

Southington Board of Education Meeting

Thursday, January 26, 2023 7:00 PM

John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, CT 06489

200 North Main Street

Southington, CT 06489



COMMITTEE OF THE WHOLE - INSTRUCTION

1. CALL TO ORDER
2. Pledge of Allegiance
3. Approval of Minutes - January 12, 2023
4. Public Communications
 - a. Communications from Student Board Representatives
 - b. Communications from Board of Education
 - c. Communications from Administration
 - d. Communications from Public
5. Old Business
 - a. Town Government Communications
 - b. Policy 9321 - Time Place Notification - Second Reading
 - c. Policy 9325 - Meeting Conduct - Second Reading
 - d. Science Grade 7 Unit 2: Metabolic Reactions - Second Reading
 - e. SHS English IV Course - Second Reading
 - f. SHS English I - Proposed Text Changes - Second Reading
 - g. SHS Conceptual Chemistry Unit 8: Aquatic Apocalypse - Second Reading
 - h. SHS Special Education Course Proposals - Second Reading
 - i. SHS Proposal for First Aid/CPR Elective - Second Reading
 - j. SHS ACHIEVE ArtShop Course Proposal - Second Reading
 - k. Science Grade 8 Unit 3: Colossal Collisions Unit - Second Reading
 - l. SHS Consumer Math Course - Second Reading
 - m. SHS Health I Course - Second Reading
 - n. SHS Health II Course - Second Reading
 - o. Review/Adoption of 2023-2024 Board of Education Operating Budget
6. New Business
 - a. Approval of Out of State/Overnight Field Trip
 1. SHS - CyberKnights Robotics Team
 2. SHS - FBLA, Atlanta, Georgia
 - b. Appointment of UPSEU Negotiating Committee
 - c. Approve Removal of Visitor Verification System From the FY20 Non-lapsing Approved Project List.
 - d. Approval of Educational Specifications for SHS Partial Roof Replacement Project
7. Adjournment

The minutes presented within this document provide a summary of the discussion that took place at the Board of Education meeting. For the complete discussion of the agenda items, please view the video of the Board meeting on our website at www.southingtonschools.org. These minutes are considered a draft until approved at the following regular Board of Education meeting.

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

**REGULAR MEETING
JANUARY 12, 2023**

The regular meeting of the Southington Board of Education (Committee of the Whole - Operations) was held on Thursday, January 12, 2023, at 7:00 p.m. as a public meeting in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut with an Executive Session preceding the regular session at 6:30 p.m.

1. CALL TO ORDER

Mrs. Colleen Clark, Chairperson, called the meeting to order at 6:32 p.m.

Board members present: Mrs. Dawn Anastasio, Mr. Joseph Baczewski, Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana

Absent: Mr. Sean Carson, Mr. James Chrzanowski, and Mr. Jasper Williams

Cabinet administrators present: Mr. Steve Madancy, Superintendent of Schools

2. EXECUTIVE SESSION – Student Matters

MOTION: by Mr. Derynoski, seconded by Mr. Oshana:

“Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Student Matters, and upon conclusion reconvene to public session.”

Motion carried unanimously by voice vote.

Mrs. Clark ended Executive Session at 6:36 p.m.

The Regular Board Meeting was reconvened at 7:01 p.m.

3. REGULAR SESSION

Board members present: Mrs. Dawn Anastasio, Mr. Joseph Baczewski, Mrs. Terri Carmody, Mr. Sean Carson, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana and Mr. Jasper Williams

Absent: Mr. James Chrzanowski

Cabinet administrators present: Mr. Steve Madancy, Superintendent of Schools; Mrs. Jennifer Mellitt, Director of Business & Finance; and Ms. Rebecca Cavallaro

Student Representatives present: Angelina Micacci, Ryan Ogren, and Uptej Singh

4. PLEDGE OF ALLEGIANCE & MOMENT OF SILENCE:

The student representatives led in reciting the Pledge of Allegiance.

Mrs. Clark called for a moment of silence in memory of the following:

Nicholas DePaola, passed away on December 1, 2022. He was hired as Director of Elementary Education in September 1970 and served as a member of the Southington Board of Education.

Madeline Zoni, passed away on December 9, 2022. She was a Paraeducator at Kelley Elementary School from September 1969 until her retirement in June of 1990.

Raoul “Roy” Rodriguez, passed away on December 15, 2022. He served as Director of Continuing Education for 26 years from January 1986 until his retirement in October 2012.

Alison Goff, passed away on December 22, 2022. She was a Paraeducator at Southington High School since September of 2022.

Hilary DiMauro, passed away on December 27, 2022. She worked in Southington as a substitute teacher since March of 2022.

5. CELEBRATION OF EXCELLENCE

For the Celebration of Excellence Mr. Steve Risser, Athletic Director, and the Board members recognized Erin Luddy, SHS Field Hockey Coach, who was recognized by the Connecticut High School Coaches Association All State Field Hockey Selection Committee as the Outstanding Coach of the Year representing Class L. Mr. Risser spoke about the accomplishments of Coach Luddy and the Field Hockey Team for the 2022 school year that advanced to the State Quarterfinals this year. Mrs. Clark presented Coach Luddy with a Certificate of Excellence.

Mrs. Clark called for a five-minute recess at 7:08.

Mrs. Clark reconvened the regular meeting at 7:14 p.m.

MOTION: by Mr. Oshana, seconded by Mr. Derynoski:

“Move to move Agenda Item 11.c ‘Approval of Out-of-State/Overnight Field Trips’ to Agenda Item 6.b.”

Motion carried unanimously by voice vote.

MOTION: by Mr. Oshana, seconded by Mr. Derynoski:

“Move to add Agenda Item 11.s ‘Student Expulsion’ to the agenda.”

Motion carried unanimously by voice vote.

6. APPROVAL OF MINUTES – December 8, 2022

MOTION: Mr. Williams, seconded by Mrs. Carmody:

“Move to approve the Regular Board of Education Minutes of December 8, 2022, as submitted.”

Motion carried by voice vote with Mr. Oshana and Mr. Baczewski abstaining.

7. PUBLIC COMMUNICATIONS

a. Communications from Student Board Representatives

Uptej Singh reported that the student representatives planned to start reaching out to students at the high school for any comments, questions, or concerns about their high school experiences. He reported on the current events and festivities at Southington High School including the Course Fair, United Theatre rehearsals, mid-terms, second semester, and the Robotics Team 195. Angelina Micacci reported on the winter athletic sports season for the SHS wrestling team, Boys Basketball team, and the Girls Softball team who were recognized at the last Boys Basketball game during half-time with a 2022 Championship ring ceremony for Southington winning a national record of 20 State Championships with past alumni of Softball State Championships invited. Ryan Ogren reported on the current events and festivities at J. A. DePaolo Middle School for the Boys and Girls Basketball teams, Drama Club rehearsals and show times for Matilda, the Musical; Leadership Program activities; 8th grade science class egg drop experiment; and that DePaolo student Jack Denorfia was recognized as the recipient of the annual First Baptist Church Dr. Martin Luther King, Jr. Award. There were no reports from the other schools.

Mr. Oshana asked the student representatives, who are the voices for all the students, to also report on student problems and concerns as well as the great activities happening at the schools.

Mrs. Clark noted that she inadvertently skipped over Agenda Item 6.b that was moved.

6.b Approval of Out of State/Overnight Field Trip

MOTION: by Mr. Derynoski, seconded by Mr. Williams:

“Move to approve the field trip, as submitted.”

Ms. Kate Tavera Collins, SHS World Language Teacher, gave a brief synopsis of the high school Italian Study Abroad Trip to Rome and Mondavio for November 3-11, 2023.

Motion carried unanimously by voice vote.

b. Communications from Board Members

Mr. Baczewski announced that due to work commitments and the Curriculum & Instruction Committee meetings occurring during the day, he was regretfully stepping down as the Chairman of the Curriculum & Instruction Committee. He thanked the teachers and the committee members for their hard work. Mrs. Clark announced that Mrs. Anastasio accepted the chair of the committee.

Mrs. Carmody remarked that the SHS Girls Softball Teams over many years won so many State Championships that Southington was honored with the National record of winning the most State Softball Championships in the United States. She was very proud of all the girls' athletic teams.

Mrs. Clark addressed the season kick-off on Saturday of the SHS Robotics Team 195. She invited Team 195 to an upcoming Board meeting to give a presentation with their robot.

c. Communications from Administration

1. NAMM Foundation: Mr. Madancy announced that once again the high school received the National Association of Music Merchants (NAMM) Foundation 2022 Best Community for Music Education Award.

2. Sloper Plunge: Mr. Madancy reported that the YMCA Sloper Plunge that benefits the students of Southington was on February 25, 2023 at 1:00 p.m. He encouraged Board members to jump and let him know if they will partake in the plunge.

3. Healthy & Wise: Mr. Madancy noted that the Healthy & Wise Committee was established years ago in partnership with Anthem. He encouraged employees to take advantage of the February initiatives of the Yoga classes on Monday nights and Pickleball on Wednesday nights offered for free to Board of Education and Town employees.

4. Strong Community Meeting: Mr. Madancy reported that on December 9, 2022 the Strong School community celebrated the Asset of the Month, which was Safety, and a lesson in civic engagement. Strong School recognized and thanked the Southington Police Department with many police officers in attendance. Mr. Madancy distributed photos of the event to the Board.

5. STEPS Community Meeting: Mr. Madancy reported that STEPS held a Pep Rally at Hatton School with the theme of Being Your Best Self and teachers Being Their Best Self.

6. Team 195, Cyber Knights: Mr. Madancy stated that the Board members were invited to the Mohawk facility where the Robotics Team 195 meets and works on the robots. Mr. Madancy announced that he secured grant funding to fund a Robotics program at every elementary school.

d. Communication from Public

Mr. Ryan Mathews, 101 Pondview Drive, and Mr. David Bearman, 50 Masters Drive, requested that the two major Jewish holidays Rosh Hashanah and Yom Kippur be added to the school calendar as day's off for the Jewish students to observe as done in some other school districts even though they are excused holidays in Southington. Mr. Mathews noted that his children have recently been subjected to unprovoked antisemitism and requested more education be taught on diversity with religions.

8. COMMITTEE REPORTS**a. Elementary Facilities Committee Meeting – December 12, 2022**

Mr. Madancy reported that the committee met in December, after the November Referendum, and discussed the Athletic Facilities upgrades and Title IX mandates that was voted down by the community. They also discussed the initial cost projections for the Elementary Facilities projects and current market rates, escalation of project costs and updated quotes for Derynoski and Kelley Elementary Schools and the Karen Smith Academy. He addressed debt service, and that the committee would be meeting with the state on February 14 with some scenarios to continue the conversation and would come back to the Board with new information.

b. Policy & Personnel Committee Meeting – January 4, 2023

Mr. Williams reported that the committee met and discussed Policies 9321 and 9325, which reflect changes to public comment during Board of Education meetings. The committee reviewed the draft and agreed that they did not want a time limit set to 30 minutes relative to

agenda items. The committee agreed that the Board chair would still have discretion on the amount of time allowed to each speaker. The committee also discussed the new job description of District Media and Engagement Specialist stipend position and that there was not a consensus to move forward with this position. The committee discussed the revised job description for the Family Resource Center of Southington Parent Educator, which will be brought forward to the full Board for adoption. A new job description for Career Pathway Liaison Stipend, which is a grant funded position and will only be filled if the grant funds are available, needs full Board approval. The committee discussed the revised Curriculum Specialist Stipends that was in the teachers bargaining unit contract and existed for several years. The district has not filled these positions since 2018. There was not full committee consensus to bring this forward to the full Board for adoption as this time and will be reviewed at a future committee meeting.

c. Curriculum & Instruction Committee Meeting – December 1, 2022 (Cancelled) and January 5, 2023 Meeting

Mrs. Carmody reported that the committee met on December 1, 2022 and a quorum was not present. Mrs. Clark was in attendance and asked the teachers to still give their presentations. Mrs. Carmody reported in detail that teacher Monica Cost presented Grade 7 Science Unit 2: Metabolic Reactions; SHS teacher and department leader Rebecca Migliaro presented English IV, which is a half-year course for seniors; Mrs. Migliaro also proposed text changes for grade 9 Accelerated English. SHS teacher Sharon Kirsche presented Aquatic Apocalypse as the eighth and final unit of the Conceptual Chemistry Course; SHS Special Education Coordinator Amy Aresco and Department Leader Susie Velsor offered course change revisions of students on academic support, study skills, self-advocacy, and transition planning. Director of Teacher & Learning Amy Zappone proposed moving First Aid/CPR from the current 10th grade health curriculum and expanding the offering into a half-year elective with the elective available to all grade levels.

The Board members thought that the First Aid/CPR elective for all grade levels was excellent especially after what recently happened at an NFL football game where Buffalo Bills Damar Hamlin went into cardiac arrest on the field after taking a hit. Board members thought that everyone should be taught CPR.

Mrs. Carmody reported in detail on the January 5, 2023 Curriculum & Instruction meeting where the committee received presentations from Sara Levinthal for a proposed course named ACHIEVE ArtShop; Lindsey Davenport and Mike Garry gave a presentation on grade 8, Unit 3 science on Colossal Collisions. Tom Hinman and Megan Croce proposed a course revision for Consumer Mathematics, which is a half-year elective for 11th and 12th grade students. The main content of the course is on everyday consumer problems where mathematical life skills are needed. Nicole Campochiaro and Robert Levesque presented revisions of Health 1 and 2. Both Health 1 and 2 consist of six units.

Mr. Derynoski addressed electives and that high school students had very little free periods along with the amount of credits for graduation that were just increased. Mr. Madancy stated that these concerns would be addressed in the SHS Scheduling presentation.

d. Finance Committee Meeting – January 5, 2023

Mrs. Mellitt reported that the committee met and discussed in detail RFP 2023-03 Architectural & Engineering Design Services for Entryways at six schools. One vendor

responded with a base price of \$147,000 for all three tasks on the RFP when only \$120,000 was budgeted. The committee came to a consensus to award only Task I at this time to Silver, Petrucelli & Associates for \$30,200 using the non-lapsing funds that were previously set aside for the project. The other two Tasks would be revisited. Board members noted that safety came first, and the other tasks could be phased in.

1. Award of RFP 2023-03: Architectural & Engineering Design Services for Entryways

MOTION: by Mr. Oshana, seconded by Mr. Carson:

“Move to award RFP #2023-03 for Architectural & Engineering Design Services for Entryways to Petrucelli & Associates for Task I, as presented.”

Mr. Oshana explained that this was phase I of three phases and was a safety concern and that phases II and III needed to follow. He planned to table other motions from this Finance Committee meeting until after the budget discussions and workshops to have a better understanding of where they stand with funding. Mr. Oshana would not be denying the motions but only tabling until they can firm up the budget numbers first. Mr. Baczewski had questions on Task I and security. Mr. Carson and Mr. Derynoski thought that Phase I should move forward.

Motion carried unanimously by voice vote.

Mrs. Mellitt reported that the committee received a Financial Update for Fiscal Year 2023 through the end of December 2022. She noted that the district is currently in a spending freeze. The committee discussed the Self-Insurance Funding Level for Fiscal Year 2024 with the BOE responsible for 74% of the approved net budget of \$28,955,368. The committee also received an update on Non-lapsing funds for Fiscal Years 2019, 2020, 2021, and 2022.

Mrs. Mellitt reported that the committee discussed the recent reduction in Federal Title I funding that created a shortfall of \$257M in the FY’23 operating budget. The consensus of the committee was to place the Title I shortfall on the Non-lapsing funds schedule. Mr. Oshana stated that the Finance meeting was before the actual budget was put together and based on that he going to make a motion to table.

**2. Approve Use of Non-lapsing Funds for Reduction of Title I Funding
(formerly Agenda Item 8.d.4)**

MOTION: by Mr. Oshana, seconded by Mr. Baczewski:

“Move to table the use of FY’21 non-lapsing funds to offset the reduction in Title I funding in FY’2022-23 in the amount of \$256,932.”

Motion carried unanimously by voice vote to table this agenda item.

Mrs. Mellitt reported that the Finance Committee discussed the high school guidance office digitization of transcripts from 1970-2008 with the Parchment Company at a cost of \$19,500. PowerSchool, which is currently used, houses transcripts from 2009 and later. The committee consensus was to table this project until further information was received. The committee discussed digitizing records in the Human Resources and Payroll Departments to save

space using the Non-lapsing funds. The committee supported the project but agreed to table the project to allow the district to investigate other pricing quotes.

3. Approve Use of Non-lapsing Funds for Municipal Center Lockdown Alarm

Mrs. Mellitt reported that the Finance Committee discussed a proposal from Maximum Security for a Lockdown Notification System for the Municipal Center costing \$18,995 split between the Town and Board of Education using the FY'19 Non-lapsing Account and removing the Press Box Roof from the FY'19 funding list. The Press Box Roof is part of the Town's Capital Plan. Mr. Oshana noted that there is currently communication by phone announcement between the two floors at the Municipal Center.

MOTION: by Mr. Oshana, seconded by Mr. Williams:

“Move to table the approval of use of Non-Lapsing Funds for the Municipal Center Lockdown Alarm.”

Motion carried unanimously by voice vote to table this agenda item.

Mrs. Mellitt reported that the Finance Committee received a financial update on the Food Service Program through November 2022 and the transition to full pay meals on December 6. The meal counts decreased significantly in the month of December.

4. Approve Purchase of Vehicle for Maintenance Department (*formerly Agenda Item 8.d.2*)

Mrs. Mellitt reported that the committee had a lengthy discussion on the purchase of a vehicle with a liftgate for the Maintenance Department. The consensus was to buy the vehicle using Non-lapsing funds and to put a placeholder for a full vehicle purchase.

MOTION: by Mr. Oshana, seconded by Mr. Carson:

“Move to table the purchase of a vehicle for the Maintenance Department.”

Motion carried unanimously by voice vote to table this agenda item.

Mrs. Mellitt reported that the Finance Committee discussed the SHS Partial Roof Replacement bid opening of December 12 with the award of the bid to be done through the Building Committee.

