



2026-2027

Community Health 2

COURSE OUTLINE - UC

DESCRIPTION:

Community Health 2 is designed to build on the introductory knowledge obtained in Community Health 1 and prepare students for an entry-level position and post-secondary education in the Public and Community Health Pathway. This course provides students practical skills and knowledge for building individual and community capacity through problem-solving of issues related to the promotion of health, access to health care services, and adoption of healthy behaviors. Students will learn the impact of culture on quality health care service delivery and understand the influence of social factors on life expectancy as well as common health conditions. In addition, students will complete documentation and formulate plans to improve the health of individuals such as the elderly, maternal/child/teen population, and mentally ill clients within the community. Activities in this course include extensive hands-on practical experience in a classroom setting as well as work-based learning that connects students to industry and the local community.

INFORMATION:

PRE-REQUISITE:	Community Health 1
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
<ul style="list-style-type: none"> A. Introduce the course and facilities. 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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 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. Career Awareness

- A. Explore different careers requiring community health worker skills.
- B. Describe personal traits and work values for successful employment in the community health industry.
- C. Describe education requirements for entry-level community health careers.
- D. Research job outlook and entry-level wages.
- E. Recognize the proper appearance and communication style for community health workers.
- F. List the steps for self-care and emotional wellness.
- G. Develop career/education plan.

7. Social Determinants of Health
<ul style="list-style-type: none"> A. Demonstrate knowledge of the models of disease causation theories. B. Describe conditions in which people are born, grow, work, live, and age, and the wider set of forces and systems that shape the conditions of daily life and health. C. Identify economic policies and systems, development agendas, social norms, social policies, violence, and political systems that have an impact on social determinants of health. D. Describe key policies and programs in the United States aimed at improving health. E. Use evidence-based practices for research and to evaluate, identify, and find the root causes of diseases in the local community. F. Evaluate methods to prevent and minimize diseases in the population. G. Utilize data to analyze factors that affect the health and life expectancy of San Bernardino residents. H. Conduct a community needs assessment and formulate plans to improve the life expectancy of residents.
8. Healthcare in a Multicultural Society
<ul style="list-style-type: none"> A. Analyze how cultural background and worldview may influence role as a health care provider. B. Describe cultural awareness, sensitivity, and competency related to health care service delivery. C. Summarize multiple cultural factors influencing an individual's perception of health and illness. D. Compare a variety of health traditions practiced within a specific culture. E. Select strategies for culturally competent health care service delivery. F. State strategies to prevent the negative effects of cultural bias and discrimination as they relate to health care settings. G. Demonstrate the use of resources that support culturally sensitive health care delivery.
9. Management of Chronic Conditions
<ul style="list-style-type: none"> A. Define chronic conditions and factors that contribute to chronic conditions. B. Locate information on chronic conditions (including causes, data, prevention, and management) from acceptable online resources. C. Explain the structure of medical language and introductory terms. D. Identify and describe the most common chronic conditions in the U.S. including the causes, symptoms, and treatments for each of them. E. Compare and contrast medical treatment and public health treatment models of chronic conditions. F. List ways to integrate medical and public health models. G. Describe the concept of patient self-management of chronic conditions and the application of client-centered concepts and skills.
10. Health Education of Patients and Families
<ul style="list-style-type: none"> A. Explain Maslow's Hierarchy of needs and how it pertains to health and wellness of individuals and families.

- B. Describe the role of the health care provider as an educator.
- C. Explain the major teaching and learning theories and their application to health care.
- D. Identify various sources of patient education materials and evaluate them for bias, language, and cost.
- E. Select appropriate sources of patient education materials for a variety of patient populations.
- F. Differentiate between goals and objectives and write effective behavioral objectives.
- G. Employ effective communication skills when collaborating with clients and other members of the service team.
- H. Analyze data specific to healthy behaviors, safety, and psychosocial issues.
- I. Construct personalized plans that promote health and social responsibility.
- J. Utilize a variety of teaching strategies with clients.
- K. Discuss tips for teaching the benefits, safety, and use of technology to older adults.
- L. Create health promotion activities to address community needs.

