



## 2025 Contemporary Health

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

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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.

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# Standards

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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](http://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](http://mdek12.org/OAE/college-and-career-readiness-standards)

## **International Society for Technology in Education Standards**

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## **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](http://battelleforkids.org/networks/p21/frameworks-resources)

# Preface

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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

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The following are resources for Mississippi teachers:

Curriculum, Assessment, Professional Learning

Program resources can be found at the RCU's website, [rcu.msstate.edu](http://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](mailto:helpdesk@rcu.msstate.edu).

# Executive Summary

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## **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 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> 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](http://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](http://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](http://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](mailto:helpdesk@rcu.msstate.edu).



## Course Outlines

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### 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
<b>Total</b>		<b>70</b>

### 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
<b>Total</b>		<b>70</b>

# Career Pathway Outlook

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## 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, dietitians 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

<b>Description</b>	<b>Jobs, 2020</b>	<b>Projected Jobs, 2030</b>	<b>Change (Number)</b>	<b>Change (Percent)</b>	<b>Average Hourly Earnings, 2023</b>
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](https://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](https://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

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Association of Career and Technical Education

[acteonline.org](http://acteonline.org)

American Association of Family & Consumer Sciences

[aafcs.org](http://aafcs.org)

Centers for Disease Control and Prevention

[cdc.gov](http://cdc.gov)

Distributive Education Clubs of America

[deca.org](http://deca.org)

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

[fcclainc.org](http://fcclainc.org)

International Society for Technology in Education

[iste.org](http://iste.org)

Mississippi FCCLA

[mdek12.org/cte/so/fccla](http://mdek12.org/cte/so/fccla)

Mississippi HOSA

[mdek12.org/cte/so/hosa](http://mdek12.org/cte/so/hosa)

National Education Association – Health Info Network

[nea.org](http://nea.org)

Students Against Destructive Decisions

[sadd.org](http://sadd.org)

# Using This Document

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## **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](mailto: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

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<b>Competencies and Suggested Objectives</b>	
1. Describe ways to achieve and maintain a healthy lifestyle. <sup>DOK2</sup>	<ul style="list-style-type: none"><li>a. Define health and wellness, and list characteristics of a healthy person.</li><li>b. List good personal hygiene habits, including dental, skin, hair, ear, eye, and nail care.</li><li>c. Create a set of goals to achieve and maintain a healthy lifestyle.</li></ul>
2. Recognize the benefits of being a wise consumer. <sup>DOK2</sup>	<ul style="list-style-type: none"><li>a. Identify rights and responsibilities as a consumer.</li><li>b. Identify the activities of agencies that protect the consumer.</li><li>c. Identify popular types of deceptive advertising and product fraud.</li><li>d. Recognize medical fraud in the marketplace.</li><li>e. Examine costs and options for paying for health care services.</li></ul>
3. Analyze the influence of culture, media, technology, and other factors on health. <sup>DOK3</sup>	<ul style="list-style-type: none"><li>a. Evaluate the implications of modern technology on societal health.</li><li>b. Analyze the influences of different cultural beliefs on health behaviors.</li></ul>

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



## Unit 2: Mental Health

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<b>Competencies and Suggested Objectives</b>	
1. Demonstrate the ability to practice health-enhancing behaviors that contribute to positive mental health. <sup>DOK2</sup>	
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. <sup>DOK2</sup>	
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. <sup>DOK1</sup>	
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. <sup>DOK1</sup>	
a. Identify warning signs of suicide.	
b. Discuss various effective and ineffective intervention strategies.	
c. Explore local and national resources for support and prevention.	

<b>Enrichment</b>
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. <sup>DOK2</sup>

## Unit 3: Family and Social Health

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### Competencies and Suggested Objectives

1. Describe why the family is the basic social unit of society. <sup>DOK1</sup>
  - 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. <sup>DOK2</sup>
  - 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

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<b>Competencies and Suggested Objectives</b>	
1. Summarize how genetic traits are passed on from one generation to another. <sup>DOK2</sup>	
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. <sup>DOK2</sup>	
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. <sup>DOK1</sup>	
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. <sup>DOK2</sup>	
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