Mr. Oshana emphasized that the committee consensus was to approve every single item that was tabled because they were important to the district; but based on where the Board stands with the budget, the Board voted to table, not deny, and that these agenda items still were active. He requested a list of what was being paid for with Title I funds and a list of all the projects being paid for using the Non-Lapsing Account Funds. Mr. Derynoski stated that the Board should be cautious and not use the Non-lapsing funds for budgeted items. Mr. Carson addressed the reduction of \$250,000 in funding of the Title I grant that the Federal government made in the middle of a fiscal budget year. Mr. Baczewski addressed the School Lunch Program meals and would like to look at the quality of the food that is the energy fuel for students and the student

interest in the meals. Mr. Ogren added that for the required 11th grade Citizenship in Action course many students focused their presentation and research on school lunches with student surveys. He stated that the student representatives would do a survey and report back to the Board on the feedback.

9. SUPERINTENDENT’S REPORT

a. Personnel Report

MOTION: by Mrs. Carmody, seconded by Mr. Baczewski:

“Move to approve the Personnel Report, as submitted.”

Motion carried unanimously by voice vote.

10. OLD BUSINESS

a. Town Government Communications

There was no Town Government Communications to report.

b. Proposed 2023-2024 School Calendar – Second Reading

MOTION: by Mrs. Carmody, seconded by Mr. Derynoski:

“Move to approve the 2023-2024 School Calendar, as submitted by the Superintendent.”

Mr. Derynoski requested that the Board look at considering adding the two major Jewish holidays to the 2024-25 calendar. Mr. Madancy addressed Policy 5113, which addresses observance of religious holidays with excused absences, but he thought that the language was where they needed to tighten up the practice and demonstrating cultural and religious sensitivity that the teachers needed to embrace for all different religions and what those holidays mean. Mr. Williams requested that this policy be added to the Policy & Personnel Committee’s agenda in February.

Motion carried unanimously by voice vote.

c. Capital Improvement Plan 2023-24 to 2027-28 – Second Reading

Mr. Madancy explained in detail the revisions to the Capital Plan since the December 8, 2022 Board meeting, which was the first reading, to reflect his recent discussions with the Town Manager that was then presented to the Town Council some of the suggestions and recommendations that came out of that conversation. He discussed the debt service and keeping the projects moving forward and spreading that debt out over time. His recommendations reflect his conversations with the Town Manager on how the Board of Education Capital Plan projects line up with the Town’s projects. He thanked Kaiya Hill, Accounting Manager, for her work on the Capital Plan along with Mrs. Mellitt.

MOTION: by Mr. Derynoski, seconded by Mrs. Carmody:

“Move to approve the revised Capital Improvement Plan for 2023-24 through 2027-28, as submitted.

Motion carried unanimously by voice vote.

11. NEW BUSINESS

a. Elementary Facilities Report

Discussed under Agenda Item 8.a.

b. SHS Scheduling Presentation

Mr. Michael Crocco, Principal of Southington High School, gave a PowerPoint presentation (*Attachment #2*) on Southington High School Scheduling and planning for the future with Block Scheduling. He gave a lengthy, in-depth presentation that included the Vision of a Graduate, unique pathways towards careers, and the focus to getting students to graduation with the current graduation rate of 98.9% of students. He discussed the percentages of students taking different paths after graduation, the future job market, and the high school Program of Studies used currently to guide students' schedules. He noted that past Programs of Studies focused solely on getting students to graduation. Mr. Crocco explained in detail planning beyond Southington High School with career clusters and career pathways that provide a focus on interests and potential careers, relevancy to a student's courses, and opportunities for exploration. He discussed organizing the current Program of Studies to focus on student interests and connections to opportunities post high school, electives, and adjusting current student schedules. Mr. Crocco explained the updated Program of Studies for the 2023-2024 school year and shifting to a block schedule to provide students with more opportunities during the day to take courses that support college and career readiness. He gave a sample of an 8-period day (46-minute classes) versus Block Scheduling (88-minute classes) and compared current scheduling to Block scheduling and the benefits of Block schedules. The ongoing work to change to Block scheduling for the 2023-2024 school year would include working on Program of Studies course offerings, curriculum development and professional development, maximizing the space at the high school and identifying where and when courses can take place, organizing student schedules and work to assure days are smooth, and to communicate to staff, students, and the community via information sessions.

Board members thought that it was an excellent presentation and had questions. Mrs. Carmody and Mr. Derynoski pointed out that Block scheduling was addressed many times (since 1997) by four different superintendents, but it did not go anywhere and questioned why. They were in favor of Block scheduling and questioned student electives. Mr. Derynoski questioned the timeline for rolling out Block scheduling for 2023-2024. Mr. Baczewski questioned the negatives of Block scheduling versus the current scheduling. Mrs. Carmody stated that Block scheduling provided more opportunities for students to take electives. Mr. Crocco pointed out that from past employment he was very familiar with Block scheduling. Mr. Madancy added that he had family members whose schools had Block scheduling and that they liked it and would not want to go back to the old scheduling. Mr. Madancy explained that this agenda item did not need to be voted on by the Board and was an administrative decision. Board members were supportive implementing block scheduling for the 2023-2024 school year. Mrs. Clark requested that three months after Block scheduling was implemented that Mr. Crocco give an update to the Board.

- c. **Approval of Out of State/Overnight Field Trips** (*Moved to Agenda 6.b*)
- d. **Policy 9321 – Time Place Notification – First Reading**
- e. **Policy 9325 – Meeting Conduct – First Reading**
- f. **Approval of Job Descriptions – Family Resource Center of Southington Parent Education (Revised) and Career Pathway Liaison Stipend (New)**

MOTION: by Mr. Williams, seconded by Mr. Oshana:

“Move that the Board approve the job descriptions, as presented.”

Motion carried unanimously by voice vote.

Mrs. Clark stated that they were two different job descriptions and wanted to vote on them separately.

MOTION: by Mr. Williams, seconded by Mr. Oshana:

“Move to approve the new job description for Career Pathway Liaison Stipend, as presented.”

Motion carried unanimously by voice vote.

- g. **Science Grade 7 Unit 2: Metabolic Reactions – First Reading**
- h. **SHS English IV Course – First Reading**
- i. **SHS English I – Proposed Text Changes – First Reading**
- j. **SHS Conceptual Chemistry Unit 8: Aquatic Apocalypse – First Reading**
- k. **SHS Special Education Course Proposals – First Reading**
- l. **SHS Proposal for First Aid/CPR Elective – First Reading**
- m. **SHS ACHIEVE ArtShop Course Proposal – First Reading**
- n. **Science Grade 8 Unit 3: Colossal Collisions Unit – First Reading**
- o. **SHS Consumer Math Course – First Reading**
- p. **SHS Health I Course – First Reading**
- q. **SHS Health II Course – First Reading**

Mrs. Clark stated that the above first readings would be on the agenda for the next Board meeting for action.

- r. **Superintendent’s Budget**

Mr. Madancy gave a PowerPoint presentation (*Attachment #2*) on his proposed 2023-2024 Superintendent’s Operating Budget. Mr. Madancy read a statement before presenting his 2023-24 Operating Budget. He addressed the level of services, the higher increase from past years, and that other school districts were requesting higher increases with salaries, healthcare, energy costs, and special education all drivers for most districts for higher budget increases. He pointed out that the district had limited information on local and state economic factors to be considered during the process. He pointed out that the same economic factors impacting taxpayers also influence the cost of operations to the school district. He addressed economic factors. Mr. Madancy’s PowerPoint presentation highlighted the major drivers of the budget increases that did not include any new staff, major projects or equipment, or special projects. He planned to engage the community with the facts during the budget season. He knew that there

were difficult decisions to be made ahead but his role as Superintendent was to advocate for the needs of the Southington school district. Mr. Madancy was cognizant to the fiscal needs of the community. He thanked the administrators for their input.

Mr. Madancy spoke in detail on his proposed Superintendent's 2023-2024 Operating Budget that included historical context, Vision of a Graduate with 21st Century Skills, student achievement metrics, per pupil spending compared to state average (Southington 12th lowest), BOE increases versus Mill Rate increases, budget preparation process and timelines, budget overview and analysis, budget funding including annual grant revenues and one-time grants, salaries/benefits for 1,127 staff members with an enrollment of 6,300 students, American Rescue Plan (ARP) / ESSER funding cliff and funding considerations for FY'25, student transportation / McKinney-Vento overview and analysis for homeless students, special education outplacement and diagnosis center tuition, and important dates and budget workshops. Mr. Madancy emphasized that there was no new staff in the budget (even though administrators requested staff), no new major projects and equipment, special projects, flat funding for school supplies (except custodial) although there was cost increases. This brought the Superintendent's proposed Operating Budget to \$112,397,831, an increase of 7.64%.

Mrs. Clark requested that Board members send administration any questions prior to the first workshop on Tuesday, January 17, 2023 and for Mrs. Mellitt to put together a spreadsheet. Mr. Madancy stated that his opening statement and PowerPoint Presentation along with his proposed budget would be posted on the district's website.

s. Student Expulsion 2022-23-11

MOTION: by Mr. Oshana, seconded by Mr. Baczewski:

“Move to expel Student 2022-23-11, as stipulated by administration.”

Motion carried by voice vote with Mr. Carson and Mr. Williams abstaining.

12. ADJOURNMENT

MOTION: by Mr. Derynoski, seconded by Mr. Oshana:

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 9:48 p.m.

Respectfully submitted,

Linda Blanchard

Recording Secretary

ATTACHMENT #1

**SHS SCHEDULING PRESENTATION
January 12, 2023**



File_ SHS Scheduling Presentation - January 12, 2023.pdf

ATTACHMENT #2

**SUPERINTENDENT 2023-2024 OPERATING BUDGET
POWERPOINT PRESENTATION
January 12, 2023**



BOE_Budget_Presentation_2023-24.pdf

Board of Education

Administrative Report

January 26, 2023



1. Elementary Firefighter Poster Contest winners
2. Mid-Year Tech Update
3. UCONN Behavioral Health Grand Opening

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 26, 2023

Decision Requested X Agenda Code 5 b.

AGENDA REPORTING FORM

Agenda Topic: Policy 9321 – Time Place Notification of Meetings - Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 9321 – Time Place Notification of Meetings.

Background: The Policy and Personnel Committee reviews policies with the administration to ensure they are current and appropriate.

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

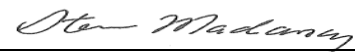
Recommendation or Comment: The Board of Education Policy & Personnel Committee is bringing the draft Policy 9321 to the full Board for a Second Reading.

Titles of Attachments:

1. DRAFT Policy 9321



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 9321
Time Place Notification of Meetings–
Revised Policy
Draft

Series 9000: Bylaws of the Board

Methods of Operation

Time, Place, Notification of Meetings

All meetings of the Board of Education shall be conducted in compliance with Public Act 75-342, Sec. 6 (An Act Concerning Freedom of Information).

1. **Regular Meetings** – Regular meetings of the Board of Education shall be held on the second and/or fourth Thursday of each month at a time to be determined and at the established Board meeting place. At a minimum, one (1) meeting date per month will be set by the Board. Meeting dates, times, and places may be changed at the discretion of the Board.
 - a. Regular meetings will be classified as either *Committee of the Whole ~ Operations* or *Committee of the Whole ~ Instruction*. The classification will be indicated on the agenda within the meeting posting. The order of business for each is specified in number 8 within policy 9321.
 - b. The schedule of regular meetings of the Board of Education for the ensuing calendar year shall be filed with the Town Clerk no later than December 1 of each year, and no such meeting of the Board shall be held sooner than thirty (30) days after such schedule has been filed.
2. **Special Meetings** – Special meetings of the Board of Education shall be called by the Chairperson upon written request of three (3) of the members or whenever deemed necessary by the Chairperson. The call shall state the purpose of the meeting and no other business shall be transacted. Special meetings may not be called for the purpose of election of officers or for a vote to fill a vacancy on the Board.
 - a. Notice of special meetings shall be given not less than twenty-four (24) hours prior to the time of such meeting by posting a notice of the time of such meeting in the office of the Town Clerk. In the case of an emergency, a special meeting may be held without complying with the foregoing requirement for the posting of notice, but a copy of the minutes of any such special meeting adequately setting forth the nature of the emergency and the proceedings occurring at such meeting shall be filed with the Town Clerk no later than seventy-two (72) hours following the holding of such meeting.
 - b. Workshops of the Board of Education are held when it is necessary for the Board to discuss and consider, in depth, matters pertaining to Board of Education business. The Chairperson shall call workshops whenever deemed necessary or when requested by three (3) or more Board of

Series 9000: Bylaws of the Board**Methods of Operation****Time, Place, Notification of Meetings (continued)**

Education members. Notice of workshops shall be given not less than forty-eight (48) hours prior to the time of such meetings by posting a notice of both the time and place in the office of the Town Clerk. The agenda will state the purpose(s) of the meeting and no other business will be transacted. The Chairperson of the Board may invite those individuals, groups or agencies that have relevant information, knowledge or experience to contribute to the discussion and to the Board's decision making process. Other public input will be allowed at the discretion of the Board Chairperson. No formal votes will be taken during or at the conclusion of workshops.

3. **Committee Meetings** – The Chairperson of each committee will notify the Board as to the location, date, and time of all meetings. (cf 8133)
4. **Adjourned Meetings** – Any meeting of the Board of Education may be adjourned to a time and place specified in the order of adjournment.
5. **Quorum** – Five (5) members of the Board shall constitute a quorum for the transaction of business except where otherwise noted in Board policies.
6. **Parliamentary Procedure** – Robert's Rules of Order shall govern the proceedings of the Board, except when those rules are in conflict with the Board's approved policies and regulations. The Superintendent of Schools is designated as Board of Education parliamentarian.
7. **Agenda Notice** – The agenda for regular meetings of the Board of Education shall be given to all members a minimum of six (6) days prior to the meeting. Other business included on the agenda may be transacted by two thirds vote of all members present unless the subject is specifically referenced in other Board policies.

Series 9000: Bylaws of the Board

Methods of Operation

Time, Place, Notification of Meetings (continued)

8. Order of Business— The order of business at each regular meeting of the Board of Education shall be as follows:

~~Committee of the Whole—Operations~~

- 8.1 Call to Order
- 8.2 Pledge of Allegiance
 - 8.2.1 Celebration of Excellence (as appropriate)
- 8.3 Approval of Minutes
- 8.4 Public Communications
 - a. Student Representatives
 - b. Board of Education
 - c. Administration
 - d. Public
- 8.5 Committee Reports
- 8.6 Personnel Report (as appropriate)
- 8.7 Old Business
- 8.8 New Business
- 8.9 Public Communications
 - a. Public
- 8.10 Adjournment

~~Committee of the Whole—Instruction~~

- ~~8.1 Call to Order~~
- ~~8.2 Pledge of Allegiance~~
- ~~8.3 Approval of Minutes~~
- ~~8.4 New Business~~
- ~~8.5 Public Communications~~
 - ~~a) Student Representatives~~
 - ~~b) Board of Education~~
 - ~~e) Administration~~
 - ~~d) Public~~
- 8.6 Adjournment

Series 9000: Bylaws of the Board

Methods of Operation

Time, Place, Notification of Meetings (continued)

9. **Requests for Hearing on Transportation** – Requests for hearings on transportation must be made in writing. The Board of Education shall hold such hearing within ten (10) days after receipt of written request and shall make a finding within ten (10) days after such hearing and in accordance with regulations of the State Board of Education.

(cf. 9327 – Electronic Mail Communications)

Legal Reference:

Connecticut General Statutes

- 1-200 (2) Definitions. “Meeting”
- 1-206 Denial of access to public records or meetings.
- 1-225 Meetings of government agencies to be public, as amended by June 11 Special Session, PA 08-3
- 1-227 Mailing of notice of meetings to persons filing written request. •
- 1-228 Adjournment of meetings. Notice.
- 1-229 Continued hearings. Notice.
- 1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.
- 10-218 Officers. Meetings

Bylaw adopted by the Board: January 1990

Bylaw revised by the Board: April 1993

Bylaw reviewed by the Board: April 2003

Bylaw revised by the Board: March 2005

Bylaw revised by the Board: February 2009

Bylaw updated and recoded: June 22, 2017

Bylaw revised by the Board: January 2022

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 26, 2023

Decision Requested X Agenda Code 5 c.

AGENDA REPORTING FORM

Agenda Topic: Policy 9325 –Meeting Conduct - Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 9325 – Meeting Conduct.

Background: The Policy and Personnel Committee reviews policies with the administration to ensure they are current and appropriate.

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

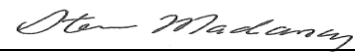
Recommendation or Comment: The Board of Education Policy & Personnel Committee is bringing the draft Policy 9325 to the full Board for a Second Reading.

Titles of Attachments:

1. DRAFT Policy 9325



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 9325
Meeting Conduct – Revised Policy
Draft

Series 9000: Bylaws of the Board

Methods of Operation

Meeting Conduct Meetings of the Board of Education (the “Board”) shall be conducted by the Chairperson in a manner consistent with the bylaws of the Board and the provisions of law, including the Freedom of Information Act.

All Board meetings shall commence at the stated time and shall be guided by an agenda, which has been prepared and delivered in advance, to all Board members and other designated persons and made available to the public in accordance with the Freedom of Information Act.

Robert's Rules of Order shall govern the proceedings of the Board except as otherwise provided by these bylaws.

After April 30, 2022, Board member participation in meetings by means of electronic equipment shall be governed by all applicable laws, rules, regulations, and guidance, as appropriate, in effect at the time of such participation.

The conduct of meetings shall, to the fullest possible extent, enable members of the Board to (1) consider problems to be solved, weigh evidence related thereto, and make wise decisions intended to solve the problems, and (2) receive, consider, and take any needed action with respect to reports of accomplishment both as to students and to school system operations.

The Board welcomes public comment, as it represents an opportunity for the public to express views to the Board on matters within the Board’s authority.

1. Five minutes may be allotted to each speaker. The Board may modify these limitations at the beginning of each public comment session if the number of persons wishing to speak makes it advisable to do so.

~~Provision for permitting any individual or group to address the Board concerning any subject that lies within its jurisdiction shall be as follows:~~

2. The first public comment session is delineated below as 8.4 (Policy 9321) and is limited to agenda items only.

8.4 Public Communications

- a. Student Representatives
- b. Board of Education
- c. Administration
- d. Public

The second public comment session, if needed, occurs after 8.8 New Business (Policy 9321) and is listed as 8.9. The second session is limited to a total of 30 minutes. Persons commenting on agenda items shall be permitted to speak first.