11. Coordination, Documentation, and Reporting

- A. Identify forms that comprise a client record.
- B. Create and maintain records following legal principles when documenting.
- C. Identify what information must be included in client records.
- D. State reasons for timeliness of documentation and its practical applications.
- E. Identify, create, and maintain an organized system of community resources.

12. Health Promotion – Cardiac Care

- A. Review how the heart and blood vessels work.
- B. List the best methods to prevent and minimize the incidence of heart attacks and stroke.
- C. Explain ways Community Health Workers can promote healthy eating habits, physical activity, tobacco control, and stress reduction at the individual, family, and community level.
- D. Outline the risk factors for and causes of heart disease and stroke.
- E. Recognize warning signs of heart attack, stroke and other cardiovascular conditions, differentiating between men and women when relevant.
- F. Explain the most common treatments for heart attack and stroke, and for contributing conditions, such as high blood pressure and high blood cholesterol.
- G. Discuss the emotional and socio-economic impacts of heart disease and stroke on clients and their families.
- H. Demonstrate how Community Health Workers can assist people in the community prevent a second heart attack or a second stroke.

13. Health Promotion – Maternal/Child/Teen

- A. Describe the cycle of birth from prenatal to labor and delivery to post-partum care and the role the Community Health Worker can play in this cycle.

- B. Describe the significance of such issues as sexuality and family planning when supporting clients and their families.
- C. Describe the implications of issues such as STDs and domestic violence and their impact on clients, their families, and the community.
- D. Relate the benefits of breastfeeding and how to assist mothers if they select it.
- E. Identify the nutritional needs of mothers and infants.
- F. Explain cultural implications of the cycle of birth and mothering of infants.
- G. Explain the life stages of children including early childhood development through teen years and the unique aspects of each stage.
- H. Explain the special considerations needed when dealing with teen behaviors and their health.
- I. Explain the need for children to receive immunizations and regular health check-ups.
- J. Address issues such as completing high school education, selecting appropriate childcare, and handling the multiple demands of work/school and child rearing.

14. Health Promotion – Diabetes

- A. Define diabetes.
- B. Recognize the risk factors for diabetes.
- C. Identify the signs of diabetes and the tests used for diagnosing diabetes.
- D. Identify at least four ways of preventing and controlling diabetes.
- E. Explain how to balance food, physical activity, and hygiene with diabetic treatment.
- F. Identify long term complications associated with diabetes.
- G. Develop plans for teaching diabetic clients and helping them achieve their highest level of wellness.

15. Health Promotion – Cancer

- A. Identify the incidence of common types of cancer and the risk factors.
- B. State the appropriate screening tests for diagnosing selected cancers.
- C. Describe how tumors form and list the terminology used to describe cancer processes.
- D. Recognize the cultural impact of a cancer diagnosis and its treatment.
- E. Identify resources needed by cancer clients and how to link clients with those resources.
- F. Describe cancer prevention and reversal practices.
- G. List the types of treatments used for cancer clients and their implications.
- H. Relate the emotional stages clients go through when dealing with a cancer diagnosis.

16. Health Promotion – Dental

- A. Describe dental anatomy and list the names and parts of the mouth.
- B. Discuss the elements of oral hygiene care and the guidelines that parents can use.
- C. Practice strategies for teaching oral hygiene (such as tooth brushing and flossing) in the community.
- D. Locate oral health resources for clients and their families and ways in which they can access them.

- E. Identify the nutrition needed to achieve good oral health.
- F. Explain the role of fluoride in preventing tooth decay and how dental caries can be prevented.

17. Health Promotion – Mental Health

- A. Describe indicators of good mental health across the life cycle.
- B. Identify common mental health challenges.
- C. Collect community resources available for mental health support for the general population and youth.
- D. Identify, classify, and summarize physical and emotional aspects of mental illnesses.
- E. Investigate how stereotypes and stigma related to people living with mental illness contributes to lack of treatment and/or mismanagement.
- F. Explain the ethical and legal aspects of the Community Health Worker's role in working with mentally ill clients.
- G. Discuss common barriers to mental health care access (availability, affordability, policy limitations, lack of education, stigma).

