Environmental Scientists and Specialists, Including Health	290	290	0	0%	$26.09
Epidemiologists	80	80	0	0%	$23.38
Exercise Physiologists	130	140	10	7.7%	$24.88
Family Medicine Physicians	940	1,100	160	17%	$110.84
Farm and Home Management Advisors	90	100	10	11.1%	$35.72
Fitness Trainers and Aerobics Instructors	1,400	1,620	220	15.7%	$19.18
General Internal Medicine Physicians	300	330	30	10%	$131.29
Health Educators	770	880	110	14.3%	$22.31
Healthcare Practitioners and Technical Occupations	80,570	92,520	11,950	14.8%	$35.97
Healthcare Social Workers	1,670	2,030	360	21.6%	$26.33

Home Health and Personal Care Aides	19,130	25,200	6,070	31.7%	$11.13
Life, Physical, and Social Science Technicians	320	340	20	6.3%	$26.03
Marriage and Family Therapists	130	150	20	15.4%	$18.64
Medical and Health Services Managers	3,350	4,040	690	20.6%	$44.66
Medical Assistants	3,660	4,480	820	22.4%	$15.47
Medical Scientists, Except Epidemiologists	230	260	30	13%	$35.90
Nurse Practitioners	3,710	4,790	1,080	29.1%	$56.38
Nursing Assistants	12,840	15,350	2,510	19.5%	$13.05
Occupational Health and Safety Technicians	220	240	20	9.1%	$31.92
Occupational Therapists	850	1,030	180	21.2%	$43.07
Physical Therapists	1,580	1,940	360	22.8%	$46.41
Psychiatrists	80	90	10	12.5%	$104.99
Rehabilitation Counselors	570	620	50	8.8%	$18.52
Social and Community Service Managers	1,240	1,430	190	15.3%	$28.10
Social and Human Service Assistants	2,660	3,160	500	18.8%	$14.76
Social Workers	580	600	20	3.4%	$29.95
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	1,960	2,300	340	17.3%	$22.00
Vocational Education Teachers, Postsecondary	860	870	10	1.2%	$25.06

Source: Mississippi Department of Employment Security; mdes.ms.gov (2023).

Perkins V Requirements and Academic Infusion
The Contemporary Health curriculum meets Perkins V's requirements of introducing students to and preparing them for high-skill, high-wage occupations in Contemporary Health fields. It also offers students a program of study, including secondary, postsecondary, and institutions of higher learning courses, that will further prepare them for Contemporary Health careers. Additionally, this curriculum is integrated with academic college- and career-readiness standards. Lastly, it focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.

Transition to Postsecondary Education
The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website, mccb.edu.

Best Practices
Innovative Instructional Technologies
Classrooms should be equipped with tools that will teach today's digital learners through applicable and modern practices. The goal of contemporary health educators should include teaching strategies incorporating current technology. To make use of the latest online communication tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

Differentiated Instruction
Students learn in a variety of ways, and numerous factors—students' background, emotional health, and circumstances, for example—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunities to succeed.

CTE Student Organizations
Teachers should investigate opportunities to sponsor a student organization. There are several here in Mississippi that will foster the types of learning expected from the Contemporary Health curriculum. Health Occupations Students of America (HOSA), and Distributive Education Clubs of America (DECA) are examples of student organizations with many outlets for health. Student organizations provide participants and members with growth opportunities and competitive events. They also open the doors to the world of Contemporary Health careers and scholarship opportunities.

Cooperative Learning
Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the Contemporary Health curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The Contemporary Health curriculum provides opportunities for students to work together and help each other complete complex tasks. There are many field experiences within the Contemporary Health curriculum that will allow and encourage collaboration with professionals currently in the field.

Professional Organizations

Association of Career and Technical Education
acteonline.org

American Association of Family & Consumer Sciences
aafcs.org

Centers for Disease Control and Prevention
cdc.gov

Distributive Education Clubs of America
deca.org

Family, Career and Community Leaders of America (FCCLA) National Headquarters
fcclainc.org

International Society for Technology in Education
iste.org

Mississippi FCCLA
mdek12.org/cte/so/fccla

Mississippi HOSA
mdek12.org/cte/so/hosa

National Education Association – Health Info Network
nea.org

Students Against Destructive Decisions
sadd.org

Using This Document

Competencies and Suggested Objectives

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Teacher Resources

All teachers should request to be added to the Canvas Resource Guide for their course. For questions or to be added to the guide, send a Help Desk ticket to the RCU by emailing helpdesk@rcu.msstate.edu.