3. A Board member shall be appointed by the Chairperson prior to the meeting to act as timekeeper for the meeting, if deemed necessary by the Chairperson.
4. No boisterous conduct shall be permitted at any Board of Education meeting. Persistence in boisterous conduct shall be grounds for summary termination, by the Chair, of that person's privilege of address. If necessary, the Chairperson may direct those who are acting in a boisterous manner to leave the premises.
5. No oral presentation shall include charges or complaints against any employee of the Board of Education, regardless of whether or not the employee is identified in the presentation by name or by another reference that tends to identify an individual. All charges or complaints against employees shall be submitted to the Board of Education under provision of Board of Education policy.
6. All speakers must identify themselves by name and address. Speakers must be either a Southington resident or parent/guardian of a Southington Public School student.

Methods of Operation

In the event that a Board meeting is interrupted by any person or group of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are willfully interrupting the meetings, the Chairperson may order the room cleared and continue in session.

The Board of Education may adjourn any regular or special meeting to a specified time and place. If all members of the Board are absent, the clerk may adjourn the meeting. A copy of the notice of adjournment shall be conspicuously displayed near the meeting room door within twenty-four (24) hours of adjournment.

Actions by the Board

No action will be taken unless the subject acted upon was listed in the agenda published for that meeting, except that an item of business not included on the agenda of a regular meeting may be considered and acted upon after a two-thirds vote of the members present and voting to add such business to the agenda.

All actions taken by the Board shall be identified clearly in minutes of the Board meeting as provided the Bylaw 9326, Minutes.

- (cf. 1120 – Board of Education Meetings to public participation)
- (cf. 1312 - Public Complaints)
- (cf. 9321 – Time, Place, Notification of Meetings)
- (cf. 9322 – Public and Executive Sessions)
- (cf. 9323 – Construction/Posting of Agenda)

Legal Reference:*Connecticut General Statutes*

- 1-200 Definitions.
- 1-206 Denial of access of public records or meetings. Notice. Appeal.
- 1-210 Access to public records.
- 1-225 Meetings of government agencies to be public.
- 1-226 Recording, broadcasting or photographing meetings.
- 19a-342 Smoking prohibited in certain places. Sign required. Penalty.
- 1-231 Executive sessions.
- 1-232 Conduct of meetings (re disturbances).
- 10-224 Duties of the Secretary.

Bylaw adopted by the Board: January 1990

Bylaw reviewed by the Board: April 2003

Bylaw reviewed by the Board: February 2009

Bylaw updated and recoded: June 22, 2017

Bylaw updated Dec 6, 2021

Bylaw updated January 2022

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 26, 2023

Decision Requested X Agenda Code 5 d.

AGENDA REPORTING FORM

Agenda Topic: Science – Grade 7 Unit 2: Metabolic Reactions - Second Reading

Summary of Issue: The Curriculum & Instruction Committee has reviewed Science – Grade 7 Unit 2: Metabolic Reactions

Background: _____

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the Science – Grade 7 Unit 2: Metabolic Reactions to the full Board for a Second Reading.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Metabolic Reactions
Author(s):	Brett Wojtkowski and Kristin Intrieri
Grade Level/Course:	Grade 7 Science
Length/Dates:	10 weeks (December - February)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit on metabolic reactions in the human body starts out with students exploring a real case study of a middle-school girl named M’Kenna, who reported some alarming symptoms to her doctor. Her case sparks questions and ideas for investigations around trying to figure out which pathways and processes in M’Kenna’s body might be functioning differently than a healthy system and why. Students investigate data specific to M’Kenna’s case in the form of doctor’s notes, endoscopy images and reports, growth charts, and micrographs. Through this work of figuring out what is causing M’Kenna’s symptoms, the class discovers what happens to the food we eat after it enters our bodies and how M’Kenna’s different symptoms are connected.

Performance Expectations
<p>MS-LS1-3: Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.</p> <p>MS-LS1-7: Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.</p> <p>MS-LS1-5: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</p> <p>Supporting:</p> <ul style="list-style-type: none"> • MS-PS1-1: Develop models to describe the atomic composition of simple molecules and extended structures. • MS-PS1-2: Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

SEP Implications	DCI Implications	CCC Implications
<p>Developing and Using Models</p> <p>Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.</p> <ul style="list-style-type: none"> Develop a model to predict and/or describe phenomena. <p>Analyzing and Interpreting Data</p> <p>Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</p> <ul style="list-style-type: none"> Analyze and interpret data to determine similarities and differences in findings. (supporting) <p>Engaging in Argument from Evidence</p> <p>Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).</p> <ul style="list-style-type: none"> Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon. <p>Constructing Explanations and Designing Solutions</p> <p>Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.</p> <ul style="list-style-type: none"> Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. 	<p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms. (supporting) Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals). (supporting) <p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (supporting) <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (Supporting) <p>LS1.A: Structure and Function</p> <ul style="list-style-type: none"> In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. <p>LS1.C: Organization for Matter and Energy Flow in Organisms</p> <ul style="list-style-type: none"> Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy. <p>PS3.D: Energy in Chemical Processes and</p>	<p>Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (supporting) <p>Patterns</p> <ul style="list-style-type: none"> Macroscopic patterns are related to the nature of microscopic and atomic level structure. (supporting) <p>Systems and System Models</p> <ul style="list-style-type: none"> Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems. <p>Energy and Matter</p> <ul style="list-style-type: none"> Matter is conserved because atoms are conserved in physical and chemical processes. <p>Cause and Effect</p> <ul style="list-style-type: none"> Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.

	<p>Everyday Life</p> <ul style="list-style-type: none"> Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials.(secondary) <p>LS1.B: Growth and Development of Organisms</p> <ul style="list-style-type: none"> Genetic factors as well as local conditions affect the growth of the adult plant. 	
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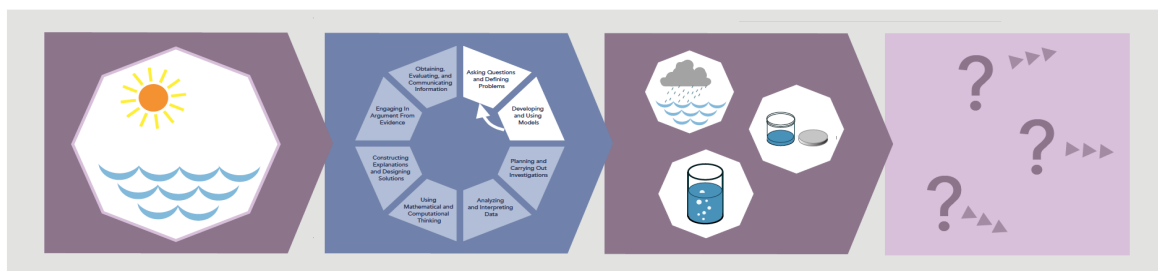
Phenomenon

Explore Anchoring Phenomenon

Attempt to Make Sense

Identify Related Phenomena

Develop Questions & Next Steps



Explore Anchoring Phenomenon: [Audio Interview of M’Kenna](#)

Attempt to Make Sense: [Looking at M’Kenna’s Doctor’s Note](#) and [Developing Initial Models](#)

Identify Related Phenomena: Prompt: “*When have you or someone you know experienced more than one of these symptoms happening at the same time like M’Kenna?*” (Page 31 Teacher Edition)

Develop Potential Student Questions: [Sample of Driving Question Board](#) (Page 32-34 Teacher Edition)

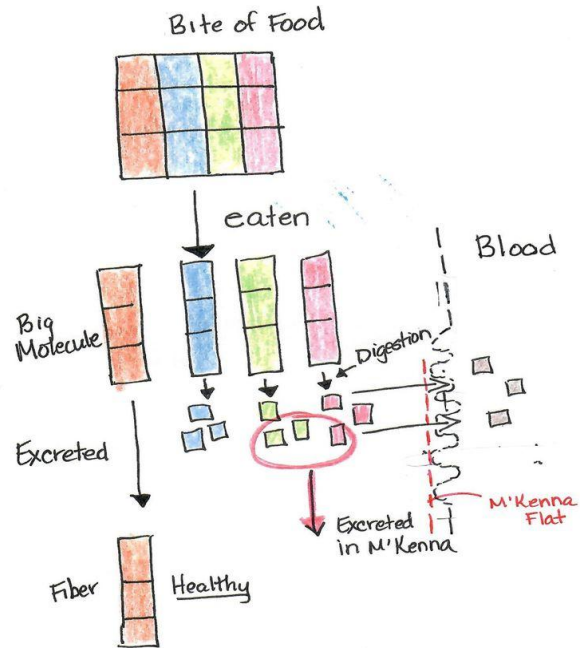
- Questions will be added to the “Weight Loss” category in Learning Sequence/Bend 2

Here is one example of the kinds of questions students might come up with.

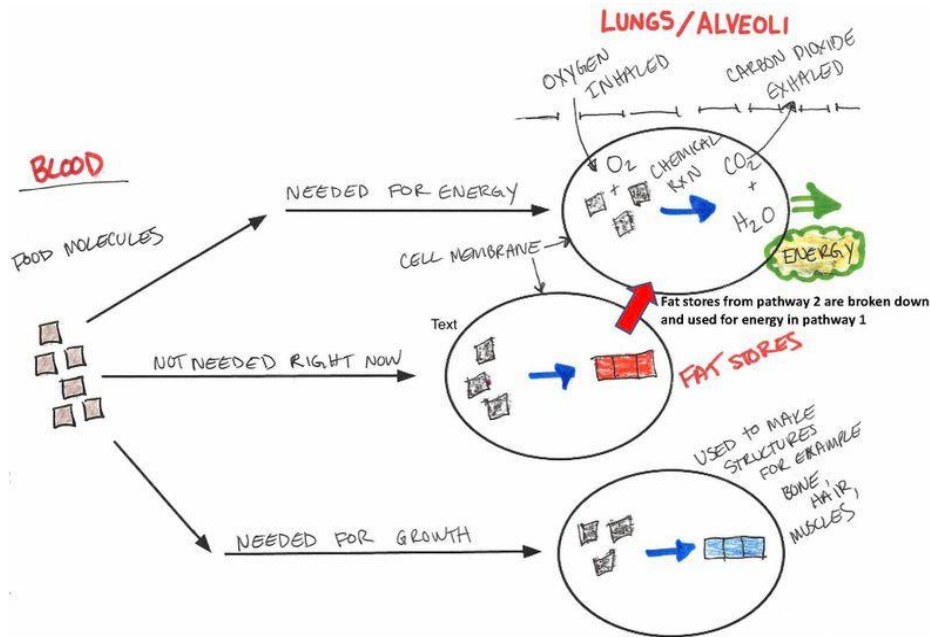


Sample Explanation:

By the end of learning sequence 1, students will be able to use evidence to explain the condition that is causing M'Kenna's symptoms.

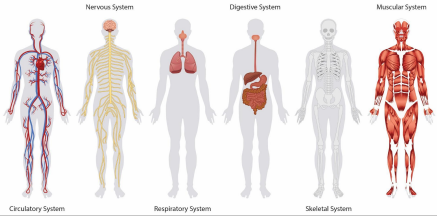


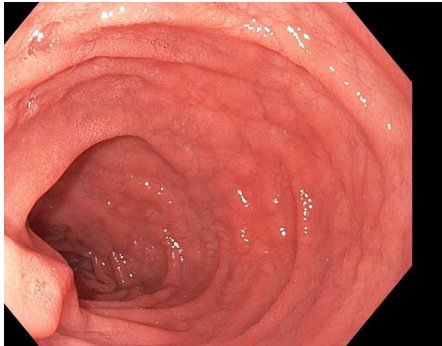
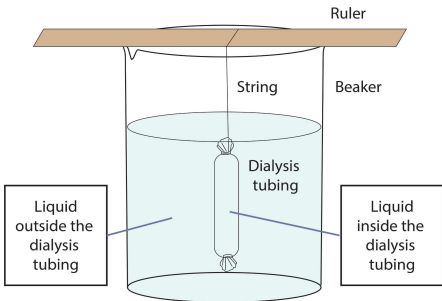
By the end of learning sequence 2, students will be able to explain why M'Kenna was losing weight so quickly.

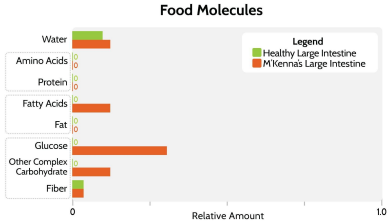


General Resources:

- [Driving Question Board](#)
- [Question Formulation Technique \(QFT\)](#)
- [KQL](#)
- [Talk Activities](#)
- [Summary Table](#)
- [Final Scientific Modeling](#)
- [Final Scientific Modeling](#)
- [CCC Discussion Cards](#)
- [321 Strategy active viewing](#)
- [60 Formative Assessment Ideas](#)
- [CER](#)

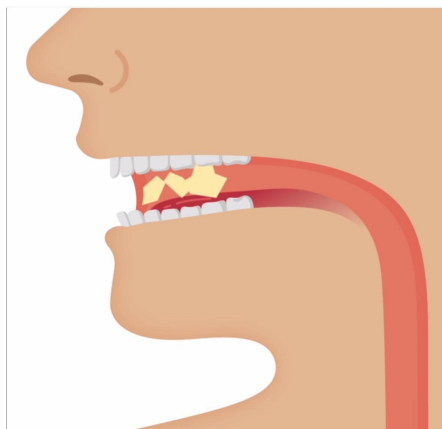
<p>Driving Questions OpenSciEd 7.3 Lessons 1-15 (Live Teacher Folder)</p>	<p>Lesson Level Phenomena</p>	<p>Activity <i>(Add activities you use to this column as comments)</i></p>	<p>What Should They Learn/Expected Outcome</p>
<p>Lesson 1: What is going on inside M’Kenna’s body that is making her feel the way she does?</p> <p><i>See folder above for live teacher edition resources</i></p>	<p>Audio Interview of M’Kenna</p>  <p><i>M’Kenna’s Doctor’s Note describes the symptoms in different parts of her body.</i></p>	<ul style="list-style-type: none"> • Observation of the Doctor’s Note (Notice/Think/Wonder routine) • Developed and Shared Initial Models • Creation of a Class Consensus Model • Sharing Related Phenomena • Driving Question Board / Question Formulation Technique (QFT) 	<p>Develop models based on evidence to predict the relationships between components of a system (organs and body systems) to explain what is causing M’Kenna to feel the way she does (effect).</p> <p>Ask questions that arise from careful observation of <i>M’Kenna’s Doctor’s Note</i> to clarify and seek additional information about what is going on inside the body of M’Kenna that is causing her symptoms (effect).</p> <p>What’s next? <i>We will examine M’Kenna’s endoscopy report and graphs that compare what is in food when it enters the body to what can be found in the small intestine (of both a healthy body and M’Kenna’s body). This leads us to a series of</i></p>

			<p>investigations aimed at figuring out what is going on in M’Kenna’s small intestine.</p>
<p>Learning Sequence 1</p>			
<p>Lesson 2: Can we see anything inside M’Kenna that looks different?</p> <p>See folder link above for live teacher edition resources</p>	 <p>There are differences between M’Kenna’s small intestine and the small intestine from a healthy person.</p>	<ul style="list-style-type: none"> • Look at structures of the digestive system • Analyze endoscopy images (compare healthy digestive system and M’Kenna’s digestive system) • Interpret graphs of food in the small intestine (compare healthy and M’Kenna’s data) • Updating Summary Table / Progress Tracker 	<p>Analyze and interpret data to identify patterns in how the structures of the digestive system and relative amounts of substances in a food sample appear in a healthy person as compared to in M’Kenna.</p> <p>What’s next? We will conduct an investigation to determine how molecules could be absorbed into the body from the small intestine. We will find that really small food molecules can cross membranes, but large food molecules cannot.</p>
<p>Lesson 3: Why do molecules in the small intestine seem like they are disappearing?</p> <p>See folder above for live teacher edition resources</p>	 <p>Dialysis tube system of the small intestine allows small but not large molecules to pass through its walls.</p>	<ul style="list-style-type: none"> • Plan and conduct an investigation using a dialysis tube representation of the small intestine • Analyze and Interpret data from the dialysis tube investigation • Compare molecular representations of glucose and starch • Updating Summary Table/Progress Tracker 	<p>Plan and conduct an investigation in order to produce data to determine whether food molecules can travel from one side of a system to the other side separated by a solid structure with properties similar to the walls of the small intestine.</p> <p>Argue from evidence to revise a model to show how the results of this investigation and graphs of different types of food molecules traveling through the small intestine explain how the structure of the walls impacts the function of the small intestine.</p> <p>What’s next? We will investigate food data from the</p>

			<p>mouth to the large intestine and determine that (1) most of the molecules are gone by the time they reach the large intestine, and only fiber and water remain, and (2) M’Kenna has other molecules in her large intestine, like complex carbohydrates, glucose, and fatty acids. We will examine poop data to confirm that water and fiber are typical to find in poop, but other substances are not.</p>
<p>Lesson 4: What happens to food molecules as they move through the small intestine and large intestine?</p> <p>See folder above for live teacher edition resources</p>	 <p><i>Data about what’s in the large intestine of a healthy person shows that only water and fiber remain, but M’Kenna’s large intestine still has other molecules, such as complex</i></p>	<ul style="list-style-type: none"> ● Follow a graham cracker using digestive data ● Examine and interpret data on poop ● Compare fiber and starch molecules ● Update summary table/progress tracker 	<p>Analyze and interpret data to determine patterns and limitations of the relative amounts of different molecules in food as it moves through the digestive system of a healthy person versus M’Kenna.</p> <p>What’s next? We will make observations about what happens to some complex carbohydrates in the mouth, noting that the decrease in complex carbohydrates and increase in glucose seem to be correlated. We will plan and conduct an investigation to determine whether some complex carbohydrates can undergo a chemical reaction when mixed with a substance in saliva to produce glucose. We will argue that some complex carbohydrates are broken down into glucose molecules through chemical reactions occurring in the mouth.</p>

Lesson 5: Why do large food molecules, like some complex carbohydrates, seem to disappear in the digestive system?

See folder above for live teacher edition resources



In the mouth, some types of substances seem to decrease, and new substances increase.

