Community Health 1
COURSE OUTLINE - UC

DESCRIPTION:

As the concentrator course in the Public and Community Health pathway, Community Health 1 introduces students to the role of Community Health Workers (CHWs/Promatoras) who are trusted frontline public health workers with a close understanding of the community they serve. Students will study careers and systems in healthcare, gain fundamental knowledge of anatomy, physiology, and medical terminology, and demonstrate basic knowledge of safety rules including CERT (Community Emergency Response Team), First Aid, CPR, and infection control. Emphasis will be placed on information gathering, community advocacy and outreach, communication skills and ethical responsibilities necessary for building a trusting relationship and serving as a liaison/link/intermediary between health, social services, and the community. By employing an interdisciplinary approach of reading, writing and research, students will gain a deep appreciation of how complex issues like race, culture, and public health policies impact community health. Activities in this course include work-based learning that connects students to industry and the local community.

INFORMATION:

PRE-REQUISITE:	None
LENGTH:	One Year
SECTOR:	Health Science and Medical Technology
PATHWAY:	Public and Community Health Pathway
ARTICULATED:	No
UC A-G APPROVAL:	Yes. College-Preparatory Elective (G) / Interdisciplinary

O*NET SOC CODES:

21-1091.00	Health Educators
21-1094.00	Community Health Workers
43-4051.03	Patient Representatives

Orientation
A. Introduce the course and facilities.

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B. Discuss the syllabus and major objectives.
C. Explain applicable classroom management procedures, and any operational guidelines.
D. Review instructor/student expectations.
E. Explain attendance requirements and procedures.
F. Review grading and student evaluation procedures.
G. Discuss the work-based learning aspect of the program, if applicable.
H. Discuss the "next steps" related to additional education, training, and employment.
I. Review classroom safety, emergency and disaster procedures.

1. Communication Skills

A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite.
B. Read and interpret written information and directions.
C. Practice various forms of written communication appropriate to the occupation.
D. Practice positive body language skills.
E. Practice professional verbal skills for resolving a conflict.
F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.

2. Interpersonal Skills

A. Demonstrate positive teamwork skills by contributing to a group effort.
B. Practice the importance of diversity awareness and sensitivity in the workplace.
C. Define sexual harassment in the workplace and identify the employee's role and responsibility.
D. Practice participation skills.
E. Identify different personality types and demonstrate flexibility and adaptability working with diverse individuals.
F. Practice business and social etiquette skills appropriate to the occupation.
G. Evaluate and discuss the role of business and personal ethics in decision making based on various job-related scenarios.
H. Demonstrate the use of time management skills.

3. Employability Skills

A. Demonstrate appropriate attendance and punctuality practices for the classroom (and worksite, if applicable).
B. Prepare a resume, cover letter, and job application.
C. Demonstrate interviewing techniques in seeking employment, using appropriate tone, body language and professional dress and

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       grooming standards.
- D. Identify strategies for employment retention.
- E. Identify and analyze sources of job information, including electronic sources and the impact of social networking on employability.
- F. Identify the need for continuing education, professional development, and professional growth in chosen field.
- G. Identify appropriate procedures for leaving a job.
- H. Review company policies and current trends in employee compatibility screening, drug screening, and background checks.

4. Leadership

- A. Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- B. Work with peers to promote divergent and creative perspectives.
- C. Demonstrate how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- D. Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- E. Employ ethical behaviors and actions that positively influence others.
- F. Analyze the short-term and long-term effects a leader's actions and attitudes can have on productivity, morale, and organizational culture.

5. Personal and Occupational Safety

- A. Demonstrate procedures to be followed in case of emergencies.
- B. Describe and discuss the procedure for reporting a work-related hazard or injury (worker's comp), including ways to report a potential safety hazard to a supervisor.
- C. Identify and discuss cyber ethics, cyber safety, and cyber security.
- D. Apply personal safety practices to and from the job.
- E. Recognize the effects of substance abuse in the workplace.
- F. Explain the importance of CAL-OSHA in the industry.

6. Intro to Healthcare Occupations

- A. Assess the importance of the history of medicine and evolution of the health care system.
- B. Differentiate between the various health care agencies and facilities, their delivery systems, organizational structure, funding streams, and major services provided.
- C. Compare and contrast the roles and responsibilities, scope of practice, educational requirements, personal characteristics, and employment opportunities for different healthcare careers.
- D. Evaluate personal interests, values, and abilities and use occupational resources to match these to potential health care careers.
- E. Demonstrate usage of reference materials (hard copy and Internet) to research health occupations.
- F. Identify the personal and professional characteristics, attitudes, and rules of appearance that apply to all healthcare professionals.
- G. Recognize the importance of cultural sensitivity required of health care providers.