Perkins V Quality Indicators and Enrichment Material

Some of the units may include an enrichment section at the end. This material will greatly enhance the learning experiences of students. If the Contemporary Health program is using a national certification, work-based learning, or another measure of accountability that aligns with Perkins V as a quality indicator, this material could very well be assessed on that quality indicator. It is the responsibility of the teacher to ensure all competencies for the selected quality indicator are covered throughout the year.

Unit 1: Personal and Consumer Health

Competencies and Suggested Objectives
1. Describe ways to achieve and maintain a healthy lifestyle. [DOK2]
a. Define health and wellness, and list characteristics of a healthy person.
b. List good personal hygiene habits, including dental, skin, hair, ear, eye, and nail care.
c. Create a set of goals to achieve and maintain a healthy lifestyle.
2. Recognize the benefits of being a wise consumer. [DOK2]
a. Identify rights and responsibilities as a consumer.
b. Identify the activities of agencies that protect the consumer.
c. Identify popular types of deceptive advertising and product fraud.
d. Recognize medical fraud in the marketplace.
e. Examine costs and options for paying for health care services.
3. Analyze the influence of culture, media, technology, and other factors on health. [DOK3]
a. Evaluate the implications of modern technology on societal health.
b. Analyze the influences of different cultural beliefs on health behaviors.

Note: All courses with the CTE course code 200140 are required to take a safety test with 100% mastery.

Unit 2: Mental Health

Competencies and Suggested Objectives

1. Demonstrate the ability to practice health-enhancing behaviors that contribute to positive mental health. [DOK2]
  a. Explain how an individual's mental and physical health habits affect what he or she thinks about himself or herself.
  b. Identify non-threatening ways of being assertive.
  c. Explain common defense mechanisms (e.g., rationalization, regression, denial).

2. Describe how stress influences mental and physical health. [DOK2]
  a. Identify the harmful physiological and psychological effects of stress.
  b. Define personal stressors in everyday life (e.g., social media, school/life balance, peer relationships, family dynamics).
  c. Develop a list of stress management strategies and differentiate between healthy and unhealthy ones.

3. Define various mental disorders and state controls for each. [DOK1]
  a. Explore different mental health disorders and recognize signs of each (e.g., eating disorders, schizophrenia, attention deficit hyperactivity disorder, obsessive-compulsive disorder, bipolar, depression, anxiety, post-traumatic stress disorder).
  b. Identify available resources for the treatment of mental disorders.

4. Discuss the importance of suicide awareness, prevention, and coping strategies. [DOK1]
  a. Identify warning signs of suicide.
  b. Discuss various effective and ineffective intervention strategies.
  c. Explore local and national resources for support and prevention.

Enrichment
Explore and identify the risks, protective factors, and prevention strategies for individuals with Adverse Childhood Experiences (ACEs). Students utilize various resources to identify their own potential ACEs and how they impact their overall health. [DOK2]

Unit 3: Family and Social Health

Competencies and Suggested Objectives

1. Describe why the family is the basic social unit of society. [DOK1]
   a. Identify the different types of family units and how they have changed over time.
   b. Describe elements that healthy families have in common and ways to maintain family health.
   c. Explain factors that may cause a family system to break down, including spousal and child abuse, and explore related resources for victims of abuse.
   d. Define the family's role in transmitting the values, attitudes, behavior, personalities, and responsibilities of its members.

2. Describe how communication, cooperation, and advocacy skills are essential for healthy relationships. [DOK2]
   a. Identify qualities that are important in close friends and demonstrate the importance of advocating for yourself in your relationships.
   b. Identify strategies for choosing abstinence when faced with sexual pressures in unhealthy relationships.
   c. Discuss conflict-resolution styles and components of communication that can aid in resolving conflicts.
   d. Define resiliency and discuss its importance in maintaining and advocating for healthy relationships.
   e. Explain how to recognize and avoid dangerous situations, including rape, date rape, assault, misuse of social media, and gang-related activities, and explore support resources.