- Make observations eating complex carbohydrates (students eat a graham cracker or watch a video <https://www.youtube.com/watch?v=ZKy6wZ92hGI>) / make connections with chemical reactions
- Analyze graphed data on what happens to a graham cracker in the mouth
- Read “What’s Spit?” (
- Look for patterns in food molecules (fiber, starch, glucose)
- Plan and conduct for an investigation to test chemical reactions in the mouth

Analyze and interpret data to identify a relationship within the data that shows that the amount of certain food molecules (complex carbohydrates) decrease, and other food molecules (glucose) increase as they move through the mouth, which is a correlational relationship. Students argue that we need more data to determine the cause of the observed increases and decreases in food molecules.

Plan and conduct an investigation to produce data to determine whether food containing complex carbohydrates, but not glucose, undergoes a chemical reaction in the mouth and that this reaction turns the complex carbohydrates into glucose when mixed with a substance found in saliva (amylase), which is identified by a pattern change in the color of the food indicator.

What’s next?

We will analyze more food data starting from before it enters the mouth and continuing through the large intestine, noting how it changes across different parts of a healthy digestive system. We will notice patterns in which some molecules decrease by the same amount that other molecules increase. We will argue that this is a sign of chemical reactions happening in the digestive system.

Lesson 6: What happens to the different substances in food as it travels through the digestive system?

See folder above for live teacher edition resources

Data of Food Molecules for a Healthy Person

	Food: Graham cracker (Increase, decrease, or stay the same as it goes)					
	Mouth	Esophagus	Stomach	Beginning Small intestine	Middle Small intestine	Large intestine
Water	=	=	=	=	↓	↓
Amino acids	=	=	↑	↑	↓	↓
Protein	=	=	↑	↑	↓	↓
Fatty acids	=	=	↑	↑	↓	↓
Glucose	=	=	↑	↑	↓	↓
Other Complex Carbohydrate	=	=	↑	↑	↓	↓
Fiber	=	=	↑	↑	↓	↓

Handwritten notes on the table:

- Water: water gets absorbed
- Amino acids: most food molecules are gone by the time they get to the small intestine
- Protein: same
- Fatty acids: same
- Glucose: these increase in digestion
- Other Complex Carbohydrate: When glucose gets up, other complex carbohydrate gets down.
- Fiber: Fiber never changes

The quantity of some types of molecules (complex carbohydrates, fats, and proteins) decreases by the same amount that the quantity of other types of molecules (glucose, fatty acids, and amino acids) increases.

- Update progress trackers/summary table
- Analyze graphed data following a graham cracker from the mouth to the large intestine
- Look for patterns in food molecules to determine if chemical reactions are occurring

Analyze and interpret data to identify patterns in the amount that certain food molecules (complex carbohydrates, proteins, and fats) decrease and other food molecules (glucose, amino acids, and fatty acids) increase as they move through different organs in the digestive system.

Analyze and interpret these data as evidence that the digestive system is a system of interacting subsystems composed of organs that each perform different functions.

What's next?

We will review our Progress Trackers and develop a Gotta-Have-It Checklist to highlight the key ideas we have figured out. We will develop models to answer the questions, "How does a healthy digestive system work?" and "How is M'Kenna's digestive system functioning differently than a healthy one?" We will examine conditions that might be causing M'Kenna's symptoms.

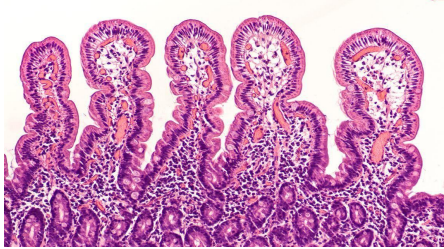
Lesson 7: What is the function of the digestive system, and how is M'Kenna's digestive system different?

See folder above for live teacher edition resources



- Assessment Task: Use a "Gotta Have It" checklist to create models with new learning from lessons 1-6
- Develop a classroom consensus model to describe how a healthy digestive system works
- Update summary tables/progress trackers
- Eliminate the conditions M'Kenna does not have

Develop a model based on multiple lines of evidence to represent the inputs, processes, and outputs of the digestive system and the role that the subsystems within it, play in breaking down matter inputs through chemical reactions, absorbing food, and excreting unused matter.

	<p><i>All previous phenomena</i></p>		<p>Respectively provide and receive critiques about small-group models developed to explain how various subsystems in a healthy digestive system interact to move food through a series of chemical reactions to break down large food molecules.</p> <p>Engage in an argument from evidence to eliminate two of the five possible gastrointestinal conditions that could be causing the symptoms that M'Kenna is experiencing in her digestive system, based upon how they affect the body as a whole system.</p> <p>What's next? We will zoom in closer into the small intestine. Then we will use an interactive simulation to learn that taller villi have more cells, so they are able to allow for more absorption. We will use that model to construct an individual explanation for M'Kenna's digestive symptoms.</p>
<p>Lesson 8: What does the surface of M'Kenna's small intestine look like up close compared with a healthy one?</p> <p><i>See folder above for live teacher edition resources</i></p>	 <p><i>When you look closely at the lining of the small intestine, you see long finger-like projections.</i></p>	<ul style="list-style-type: none"> • Map M'Kenna's system to the organization of the human body • Examine the lining of the small intestine and function of the villi using a computer simulation • Engage in a consensus discussion about the structure and function of the small intestine 	<p>Engage in an argument from evidence supported by scientific reasoning for how a healthy digestive system rearranges matter through chemical reactions and absorbs food, and how and why M'Kenna's digestive system is functioning differently.</p> <p>Analyze and interpret data to identify the relationship that taller villi (structure) have more cells that work</p>

		<ul style="list-style-type: none"> • Update the progress tracker/summary table • Engage in the assessment task for Lesson 8 (diagnosing M’Kenna) • Revisit the DQB to determine which questions have not been answered yet 	<p>together to impact the rate of absorption (function) of food molecules into the bloodstream.</p> <p>What’s next? <i>We will revisit the Driving Question Board (DQB) to see our progress and reorganize questions into clusters related to body systems. We will look at M’Kenna’s symptoms in other systems, and add these questions to our DQB: “How can a problem in one body system cause problems in other systems?” and “How are these different systems connected?”</i></p>
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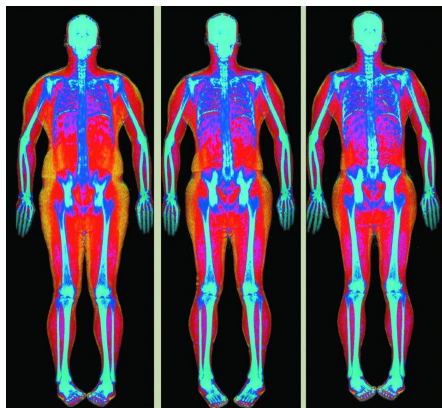
LS1 Assessments
[Lesson 7 Assessment Task](#)
[Lesson 8 Assessment Task](#)

Learning Sequence 2

<p>Lesson 9: How can a problem in one body system cause problems in other systems?</p> <p><i>See folder above for live teacher edition resources</i></p>	<p>Patient’s Name: M’Kenna Age: 13</p> <table border="1"> <thead> <tr> <th>Symptoms</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td> Symptoms that started first <input checked="" type="checkbox"/> Nausea <input checked="" type="checkbox"/> Vomiting <input checked="" type="checkbox"/> Abdominal cramps <input checked="" type="checkbox"/> Diarrhea <input type="checkbox"/> Constipation </td> <td rowspan="2"> The patient complains that her stomach hurts after she eats and that she feels nauseated. Her parents say she eats regular meals but has suddenly started losing a lot of weight. The patient says she often has diarrhea and stomach cramping. She has a hard time breathing when she tries to play basketball and gets out of breath quickly. The patient complains of feeling tired and weak all the time. </td> </tr> <tr> <td> Symptoms that started later <input type="checkbox"/> Fever <input checked="" type="checkbox"/> Fatigue <input checked="" type="checkbox"/> Weight loss <input type="checkbox"/> Fainting <input type="checkbox"/> Weight gain <input type="checkbox"/> Back pain <input type="checkbox"/> Leg pain <input checked="" type="checkbox"/> Muscle cramps <input checked="" type="checkbox"/> Rapid heartbeat with exercise <input type="checkbox"/> Swollen joints <input type="checkbox"/> Difficulty walking or moving <input type="checkbox"/> Confusion <input type="checkbox"/> Dizziness <input checked="" type="checkbox"/> Brain fog or difficulty concentrating <input type="checkbox"/> Headaches <input type="checkbox"/> Numbness <input type="checkbox"/> Slow heartbeat <input type="checkbox"/> Cold feet or hands <input type="checkbox"/> Chest pain <input type="checkbox"/> High blood pressure <input checked="" type="checkbox"/> Difficulty breathing with exercise <input type="checkbox"/> Difficulty breathing all the time <input type="checkbox"/> Chest pain <input type="checkbox"/> Wheezing <input type="checkbox"/> Asthma </td> </tr> </tbody> </table> <p><i>M’Kenna’s Doctor’s Note shows symptoms in other body systems.</i></p>	Symptoms	Notes	Symptoms that started first <input checked="" type="checkbox"/> Nausea <input checked="" type="checkbox"/> Vomiting <input checked="" type="checkbox"/> Abdominal cramps <input checked="" type="checkbox"/> Diarrhea <input type="checkbox"/> Constipation	The patient complains that her stomach hurts after she eats and that she feels nauseated. Her parents say she eats regular meals but has suddenly started losing a lot of weight. The patient says she often has diarrhea and stomach cramping. She has a hard time breathing when she tries to play basketball and gets out of breath quickly. The patient complains of feeling tired and weak all the time.	Symptoms that started later <input type="checkbox"/> Fever <input checked="" type="checkbox"/> Fatigue <input checked="" type="checkbox"/> Weight loss <input type="checkbox"/> Fainting <input type="checkbox"/> Weight gain <input type="checkbox"/> Back pain <input type="checkbox"/> Leg pain <input checked="" type="checkbox"/> Muscle cramps <input checked="" type="checkbox"/> Rapid heartbeat with exercise <input type="checkbox"/> Swollen joints <input type="checkbox"/> Difficulty walking or moving <input type="checkbox"/> Confusion <input type="checkbox"/> Dizziness <input checked="" type="checkbox"/> Brain fog or difficulty concentrating <input type="checkbox"/> Headaches <input type="checkbox"/> Numbness <input type="checkbox"/> Slow heartbeat <input type="checkbox"/> Cold feet or hands <input type="checkbox"/> Chest pain <input type="checkbox"/> High blood pressure <input checked="" type="checkbox"/> Difficulty breathing with exercise <input type="checkbox"/> Difficulty breathing all the time <input type="checkbox"/> Chest pain <input type="checkbox"/> Wheezing <input type="checkbox"/> Asthma	<ul style="list-style-type: none"> • Review and revise DQB • Revisit M’Kenna’s Doctor’s Note • Problematize other symptoms M’Kenna is having • Update Summary Table / Progress Tracker 	<p>Ask questions to gather more information about how problems in one body system interact with other systems after revisiting M’Kenna’s symptom list.</p> <p>What’s next? <i>We will analyze trends in M’Kenna’s weight and height data and look at images of weight loss over time. Then, we will read an article that says, when kids lose weight, the fat is being “burned.” We will light different types of fats on fire to see what happens when they burn.</i></p>
Symptoms	Notes							
Symptoms that started first <input checked="" type="checkbox"/> Nausea <input checked="" type="checkbox"/> Vomiting <input checked="" type="checkbox"/> Abdominal cramps <input checked="" type="checkbox"/> Diarrhea <input type="checkbox"/> Constipation	The patient complains that her stomach hurts after she eats and that she feels nauseated. Her parents say she eats regular meals but has suddenly started losing a lot of weight. The patient says she often has diarrhea and stomach cramping. She has a hard time breathing when she tries to play basketball and gets out of breath quickly. The patient complains of feeling tired and weak all the time.							
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Lesson 10: Why is M’Kenna losing so much weight?

See folder above for live teacher edition resources



When you burn fat, the matter seems to vanish.

- Identify patterns in M’Kenna’s weight loss
- Article - Where does fat go when lost?
- Introduce fat burning investigation
- Analyze nutritional labels
- Prepare for and demonstrate wick burning
- Conduct fat burning investigation
- Update Summary Table/Progress Tracker

Analyze and interpret data using graphical displays and statistics to identify temporal relationships to provide evidence for how M’Kenna’s pattern of **body growth** and **weight** have **changed** over time compared with typical children her age.

Obtain, evaluate, and communicate information to determine the central ideas in an article to help determine where fat (**matter**) **goes when people lose weight**.

Plan and carry out an investigation to produce data to serve as the basis for evidence to answer the question, Where does **matter go when people lose weight**?

What’s next?

We will conduct two investigations to trap the gases produced by burning food. We will use the results of these investigations to figure out that food needs to undergo a chemical reaction with oxygen to release energy and that carbon dioxide gas and water vapor are products of that process.

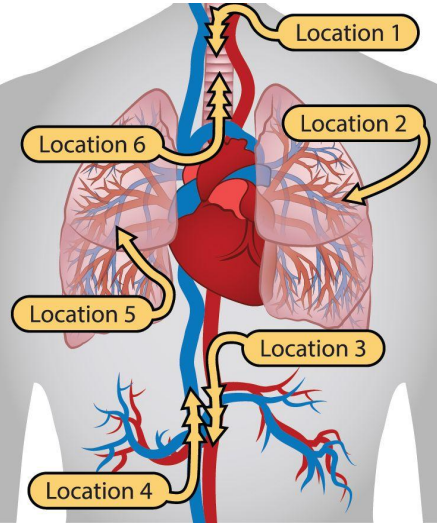
Lesson 11: What happens to matter when it is burned?

See folder above for live teacher edition resources



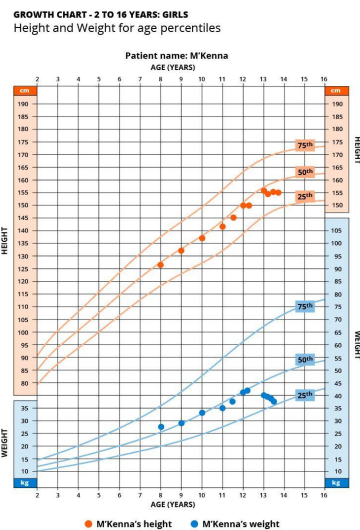
- Plan and conduct an investigation to capture the products from burning fat
- Analyze data to determine the composition of air
- Plan and conduct a class demonstration to measure how gas concentrations change when burning fat

Construct an explanation using both qualitative and quantitative data and scientific reasoning (that **burning food produces energy, in the form of heat and light, and products, such as carbon dioxide and water**) to describe why the mass of oil burned in an **open system changes, while it stays the same in a closed system**.

	<p>Food is burned in an open system, and the mass decreases. However, when food is burned in a closed system, the mass does not decrease, while carbon dioxide and water vapor increase.</p>	<ul style="list-style-type: none"> Analyze nutrition labels to determine if other foods provide energy Compare carbon dioxide and water to food molecules Update progress trackers/summary tables 	<p>What's next? We will gather multiple sources of evidence to argue that a chemical reaction is occurring to burn food inside the cells of our body. We will consider the purpose of the reaction and analyze activity data to see that, if the activity level changes, then this chemical reaction will happen more or less depending on how much energy our cells need.</p>
<p>Lesson 12: Does this chemical reaction to burn food happen inside our bodies?</p> <p>See folder above for live teacher edition resources</p>	 <p>Percent saturation of gasses in the blood changes throughout the body.</p>	<ul style="list-style-type: none"> BTB investigation - demonstration Follow the path of air in our lungs (image of alveoli in the lungs) Analyze oxygen and carbon dioxide levels in the blood Interpreting activity data (oxygen consumption data) Update Summary Table / Progress Tracker 	<p>Analyze and interpret data to identify spatial and temporal relationships in order to determine causes for changes to blood glucose, oxygen, and carbon dioxide levels in the body.</p> <p>Obtain, evaluate, and communicate information to clarify a claim that a chemical reaction that produces energy in the body is occurring in different parts of the body and that the body uses more glucose and oxygen to provide energy to cells (effect) during exercise (cause) than while resting.</p> <p>What's next? We will build small-group models, drawing primarily on what we figured out in Lessons 8-12, to explain how food is rearranged in the body to create energy, store matter for later use, and use matter for growth. We will compare our models and then develop a consensus model to explain how a healthy body obtains energy</p>

Lesson 13: How does a healthy body use food for energy and growth, and how is M’Kenna’s body functioning differently?

See folder above for live teacher edition resources



All previous phenomena

- Develop small group models of how a healthy body uses food for energy, food needed for growth, and food not needed right now
- Develop a class consensus model of how a healthy body uses food
- Connect what we have figured out to M’Kenna’s other symptoms and construct explanations
- Learn about who M’Kenna is and where she is now

and how M’Kenna’s body could be functioning differently.

Develop models of three possible pathways showing how food is rearranged in the body to create energy, store matter for later use, and use matter for growth within a body system.

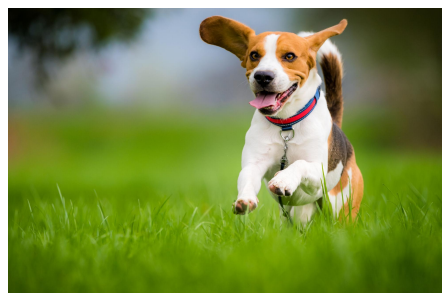
Construct an explanation to explain the relationships between differences in M’Kenna’s digestive system and a healthy digestive system in order to predict symptoms (effects), such as M’Kenna’s decreased growth rate.

What’s next?

We will investigate different organisms and argue from evidence whether (1) our organism does chemical reactions to break down and burn food molecules and (2) it has the same structures inside its body that work together to do those processes. Then we will come together to share our findings and generalize across organisms.

Lesson 14: Do all animals do chemical reactions to get energy from food like humans?

