



Stockton Unified School District

EDISON HIGH SCHOOL

Home of the Vikings



Standard Description	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards
<p>What is the essential standard to be learned? Describe in student-friendly vocabulary.</p>	<p>What does proficient student work look like? Provide an example and/or description</p>	<p>What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?</p>	<p>What assessment(s) will be used to measure student mastery?</p>	<p>When will this standard be taught?</p>	<p>What will we do when students have learned the essential standard(s)?</p>
<p>Unit 2: Leadership Theory and Application</p> <p>This unit teaches you about leadership-how to BE a leader, what you need to KNOW when you are influencing others, and what you DO when you are leading. You will learn about character and values, leadership theories and principles, and human behavior. The students will have the opportunity to take leadership lessons learned in the classroom and apply to daily instruction and student led positions. Most important, this unit will help you build your relationships in your community service projects and your daily participation in school, work and community.</p>	<ul style="list-style-type: none"> •by developing a Personal Code of Ethics •when their Personal Code of Ethics explains their key values •when their Personal Code of Ethics describes their attitudes about the worth of people, concepts, and other things •when their Personal Code of Ethics describes what they need to be, every day, in every action they take •when they explain how their values relate to the seven Army Values 	<p>Describe the values that leaders possess</p> <p>Identify how attitudes can affect a person's actions</p> <ul style="list-style-type: none"> •Consider how life experiences affect a person's values • Describe how the similarities and differences in people's values can impact how they interact with others • Relate your values to the seven Army Values • Define key words: beliefs, bribery, coercion, dilemma, ethics, favoritism, norms, prejudices, selfless service, tenets, tunnel vision, unethical, values 	<p>Write a Personal Code of Ethics and a brief comparison of the values you outline in your Personal Code of Ethics to those outlined as Army Values.</p> <ol style="list-style-type: none"> 1. Review the criteria detailed in the scoring guide for what you need to do to complete this task. 2. Think about what you have learned about values in this lesson. 3. Write a Personal Code of Ethics reflecting your personal values and how you wish to live out those values. 4. Write a brief comparison of how the values reflected in your Personal Code of Ethics relate to the seven Army Values. <p>Assign leadership positions</p> <p>Assess self: students address their strengths and weaknesses</p>	<p>First through Fourth year Cadets</p> <p>Leadership is taught throughout all quarters of the school year</p>	<p>We place students in various leadership positions; we mentor and guide them throughout the leadership experience.</p> <p>Students are assigned staff positions, company commander and first sergeant positions, give commands and practice leading in front of their peers.</p> <p>Join the Drill Team</p> <p>Attend the Drill competitions versus other schools</p> <p>Lead your class in Drill procedures</p>

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<p>Unit 3: Foundations for Success</p> <p>This unit is designed to provide young cadets with hand-on experiential learning activities that will build self-awareness, essential life skills, and the ability to set and achieve goals. Content areas include communication, diversity, study skills, conflict resolution, decision-making, and service learning. These lessons expose cadets to complex content, such as the structure and function of the human brain, personality and learning theory in a simple, easy to understand manner, with ample opportunity for application and practice. This unit focuses on the life skills necessary to build better citizens for tomorrow.</p> <p>--Managing Anger</p> <p>--Time management- Planning Skills and Social Responsibility</p>	<p>-by creating an anger management action plan that targets behaviors for improvement</p> <p>-when the Cadets' Action Plan lists specific strategies for managing anger more effectively</p> <p>-the action plan will list the resources and activities they will use to help their skill development and will describe how and when they will assess their improvement</p> <p>-completing a personal time management plan for a specified long-term goal</p> <p>- the time management plan includes a daily planner with specified times slated for achieving a goal</p> <p>- the time management plan includes a weekly and monthly calendar to include events and activities that support the stated goal</p> <p>- the time management plan includes a written summary that details the long-term goal,</p>	<p>-Determine the common causes and effects of anger in interpersonal relationship</p> <p>-Select strategies for controlling anger</p> <p>-Examine the role of empathy in reducing anger</p> <p>-Define key words: aggression, anger management, assertion, change orientation, deference, empathy, agenda, procrastination, time wasters, time management</p> <p>-Distinguish between time efficiencies and wasters</p> <p>- Relate time management to your personal goals</p> <p>-Develop daily, weekly, and quarterly time management plans</p>	<p>Create an Anger Management Action Plan</p> <ol style="list-style-type: none"> 1. Think about what you have learned in this lesson about managing anger. 2. Review the results of the Anger Management Map and the skills that you need to improve to manage anger more effectively. 3. Develop an Action Plan of ways that you will try to improve your anger management skills. <p>Complete a personal Time Management Plan that contains:</p> <ul style="list-style-type: none"> •A long-term goal statement. Explain the plan you've generated for attaining your goal including any short- or mid-term goals. Explain why this is a goal and the deadline for attaining it. Summarize this information in writing. •Seven completed daily planners for each day of the week, like the one provided in Exercise #3: Daily Planner. Place a check next to each activity specified on your planners, and make a note whether or not it was completed within its assigned time frame. •A weekly calendar providing events or goals. •A monthly calendar providing events or goals. •A concluding summary paragraph that states what you observed about yourself, how you manage time, and how you meet expectations set for yourself. 	<p>First through fourth year cadets</p> <p>Taught throughout the school year, each quarter</p>	<p>Use your work as an example to the class</p> <p>Discussion about managing anger and examples, experiences</p> <p>Cadets role play and do scenarios/skits dealing with bullying, anger situations</p> <p>We have leadership positions assigned to be our current operations and future operations officer; they use calendar and event planning for the month</p>