Note: Check to see if your district chose abstinence-only or abstinence-plus (Mississippi Code §37-13-171-).

Unit 4: Human Growth and Development

Competencies and Suggested Objectives

1. Summarize how genetic traits are passed on from one generation to another. [DOK2]
    a. Define the role heredity plays in determining physical traits and distinguish between dominant and recessive genes.
    b. Identify various genetic and environmental birth defects.

2. Examine health practices to be considered before, during, and after pregnancy. [DOK2]
    a. List reasons that parents decide to have children.
    b. Discuss various methods of family planning.
    c. Explain the process of human reproduction from conception to birth.
    d. Describe the stages of the birth process.

3. Identify physical, mental, and emotional changes that occur from childhood through adolescence. [DOK1]
    a. Outline the developmental stages of infancy, childhood, and adolescence.
    b. Explain the physical, mental, and emotional changes that happen during adolescence and state how these changes affect identity and interpersonal relationships.

4. Examine the aging process from adulthood through death. [DOK2]
    a. Describe the tasks and characteristics of adulthood.
    b. Explore ways to cope with death and dying.

Note: Check to see if your district chose abstinence-only or abstinence-plus (Mississippi Code §37-13-171-).

Unit 5: Disease Prevention and Control

Competencies and Suggested Objectives

1. Identify common communicable diseases and recognize the causes, transfer, and control of those diseases. [DOK1]
    a. Describe the function of the immune system.
    b. Identify the pathogens that cause communicable diseases and how they are transmitted.
    c. Describe the symptoms, treatment, and prevention of communicable diseases.

2. Explain the uses, signs, and control of noninfectious diseases. [DOK2]
    a. Identify the different kinds of cardiovascular diseases and their risk factors.
    b. Describe the warning signs of cancer and the ways to reduce personal risk, including breast and/or testicular cancer.
    c. Differentiate between acute and chronic diseases.
    d. Explain the types, prevention, and treatments for diabetes, arthritis, and other chronic diseases, including those requiring long-term care.

3. Recognize the ways to prevent human immunodeficiency virus infection and sexually transmitted infections. [DOK1]
    a. Describe the symptoms, mode of transmission, prevention, and treatment of curable sexually transmitted infections.
    b. Describe the symptoms, mode of transmission, prevention, and treatment of incurable diseases, such as HIV/AIDS.

Note: Check to see if your district chose abstinence-only or abstinence-plus (Mississippi Code §37-13-171-).

Unit 6: Nutrition and Fitness

Competencies and Suggested Objectives
1. Summarize how responsible food choices lead to nutritional health. DOK3
a. Explain the organization of the latest federal nutritional guidelines (e.g., MyPlate, Food and Drug Administration nutritional guidelines, etc.).
b. Identify six classes of nutrients and describe their functions in the human body.
c. Outline the path of food through the digestive system.
d. Interpret the information provided on a food label.
e. Create a daily meal plan for an individual and calculate the number of calories.
f. Recognize nutrient deficiencies and diseases associated with poor nutrition.
2. Discover the importance of physical fitness. DOK3
a. Explain the physical and psychological benefits of exercise.
b. Create a regular plan of exercise incorporating the various components of physical fitness and two types of exercise (e.g., anaerobic, and aerobic).
c. Determine the skills needed to achieve lifetime fitness and discuss the methods of implementation.

Unit 7: Substance Abuse Prevention

Competencies and Suggested Objectives

1. Examine the health hazards of tobacco and nicotine. [DOK1]
   a. List major reasons why people either abstain from or use tobacco and nicotine.
   b. Describe long-term effects of tobacco and/or nicotine use and the dangers of smoking and vaping.

2. Summarize the health hazards of alcohol. [DOK2]
   a. Identify the short- and long-term effects of alcohol on the body.
   b. Explain the impact of alcohol on alcoholics, their families, and society.
   c. Discuss state and local laws regarding alcohol use.

3. Analyze the health hazards of illegal, over-the-counter, prescription drugs and inhalants. [DOK3]
   a. Differentiate between legal and illegal use of drugs.
   b. Research and discuss vaping, bath salts, fentanyl, marijuana, the opioid epidemic, and other current issues.
   c. Describe the side effects of drugs and how drugs are commonly abused.
   d. Illustrate how drug use, misuse, and abuse cause problems in society.
   e. Examine the current federal drug schedule and discuss the legal ramifications of various drug misuse and abuse.