See folder above for live teacher edition resources

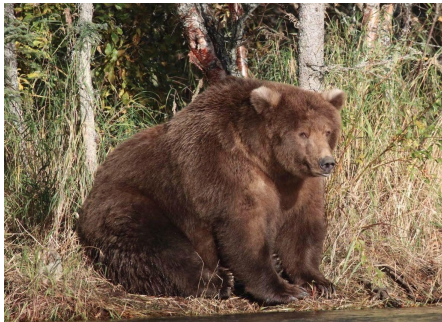


Readings about different animals show

- Research about an animal (with Gotta - Have - It checklist)
- Gallery Walk to compare animals
- Update Summary Table / Progress Tracker

Engage in an argument from evidence that, in animals, oxygen reacts with carbon-containing molecules to provide energy and produce carbon dioxide and that organisms might have different structures that work together to do similar functions.

What’s next?

	<p><i>that they all seem to break down and burn food for energy using chemical reactions, even though they may have different structures inside of their bodies.</i></p>		<p><i>We will revisit the Driving Question Board and discuss all of our questions that we answered. Then we will demonstrate our understanding by individually taking an assessment. Finally, we will reflect on our experiences in the unit.</i></p>
<p>Lesson 15: What questions on our Driving Question Board can we now answer?</p> <p><i>See folder above for live teacher edition resources</i></p>	 <p><i>Animals, such as bears, can do the same chemical reactions as humans do to get energy from food to use now, to use for growth, or to store for later.</i></p>	<ul style="list-style-type: none"> • Evaluate questions remaining on the DQB • Engage in the assessment task for Lesson 15 	<p>Develop a model to explain how bears can rearrange matter in food through chemical reactions to release energy and use stored food in the form of fat to survive during hibernation.</p> <p>Construct an explanation by applying scientific ideas and evidence to show how bears obtain energy to survive for several months without eating during hibernation.</p> <p>What's next? <i>There is no next lesson.</i></p>
<p>LS2 Assessments Lesson 15 Assessment Task</p>			

Grade 7, Unit 2: Metabolic Reactions

Monica Costa



Unit Overview

- This unit on metabolic reactions in the human body starts out with students exploring a real case study of a middle-school girl named M’Kenna, who reported some alarming symptoms to her doctor.
- Her case sparks questions and ideas for investigations around trying to figure out which pathways and processes in M’Kenna’s body might be functioning differently than a healthy system and why.
- Students investigate data specific to M’Kenna’s case in the form of doctor’s notes, endoscopy images and reports, growth charts, and micrographs.
- Through this work of figuring out what is causing M’Kenna’s symptoms, the class discovers what happens to the food we eat after it enters our bodies and how M’Kenna’s different symptoms are connected.



M'Kenna's Symptoms

ANCHORING PHENOMENON ROUTINE

We share an experience.



NAVIGATION ROUTINE

We figure out where we are and where we need to go next.



INVESTIGATION ROUTINE

We develop evidence from investigations to explain parts of the phenomena.



DRIVING QUESTION BOARD

We develop questions for the Driving Question Board.



PUTTING THE PIECES TOGETHER ROUTINE

We come to a consensus on what we've figured out so far.



PUTTING THE PIECES TOGETHER ROUTINE

We come to a consensus on what we've figured out, and have a more complete explanation of the phenomenon.



PROBLEMATIZING ROUTINE

But new questions emerge through evidence we find.



INVESTIGATION ROUTINE

We develop evidence from investigations to explain parts of the phenomena.



QUESTIONS ANSWERED

We've answered many of the questions from our Driving Question Board and are ready to explain some new phenomena.

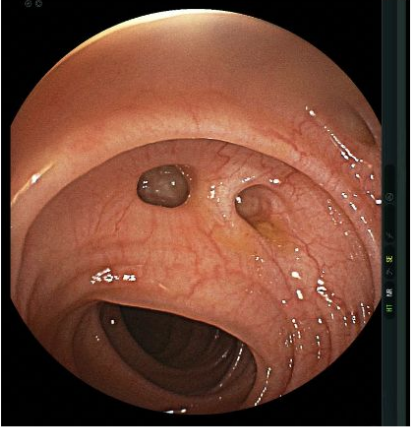


Part 3: Argue from Evidence

What's Causing M'Kenna's Symptoms

Now that you have gathered more evidence about the structures of the digestive system and their functions, revisit the Gastrointestinal Conditions table below and determine which of the conditions best explains what is causing M'Kenna's symptoms. Using all of what you've figured out in this unit, construct an argument from evidence that you've collected that shares a conclusion about which condition you believe is causing M'Kenna's symptoms and the evidence you have that supports that conclusion.

Mid-Unit Assessment

Gastrointestinal Condition	Image of Intestinal Lining	Symptoms	Cause(s)
<p>Diverticular disease is the general name for a common condition that causes small bulges or sacs to form in the wall of the large intestine. Although these sacs can form anywhere in the colon, they are most common in the part of the large intestine closest to the rectum.</p>	 <p>MAC 06</p> <p>Large Intestine</p>	<p>Painful abdominal cramps Nausea and vomiting Fever Chills Abdominal tenderness Constipation Diarrhea</p>	<p>Diverticula, which can range from pea-sized to much larger, are formed by increased pressure on weakened spots of the intestinal walls by gas, waste, or liquid. Diverticula can form while straining during a bowel movement, such as with constipation.</p>

End of Unit Assessment

Each winter brown bears in North America spend an average of 5 months inside of dens in a low activity state known as hibernation. During this time, they experience drastic body changes. They also do not eat, drink, defecate (poop), or urinate (pee) during this time. It is a wonder that the bears can survive each winter in this state without performing these essential body functions!



NPS Photo



NPS Photo/A. Ramos

Use what you've learned from our investigations related to M'Kenna's case and the data above to explain this phenomenon.

Average Statistics for an Adult Male Brown Bear	Fall - October Going into Hibernation	Winter During Hibernation	March - May Coming out of Hibernation
Body Temperature	100°–101°F	about 88° degrees F	100°–101°F
Breathing Rate & Heart Rate <i>One way to measure energy used.</i>	Normal	Very Slow	Normal
Heart Rate	40–50 beats per min	8–19 beats per min	40–50 beats per min
Weight	about 450 pounds	Not measured	about 250 pounds
Body Fat Percentage <i>Similar to DEXA scans—one way to measure how much fat the bear has stored.</i>	30%	Not measured	15%

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 26, 2023

Decision Requested X Agenda Code 5 e.

AGENDA REPORTING FORM

Agenda Topic: SHS English IV Course - Second Reading

Summary of Issue: The Curriculum & Instruction Committee has reviewed SHS English IV Course

Background: _____

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS English IV Course to the full Board for a Second Reading.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Unit 1: Analyzing Language and Author's Choices
Teacher:	Melanie Montagna and Jennifer Jorgensen
Grade Level/Course:	English IV
Length/Dates:	6 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit focuses on developing students' reading skills. Students will analyze how the elements of literature work together to create meaning. Teachers will use shorter pieces to provide multiple opportunities for students to develop the skill.

Stage 1: Desired Results

Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners by building on others' ideas, expressing their own clearly and persuasively, and addressing **alternative or opposing perspectives**.

RL3 11-12: 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).

RL4 11-12: 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.

Supporting: L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Supporting: RI/RL1 11-12: Cite strong and thorough text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text **including determining where the text leaves things uncertain.**

Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

ELA disciplinary transfer goals:

1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. (critical thinking)
2. Students can produce effective and well-grounded writing for a range of purposes and audiences.(communication)
3. Students can employ effective speaking and listening skills for a range of purposes and

Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Enduring Understanding(s):
What are the big picture understandings that are transferable across contexts, places, and times?

Students will understand that...

RL3

Authors intentionally connect elements to create meaning in a text

RL4

Authors choose specific words and phrases to convey specific meanings.
Authors choose words to convey tone.
Good readers can analyze how language is used to understand its impact.

SL1

Collaboration and communication requires respect and empathy for others.
Collaboration and communication require the skills of flexibility, responsiveness, and an ability to remain focused and productive.
An effective participant poses and responds to questions and clarifies, verifies, or challenges alternative or opposing perspectives.
Effective collaboration requires shared responsibility.
The level of preparedness contributes to the quality of a student's collaboration and communication.
An organizational system will allow for more productive collaborations and conversations.

Essential Question(s):

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

Students will keep considering...

RL3

How do authors develop connections between elements in a text?
Why do authors create connections between elements of a text?

RL4

How do authors utilize language to create meaning?
How do authors utilize language to create tone?
How can readers determine an author's purpose in utilizing specific language?

SL1

How can students prepare for the discussion so that you know what you want to say and have evidence or information to offer during the discussion?

What does it mean to be an effective communicator and collaborator?
How can a conversation be focused and productive?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do...</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<p>RL3</p> <ul style="list-style-type: none"> • Elements of setting, plot, characterization <p>RL4</p> <ul style="list-style-type: none"> • The types of figurative language • The difference between denotative and connotative • The definition of tone <p>SL1</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Know a variety of organizational skills that help prepare for collaboration and conversations <p>Communication: Engaging in conversations and discussions</p> <ul style="list-style-type: none"> • The elements of effective listening: decipher meaning, ask for clarification, confirm, agree, disagree, confusion, extension review • The difference between literal, analytical, and interpretive questions • The function of norms <p>Collaboration</p> <ul style="list-style-type: none"> • Strategies for remaining focused and productive 	<p>RL3</p> <ul style="list-style-type: none"> • Analyze the impact of setting, order of events, and characterization • Analyze the connections between the events <p>RL4</p> <ul style="list-style-type: none"> • Identify figurative language and analyze its impact • Determine the intended impact of word choice based on the context/connotation • Analyze the impact that language has on the text <p>SL1</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Annotate and use other note taking systems • Implement a system of organization that will allow retrieval of ideas <p>Communications</p> <ul style="list-style-type: none"> • Ask appropriate clarifying questions • Convey ideas clearly • Respectfully challenge ideas • Formulate literal, analytical, and interpretive questions. • Listen to others ideas and opinions • Provide constructive feedback • Implement norms <p>Collaboration</p> <ul style="list-style-type: none"> • Use strategies to remain focused and productive • Consider and build on others' ideas

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

GRASPS: Speaking and listening

- Goal: Students engage in a purposeful, productive discussion to develop and refine ideas prior to writing
- Role: Collaborator
- Audience: Peer
- Situation: Discussion (Silent Discussion or Socratic Seminar in class and/or online)

- Performance/Product: Written exchanges of ideas in post
- Standards and Criteria for Success: Discussion Rubric

GRASPS: Pressure write

- Goal: Demonstrate ability to analyze the impact of author's craft
- Role: Student
- Audience: Teacher
- Situation: Students independently evaluate an author's use of craft
- Performance/Product: Timed response
- Standards and Criteria for Success: Critical Stance Rubric

Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

GRASP 1 (Discussion Performance Task):

Students will participate in a silent or an out-loud discussion talking about one of the resources below:

Selections from the following anthologies based on age appropriateness (selections for the assessment must be different than ones used for practice):

Fresh Ink

A Thousand Beginnings and Endings

A Phoenix First must Burn

Unbroken

Selections from CommonLit

GRASP 2 (Timed Response Performance Task):

Students will write a complete timed response essay:

- [Academic Prompt](#)
- [Accelerated Prompt](#)

Choose one of the following stories for the timed response:

["He-y Come on Ou-t"](#)

["Sleeping"](#)

["Indefinite Inevitable"](#)

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

[GRASPS Assessment 1 Rubric](#)

[GRASPS Assessment 2 Rubric](#)

Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

Access the shared drive English IV

Feedback needs to be timely, specific, and actionable:

- Informal: can occur at any time as it is something that emerges spontaneously in the moment or during action.
- Formal: is planned and systematically scheduled into the process. Typically in written form.
- Self Assessment Feedback
- Peer Feedback
- Formative: is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.
- Summative: is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.
- Constructive Feedback
- Summative Feedback check in assignment (Teacher/Self)

Other Evidence

Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Entrance and exit slips

Quizzes

Tests

Graphic Organizers/ Template

Reflection

Discussions/ Discussion Boards

Self- Assessments

Peer- Assessments

Rubrics for projects or other assignments outlining the expectations

Teacher Observation

Stage 3: Instructional Design

Learning Target:	Relevance:	Success Criteria:
Students will learn the function of norms during discussion.	Students will learn this to create an environment conducive to respectful conversation and collaboration.	Students will know they have learned this when they can reflect on the norms and identify norms they need to work on the most.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
<ul style="list-style-type: none"> ● Whole group discussions to generate norms/revise them/adopt them Resources: Establishing norms notes RIGHTS (by Woods - 2002) 		
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Formative Self Reflection (short written response, exit ticket, etc)		

Learning Target:	Relevance:	Success Criteria:
Students will learn how to prepare for discussion(s) so they know what they want to say and have evidence or information to offer during the discussion.	Students will learn this so they can arrive ready to engage in classroom conversations.	Students will know they have learned this when they can produce materials necessary for productive discussion.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
<ul style="list-style-type: none"> ● Introduce TQE/Discussion Notes Resource: TQE Guidelines (With blank TQE form) includes guidelines Teacher modeling sample TQEs/Notes using a short story from the selection TQEs/Discussion Notes in Practice ● Students work with the TQE guidelines to develop them in pairs/independently-then post on chart paper to evaluate them ● Students work in pods to critique group TQEs/Notes before putting them on the board for whole class critique. ● Teacher modeling annotations to prepare for discussion <ul style="list-style-type: none"> ○ Document camera or Kami 		
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Some suggestions: <ul style="list-style-type: none"> ● TQE development assessment ● Annotation ● Reading Guides ● Question stems 		

Learning Target:	Relevance:	Success Criteria:
Students will learn how to be an effective listener during discussion.	Students will learn this so they can listen to others' ideas and opinions to engage in productive discussions.	Students can summarize and appropriately respond to what someone has said and/or written.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
<ul style="list-style-type: none"> ● Students share annotations in small groups/pairs and add to their own as they listened to each other. ● Peer feedback on discussion ● Silent discussion questioning practice 		
Assessment List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Discussion/Silent Discussion Exit tickets: <ul style="list-style-type: none"> ● What was one insightful comment one of your peers had in the discussion? Why? 		

- **What was one thing you think was missing from the discussion? Why?**

Learning Target:	Relevance:	Success Criteria:
Students will learn how to be an effective communicator/ collaborator during discussion.	Students will learn this so they can be productive during discussion by conveying ideas clearly.	Students can: <ul style="list-style-type: none"> • Formulate clarifying, literal, analytical, and interpretive questions • Consider and build on others' ideas • Respectfully challenge ideas • Provide constructive feedback

Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- Students share TQEs and notes on the board and work as a class to correct any misunderstandings or problems with the TQEs.
- Post-It: Pick the best Question on the board and answer them on the post-it
- In silent discussion practice, students challenge each other's ideas and questions to create more thought provoking material

Assessment

List any formative or summative assessments that should be administered within this learning sequence.

(They can be listed/linked below)

Discussion / Silent Discussion

Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Learning Target:	Relevance:	Success Criteria:
Students will learn how to engage in collaborative and constructive conversations.	Students will learn this to help analyze a text better and it will help me be a better communicator.	Students know they will have learned this when they can... <ul style="list-style-type: none"> • Give constructive feedback that the receiver can use • Ask thoughtful and clarifying questions • Generate insights into a text

Assessment

List any formative or summative assessments that should be administered within this learning sequence.

(They can be listed/linked below)

GRASP 1 Assessment: Silent Discussion

Learning Target:	Relevance:	Success Criteria:
Students will learn how to determine an author's purpose in using elements of setting, plot, and characterization.	Students will learn this so they can analyze a text and express the analysis in discussion and/or writing.	Students can interpret the impact of setting, order of events, and characterization on a text
Learning Activities		
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
<ul style="list-style-type: none"> ● Read alouds with turn and talk - focus discussion on the specific elements ● Annotation practice using short stories <ul style="list-style-type: none"> ○ Document camera or Kami ● Class discussion about the different elements (setting, plot, characterization) <ul style="list-style-type: none"> ○ Students identify sections of the text where the device is present/strong ● Practice finding evidence in the text <ul style="list-style-type: none"> ○ Teacher modeling evidence first ○ Pair/Pod work discussing the evidence and how it fits the element ● Practice "silent" discussion analyzing quotes from a text using the elements. ● Elements "scavenger hunt" with a given passage/short story 		
Assessment		
List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		
Discussion / Silent Discussion, Formative writing practice, annotations/TQEs/etc. Quiz on finding elements in a text, quoting an example from the text, then explaining how the quote fits the element.		

Learning Target:	Relevance:	Success Criteria:
Students will learn how an author utilizes specific language to create meaning.	Students will learn this so they can analyze how language is used in a text (connotative, denotative, figurative, tone) and express analysis in discussion and/or writing.	Students can interpret the impact specific language and context has on a text.
Learning Activities		
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
<ul style="list-style-type: none"> ● Class discussion about the different elements (tone, diction, denotation, connotation) <ul style="list-style-type: none"> ○ Students identify sections of the text where the device is present/strong ● Practice finding evidence in the text <ul style="list-style-type: none"> ○ Teacher modeling evidence first ○ Pair/Pod work discussing the evidence and how it fits the element ● Passage: isolation of words to recognize patterns id author's craft 		
Assessment		
List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>		

Discussion / Silent Discussion, Formative writing practice, annotations/TQEs/etc.

Learning Target:	Relevance:	Success Criteria:
Students will learn how an author creates connections between elements in a text.	Students will learn this so they can better analyze the connections between elements and express analysis in discussion and/or writing.	Students can interpret the intended impact of the connections within a text.

Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- Teacher modeling how secondary devices can be used to support/develop primary devices
- Practice using the secondary devices (tone, diction, denotation, connotation) to support ideas about setting, characterization, and conflict.
 - Pairs/Pods - One student comes up with evidence for setting, characterization, or conflict
 - Swap papers - Second student looks for tone, diction, denotation, or connotation in the same quote and connects it, or finds a second example using one of those devices.
 - Together - Students come up with reasons connecting the second device to the first device.
- CommonLit provides some opportunities to practice author's connections (Guided questions/Assessment)

Assessment

List any formative or summative assessments that should be administered within this learning sequence.

(They can be listed/linked below)

Discussion / Silent Discussion, Formative writing practice, annotations/TQEs/etc.**Activity/Task**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Learning Target:	Relevance:	Success Criteria:
Students will learn how authors use language and purposefully relate elements in their writing to create meaning.	Students will learn this to create a well-written and thoughtful pressure write.	Students will know they have learned how to write under pressure when they can... <ul style="list-style-type: none"> ● Create a clear focus ● Analyze relevant evidence ● Organize my thoughts in a coherent way

Assessment

List any formative or summative assessments that should be administered within this learning sequence.