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H. Describe the basic principles and procedures for controlling the spread of infections and promoting safety in the health care setting.
I. Demonstrate proper hand washing techniques.
J. Demonstrate the proper use of personal protective equipment including putting on and taking off sterile gloves.

7. Cultural Diversity

A. Differentiate between culture, ethnicity, and race.
B. Identify the major ethnic groups in the United States.
C. Demonstrate how bias, prejudice, or stereotyping can become a barrier to effective relationships with others.
D. Explain the difference between a nuclear family and an extended family.
E. Identify ways in which language, personal space, touching, eye contact, and gestures are affected by cultural diversity.
F. Compare the diverse health beliefs of different ethnic/cultural groups.
G. List ways health care providers can show respect for the religious beliefs of others.

8. Public Health in the Community

A. Research the historical impact of US and global public health agencies on medical advances and public health practices.
B. Describe public health and understand the extent to which public health can improve health and disease conditions within communities.
C. Discuss the conflict and ethics of protecting the health of many over the needs of the few.
D. Compare and contrast infectious diseases with communicable diseases.
E. List at least two infectious diseases and two communicable diseases of concern to public and community health.
F. Describe the role of public health policies in preventing diseases.
G. Examine the uses of demographic data and vital statistics in public and community health.

9. Anatomy, Physiology and Medical Terminology

A. Describe the major body systems and give general functions of each.
B. Define medical terms relating to the major body systems and structures.
C. Demonstrate the ability to use medical terms in their proper context.
D. Identify common abbreviations used in medical, clerical, pharmacy and clinical areas.
E. Correctly spell and pronounce medical terms and abbreviations.
F. Recognize the basic word building system used in medical terminology.
G. Identify the anatomical descriptors and fundamental human body structure.

10. Intro to Community Health Work

A. Define the role and practice of a community health worker.
B. Identify findings, patterns, habits, and behaviors that prevent the development and progression of common diseases/disorders and reduce utilization of unnecessary healthcare services.

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C. Explain the different health concerns across a person's lifespan.
D. Describe skills for building relationships in the community.
E. Demonstrate how to conduct home visitations to monitor health needs and reinforce treatment regimens.
F. Identify accepted terminology to describe findings, patterns, habits, and behaviors of clients.
G. Identify professional organizations for Community Heath Care Workers.
H. Explain the need for continuing education and professional development.
I. Identify self-care practices and self-improvement goals.
J. List personal safety strategies.
K. Identify and recognize signs of stress.
L. Identify and utilize coping strategies for managing stress and staying healthy.

11. Community Health Resources

A. Identify ways to gather information about local community organizations and resources.
B. Identify sources of current information about health issues.
C. Identify methods to use information to promote health of self, families, and clients.
D. Compile a database of community resources.
E. Apply accepted terminology to describe findings, patterns, habits, and behaviors of clients.

12. Healthcare Systems and Third-party Payers

A. Explain the major components of the current and potential healthcare delivery systems in the United States (i.e., Affordable Care Act).
B. Describe the aspects of the "Triple Aim" of the U.S. healthcare system.
C. Compare and contrast aspects of the U.S. healthcare system to those of other countries.
D. Discuss the impact of selected cultures on the ability of healthcare providers and the U.S. healthcare system to meet the healthcare needs of patients, families, and communities.
E. Identify entry points into the various U.S. healthcare delivery systems.
F. Define third-party payers and compare the various payers found in the U.S., such as Medicare, Medicaid, HMO, PPO.
G. Explain application procedures for services such as Medicaid, Covered California, and WIC.

13. Legal and Ethical Responsibilities

A. Define confidentiality, HIPAA, and ethical aspects of confidentiality.
B. Describe the legal responsibility of Community Health Worker in mandatory reporting.
C. Compare and contrast the role and influence of morality, ethics, laws, and regulations on case management in public social service settings.
D. Describe personal values that influence ethical decision making.
E. Cite common examples of ethical and legal problems or dilemmas in the health professions.