4. Discuss refusal and intervention skills. [DOK1]
   a. Develop refusal skills for all forms of substance abuse.
   b. Demonstrate ways to intervene and help a drug-dependent friend.
   c. Describe how individuals can help reduce the misuse and abuse of drugs.
   d. Explain how alcohol and other drugs can increase one's vulnerability to unwanted sexual advances.
   e. Explore resources for addiction support and intervention (e.g., Alcoholics Anonymous, Al-Anon, Alateen).

Note: Check to see if your district chose abstinence-only or abstinence-plus (Mississippi Code §37-13-171-).

Unit 8: Community and Environmental Health

Competencies and Suggested Objectives

1. Identify community healthcare agencies, health careers, and the importance of family medical records. DOK1
    a. Describe organizations and services that assist the community and individuals in health promotion.
    b. Discover health-related career opportunities.
    c. Explain the importance of family medical records.

2. Explain how the environment affects people and how people affect the environment. DOK2
    a. Determine how pollution, natural disasters, overpopulation, and community violence affect our environmental health.
    b. Identify air, water, noise, radiation, and ground pollution sources.
    c. Describe government agencies that protect the environment (e.g., Environmental Protection Agency, National Oceanic and Atmospheric Administration).
    d. Identify the importance of conserving natural resources and sustainability (e.g., recycling, upcycling, repurposing).

Unit 9: Safety and First Aid

Competencies and Suggested Objectives
1. Discuss the promotion of safety and prevention of accidents. [DOK1]
a. Describe behaviors that promote home safety.
b. Identify basic safety rules that help prevent accidents at work and school.
c. Discuss the different types of recreation-related injuries and how to prevent them.
d. Explain ways to promote vehicle safety, including regular use of seat belts for all ages.
2. Discuss and demonstrate procedures for emergency situations. [DOK2]
a. Develop a sample emergency plan (e.g., fires, natural disasters, home invasion).
b. Assemble the contents of a basic first aid kit.
c. Practice first aid emergency procedures, including reporting accidents and providing first aid for wounds, choking, fractures, heart attacks, seizures, and poisonings.

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

		Unit 1: Personal and Consumer Health
	1.	Describe ways to achieve and maintain a healthy lifestyle.
	3.	Recognize the benefits of being a wise consumer.
	3.	Analyze the influence of culture, media, technology, and other factors on health.
		Unit 2: Mental Health
	1.	Demonstrate the ability to practice health-enhancing behaviors that contribute to positive mental health.
	2.	Describe how stress influences mental and physical health.
	3.	Define various mental disorders and state controls for each.
	4.	Discuss the importance of suicide awareness, prevention, and coping strategies.
		Unit 3: Family and Social Health
	1.	Describe why the family is the basic social unit of society.
	2.	Describe how communication, cooperation, and advocacy skills are essential for healthy relationships.
		Unit 4: Human Growth and Development
	1.	Summarize how genetic traits are passed on from one generation to another.
	2.	Examine health practices to be considered before, during, and after pregnancy.
	3.	Identify physical, mental, and emotional changes that occur from childhood through adolescence.
	4.	Examine the aging process from adulthood through death.
		Unit 5: Disease Prevention and Control
	1.	Identify common communicable diseases and recognize the causes, transfer, and control of those diseases.
	2.	Explain the uses, signs, and control of noninfectious diseases.
	3.	Recognize the ways to prevent human immunodeficiency virus infection and sexually transmitted infections.

Unit 6: Nutrition and Fitness		
	1.	Summarize how responsible food choices lead to nutritional health.
	2.	Discover the importance of physical fitness.
Unit 7: Substance Abuse Prevention		
	1.	Examine the health hazards of tobacco and nicotine.
	2.	Summarize the health hazards of alcohol.
	3.	Analyze the health hazards of illegal, over-the-counter, prescription drugs and inhalants.
	4.	Discuss refusal and intervention skills.
Unit 8: Community and Environmental Health		
	1.	Identify community healthcare agencies, health careers, and the importance of family medical records.
	2.	Explain how the environment affects people and how people affect the environment.
Unit 9: Safety and First Aid		
	1.	Discuss the promotion of safety and prevention of accidents.
	2.	Discuss and demonstrate procedures for emergency situations.