(They can be listed/linked below)

GRASP 2 Assessment: Timed Response

[Academic Prompt](#)

[Accelerated Prompt](#)

Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

Extensions/modifications will be responsive to student needs within the scope of the literacy skills defined in this unit.

Resources

Any materials and resources related to Stage 3 learning activities.

Tools: [Silent Discussion](#)

Selections from the following anthologies based on age appropriateness (selections for the assessment must be different than ones used for practice):

Fresh Ink

A Thousand Beginnings and Endings

A Phoenix First must Burn

Unbroken

CommonLit - [The Wretched and the Beautiful](#)

CommonLit - [Cooking Time](#)

CommonLit - [A Very Old Man with Enormous Wings](#)

CommonLit - [Here We Aren't So Quickly](#)

CommonLit - [The Star](#)

CommonLit - [A Rose for Emily](#)

Unit Overview	
Unit Title:	Unit 2: Analyzing Theme in a Novel
Teacher:	Melanie Montagna and Jennifer Jorgensen
Grade Level/Course:	English IV
Length/Dates:	8 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit focuses on further developing students' reading and writing skills. Students will analyze how themes interact within a text to create meaning. Teachers will use a novel to provide multiple opportunities for students to develop the skill.

Stage 1: Desired Results

Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RL2 11-12: 11-12: Determine two or more themes or central ideas of a text and analyze in detail its 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.

Supporting: L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Supporting: RI/RL1 11-12: Cite strong and thorough text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves things uncertain.

Supporting: SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners by building on others' ideas, expressing their own clearly and persuasively, and addressing **alternative or opposing perspectives**.

Supporting: RL3 11-12: 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).

Supporting: RL4 **11-12**: 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.

Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

ELA disciplinary transfer goals:

1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. (critical thinking)
2. Students can produce effective and well-grounded writing for a range of purposes and audiences.(communication)

Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

Enduring Understanding(s):

What are the big picture understandings that are transferable across contexts, places, and times?

Students will understand that...

RL2

Authors can include different patterns within the same text to create text complexity.

Authors include multiple themes to create text complexity.

W4

Authors write for a variety of purposes.

Writers choose and organize details to achieve clarity and coherence.

Writers make deliberate choices to address a task, purpose and audience.

Essential Question(s):

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

Students will keep considering...

RL2

How does the author develop multiple themes or ideas over the course of the text?

How do the patterns within a text relate to one another?

Why do authors include multiple themes in a text?

W4

Why do authors write?

How do authors achieve clarity and coherence?

How do authors arrange and develop their ideas to accomplish their purpose? Address their task? Address the audience?

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

What will students be able to do...

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

<p>RL2 that different themes can interact with each other.</p> <p>W4 Process:</p> <ul style="list-style-type: none"> • The steps of the writing process(brainstorming, outlining, drafting, revising, editing) <p>Development:</p> <ul style="list-style-type: none"> • The elements of a clear thesis/purpose • What distinguishes relevant, sufficient evidence • Techniques for elaboration <p>Organization:</p> <ul style="list-style-type: none"> • Organizational structures • Transition words/phrases <p>Style:</p> <ul style="list-style-type: none"> • Elements of author's craft • Different types of writing(narrative, explanatory, analytical, argument) • Language and structure determines tone • Audience dictates appropriate tone and style • Knowledge of appropriate writing formats based on task 	<p>RL2 Analyze how multiple themes interact and build on one another.</p> <p>W4 Process:</p> <ul style="list-style-type: none"> • Generate ideas • Planning and Drafting a full piece • Using revision and editing strategies <p>Development:</p> <ul style="list-style-type: none"> • Establish and maintain a clear purpose (thesis) • Develop the topic with well-chosen, relevant and sufficient evidence • Explain how the details/evidence develop the focus • Clarify the relationships between the focus and the evidence/details <p>Organization:</p> <ul style="list-style-type: none"> • Create an organization that establishes a clear relationship between ideas. • Use words/phrases/ clauses to link major sections of the text. <p>Style:</p> <ul style="list-style-type: none"> • Establish and maintain an appropriate style and tone through appropriate language and sentence structure. • Determine a specific audience • Use appropriate writing formats based on task
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Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

GRASPS: Critical Reading for Theme

- Goal: Students analyze how an author develops theme
- Role: Reader
- Audience: Teacher
- Situation: Students will analyze theme for each section of reading (5)
- Performance/Product: Reading assessment that includes short answer, multiple choice and construction of theme statements
- Standards and Criteria for Success: combined multiple choice and rubric for short answer

GRASPS: Process Essay

- Goal: Students demonstrate ability to analyze how authors develop theme over the course of a text
 - Role: Student
 - Audience: Teacher
 - Situation: Students independently evaluate an author's use of craft and engage in the writing process to develop their essays
 - Performance/Product: Full essay
 - Standards and Criteria for Success: Rubric
- Students will receive feedback as they complete the essay. The following stages will be checked:
thesis statement, evidence gathering, outlining and preliminary draft.

Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

Choose one of the texts:

A Woman is No Man by Etaf Rum

Aristotle and Dante Discover the Secrets of the Universe by Benjamin Allez Saenz

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

GRASPS 1 Test Answer Keys and Rubrics

[GRASPS 2 Assessment Rubric](#)

Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

Access to the English IV Shares Drive

Notes for GRASP 1:

We create the first theme for the model. - Track that throughout

They create the second theme and explain how it fits/connects/how they feel about it/how it relates to a character/etc.

This covers two themes so they can focus on one for their essay.

Feedback needs to be timely, specific, and actionable:

- Informal: can occur at any time as it is something that emerges spontaneously in the moment or during action.
- Formal: is planned and systematically scheduled into the process. Typically in written form.
- Self Assessment Feedback
- Peer Feedback
- Formative: is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.
- Summative: is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.
- Constructive Feedback
- Summative Feedback check in assignment (Teacher/Self)

Other Evidence

Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- Entrance and exit slips
- Quizzes
- Tests
- Graphic Organizers/ Template
- Reflection
- Discussions/ Discussion Boards
- Self- Assessments
- Peer- Assessments
- Rubrics for projects or other assignments outlining the expectations
- Teacher Observation

Stage 3: Instructional Design

Learning Target:	Relevance:	Success Criteria:
Students will learn how an author includes multiple themes within a text.	Students will learn this so they can analyze the way different themes can interact with each other.	Students can explain how at least two themes interact to create meaning.
Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
<ul style="list-style-type: none">• Theme Tracker• TQEs• Discussions about the chosen text using TQEs, Author's Craft from Unit 1, and Theme		
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)		
Class Discussion, formative assignments		

Learning Target:	Relevance:	Success Criteria:
Students will learn how to recognize patterns in a text.	Students can determine the themes in a text in order to write an analytical process essay.	Students can analyze how themes are developed and how they interact in a well developed essay.
Assessment List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)		
GRASPS Assessment 1 Split assessments (All add up to 1 total assessment grade) 5 sections - model the first one as a formative (next 4 .25 each)		

Learning Target:	Relevance:	Success Criteria:
Students will learn how a writer develops their ideas to accomplish their purpose: <ul style="list-style-type: none"> • Brainstorming • Outlining • Drafting • Revising • Editing 	Students will learn this so they can prepare for a process essay.	Students can go through all of the steps of the writing process: <ul style="list-style-type: none"> • Brainstorming • Outlining • Drafting • Revising • Editing

Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- Thesis practice activities
 - Graphic Organizer
 - “What-How-Why” review lessons/activities
- Peer feedback
- Writing conferences

Assessment

List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

The Writing Process

Learning Target:	Relevance:	Success Criteria:
Students will learn to distinguish relevant, sufficient evidence: <ul style="list-style-type: none"> • Relevant (useful in supporting thesis and claims) • Sufficient (task-driven) 	Students will learn this so they can provide clear, relevant support from a text as indicated by a prompt or assignment.	Students can use clear, relevant evidence to adequately support their thesis and claims.

Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- Theme Tracker (for evidence)
- Finding Evidence individually, in small groups, and/or as whole class.
- Evaluating Evidence
- Teacher conferences for evidence

Assessment

List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Formative evidence-finding assignment, Essay, Written pieces

Learning Target:	Relevance:	Success Criteria:
Students will learn how to	Students will learn this so they can	Students can clarify the

elaborate clearly: <ul style="list-style-type: none"> • Make connections between the evidence and the developed thesis/claim 	analyze evidence and explain ideas without summarizing or repeating the text.	relationship between the focus and the evidence/details without summarizing or repeating the text.
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Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- Elaboration techniques (modeled and practiced)
- Peer feedback
- Writing conferences

Assessment

List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Essay, Written pieces

Learning Target, Relevance, Success Criteria

Learning Target:	Relevance:	Success Criteria:
Students will learn how to organize ideas into a coherent product using transition words and phrases.	Students will learn this so they can create a written piece that establishes a clear relationship among ideas.	Students can write a well organized product that uses words, phrases, and clauses to link major sections of the writing.

Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- Reviewing paragraph types in an essay
- Outlining
- Transitioning activities (How to transition between ideas)
- Rough draft

Assessment

List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

Essay (GRASP 2)

Grammar lessons as needed

Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Learning Target:	Relevance:	Success Criteria:
Students will learn how writers address a task, purpose, and audience to achieve clarity and coherence.	Students will learn this so they can create a well-written and thoughtful process paper that analyzes a text.	Students can: <ul style="list-style-type: none"> • Plan and draft a full piece • Establish and maintain a clear purpose. • Choose sufficient, relevant evidence • Explain how the details/evidence develop the focus

- | | | |
|--|--|--|
| | | <ul style="list-style-type: none">• Clarify the relationships between the focus and the evidence/details |
|--|--|--|

Assessment

List any formative or summative assessments that should be administered within this learning sequence.
(They can be listed/linked below)

GRASPS Assessment 2**Extension/Modification**

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

Extensions/modifications will be responsive to student needs within the scope of the literacy skills defined in this unit.

Resources

Any materials and resources related to Stage 3 learning activities.

“Our Little Homestead” Flash fiction piece for theme practice

Use the primary text to build skills.

Theme trackers

Teacher resources for the two novels

Unit Overview	
Unit Title:	Unit 3: Analyzing Multiple Texts for Thematic Connections
Teacher:	Melanie Montagna and Jennifer Jorgensen
Grade Level/Course:	English IV
Length/Dates:	5 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit focuses on developing students' reading, presentation, and listening skills. Teachers will provide the primary text, and students will find a companion piece. Students will analyze the theme across both texts. Teachers will provide multiple opportunities for students to develop the skill.

Stage 1: Desired Results

Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

RL2 11-12: Determine two or more themes or central ideas of a text and analyze in detail its 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.

SL4: 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.

Supporting: RI/RL1 11-12: Cite strong and thorough text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves things uncertain.

Supporting: SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners by building on others' ideas, expressing their own clearly and persuasively, and addressing alternative or opposing perspectives.

Supporting: L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

ELA disciplinary transfer goals:

1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. (critical thinking)
2. Students can employ effective speaking and listening skills for a range of purposes and audiences. (communication)

3. Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. (creativity)

Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

Collaboration Transdisciplinary Goal:

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Enduring Understanding(s):
What are the big picture understandings that are transferable across contexts, places, and times?

Students will understand that...

RL2

Authors can include different patterns within the same text to create text complexity.

Authors include multiple themes to create text complexity.

SL4

Speakers choose and organize details to achieve clarity and coherence. Speakers make deliberate choices to address a task, purpose and audience.

Essential Question(s):
These questions are related to the enduring understandings and provide relevance for the learning in the unit.

Students will keep considering...

RL2

How does the author develop multiple themes or ideas over the course of the text?

How do the patterns within a text relate to one another?

Why do authors include multiple themes in a text?

SL4

How do speakers achieve clarity and coherence?

How do speakers arrange and develop their ideas to accomplish their purpose? Address their task? Address the audience?

How can a speaker help listeners better understand and follow what a speaker is saying?

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

What will students be able to do...

	Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<p>RL2 that different themes can interact with each other.</p> <p>SL4 Subject, purpose, occasion, and audience Style, format, approach Line of reasoning Digital media platforms for presentational purposes</p>	<p>RL2 Analyze how multiple themes interact and build on one another.</p> <p>SL4 Communication:</p> <ul style="list-style-type: none"> • Present information, findings, and supporting evidence that clearly and directly addresses the subject. • Logically organize points to address purpose, task, and audience. • Choose and utilize an appropriate format to add interest, and enhance audience understanding.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

GRASPS: Presentation

- Goal: Present a thematic connection between two pieces. First piece is the class novel chosen for the unit.
- Role: Presenter
- Audience: Class (or possibly a Panel)
- Situation: Presentation
- Performance/Product: Presentation with slides/visual elements
- Standards and Criteria for Success: Presentation Rubric

Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

Accelerated: Use novel not used for unit 2.

Academic: Use same novel from unit 2.

A Woman is No Man by Etaf Rum

Aristotle and Dante Discover the Secrets of the Universe by Benjamin Allez Saenz

Second piece for Presentation: Student Choice

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

Unit 3 Presentation Rubric

Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

Access the shared drive English IV

Feedback needs to be timely, specific, and actionable:

- Informal: can occur at any time as it is something that emerges spontaneously in the moment or during action.
- Formal: is planned and systematically scheduled into the process. Typically in written form.
- Self Assessment Feedback
- Peer Feedback
- Formative: is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.
- Summative: is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.
- Constructive Feedback

Summative Feedback check in assignment (Teacher/Self)

Other Evidence

Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- Entrance and exit slips
- Quizzes
- Tests
- Graphic Organizers/ Template
- Reflection
- Discussions/ Discussion Boards
- Self- Assessments
- Peer- Assessments (targeted feedback on a specific rubric strand)
- Rubrics for projects or other assignments outlining the expectations
- Teacher Observation

Stage 3: Instructional Design

Learning Target:	Relevance:	Success Criteria:
Students will learn why an author includes themes within a text	Students will learn this to analyze how themes are presented across different mediums	Students can explain how themes interact and build on one another to create text complexity
Activity/Task What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.		
<ul style="list-style-type: none">● Teacher Modeling● Theme Tracker● TQEs● Discussions about the chosen text using TQEs, Author's Craft from Unit 1, and Theme● Theme comparison activities		
Assessment List any formative or summative assessments that should be administered within this learning sequence.		

(They can be listed/linked below)

Formative assignments, class discussion

Learning Target:

Students will learn how to achieve clarity and coherence when speaking

Relevance:

Students will learn this to effectively convey ideas to an audience

Success Criteria:

Students can effectively convey ideas to others without going off topic and in an organized manner

Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- Discussions and feedback
- Exit slips on discussion days
- Practicing presentations
- Evaluate TED Talks style presentations (TBD)

Assessment

List any formative or summative assessments that should be administered within this learning sequence.

(They can be listed/linked below)

Class discussion, presentation practice, presentation (GRASP 1)

Learning Target:

Students will learn how to arrange and develop ideas to accomplish a specific purpose

Relevance:

Students will learn this to create a cohesive presentation

Success Criteria:

Students can present information and supporting evidence that clearly and directly addresses the subject

Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- Organizing a presentation
- Evaluate TED Talks (TBD)

Assessment

List any formative or summative assessments that should be administered within this learning sequence.

(They can be listed/linked below)

Class discussion, presentation practice, presentation (GRASP 1)

Learning Target:

Students will learn how speakers make deliberate choices to engage an audience and address their needs as listeners

Relevance:

Students will learn this to keep the audience focused and engaged during a presentation

Success Criteria:

Students can use an appropriate format and delivery to enhance audience understanding

Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- Evaluate TED Talks (TBD)
- Prepare presentations using novel and student choice text
- Teacher modeling

Assessment

List any formative or summative assessments that should be administered within this learning sequence.

(They can be listed/linked below)

Class discussion, presentation practice, presentation (GRASP 1)

Learning Target:

Students will learn how to be an effective listener to give appropriate feedback

Relevance:

Students will learn this so they can listen to others' ideas and give constructive feedback

Success Criteria:

Students can share clear, appropriate, and constructive feedback

Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- Teacher modeling
- Evaluate TED Talks (TBD)
- Exit slips on discussion days

Assessment

List any formative or summative assessments that should be administered within this learning sequence.

(They can be listed/linked below)

Class discussion, presentation feedback

Activity/Task

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

Learning Target:

Students will learn to present information that has a clear subject and purpose for a specific occasion and to a specific audience.

Relevance:

Students will learn this to create a presentation analyzing a theme across multiple texts.

Success Criteria:

Students can give a presentation analyzing how themes are conveyed across multiple texts

Assessment

List any formative or summative assessments that should be administered within this learning sequence.

(They can be listed/linked below)

GRASPS Assessment 1

Group (or individual if chosen)

Each member has to come up with a different connecting text. (Song, film, TV, poem, short story)

No more than 3 if an odd number class

Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

Extensions/modifications will be responsive to student needs within the scope of the literacy skills defined in this unit.

Resources

Any materials and resources related to Stage 3 learning activities.

Teacher chosen excerpts from *A Phoenix First Must Burn* anthology (Different pieces if used in Unit 1)

Teacher chosen TED Talks for evaluation and modeling

ENGLISH IV

HALF-YEAR COURSE

JEN JORGENSEN, MELANIE MONTAGNA

UNIT 1: ANALYZING LANGUAGE AND AUTHOR'S CHOICES

Unit Overview:

- This unit focuses on developing students' reading skills.
- Students will analyze how the elements of literature work together to create meaning.
- Teachers will use shorter pieces to provide multiple opportunities for students to develop the skill.

Essential Question Highlights:

- ❖ How and why do authors develop connections between elements in a text?
- ❖ How do authors utilize language to create meaning and tone?
- ❖ How can readers determine an author's purpose in utilizing specific language?
- ❖ What does it mean to be an effective communicator and collaborator?

UNIT 2: ANALYZING THEME IN A NOVEL

Unit Overview:

- This unit focuses on further developing students' reading and writing skills.
- Students will analyze how themes interact within a text to create meaning.
- Teachers will use a novel to provide multiple opportunities for students to develop the skill. (*Novel Choices: A Woman is No Man* by Etaf Rum OR *Aristotle and Dante Discover the Secrets of the Universe* by Benjamin Allez Saenz)

Essential Question Highlights:

- ❖ How does the author develop multiple themes or ideas in a text?
- ❖ Why do authors include multiple themes in a text?
- ❖ How do authors achieve clarity and coherence?
- ❖ How do authors arrange and develop their ideas to accomplish their purpose, task and audience?