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F. List and apply the steps in the process of making sound ethical decisions.
G. recognize behavior that may result from stereotypes, biases, and prejudices.
H. discuss the purpose and enforcement of laws such as those under the Occupational Safety and Health Administration, Americans with Disabilities Act, and Individuals with Disabilities Education Act.
I. recognize the responsibility to act as a patient advocate with respect to addressing patient needs resulting from cultural and/or individual differences.
J. Define liability and malpractice.
K. Discuss common bioethical issues such as access to health care and end-of-life care.

14. Communication for Healthcare Workers

A. Describe and demonstrate verbal and nonverbal communication skills intended to facilitate effective interactions with patients, families, health care providers, staff, and other team members.
B. Practice customer service by greeting clients in a courteous and professional manner.
C. Conduct an effective helping interview.
D. Demonstrate active listening skills that reveal understanding of content and feeling and sensitivity across cultures.
E. Explain characteristics for group facilitation.
F. Utilize communication techniques for resolving conflict and increasing rapport.
G. Differentiate between non-assertive, assertive, and aggressive behaviors in interactions with others.
H. Identify communication strategies for interactions that are confused or emotion laden.
I. Discuss the impact of culture on the delivery of health care services.
J. Adjust communication approaches with sensitivity to differences in ethnicity, culture, religion, socioeconomic status, gender, age, sexuality, disability, and health status.
K. Describe the prejudicial effects of labeling people with disabilities.
L. Identify and understand the patterns of communication and languages.

15. Advocacy and Outreach

A. Conduct outreach and health education at community sites with various cultural groups.
B. Define advocacy and discuss strategies for effective advocacy work.
C. Discuss ways to promote self-advocacy with clients by helping them understand their needs and rights.
D. Develop the capacities of clients to speak up on their behalf in front of the necessary agencies or providers.
E. Define outreach and identify ways to educate communities about health programs and services available to them.
F. Develop specific outreach strategies to educate and inform specific demographic groups.

16. Healthy Living

A. Promote a healthy lifestyle in self, clients, families, and communities.

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    B.   Assist families to develop the necessary skills and resources to improve their health status, family functioning and self-sufficiency.
    C.   Identify the principles of health and a healthy lifestyle.
    D.   Describe the elements of healthy lifestyles including weight, exercise, recreation, relaxation, and managing stress.
    E.   Explain the considerations of supporting a healthy lifestyle such as assisting clients with understanding healthy eating patterns, planning for exercise, being knowledgeable about their medications, talking with their doctors, and controlling substances such as tobacco.
    F.   Identify the issues of drug and alcohol abuse.
    G.   Explore the relationship between lifestyle, disease and healthcare cost.
    H.   Demonstrate different ways to educate clients about healthy lifestyles.

17. Vital Signs and Safety Protocols

    A.   Identify the vital signs, the body functions measured by each, and the normal measurements of each.
    B.   Describe the equipment and methods used to obtain a patient's vital signs.
    C.   Identify and locate major pulse points, including factors that affect pulse and respiratory rates.
    D.   Demonstrate the procedure for taking vital signs, including blood pressure, heart rate, and respiratory rate.

18. Community Emergency Response Team (CERT) and Safety

    A.   Describe potential hazards (such as fire, disasters, terrorism) in the community.
    B.   Acquire the knowledge and skills necessary for a CERT member to assist community members.*
    C.   Explain how the community has a role in disaster preparedness and response.
    D.   Describe the function of first aid kits for specific emergencies and list the components of a first aid kit.
    E.   Perform first aid procedures.
    F.   Explain the importance of CPR and demonstrate proper procedures used in one and two-person CPR for infants, children, and adults.

*(CERT Basic Training | Ready.gov (fema.gov))

19. Portfolio

    A.   Create a professional digital portfolio reflecting employability skills in the relevant industry to include an "About Me" page.
    B.   Collect original works and documents that demonstrate technical skills and knowledge in the industry.
    C.   Demonstrate knowledge of competencies by accompanying each selected document or work with a journal entry or summary.
    D.   Write a brief resume and cover letter to be included in portfolio.
    E.   Develop interviewing techniques using portfolio materials.
    F.   Display portfolio materials for critique by a professional panel (industry partners and classmates).
    G.   Gather feedback and update portfolio.