Appendix A: National Health Education Standards

	Unit 1 Personal & Consumer Health	Unit 2 Mental Health	Unit 3 Social & Family Health	Unit 4 Human Growth & Development	Unit 5 Disease Prevention & Control	Unit 6 Nutrition & Fitness	Unit 7 Substance Abuse Prevention	Unit 8 Community & Environmental Health	Unit 9 Safety & First Aid
NHES1		X	X	X	X	X		X	X
NHES2	X	X	X		X			X	
NHES3	X	X	X					X	X
NHES4			X		X		X	X	
NHES5		X	X		X		X		
NHES6	X					X			
NHES7	X						X	X	
NHES8	X	X	X				X	X	

NHES 1: Students will comprehend concepts related to health promotion and disease prevention to Enhance health.

1.12.1   Predict how healthy behaviors can affect health status.

1.12.2   Describe the interrelationships of emotional, intellectual, physical, and social health.

1.12.3   Analyze how environment and personal health are interrelated.

1.12.4   Analyze how genetics and family history can impact personal health.

1.12.5   Propose ways to reduce or prevent injuries and health problems.

1.12.6   Analyze the relationship between access to health care and health status.

1.12.7   Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.

1.12.8   Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.

1.12.9   Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

NHES 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.12.1   Analyze how the family influences the health of individuals.

2.12.2   Analyze how the culture supports and challenges health beliefs, practices, and behaviors.

2.12.3   Analyze how peers influence healthy and unhealthy behaviors.

2.12.4   Evaluate how the school and community can affect personal health practice and behaviors.

2.12.5   Evaluate the effect of media on personal and family health.

2.12.6   Evaluate the impact of technology on personal, family, and community health.

2.12.7   Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

2.12.8   Analyze the influence of personal values and beliefs on individual health practices and behaviors.

2.12.9   Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

NHES 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

3.12.1   Evaluate the validity of health information, products, and services.

3.12.2   Use resources from home, school, and community that provide valid health information.

3.12.3   Determine the accessibility of products and services that enhance health.

3.12.4   Determine when professional health services may be required.

3.12.5   Access valid and reliable health products and services.

NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.12.1   Use skills for communicating effectively with family, peers, and others to enhance health.

4.12.2   Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

4.12.3   Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

4.12.4   Demonstrate how to ask for and offer assistance to enhance the health of self and others.

NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.
5.12.1   Examine barriers that can hinder healthy decision making.
5.12.2   Determine the value of applying a thoughtful decision-making process in health-related situations.
5.12.3   Justify when individual or collaborative decision making is appropriate.
5.12.4   Generate alternatives to health-related issues or problems.
5.12.5   Predict the potential short-term and long-term impact of each alternative on self and others.
5.12.6   Defend the healthy choice when making decisions.
5.12.7   Evaluate the effectiveness of health-related decisions.

NHES 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
6.12.1   Assess personal health practices and overall health status.
6.12.2   Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
6.12.3   Implement strategies and monitor progress in achieving a personal health goal.
6.12.4   Formulate an effective long-term personal health plan.

NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
7.12.1   Analyze the role of individual responsibility for enhancing health.
7.12.2   Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
7.12.3   Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

NHES 8: Students will demonstrate the ability to advocate for personal, family, and community health.
8.12.1   Utilize accurate peer and societal norms to formulate a health-enhancing message.
8.12.2   Demonstrate how to influence and support others to make positive health choices.
8.12.3   Work cooperatively as an advocate for improving personal, family, and community health.
8.12.4   Adapt health messages and communication techniques to a specific target audience.