UNIT 3: ANALYZING MULTIPLE TEXTS FOR THEMATIC CONNECTIONS

Unit Overview:

- This unit focuses on developing students' reading, presentation, and listening skills.
- Teachers will provide the primary text, and students will find a companion piece.
 - Students will analyze the theme across both texts.
- Teachers will provide multiple opportunities for students to develop the skill.

Essential Question Highlights:

- ◆ How do the patterns within a text relate to one another?
- ◆ How do speakers achieve clarity and coherence?
- ◆ How do speakers arrange and develop their ideas to accomplish their purpose?
Address their task? Address the audience?
- ◆ How can a speaker help listeners better understand and follow what a speaker is saying?

PERFORMANCE TASK HIGHLIGHT



GRASPS: PRESENTATION

- **Goal:** Present a thematic connection between two pieces. First piece is the class novel chosen for the unit.
- **Role:** Presenter
- **Audience:** Class (Panel)
- **Situation:** Presentation
- **Performance/Product:** Presentation with slides/visual elements
- **Standards and Criteria for Success:** Presentation Rubric

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 26, 2023

Decision Requested X Agenda Code 5 f.

AGENDA REPORTING FORM

Agenda Topic: SHS English I - Proposed Text Changes - Second Reading

Summary of Issue: The Curriculum & Instruction Committee has reviewed SHS English I – Proposed Text Changes

Background: _____

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

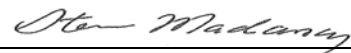
Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS English I – Proposed Text Changes to the full Board for a Second Reading.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Grade 9 Accelerated English: Proposed Text Changes

Presented by: Rebecca Migliaro, English Department Leader

Proposed Additions:

Dr. Jekyll and Mr. Hyde

The Legend of Sleepy Hollow

Things Fall Apart

The teachers of grade 9 Honors (now grade 9 Accelerated) proposed using *The Strange Case of Dr. Jekyll and Mr. Hyde* and *The Legend of Sleepy Hollow* in place of *Great Expectations* because the length of *Great Expectations* created an obstacle. Switching to two shorter texts with similar style and vocabulary allows multiple opportunities for students to engage with a challenging text while negating the issue of stamina. This dual text approach supports students in building stamina and independence, as teachers approach *Jekyll and Hyde* with greater scaffolding and then release responsibility to the students for the second text.

The department also proposes the incorporation of *Things Fall Apart* into quarter four to provide another text in addition to *Animal Farm*. This addition will support in building students' reading stamina while also providing a piece of literature from a diverse author. *Things Fall Apart* also appears multiple times on the AP Literature and Composition exam. It applies to many of the open-ended questions from the AP exam, which is a writing skill that Grade 9 Accelerated begins to address at the end of the year.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 26, 2023

Decision Requested X Agenda Code 5 g.

AGENDA REPORTING FORM

Agenda Topic: SHS Conceptual Chemistry Unit 8: Aquatic Apocalypse - Second Reading

Summary of Issue: The Curriculum & Instruction Committee has reviewed SHS Conceptual Chemistry Unit 8: Aquatic Apocalypse.

Background: _____

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS Conceptual Chemistry Unit 8: Aquatic Apocalypse to the full Board for a Second Reading.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Case 8 - Aquatic Apocalypse - Solutions & Acids & Bases

Unit Overview	
Unit Title:	Unit 8- Aquatic Apocalypse - The Chemistry of Solutions, Acids, & Bases
Teacher:	Sharon Kirsche
Grade Level/Course:	10-12/Conceptual Chemistry
Length/Dates:	5 weeks, Approximately 5/1- End of School Year
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will explore the properties of solutions and acid-base chemistry by engaging with a phenomena that is based on the true story of a massive fish kill in a river due to contamination from the local environment. This is a lab-based unit in which students will conduct actual tests on a “sample” of river water to not only identify the most likely contaminant, but also to experimentally establish solubility rules, factors that affect solubility, and the effect of pH of the river water on amplifying or mitigating the pollutant.

NGSS Standard Alignment

HS-PS1-6: Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

SEP Implications	DCI Implications	CCC Implications
<p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. 	<p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present. 	<p>Stability and Change</p> <ul style="list-style-type: none"> Much of science deals with constructing explanations of how things change and how they remain stable. <p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships may be used to predict phenomena in natural or designed systems.

Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

Citizenship Transdisciplinary Goal

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Pacing Guide (*This guide is based on 45-minute lesson length*)

Day	Driving Question	Lesson Title	Additional Resource	Student will know and wonder
1	<i>What killed the fish in the White River?</i>	Aquatic Apocalypse (AA) Introduction/Discussion	<p>Engage</p> <ul style="list-style-type: none">• What do we notice? Show this: Aquatic Apocalypse Slides (Only slides 1-12)• Attempt to make sense: Have students write down observations of the google slides and try to answer the initial question.• Identify related phenomena: Pollution• Develop questions and next steps <p>General Resources:</p> <ul style="list-style-type: none">• Driving Question Board<ul style="list-style-type: none">◦ Question Formulation Technique (QFT)	<p>Student Learning Outcome: Students will ask questions about the cause of the fish kill (effect) in the White River, prompting them to explore the chemistry of solutions.</p> <p>BIG IDEA/QUESTION: Something dissolved in the water must have killed the fish. What does it mean to dissolve and how can we identify what is in a solution?</p> <p>What's next? <i>Students have already been exposed to toxins in chemistry, so they will suspect that something is in the water. However, in order to fully understand the phenomena, students will explore solutions, equilibrium, and acids and bases in order to figure out what caused the fish to die and the source of the pollution.</i></p>
2-3	<i>What is a solution?</i> <i>What are its</i>	Students conduct an initial analysis of a water "sample" from Total Kill	<p>EXPLORE & EXTEND</p> <ul style="list-style-type: none">• River Water Analysis 1 <p>Resources</p>	<p>Student Learning Outcome: Students recognize that the polarity of a substance plays a role in whether or not something can dissolve in water, which is polar by obtaining and evaluating information about the matter in the river.</p>

	<p><i>components?</i></p> <p>Teacher Note for Frame of Reference: <i>How can scientists use data from the field to narrow down the list of probable toxins that they want to focus on?</i></p>	<p>Zone (Fish) of White River</p>	<ul style="list-style-type: none"> • Aquatic Apocalypse Day 1 Overview for Preparation of “river water” for analysis • Solutions CK-12 <p>SEPs: Obtaining & Evaluating Information, Engaging in Argument from Evidence</p>	<p>BIG IDEA: Because Fuel Oil is nonpolar, and water is polar, fuel oil cannot be the solute that was dissolved in the river and can be eliminated as a potential toxin.</p> <p>What’s next? Students learn the components of a solution. They learn that the water in the White River must be a solution, but they don’t know what’s in it yet. They may be wondering how the White River water became a solution in the first place.</p> <p>Ss will expand their understanding of solutions by exploring the concepts of “solubility” and “saturation”</p>
<p>4-5</p>	<p><i>How much solute can “fit” in a solution?</i></p> <p><i>What does it mean to dissolve, anyway?</i></p>	<p>Describing Solutions</p>	<p>EXPLORE / EXPLAIN</p> <ul style="list-style-type: none"> • Intro to Solubility • Sat v. Unsat POGIL <ul style="list-style-type: none"> ○ <i>This POGIL activity brings students back to particle models for concentration.</i> <p>SEPs: Using Models</p>	<p>Student Learning Outcome: Students will use models to recognize patterns, consequently understanding that there are more factors than just polarity that determine solubility. They also learn that there are limits to how much can dissolve in a solution.</p> <p>BIG IDEA: Solutions can be described on the basis of how many particles they contain per unit volume</p> <p>What’s next? Students will continue to investigate the cause of the fish kill by evaluating the precipitation reactions of different solutions, allowing them to establish “solubility rules” and patterns that can be used to rule out some possible pollutants.</p>
<p>6</p>	<p><i>How can I use known solubilities to tentatively identify my toxin from the river water?</i></p> <p>CLOSER LOOK:</p>	<p>Establishing Patterns of Solubility</p>	<p>EXPLORE/EXPLAIN</p> <p>AA Solubility Rules LAB Part I</p> <ul style="list-style-type: none"> • <i>In this lab, students explore solubility and observe various combinations of solutions, recording their observations. The data</i> 	<p>Student Learning Outcome: Students will notice (through lab investigation) that certain chemicals (pollutants) are combined, they may react in a double displacement reaction. The products of this reaction are not always soluble, and there are patterns as to which ions are more soluble than others. These are called “Solubility Rules”</p> <p>BIG IDEA: You can compare reactions of an unknown chemical</p>

	Solubility Rules		<p><i>that they collect from these observations can be used to help identify pollutants in the White River.</i></p> <ul style="list-style-type: none"> • Students are able to use their data to develop rudimentary solubility rules <p>SEPs: Carrying Out Investigations, Constructing Explanations</p>	<p>against known chemicals and look for patterns that can help you identify an unknown.</p> <p>What's next? <i>Students have been able to eliminate fuel oil as a possible pollutant on the basis of polarity, and also eliminate arsenic and lead on the basis of the solubility tests. Aluminum cannot be ruled out as a possible pollutant.</i></p> <p><i>Next, students will explore the role of temperature and other non-chemical properties that influence solubility to see what their impact may or may not have been on the fish kill.</i></p>
7		Establishing Solubility Rules	<p>EXTEND/EXPLAIN</p> <ul style="list-style-type: none"> • AA Solubility Rules LAB Part II • <i>In this lab, students test their unknown solution of "River Water" against known solutions and compare their data to that collected the previous day to identify the possible fishkill toxin.</i> 	
8-9	<i>What factors besides chemical make-up can influence solubility?</i>	Factors Influencing Solubility	<p>EXPLORE AND EXPLAIN</p> <ul style="list-style-type: none"> • SolubilityCurves_CP Chem • Solubility Lab <p>SEPs: Carrying Out Investigations, Constructing Explanations</p>	<p>Student Learning Outcome: Students continue to broaden their understanding of solubility, and begin to recognize through lab investigation that temperature, stirring, and surface area of the solute are non-chemical properties that can influence the rate of dissolution.</p> <p>BIG IDEA: Temperature, surface area of solute, and stirring speed are all factors that can influence the rate of dissolution in a solution.</p> <p>What's next? <i>Now having a full picture of solubility, students can apply what they know to see if any non-physical factors may have played a role on how much pollutant was dissolved in the river. First,</i></p>

				<p>however, students need to understand how scientists measure and talk about the concentration of a solute in a solution.</p>
10	<p><i>How much solute is too much in terms of toxicity?</i></p> <p><i>How can we quantitatively represent the amount of solute in a solution?</i></p> <p>CLOSER LOOK: Molarity</p>	<p>Introduction to Concentrations and Dilutions (Molarity)</p>	<p>EXPLORE AND EXPLAIN</p> <ul style="list-style-type: none"> 4- Concentration & Dilution, I... <p>Resources:</p> <p>Serial Dilution Lab</p>	<p>Student Learning Outcome: Through investigation of dilution, students will notice the pattern of measured concentrations of pollutants decreases as you move away from the source.</p> <p>BIG IDEA: Molarity (M) is a common unit of measurement for the concentration of solute in a solution. The greater the molarity value, the more concentrated the solute.</p> <p>As pollutants move downstream from their source, they become diluted, lowering their concentration, which is why fewer fish died further downstream from Anderson, IN.</p> <p>What's next? <i>Students are now quite sure that the fish-kill pollutant originated close to Anderson. In order to continue with their investigation of the remaining "suspect" pollutants, students will look at the role that environmental factors may have had on solubility and the likelihood of release.</i></p>
11	<p><i>Could the temperature/time of year have had an impact on the solubility of the pollutants?</i></p>	<p>Solubility v. Temperature</p>	<p>EXPLORE & EXPLAIN</p> <ul style="list-style-type: none"> 5- Solubility v. Temp D... 	<p>Student Learning Outcome: Through the analysis of solubility graphs and historical weather data, students will recognize that due to cold temps (effect), there would have been plenty of dissolved oxygen available to the fish, and the levels of nitrogen and phosphate in the water did not exceed the limits..</p> <p>BIG IDEA: The solubility of a gas has an inverse relationship to temperature- the lower the temperature, the greater the solubility and vice versa. This is because the gas particles contain more energy, and as temperature and energy increases, they are more likely to escape from a solution they are contained in unless under pressure.</p> <p>What's next? <i>Students have now eliminated all of the suspect pollutants but</i></p>
12		<p>Solubility of Gasses</p>	<p>EXTEND</p> <ul style="list-style-type: none"> 7- Solubility of Gases_... <ul style="list-style-type: none"> Students will analyze data to determine that the level of phosphates and nitrates in the river at the time of the fish kill did not exceed toxic levels. 	

				<p>aluminum. However, aluminum is not generally toxic, so students will begin to explore whether or not an environmental factor (pH) could have increased its toxicity, causing the fish kill.</p>
15-16	<p>Could the pH of the water have affected the toxicity of aluminum?</p>	<p>Introduction to pH Stations</p>	<p>EXPLORE & EXPLAIN</p> <ul style="list-style-type: none"> • Acids and Bases Student-Led Stations <p>Supporting/Alternate Resources:</p> <ul style="list-style-type: none"> • 8- Acids & Bases Part 1 • 9- Acids & Bases Day 2 <p><i>*All of these resources provide an excellent foundation to the concept of pH and acid/base chemistry. The students will be exposed to different definitions and properties of acids and bases, the pH scale, and different ways to measure pH.</i></p>	<p>Student Learning Outcome: Using both hands-on and virtual investigation, students will notice that when the water is more acidic, the aluminum is more toxic (Cause & Effect).</p> <p>BIG IDEA: pH tells us how many H⁺ ions are in solution. The more H⁺ ions, the lower the pH, and the more acidic the solution is. The fewer H⁺ ions, the higher the pH, the more basic the solution is.</p> <p>The pH of the solution can have a direct impact on the ability of toxins to dissolve, therefore making a pollutant more or less dangerous, depending on environmental factors.</p> <p>What's next? Students will have identified aluminum as the cause of the fish kill, with slightly acidic water as an important factor. Because aluminum is not often toxic in "normal" conditions and is the most common metal in the Earth's crust, the students will question what happened in the environment to make the common metal more dangerous.</p>
17	<p>How can we relate the pH of the river water to everyday substances?</p>	<p>Red Cabbage Lab</p>	<p>EXPLORE & EXPLAIN</p> <ul style="list-style-type: none"> • Cabbage pH & Household Items Lab 	
18-19	<p>How can changes in the environment influence how much of a pollutant is released?</p>	<p>Introduction to Equilibrium: Le Chatelier's Principle</p>	<p>EXPLORE</p> <ul style="list-style-type: none"> • Le Chatelier's Principle POGIL 	<p>Student Learning Outcome: Students will explain that when the stability of a system (equilibrium) is disrupted, the system will respond in a way to re-establish equilibrium.</p>
20		<p>Predicting the Direction of a Reaction</p>	<p>EXPLAIN</p> <ul style="list-style-type: none"> • Equilibrium Problems & Analysis 	<p>BIG IDEA: Reversible chemical reactions will continually attempt to establish equilibrium, in which the forward rate of reaction is equal to the reverse. If an environmental factor, such as an increase or decrease in reactants or products, change in temp, pH, or pressure, occurs, the system will move in a way to counteract the change and</p>
21		<p>Dynamic</p>	<p>EXPLORE</p>	

		Equilibrium Lab	Lab Options: <ul style="list-style-type: none"> ● LBC Paperclip Lab ● Straw Lab 	re-establish equilibrium. <i>What's next? Students have now "solved" the case of the fish kill in the White River, by explaining that sulfur dioxide emissions from nearby factories disrupted the equilibrium of the river, causing it to become more acidic, and amplifying the toxicity of the aluminum, killing the fish.</i>
22		Neutralization Reactions	EXTEND <ul style="list-style-type: none"> ● Mini "Titration" Lab 	
23		Flint Case Study	EXTEND <ul style="list-style-type: none"> ● Flint Case Study 	
24		Aquatic Apocalypse Wrap-Up, Final Conclusions	<ul style="list-style-type: none"> ● Class Discussion ● Summary Table review 	
25		Wrap-Up/ Review/ Assess	<ul style="list-style-type: none"> ● ASSESSMENT 	



Conceptual Chemistry:

Unit 8: Aquatic Apocalypse



Unit Overview



- ▶ Students will explore the properties of solutions and acid-base chemistry by engaging with a phenomena that is based on the true story of a massive fish kill in a river due to contamination from the local environment.
- ▶ This is a lab-based unit in which students will conduct actual tests on a “sample” of river water to not only identify the most likely contaminant, but also to experimentally establish solubility rules, factors that affect solubility, and the effect of pH of the river water on amplifying or mitigating the pollutant.

Anchoring Phenomenon

THE WHITE RIVER



The White River runs through central Indiana providing drinking water and recreation for many communities, including the capital city of Indianapolis. In Anderson, treated wastewater from both residential and industrial sources is discharged into the river.



On December 16, 1999, fish began floating to the surface of the White River. Over the next several weeks, 117 tons of dead fish were hauled out of the river and disposed of in a landfill. A 40-mile stretch of the White River from Anderson to Indianapolis was devoid of any fish life. In the end, it was estimated that 4.6 million fish weighing over 187 tons were killed. While fish kills do occur naturally, you have a hunch that this one was not a “natural” event.



Driving Questions & Learning Sequence



<i>What killed the fish in the White River?</i>	<i>What is a solution? What are its components?</i>	<i>How much solute can “fit” in a solution?</i>	<i>What does it mean to dissolve, anyway?</i>	<i>How can I use known solubilities to tentatively identify my toxin from the river water?</i>
<i>How can changes in the environment influence how much of a pollutant is released?</i>	<i>Could the pH of the water have affected the toxicity of aluminum?</i>	<i>Could the temperature/time of year have had an impact on the solubility of the pollutants?</i>	<i>How much solute is too much in terms of toxicity? How can we quantitatively represent the amount of solute in a solution?</i>	<i>What factors besides chemical make-up can influence solubility?</i>

Assessment Highlight: Lab Task



Aquatic Apocalypse Performance Assessment

HS-PS1-6: Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

Phenomenon

“We still have a very major problem with acid rain. That is scientific fact. In that regard, the 1990 Clean Air Act Amendments have not worked very well.”