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	supports the short-term goals, and describes how time management impacts attaining the goal(s)		2. Use the scoring guide criteria for what you need to do to complete this task. 3. Submit your completed performance assessment task and scoring		
<p>Unit 4: Wellness, Fitness and First Aid</p> <p>Unit 4 provides training for getting started on total fitness, split second emergencies, handling common emergencies, and lifesaving measures. There is also training on substance abuse awareness, intervention, and prevention. By teaching the value of physical exercise and conditioning, personal hygiene, and proper diet through the Cadet Challenge program, you'll feel good about yourself- both physically and mentally.</p>	<p>By developing a weekly menu plan that meets the USDA Dietary Guidelines for your weight, height, gender, and physical activity</p> <p>-when your plan is: appropriate for your age, gender, exercise level, and personal health goals, does not exceed recommended calories for your profile and includes the recommended balance of different foods</p> <p>By developing a set of suicide risk-response strategies</p> <p>-when their strategies include a description of how a situation is considered a risk</p> <p>-when their strategies include a plan for addressing the risk</p> <p>-when their strategies include professionals and trusted adults to assist</p>	<p>Identify the recommended daily nutrition guidelines and foods that provide the recommended daily nutrition Explore the recommended daily intake of calories for a person of your age, gender, and physical condition Develop a nutritious diet for yourself Define key words: carbohydrates, fats, minerals, protein, saturated fats, USDA Dietary Guidelines, vitamins, water soluble vitamins</p> <p>Identify the warning signs of potential suicide</p> <p>Describe the actions you can take if you suspect someone you know may be considering suicide</p> <p>Familiarize yourself with national and local suicide prevention resources</p>	<p>Create a healthy 7-day meal plan for yourself.</p> <p>1.Create a SuperTracker profile at https://www.choosemyplate.gov/SuperTracker. Create at least three goals for yourself. Then print out the information under MyPlan (MyPlan and Sample Meals).</p> <p>Use these documents to help create a 7-day meal plan that is specific to your goals and food preferences.</p> <p>Submit a completed performance; share with the class</p> <p>Develop strategies for responding to suicide risks.</p> <p>Create three Suicide Prevention Flow Maps.</p> <p>Each map will identify a different suicide risk and show a process for helping the person at risk.</p>	<p>First through Fourth year cadets</p> <p>Taught throughout the school year</p> <p>First Aid is instructed weeks before we attend Camp</p> <p>Physical Fitness/Training/Exercise is hands-on every Tuesday and Friday of the week.</p> <p>Physical Fitness/ Nutrition experts Guest speaker instructs class for two days</p>	<p>Students can do a weekly report of what kind of daily changes they make to their diets and why.</p> <p>Students share experiences; address lessons learned</p> <p>Students will administer first aid</p> <p>Students will all be in charge of instructing a physical exercise session</p>

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