Appendix B: 21st Century Skills[1]

	Unit 1 Personal & Consumer Health	Unit 2 Mental Health	Unit 3 Social & Family Health	Unit 4 Human Growth & Development	Unit 5 Disease Prevention & Control	Unit 6 Nutrition & Fitness	Unit 7 Substance Abuse Prevention	Unit 8 Community & Environment Health	Unit 9 Safety & First Aid
CS1	X		X					X	
CS2	X								
CS3	X				X			X	
CS4	X	X	X	X	X	X	X	X	X
CS5								X	
CS6			X		X	X	X	X	
CS7	X	X	X	X	X	X	X	X	X
CS8		X	X		X	X	X	X	X
CS9	X	X	X	X	X	X	X	X	X
CS10	X	X			X	X	X	X	X
CS11	X	X	X	X	X	X	X	X	X
CS12		X	X					X	
CS13	X	X	X			X			
CS14	X		X		X			X	X
CS15						X		X	
CS16			X					X	

CSS1-21st Century Themes
- **CS1** **Global Awareness**
  1. Using 21st century skills to understand and address global issues
  2. Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
  3. Understanding other nations and cultures, including the use of non-English languages
- **CS2** **Financial, Economic, Business, and Entrepreneurial Literacy**
  1. Knowing how to make appropriate personal economic choices
  2. Understanding the role of the economy in society
  3. Using entrepreneurial skills to enhance workplace productivity and career options
- **CS3** **Civic Literacy**
  1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
  2. Exercising the rights and obligations of citizenship at local, state, national, and global levels
  3. Understanding the local and global implications of civic decisions
- **CS4** **Health Literacy**
  1. Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health
  2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
  3. Using available information to make appropriate health-related decisions
  4. Establishing and monitoring personal and family health goals
  5. Understanding national and international public health and safety issues
- **CS5** **Environmental Literacy**
  1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.
  2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).
  3. Investigate and analyze environmental issues and make accurate conclusions about effective solutions.

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[1] *21st century skills.* (n.d.). Washington, DC: Partnership for 21st Century Skills.

4. Take individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).

CSS2-Learning and Innovation Skills
CS6   **Creativity and Innovation**
1. Think Creatively
2. Work Creatively with Others
3. Implement Innovations
CS7   **Critical Thinking and Problem Solving**
1. Reason Effectively
2. Use Systems Thinking
3. Make Judgments and Decisions
4. Solve Problems
CS8   **Communication and Collaboration**
1. Communicate Clearly
2. Collaborate with Others

CSS3-Information, Media and Technology Skills
CS9   **Information Literacy**
1. Access and Evaluate Information
2. Use and Manage Information
CS10   **Media Literacy**
1. Analyze Media
2. Create Media Products
CS11   **ICT Literacy**
1. Apply Technology Effectively

CSS4-Life and Career Skills
CS12   **Flexibility and Adaptability**
1. Adapt to change
2. Be Flexible
CS13   **Initiative and Self-Direction**
1. Manage Goals and Time
2. Work Independently
3. Be Self-directed Learners
CS14   **Social and Cross-Cultural Skills**
1. Interact Effectively with others
2. Work Effectively in Diverse Teams
CS15   **Productivity and Accountability**
1. Manage Projects
2. Produce Results
CS16   **Leadership and Responsibility**
1. Guide and Lead Others
2. Be Responsible to Others

Appendix C: International Society for Technology in Education Standards (ISTE)

	Unit 1 Personal & Consumer Health	Unit 2 Mental Health	Unit 3 Social & Family Health	Unit 4 Human Growth & Development	Unit 5 Disease Prevention & Control	Unit 6 Nutrition & Fitness	Unit 7 Substance Abuse Prevention	Unit 8 Community & Environmental Health	Unit 9 Safety & First Aid
T1	X					X			
T2	X	X							X
T3	X	X	X	X	X	X	X	X	X
T4	X				X	X	X	X	
T5					X		X		
T6					X	X	X		
T7					X		X	X	

T1 Empowered Learner
T2 Digital Citizen
T3 Knowledge Constructor
T4 Innovative Designer
T5 Computational Thinker
T6 Creative Communicator
T7 Global Collaborator

T1 Empowered Learner
Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:
   a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
   b. Build networks and customize their learning environments in ways that support the learning process.
   c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
   d. Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

T2 Digital Citizen
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:
   a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
   b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
   c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
   d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

T3 Knowledge Constructor
Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:
   a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
   b. Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

T4   Innovative Designer
Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:
a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.
b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
c. Develop, test, and refine prototypes as part of a cyclical design process.
d. Exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

T5   Computational Thinker
Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:
a. Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.
b. Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
c. Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
d. Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

T6   Creative Communicator
Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:
a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
b. Create original works or responsibly repurpose or remix digital resources into new creations.
c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
d. Publish or present content that customizes the message and medium for their intended audiences.