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<b>Competencies and Suggested Objectives</b>	
1. Identify common communicable diseases and recognize the causes, transfer, and control of those diseases. <sup>DOK1</sup>	<ol style="list-style-type: none"><li>Describe the function of the immune system.</li><li>Identify the pathogens that cause communicable diseases and how they are transmitted.</li><li>Describe the symptoms, treatment, and prevention of communicable diseases.</li></ol>
2. Explain the uses, signs, and control of noninfectious diseases. <sup>DOK2</sup>	<ol style="list-style-type: none"><li>Identify the different kinds of cardiovascular diseases and their risk factors.</li><li>Describe the warning signs of cancer and the ways to reduce personal risk, including breast and/or testicular cancer.</li><li>Differentiate between acute and chronic diseases.</li><li>Explain the types, prevention, and treatments for diabetes, arthritis, and other chronic diseases, including those requiring long-term care.</li></ol>
3. Recognize the ways to prevent human immunodeficiency virus infection and sexually transmitted infections. <sup>DOK1</sup>	<ol style="list-style-type: none"><li>Describe the symptoms, mode of transmission, prevention, and treatment of curable sexually transmitted infections.</li><li>Describe the symptoms, mode of transmission, prevention, and treatment of incurable diseases, such as HIV/AIDS.</li></ol>

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

## Unit 6: Nutrition and Fitness

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<b>Competencies and Suggested Objectives</b>	
1. Summarize how responsible food choices lead to nutritional health. <sup>DOK3</sup>	
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. <sup>DOK3</sup>	
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

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<b>Competencies and Suggested Objectives</b>
1. Examine the health hazards of tobacco and nicotine. <sup>DOK1</sup> <ol style="list-style-type: none"><li>List major reasons why people either abstain from or use tobacco and nicotine.</li><li>Describe long-term effects of tobacco and/or nicotine use and the dangers of smoking and vaping.</li></ol>
2. Summarize the health hazards of alcohol. <sup>DOK2</sup> <ol style="list-style-type: none"><li>Identify the short- and long-term effects of alcohol on the body.</li><li>Explain the impact of alcohol on alcoholics, their families, and society.</li><li>Discuss state and local laws regarding alcohol use.</li></ol>
3. Analyze the health hazards of illegal, over-the-counter, prescription drugs and inhalants. <sup>DOK3</sup> <ol style="list-style-type: none"><li>Differentiate between legal and illegal use of drugs.</li><li>Research and discuss vaping, bath salts, fentanyl, marijuana, the opioid epidemic, and other current issues.</li><li>Describe the side effects of drugs and how drugs are commonly abused.</li><li>Illustrate how drug use, misuse, and abuse cause problems in society.</li><li>Examine the current federal drug schedule and discuss the legal ramifications of various drug misuse and abuse.</li></ol>
4. Discuss refusal and intervention skills. <sup>DOK1</sup> <ol style="list-style-type: none"><li>Develop refusal skills for all forms of substance abuse.</li><li>Demonstrate ways to intervene and help a drug-dependent friend.</li><li>Describe how individuals can help reduce the misuse and abuse of drugs.</li><li>Explain how alcohol and other drugs can increase one's vulnerability to unwanted sexual advances.</li><li>Explore resources for addiction support and intervention (e.g., Alcoholics Anonymous, Al-Anon, Alateen).</li></ol>

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

## Unit 8: Community and Environmental Health

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<b>Competencies and Suggested Objectives</b>	
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

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<b>Competencies and Suggested Objectives</b>	
1. Discuss the promotion of safety and prevention of accidents. <sup>DOK1</sup>	
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. <sup>DOK2</sup>	
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

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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.

<b>Unit 1: Personal and Consumer Health</b>		
	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.
<b>Unit 2: Mental Health</b>		
	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.
<b>Unit 3: Family and Social Health</b>		
	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.
<b>Unit 4: Human Growth and Development</b>		
	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.
<b>Unit 5: Disease Prevention and Control</b>		
	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.

<b>Unit 6: Nutrition and Fitness</b>		
	1.	Summarize how responsible food choices lead to nutritional health.
	2.	Discover the importance of physical fitness.
<b>Unit 7: Substance Abuse Prevention</b>		
	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.
<b>Unit 8: Community and Environmental Health</b>		
	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.
<b>Unit 9: Safety and First Aid</b>		
	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<sup>1</sup>

	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

- Using 21st century skills to understand and address global issues
- 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
- Understanding other nations and cultures, including the use of non-English languages

#### CS2 Financial, Economic, Business, and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy in society
- Using entrepreneurial skills to enhance workplace productivity and career options

#### CS3 Civic Literacy

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- Exercising the rights and obligations of citizenship at local, state, national, and global levels
- Understanding the local and global implications of civic decisions

#### CS4 Health Literacy

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

#### CS5 Environmental Literacy

- 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.
- Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).
- Investigate and analyze environmental issues and make accurate conclusions about effective solutions.

<sup>1</sup> *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)

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	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

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	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, its 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

RI.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

RI.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).

RI.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.

RI.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

RI.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.

RI.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).

RI.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

RI.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.

### English III

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.

SL.11.1a 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

SL.11.5 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

### 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.

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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.