18. Health Promotion – Aging

- A. Identify age-related physiological changes and describe how they differ from diseases of aging.
- B. Demonstrate understanding of basic mental health and cognitive function of the older adult.
- C. Recognize the contributions that aging persons make to their communities.
- D. Compile resources relating to health promoting and disease prevention services/activities for older people in your community.
- E. Analyze the effect of an aging society on the healthcare system and economy.
- F. Discuss causes of falls and accidents in the elderly and methods for prevention.
- G. Describe how medication management and lifestyle can result in loss of independence and mobility for the elderly.
- H. Review demographics data (such as age, ethnicity, culture, etc.) for older people in your community.

19. Public Health Emergency Response to a Pandemic

- A. Describe pandemics and the role of public health.
- B. Demonstrate knowledge of COVID-19 as a pandemic.
- C. Explain the symptoms and preventative methods of a pandemic.
- D. Discuss the ethics of vaccination mandates and administration.
- E. Examine the responsibility of community health workers in a pandemic.
- F. Discuss how the CDC, federal, state, and local public health departments intervened or responded to your community's immediate needs to prevent the spread of disease in a pandemic (such as COVID-19).
- G. Analyze data of a pandemic concerning your community.

20. Portfolio Design

- A. Develop personal marketing skills and an effective online presence by refining your digital portfolio.
- B. Compile best samples of original works and documents for a variety of purposes, which shows a progression in the acquisition of knowledge and/or skills.
- C. Demonstrate knowledge of competencies through journaling or summary of selected works or documents.
- D. Revise professional resume and cover letter to align with skills and objective statements of the relevant industry.
- E. Dress professionally and practice interviewing techniques using portfolio materials.
- F. Assemble industry and employability documents (resume, cover letter, certifications, recommendation letters, etc.).
- G. Create a “leave behind” book or folder.
- H. Display portfolio materials during a fair, community event, competition, or professional panel review.
- I. Evaluate and utilize feedback to improve portfolio.

21. Advanced Skills: Community Outreach and Work-based Learning

- A. Organize and host a community health event or fair.
- B. Complete 90 hours of supervised practical experience (Community Classroom).
- C. Use a range of effective communication skills to interact with clients and provide accurate and relevant information/documentation.
- D. Interact effectively within the community and its culture by building trust, being culturally responsive and working within diverse team settings.
- E. Network within the community and throughout the healthcare system to identify needed services and resources for the local community.

Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
1. Students will participate in mock interviews using career ready skills and adopting current industry practices (e.g., resumes, applications, portfolios, personal websites, and demonstration of skills).	1A, B, D 2B, D, G 3A-F 5E, F 6A-E, G 20A-I	2 3	2 3		LS 11-12.3 LS 11-12.6 SLS 11-12.2
2. Students will complete an online career assessment, participate in industry tours, interview professionals in the field, then research self-care and emotional wellness in the field. Using the data from these activities, students will develop a career/education plan.	1A, B, D 2D 3A-F 6A-E, G 20A-D, F, I	2 3 5 6 11	2 3 5 6 11	N/A	LS 11-12.3 LS 11-12.6 RSTS 9-10 RSTS 11-12.4 SLS 11-12.2 WS 11-12.7
3. Students will publish an informational media piece communicating the emotional and socio-economic impacts of diabetes or heart disease on clients and their families. (Students will describe the disease, its emotional and socio-economic impact, and the role of the community health worker in minimizing its incidence in the community).	1B, C 2D 4A-E 7A-H 9A-G 12A-H 14A-G	1 2 4 5 7 8 10 11	2 4 5 7 8 9 10 11	B1.0 B2.0 B6.0 E1.0 E4.0	LS 11-12.3 LS 11-12.6 RSIT 11-12.7 RSIT 12.9 SLS 11-12.1 WS 11-12.4 WS 11-12.6 WS 11-12.7
4. Students will create a brochure of community services/activities/health and dental services for any population of their choosing (e.g., older people, teens, children and maternal, families in the community) and deliver the brochure to their neighborhood community center.	1B, C 2A, D, H 4A-E 10A-L 11A-E 13A-J	1 2 4 5 7 10	2 4 5 7 10	B1.0 B2.0 E3.0 E4.0	LS 11-12.6 RSIT 11-12.7 SLS 11-12.1 WS 11-12.4 WS 11-12.6