T7   Global Collaborator
Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:
a. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
b. Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
d. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.

Appendix D: College and Career Ready Standards – English Language Arts

	Unit 1 Personal & Consumer Health	Unit 2 Mental Health	Unit 3 Social & Family Health	Unit 4 Human Growth & Development	Unit 5 Disease Prevention & Control	Unit 6 Nutrition & Fitness	Unit 7 Substance Abuse Prevention	Unit 8 Community & Environmental Health	Unit 9 Safety & First Aid
RI.9.3									
RI.9.5									
RI.9.6									
RI.9.7									
RI.9.8	X								
RI.9.9									
W.9.1									
W.9.2						X			
W.9.3									
W.9.4									
W.9.5									
W.9.6									
W.9.7					X	X	X	X	
W.9.8									
W.9.9	X	X	X	X	X	X	X	X	
W.9.10									
SL.9.1		X	X	X	X		X		
SL.9.2	X				X		X		X
SL.9.3									
SL.9.4									
SL.9.5									
SL.9.6	X	X	X	X	X	X	X	X	X
L.9.1	X	X	X	X	X	X	X	X	X
L.9.2	X	X	X	X	X	X	X	X	X
L.9.3	X	X	X	X	X	X	X	X	X
L.9.4									
L.9.5									
L.9.6	X	X	X	X	X	X	X	X	X
RH.9-10.1									
RH.9-10.2									
RH.9-10.3									
RH.9-10.4	X	X	X	X	X	X	X	X	X
RH.9-10.5									
RH.9-10.6									
RH.9-10.7									
RH.9-10.8									
RH.9-10.9									
RH.9-10.10									
RST.9-10.1	X	X	X	X	X	X	X	X	X
RST.9-10.2	X	X	X	X	X	X	X	X	X
RST.9-10.3									
RST.9-10.4	X	X	X	X	X	X	X	X	X
RST.9-10.5	X	X	X	X	X	X	X	X	X
RST.9-10.6									

RST.9-10.7									
RST.9-10.8									
RST.9-10.9									
RST.9-10.10									
WHST.9-10.1									
WHST.9-10.2						X			X
WHST.9-10.3									
WHST.9-10.5									
WHST.9-10.6									
WHST.9-10.7									
WHST.9-10.8									
WHST.9-10.9									
WHST.9-10.10									
RI.11.3									
RI.11.4									
RI.11.5									
RI.11.6									
RI.11.7									
RI.11.8									
RI.11.9									
RI.11.10									
W.11.1									
W.11.2						X			
W.11.3									
W.11.4									
W.11.5									
W.11.6									
W.11.7		X			X	X	X		
W.11.8									
W.11.9	X	X	X	X	X	X	X	X	
W.11.10									
SL.11.1	X	X	X	X	X	X	X	X	X
SL.11.2									
SL.11.3									
SL.11.4									
SL.11.5									
SL.11.6	X	X	X	X	X	X	X	X	X
L.11.1a	X	X	X	X	X	X	X	X	X
L.11.1b									
L.11.2a									
L.11.3a									
L.11.4									
RH.11-12.1									
RH.11-12.2									
RH.11-12.3									
RH.11-12.4	X	X	X	X	X	X	X	X	X
RH.11-12.5									
RH.11-12.6									
RH.11-12.7									
RH.11-12.8									
RH.11-12.9									

RH.11-12.10									
RST.11-12.1	X	X	X	X	X	X	X	X	X
RST.11-12.2	X	X	X	X	X	X	X	X	X
RST.11-12.3									
RST.11-12.4	X	X	X	X	X	X	X	X	X
RST.11-12.5									
RST.11-12.6									
RST.11-12.7									
RST.11-12.8									
RST.11-12.9									
RST.11-12.10									
WHST.11-12.1									
WHST.11-12.2									
WHST.11-12.6									
WHST.11-12.8									

College and Career Ready English I

Reading Literature Key Ideas and Details

RL.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

RL.9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

RL.9.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

RL.9.8 Not applicable to literature.