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Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
1. Students will participate in mock interviews that represent current industry practices (e.g., skills demonstrations, resumes, applications, portfolios, personal websites, etc.).	1A-D 2D, F-G 3A-C, F-H 4D 5F 10A 19A-G	1 2 3 4 7 8 11	2 3 4 7 8 10 11		LS 9-10 LS 11-12.6 SLS 11-12.2
2. Students will demonstrate knowledge of human anatomy and physiology in a practical lab exam by describing and locating anatomical structures, physiological components and functions on a disarticulated skeleton, anatomical models and/or diagrams.	1A-C 2D 4C 9A-G	1 2 4 9 11	2 4 9 10 11	B1.0 B2.0 B5.0 E2.0	LS 9-10 LS 11-12.6 SLS 11-12.1b WS 11-12.6
3. You are a Community Health Worker, and your boss has asked you to identify a public health problem (other than COVID-19) in your community/county and create a plan of action to address it. Create a presentation that: 1) identifies the healthcare issue and explains why it is a problem; 2) shows supporting data of how many people, age group, race, education etc. in your county are affected by the problem (include a link in your presentation); and 3) details your plan to resolve the problem; explain how long you will need; barriers you may encounter and how you plan to overcome them. (Helpful site: https://www.apha.org/topics-and-issues; Wellness – San Bernardino County Community Indicators (sbcounty.gov))	1A-D 2A, D 4A-E 7A, B 8A-G 11A-E	1 2 4 5 8 9 11 12	2 4 5 8 9 10 11	E1.0 E2.0 E4.0	LS 9-10 LS 11-12.6 RLST 11-12.9 RSIT 11-12.7 SLS 9-10 SLS 11-12.1 WS 11-12.4 WS 12.6 WS 12.7
4. Students will analyze community demographics, cultures, and environmental factors; then compile local resources to use when consulting with various community clients (classmates), and practice specific outreach strategies to educate and inform clients (classmates).	1A-D 2D 7A-G 15A-F	1 2 4 7 8 9	2 4 7 8 9 10	B6.0 B13.0 E2.0 E4.0	LS 9-10 LS 11-12.6 RLST 11-12.9 RSIT 11-12.4 SLS 9-10 SLS 11-12.1b

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Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
		10 11	11		SLS 12.1d WS 11-12.4 WS 12.6
5. Students will interview a community member; develop a health care plan including resources to meet their needs. Present the plan to the client. Conduct a follow-up interview to assess the effectiveness of the plan.	1A-D 2A, D 3C 11A-E 14A-L	1 2 7 8 9 10 11	2 7 8 9 10 11	B5.0 B6.0 E1.0 E2.0 E4.0	LS 9-10 LS 11-12.6 RSIT 11-12.4 SLS 9-10 SLS 11-12.1b SLS 12.1d WS 11-12.4 WS 12.6
6. In teams, students will plan and facilitate a resource fair designed to educate the community based on identified needs.	1A-D 2A, D 4B-E 7A-G 8A-G 10A-L 11A-E 14A-L 15A-F	1 2 7 8 9 10 11	2 7 8 9 10 11	B6.0 B13.0 E1.0 E2.0 E4.0	LS 9-10 LS 11-12.6 RSIT 11-12.4 SLS 9-10 SLS 11-12.1 WS 11-12.4 WS 12.6
7. Students will write a 3–5-page paper- research the role of the Community Health Worker (CHW) and how it impacts the local community.	1C 2D 8A, D, G 10B-G 11A-E	1 2 4 5 8 9 11 12	2 4 5 8 9 10 11	B5.0 B6.0 E1.0	LS 9-10 LS 11-12.6 RSIT 11-12.7 WS 11-12.4 WS 12.6 WS 12.7

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Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
8. Students will debate: The ethics of Health Care Reform and the Affordable Care Act.	1B-E 2A, D, G 4B-E 12A-G 13A-K	1 2 7 8 9 10 11	2 7 8 9 10 11	B6.0 E2.0 E4.0	LS 9-10 LS 11-12.6 RSIT 11-12.4 SLS 9-10 SLS 11-12.1b SLS 12.1d WS 11-12.4 WS 12.6
9. Students will research and present a healthy lifestyle presentation to a selected population. Develop and publish effective informational materials appropriate for the population.	1B-E 2B, D 4A-E 16A-H	1 2 4 6 8 10 11	2 4 5 6 7 8 10 11	B1.0 B6.0 E1.0 E2.0 E4.0	LS 9-10 LS 11-12.6 RSTS 9-10 RSTS 11-12.4 RSIT 11-12.7 SLS 11-12.2 WS 11-12.4 WS 12.6 WS 12.7
10. Students will write a 2-page paper to discuss the ethical issues of a current topic in healthcare, identify multiple and diverse perspectives, cite sources, and then predict the potential future implications (both positive and negative) of the issue on community health.	1A-C 2D 6B, C, E 13A-K	1 2 4 5 7 8 9 10 11	2 4 5 7 8 9 10 11	B6.0 E1.0 E2.0	LS 9-10 LS 11-12.6 RLST 11-12.9 RSIT 11-12.7 SLS 9-10 SLS 11-12.1b SLS 12.1d WS 11-12.4 WS 12.6