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
	16A-F 18A-H				
5. Students will interview senior citizens in the community and analyze public data to identify gaps in elderly community services taking into consideration their culture, age, ethnicity etc. Students will create culturally sensitive posters advocating for the needs of the elderly to be delivered to the city council. Students will teach the information on the posters to their peers.	1A-D, F 2A, D 4A-E 8A-G 10A-L 18A-H	1 2 4 5 7 8 9 12	2 4 5 7 8 9 10	B6.0 B13.0 E1.0 E3.0	LS 11-12.3 LS 11-12.6 RSIT 11-12.7 SLS 11-12.1 WS 11-12.4 WS 12.6
6. After selecting a specific sub-group, students will research and present the impact of cultural norms and beliefs on issues of sexuality and family planning in the sub-group selected. Students will provide statistical data to support presentation.	1B, C 2D 4A-E 11A-E 13A-J	1 2 4 5 8 9 11 12	2 4 5 8 9 10	B6.0 B13.0 E2.0 E4.0	LS 11-12.3 LS 11-12.6 RSIT 11-12.7 SLS 11-12.1 WS 11-12.4 WS 12.6 WS 12.7
7. Students will research and develop a social media campaign of regional resources designed to support cancer clients.	1A-D 2D 7A-H 15A-H	1 2 4 5 8 9 11 12	2 4 5 8 9 10 11	B1.0, B2.0 B6.0 E2.0 E4.0	LS 11-12.3 LS 11-12.6 RSIT 11-12.7 SLS 11-12.1 WS 11-12.4 WS 12.6 WS 12.7
8. In teams, students will plan and facilitate a resource fair designed	1B, C	1	2	B1.0	LS 11-12.3

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
to educate the school and/or local community about regional resources available for mental health and addictions, common chronic conditions in the community, COVID-19, other needs of the community and/or trends in healthcare.	2A, D 4C 7A-H 19A-G	2 4 7 8 9 10	4 8 9 10 11	B2.0 B13.0 E1.0 E2.0 E4.0 E6.0	LS 11-12.6 RSIT 11-12.4 SLS 9-10 SLS 11-12.1 WS 11-12.4 WS 11-12.6
9. Students will write a 3–5-page paper discussing the impact of social policies and norms, as well as cultural implications of being diagnosed with a mental illness.	1B, C 2D 4C 7A-H 17A-G	1 2 4 5 8 11 12	2 4 5 8 10 11	B1.0 B13.0 E2.0 E4.0	LS 11-12.3 LS 11-12.6 RSIT 11-12.7, .9 WS 11-12.4 WS 11-12.6 WS 11-12.7
10. While participating in a mock practice of community health skills, students will: greet patients, make appointments, conduct mock interviews through role-play to obtain patient confidential information, and correctly document information. Conduct community needs assessments and formulate plans to improve the life expectancy of residents and provide resources.	1A-D 2A, D – F 4C 7A-H 11A-E	1 2 7 8 9 10	2 7 8 9 10 11	B1.0 B2.0 B13.0 E1.0 E2.0 E4.0 E6.0	LS 11-12.3 LS 11-12.6 RSIT 11-12.4, .9 SLS 9-10 SLS 11-12.1 WS 11-12.4 WS 11-12.6
11. Students will prepare a culturally sensitive presentation for teaching a patient and/or the patient's family on a selected healthcare issue. They will deliver the lesson to a group of their peers who will provide feedback regarding the attainment of objectives and effectiveness of the presentation style for the	1B, C 2D 4C 8A-G	1 2 3	2 3 4 5	B1.0 B2.0 B6.0 E2.0	LS 11-12.3 LS 11-12.6 RSIT 11-12.7 WS 11-12.4

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
demographic group.	10D, E-I, L 11A-E	4 5 10 11	10 11	E4.0	WS 11-12.6 WS 11-12.7
12. Students will develop an online portfolio containing work samples, employability documents, certifications, career plan, and professional experiences.	1A, B, D 2B, D, G 3A-F 5E, F 6A-E, G 20A-I 21A-E	1 2 3 4 11	2 3 4 10 11	N/A	LS 11-12.3 LS 11-12.6 SLS 11-12.2 WS 11-12.4 WS 11-12.6

* = UC a-g required assignment

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

- 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.

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 Pathway

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.

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

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.