College and Career Ready English I

RL.9.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

RL.9.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Ready English I
Reading Informational Text Key Ideas and Details

RI.9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure
RI.9.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas
RI.9.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI.9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

College and Career Ready English I
Writing Text Types and Purposes
W.9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W.9.1c Use words, phrases, and clauses 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.
W.9.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9.1e Provide a concluding statement or section that follows from and supports the argument presented.
W.9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.9.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.9.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

College and Career Ready English I
W.9.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9.2f 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).
W.9.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

W.9.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

W.9.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

College and Career Ready English I

W.9.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9.9a Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

W.9.9b Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Range of Writing

W.9.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

College and Career Ready English I

SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9– 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9.1b Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

SL.9.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

College and Career Ready English I

SL.9.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

College and Career Ready English I
Language
Conventions of Standard English

L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9.1a Use parallel structure.*

L.9.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L.9.2b Use a colon to introduce a list or quotation.

L.9.2c Spell correctly

Knowledge of Language

L.9.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

L.9.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

L.9.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.9.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

College and Career Ready English I

L.9.4c 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, it's part of speech, or its etymology.

L.9.4d 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).

L.9.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.9.5b Analyze nuances in the meaning of words with similar denotations.

L.9.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Ready English II
Range of Reading and Level of Text Complexity

RL.10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Grades 9-10: Literacy in History/SS
Reading in History/Social Studies Key Ideas and Details

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Grades 9-10: Literacy in Science and Technical Subjects
Reading in Science and Technical Subjects Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas
RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts

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

Grades 9-10: Writing in History/SS, Science, and Technical Subjects
Writing Text Types and Purposes
WHST.9-10.1 Write arguments focused on discipline-specific content.
WHST.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
WHST.9-10.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
WHST.9-10.1c Use words, phrases, and clauses 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.
WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
WHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented.
WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Grades 9-10
Writing in History/SS, Science, and Technical Subjects
WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
WHST.9-10.2f 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).
WHST.9-10.3 Not Applicable

Production and Distribution of Writing

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Grades 9-10
Writing in History/SS, Science, and Technical Subjects
Range of Writing

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

English III
Reading Literature Key Ideas and Details

RL.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11.2 Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.
RL.11.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

RL.11.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.11.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
RL.11.8 Not applicable to literature.
RL.11.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

English III
Reading Informational Text Key Ideas and Details

Rl.11.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

Rl.11.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Rl.11.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Rl.11.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

Rl.11.7 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.

Rl.11.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

Rl.11.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including Them Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

Rl.11.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

English III
Writing

W.11.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11.1a 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.

W.11.1b 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.

W.11.1c 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.

W.11.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11.1e Provide a concluding statement or section that follows from and supports the argument presented.

W.11.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11.2a 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.

W.11.2b 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.

W.11.2c 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.

W.11.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11.2f 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).

W.11.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11.3a 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.

W.11.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11.3c 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).

W.11.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

English III

W.11.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

W.11.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the 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.

W.11.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11.9a Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

W.11.9b Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Range of Writing

> W.11.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

English III
Speaking and Listening
Comprehension and Collaboration

> SL.11.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
> SL11.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
> SL.11.1b Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
> SL.11.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
> SL.11.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
> SL.11.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
> SL.11.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

> SL.11.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

English III

> SL11.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
> SL.11.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

English III
Language
Conventions of Standard English

> L.11.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
> L.11.1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
> L.11.2a Observe hyphenation conventions.
> L.11.3a Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

> L.11.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
> L.11.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

English IV
<u>Range of Reading and Level of Text Complexity</u>

RL.12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Grades 11-12: Literacy in History/SS
<u>Reading in History/Social Studies Key Ideas and Details</u>

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. Craft and Structure

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. Integration of Knowledge and Ideas

Rh.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. Range of Reading and Level of Text Complexity

RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Grades 11-12: Literacy in Science and Technical Subjects
<u>Reading in Science and Technical Subjects Key Ideas and Details</u>

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

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

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

<u>Craft and Structure</u>

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

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

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

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

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

RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

<u>Range of Reading and Level of Text Complexity</u>

RST.11-12.10 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.

Grades 11-12: Writing I History/SS, Science and Technical Subjects

Writing

Text Types and Purposes

WHST.11-12.1a 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.

WHST.11-12.1b 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.

WHST.11-12.1c 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.

WHST.11-12.2a 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.

Grades 11-12: Writing I History/SS, Science and Technical Subjects

WHST.11-12.2d 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.

Production and Distribution of Writing

WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.