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Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
11. Students will identify insurance resources, utilize screening forms, and complete Medicaid applications (practicing with classmates as patients).	1B, C 2A, D 4A-E 5D 9C, D 12A-E	1 2 4 5 7 11 12	2 4 5 7 10 11	B6.0 E1.0	LS 9-10 LS 11-12.6 RLST 11-12.9 RSIT 11-12.7 SLS 9-10 SLS 11-12.1 WS 11-12.4 WS 12.6
12. In a simulated disaster scenario, students will demonstrate the proper procedures for administering CPR, basic First Aid, and CERT skills (CERT Basic Training	Ready.gov (fema.gov)). Students will also collect the vital signs of other students and record the results. Students will compare and contrast the results obtained and speculate on the cause of the differences, taking into consideration the effects of exercise, medications, time of day, or effect of simulated scenarios.	1A-C 2A, D 4A-E 5A, D 9C, D 17A-D 18A-F	1 2 4 5 6 7 8 9 12	2 4 5 6 7 8 10	B1.0 B2.0 E6.0 B13.0 E3.0	LS 9-10 LS 11-12.6 RLST 11-12.9 RSIT 11-12.7 SLS 9-10 SLS 11-12.1b SLS 12.1d WS 11-12.4 WS 12.6
13. Students will develop an online portfolio containing work samples, employability documents, certifications, career plan, and professional experiences.	1A, B, D 2D 3B, E, F 5F 19A-G	1 2 3 4 10	2 3 4 10	B6.0 E1.0	LS 9-10 LS 11-12.6 SLS 11-12.2

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Standards Assessed in this Program

Career Ready Practices

1. **Apply appropriate technical skills and academic knowledge.**
2. **Communicate clearly, effectively, and with reason.**
3. **Develop an education and career plan aligned to personal goals.**
4. **Apply technology to enhance productivity.**
5. **Utilize critical thinking to make sense of problems and persevere in solving them.**
6. **Practice personal health and understand financial well-being.**
7. **Act as a responsible citizen in the workplace and the community.**
8. **Model integrity, ethical leadership, and effective management.**
9. **Work productively in teams while integrating cultural/global competence.**
10. **Demonstrate creativity and innovation.**
11. **Employ valid and reliable research strategies.**
12. **Understand the environmental, social, and economic impacts of decisions.**

Anchor Standards

2.0 Communications
- Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management
- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology
- Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

5.0 Problem Solving and Critical Thinking
- Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety
- Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.

7.0 Responsibility and Flexibility
- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

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- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions, when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork
- Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

10.0 Technical Knowledge and Skills
- Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application
- Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.

Pathway Standards

Health Science and Medical Technology – Patient Care
B1.0 Recognize the integrated systems approach to health care delivery services: Prevention, diagnosis, pathology, and treatment.
B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.
B5.0 Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.
B6.0 Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.
B13.0 Research factors that define cultural differences between and among different ethnic, racial, and cultural groups and special populations.

Health Science and Medical Technology – Public and Community Health
E1.0 Understand the context and scope of public health on improving health and quality of life in personal, community, and the global population.
E2.0 Design, promote, and implement community health programs which result in health-positive behaviors among all individuals, families, groups in a community, and the global environment.
E3.0 Examine gerontology and its social implications using a life-span perspective that focuses on older adults' needs/concerns along life's continuum in various environments.
E4.0 Promote the protection, sustainability, and enhancement of the overall environmental quality of life.
E5.0 Predict and evaluate rates, risk factors, and health status indicators of morbidity and mortality, disease determinants, and causation.
E6.0 Integrate knowledge and skills necessary as a member of a Community Emergency Response Team (CERT) to demonstrate the response required to meet your community's immediate needs in emergencies or disasters.

Common Core State Standards

ENGLISH LANGUAGE ARTS

Language Standards

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LS 11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

LS 11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Information Text

RLST 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.

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

RLST 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.

Speaking and Listening Standards

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

SLS 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others ideas and expressing their own clearly and persuasively.

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

Writing Standards

WS 11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WS 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 and information.

WS 11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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