Acid rain scientist Dr. Gene Likens,
Boston Globe, February 8, 1998



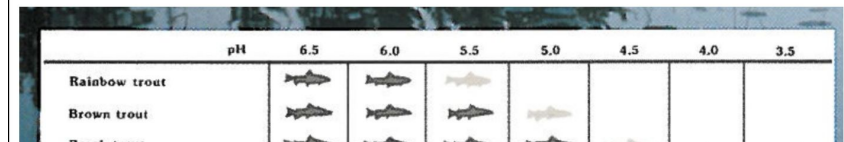
Stimulus

Students in four different Adirondack Lake communities have joined forces to try and combat the effects of acid rain in their local lake system. In particular, they would like to increase the pH of the water enough that the numbers of Rainbow Trout, Smallmouth Bass, and Pumpkinhead Sunfish able to survive and reproduce also increase.

DATA

Ideal Lake pH Values for Adirondack Fish

Healthy Fish & Eggs	Fish/Eggs have decreased survival	No surviving fish/eggs
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Creativity

Critical Thinking

Collaboration

Communication

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 26, 2023

Decision Requested X Agenda Code 5 h.

AGENDA REPORTING FORM

Agenda Topic: SHS Special Education Course Proposals - Second Reading

Summary of Issue: The Curriculum & Instruction Committee has reviewed SHS Special Education Course Proposals.

Background: _____

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A


Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS Special Education Course Proposals to the full Board for a Second Reading.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

SHS Course Change Requests in Special Education

Course Substitution Request: Replace Strive Course with Study Skills Course

Current Course: *Strive*

- *Current Grades Course is Offered: 9, 10, 11, 12*
- *Current Credits Awarded: ½ credit per semester*
- *Current Course description: Instruction is delivered to implement IEP goals and objectives developed at the Planning and Placement Team (PPT). Academic support is offered as a class for students with an IEP. Acquisition of skills via the delivery of a curriculum to address study skills, organization, self-advocacy, and transition planning is included. Also included are opportunities meant to improve students' social skills and social interactions with peers and the community at large. The students' goals and objectives frame the delivery of curriculum and other needed supports. 6 days (1 credit), 2 days (.25), 1 day (.13)*

Proposed Course: *Study Skills*

- Proposed Grades Course is Offered: 9/10 Track and 11/12 Track
- Proposed Credits Awarded: ½ credit semester course
- Proposed Course description: Direct instruction in study skills, organization, self-advocacy, various study techniques and methods, executive function strategies and tools, as well as transition activities to guide course pathways and IEP goals. The students' goals and objectives frame the delivery of curriculum and other needed supports. The course would be run in two specific tracks-grades 9/10 and grades 11/12, with focus topics related to high school readiness skills through post-secondary planning. Juniors/ seniors will have career and college speakers during this time.

Course Revision Request: Update Course Description for Vocational Activities Course

Course: *Vocational Activities*

- Grades Course is Offered: 9, 10, 11, 12
- Credits Awarded: ½ credit semester course
- *Current Course Description: This course is designed as a vocational program teaching work ethic, work habits and focusing on post secondary skills to help students be successful in a career setting after highschool. Students have the opportunity to work in the SHS Supermarket, a store for teachers, as well as complete orders for items such as gift baskets and printed napkins. A focus on teamwork and flexibility in the workplace will routinely be incorporated, as well as a focus on effective communication with coworkers and customers. Students may advance through multiple levels of vocational activities over consecutive years gaining credit for each successive level.*
- Proposed Course Description: This course is designed as a vocational program teaching work ethic, work habits and focusing on post secondary skills to help students be successful in a career setting after highschool. Students have the opportunity to work in the SHS

Supermarket, a store for teachers, as well as complete orders for items such as gift baskets and printed napkins. A focus on teamwork and flexibility in the workplace will routinely be incorporated, as well as a focus on effective communication with coworkers and customers. Students may advance through multiple levels of vocational activities over consecutive years gaining credit for each successive level.

Course Revision Request: Update Activities of Daily Living Course Description and Offerings

Course to be open to all (*currently a course for student in the ACHIEVE program only*)

- Course Name(s): **Activities of Daily Living 1** (grade 9)
Activities of Daily Living 2 (grade 10)
Activities of Daily Living 3 (grade 11)
Activities of Daily Living 4 (grade 12)
- Proposed Credit: 1 Credit
- Proposed Course Description: This course would be IEP driven based on an Activities of Daily Living assessment to be conducted at beginning, middle and end of year. The class would be scheduled during a period the bakeshop classroom was open. Teachers would incorporate and practice following simple steps for preparing simple foods independently. Topics would include; hygiene, cooking, self advocacy, appropriate social interactions.

New Course Proposal: Add Learning Lab Course

- Course Name: **Learning Lab**
- Proposed Grades Course if offered: 9-12
- Proposed Credits: 0 Credits
- Proposed Course Description: Students would come for check in/academic help. Would not necessarily be the entire period rather written as a consult model in the IEP. No curriculum just monitoring of IEP transition goals/students need for help. Focus of this course would be pre-teaching and re-teaching as needed, assignment completion, time to finish assessments. Participation in this course would be evaluated based on IEP goals and objectives versus course assignment, grades, and credit. The philosophy of this course would be to prepare students to self-advocate and model post-secondary supports although still holding to scheduled time and responsibility for bringing the materials necessary to use this time for positive outcomes.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 26, 2023

Decision Requested X Agenda Code 5 i.

AGENDA REPORTING FORM

Agenda Topic: SHS Proposal for First Aid/CPR Elective - Second Reading

Summary of Issue: The Curriculum & Instruction Committee has reviewed SHS Proposal for First Aid/CPR Elective.

Background: _____

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS Proposal for First Aid/CPR Elective to the full Board for a Second Reading.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

PROPOSED COURSE/PROGRAM CHANGE FORM

Southington Public Schools Southington, Connecticut

School: Southington High School

Department: Health Education

Please check appropriate item:

New Course:

Revised Course:

Course Title: American Red Cross CPR/First Aid/AED Certification Training
Elective

1. **Proposed Change** – Please give a brief description of the proposed new course or revision to existing course.

The American Red Cross CPR/FA/AED certification course is a comprehensive program used all over the world to help educate participants in the life saving skills needed to save a life. This course will specifically be used to train and certify our students to be prepared in case of any emergency.

2. **Rationale** – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

The proposed course will now be moved to an elective offering. The course is used to certify students through the American Red Cross in life saving techniques for adults, children and infants. The thought process is to not only certify the in CRR/FA/AED training but also to hopefully further their interest as possibly a first responder, or many areas of the medical field.

3. **Target Population** – Which group of students will be directly affected (grade level, academic level)?

This course will be moved from the grade ten Health Curriculum to an elective based curriculum. The elective will open up the course to all grade levels.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 26, 2023

Decision Requested X Agenda Code 5 j.

AGENDA REPORTING FORM

Agenda Topic: SHS ACHIEVE ArtShop Course Proposal - Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed SHS ACHIEVE ArtShop Course Proposal.

Background: _____

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS ACHIEVE ArtShop Course Proposal to the full Board for a Second Reading.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

PROPOSED COURSE/PROGRAM CHANGE FORM

Southington Public Schools Southington, Connecticut

School: Southington High School

Department: Art

Please check appropriate item:

New Course: X

Revised Course:

Course Title: ACHIEVE ArtShop

1. **Proposed Change** – Please give a brief description of the proposed new course or revision to existing course.

The Course:

- Full year course at the CP level
- 1.0 credit per year
- Course will be offered in grades 9, 10, 11, 12
- Major Course Components: Art Minds, Flash Friends Photography and Open Studio
 - Course components will remain consistent for each year the course is offered, while artistic subject matter, skills and concepts will evolve.
- Enrollment: Maximum of 10 students per section.
- Staffing: Team taught with 1 Certified Art Teacher, 1 Certified Special Education Teacher, appropriate paraprofessional assistance and specialists as needed.

Offering an engaging classroom environment in which students talk, move around, and interact with art concepts through multiple media. Staff are trained to be welcoming and accommodating to their individual needs.

Goal:

To teach a combination of our Art 1 and Photography curriculum to students with varying challenges and disabilities. The primary focus would be to modify the curriculum to better match the way they think and learn. Units and experiences would be practical and “hands on” while also designed with the greater purpose of promoting positive and kindhearted social interactions and compassion for the unique challenges they face.

Art Minds

This exploratory component will introduce students to the basics of Art. Lessons will present a variety of challenges dealing with personal artistic expression, creativity, color theory, drawing, painting, mixed media, sculpture, and art appreciation. Students will be involved in a variety of experiences dealing with different art media.

Flash Friends Photography

This exploratory component will introduce students to the process and techniques of

PROPOSED COURSE/PROGRAM CHANGE FORM

photography, both as a science and a fine art. They will become familiar with digital camera parts and functions through field assignments such as focus, people, still life, shadows, reflections and light modifiers, animals and texture, photo filters, and even alternative processes.

Open Studio

This exploratory component will offer students the ability to choose art media and subject matter of their liking and create artworks from their own personal perspective. Ideas and their implementation will be student driven. Open Studio may also be used to cover units in sound, movement and theater.

2. Rationale – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

Background Information:

Currently students with more extraordinary special needs choose a course from our typical arts program. The courses chosen are entry level and are usually Art 1, Theater Arts, Graphic Design, Pottery & Crafts, and Sculpture & 3D Design. We have had students in Art 2, and Photography in isolated instances. Many, if not all, attend class with paraprofessional assistance. As listed, there are many options to choose from. On average, there are 1-3 students, with these circumstances, in a particular class. This model is a workable option that should continue to be a choice.

The Need:

This new course would provide another option for students with extraordinary special needs and challenges. A great option. The course content/curriculum, materials, timing, teaching and learning would all focus on how students with special needs process information, manage themselves, and create while also providing the support they need through social interactions. The needed modifications and accommodations would already be built into the lessons rather than as after planning. In this model, socialization would be embraced and much more prevalent.

Reinforcement:

As per the 4C's Rubric, this new course heavily addresses collaboration, communication, and creativity for all learners and also touches on emerging critical thinking skills for the higher-level student. This will be clearly evident through full class and small group collaborative models of creating projects. Students will have to collaborate in order to complete certain projects successfully; show leadership & initiative, cooperate, be flexible, be responsible and productive. Effective communication between all students will be highly desired. Having conversation that crosses boundaries of understanding from one student to another will be practiced daily. Students will be expected to ask questions of each other, listen, and share ideas. As always, creativity is our hallmark. Students will individually, with a partner and as a class, generate ideas, explore, carry out projects and refine their work. As appropriate, to any particular student, the notion of critical thinking will be encouraged and practiced. Having the ability to seek out clarity, interpret, analyze, reason and resolve creative problems combined with understanding how one interacts with and understands others will be a great challenge to explore. Self-regulation will be a constant throughout.

PROPOSED COURSE/PROGRAM CHANGE FORM

3. **Target Population** – Which group of students will be directly affected (grade level, academic level)?

Students in the Special Education ACHIEVE Program in grades 9-12.

4. **Evaluation** – How do you plan to assess the implementation of the proposed new course or the course change?

Evaluating the implementation of this course will be a constant reflective process with regular editing and updating. The population of students and their specific needs will be ever changing and need to be adapted to. Flexibility will be inevitable. Curriculum and instruction in this course will be fluid based on the unique needs of the learners.

5. **Cost** – What are the anticipated costs for staff, textbooks, materials, other?

Staffing - This course could be carried out with the existing art teachers. However, it might not be able to run every year with current staff depending on enrollments and sections which fluctuate yearly.

Textbooks are not needed for this new course.

Materials are essential to be able to run this ACHIEVE ArtShop. On average, students with special needs use more supplies/material than the typical student. This is supported by a decreased level of concentration, attention to detail and revision. Because of this, they work faster and therefore do more lessons within a standard unit. An estimated range of monies from \$750.00 to \$1,000.00 will accommodate the art, photography and open studio plan.

Other/Technology
There are likely additional devices that will be needed for individual students based on their IEP. Such items, for example, are pencil and/or paint brush grips, alternative scissors, adaptive camera equipment, etc. All of which should be covered under the existing Special Education department budget.

	YEAR		
	I	II	III
Staff	\$	\$	\$
Textbooks	\$0.0	\$0.0	\$0.0
Materials	\$750.00-\$1,000.00	\$750.00-\$1,000.00	\$750.00-\$1,000.00
Other			
TOTAL			

Comments: I believe the attention we pay to the programming needs of some of our most challenged students hasn't been fully realized at Southington High School. This ACHIEVE ArtShop really is/should be the beginning of placing a greater value on all.

PROPOSED COURSE/PROGRAM CHANGE FORM

students regardless of their intellectual disabilities or ability to perform at what we define as a typical level or expectation. Through personal teaching experiences and being a parent of a child with extraordinary special needs, I have a sincere desire to help “be the change we wish to see”! I respectfully request your support to help make this happen. Sara Levinthal

Principal:

Approved

Denied

Signature

mp\Curriculum\Proposed Course Change Form, 2010.doc

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 26, 2023

Decision Requested X Agenda Code 5 k.

AGENDA REPORTING FORM

Agenda Topic: Science Grade 8 Unit 3: Colossal Collisions Unit - Second Reading

Summary of Issue: The Curriculum & Instruction Committee has reviewed the Science Grade 8 Unit 3: Colossal Collisions Unit.

Background: _____

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the Science Grade 8 Unit 3: Colossal Collisions Unit to the full Board for a Second Reading.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Unit 3: Colossal Collisions
Grade Level/Course:	Grade 8 Science
Length/Dates:	6 weeks January/February
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will work collaboratively to design a solution to prevent the impending collision of the asteroid Etiam with Earth. Throughout the unit, they will learn about the following major scientific concepts of force and motion, such as collision and impact.

Performance Expectations
<ul style="list-style-type: none"> ● MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. ● MS-PS2-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object. ● MS-PS2-1. Apply Newton’s Third Law to design a solution to a problem involving the motion of two colliding objects. ● MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. ● MS-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. ● MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. ● MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. ● MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. ● MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

SEP Implications (Science and Engineering Practices)	DCI Implications (Disciplinary Core Ideas)	CCC Implications (Cross Cutting Concepts)
<p>Asking Questions and Defining Problems</p> <ul style="list-style-type: none"> ● Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions. <p>Analyzing and Interpreting Data</p> <ul style="list-style-type: none"> ● Analyze and interpret data to determine similarities and differences in findings. ● Construct and interpret graphical displays of data to identify linear and nonlinear relationships. <p>Planning and Carrying Out Investigations</p> <ul style="list-style-type: none"> ● Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. <p>Designing Solutions</p> <ul style="list-style-type: none"> ● Apply scientific ideas or principles to design an object, tool, process or system. <p>Engaging in Argument from Evidence</p> <ul style="list-style-type: none"> ● Construct and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. ● Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. <p>Developing and Using Models</p> <ul style="list-style-type: none"> ● Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs. 	<p>LS4.A: Evidence of Common Ancestry and Diversity ● The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth.</p> <p>PS2.A: Forces and Motion ● The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion.</p> <p>PS2.A: Forces and Motion ● For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton’s third law).</p> <p>PS3.A: Definitions of Energy ● Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed.</p> <p>PS2.B: Types of Interactions ● Gravitational</p>	<p>Patterns ● Graphs, charts, and images can be used to identify patterns in data.</p> <p>Stability and Change ● Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales.</p> <p>Systems and System Models ● Models can be used to represent systems and their interactions— such as inputs, processes and outputs—and energy and matter flows within systems.</p> <p>Scale, Proportion, and Quantity ● Proportional relationships (e.g. speed as the ratio of distance traveled to time taken) among different types of quantities provide information about the magnitude of properties and processes.</p> <p>Systems and System Models ● Models can be used to represent systems and their interactions— such as inputs, processes and outputs—and energy and matter flows within systems.</p>

forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun.

ETS1.A: Defining and Delimiting Engineering Problems • The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions.

ETS1.B: Developing Possible Solutions • There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem

ETS1.B: Developing Possible Solutions • There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. • Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors. ETS1.C: Optimizing the Design Solution • Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of those characteristics may be incorporated into the new design.

	<p>ETS1.B: Developing Possible Solutions • A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. • Models of all kinds are important for testing solutions. ETS1.C: Optimizing the Design Solution • The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.</p>	
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Transfer Goals (Vision of the Graduate)

List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

Collaboration Transdisciplinary Goal:

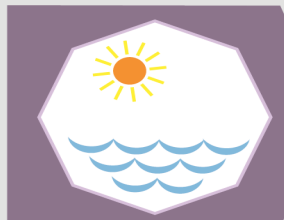
Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Phenomenon

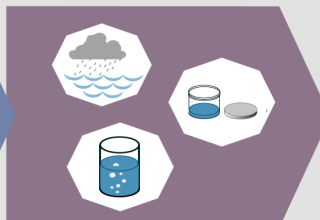
Explore Anchoring Phenomenon



Attempt to Make Sense



Identify Related Phenomena




Develop Questions & Next Steps



Resources:

- [Driving Question Board](#)
- [Question Formulation Technique \(QFT\)](#)
- [KQL](#)
- [Talk Activities](#)
- [Summary Table](#)
- [Final Scientific Modeling](#)
- [Final Scientific Modeling](#)
- [CCC Discussion Cards](#)
- [321 Strategy active viewing](#)
- [60 Formative Assessment Ideas](#)
- [CER](#)

Target Question	Activity	Standard Objectives/Learning Target	Students will Know and Wonder
What are the effects of an asteroid collision and how can we prevent a future one?	Phenomenon Oh Man!!! Links to an external site.	<ul style="list-style-type: none"> • Driving Question Board • Question Formulation Technique (QFT) 	SWBAT (Include DCI/SEP/CCC)... <i>What's next?</i>
Lift-Off Task			
What do you already know about collisions?	Lift-Off Task	Learning Goals:	Asking Questions and Defining Problems

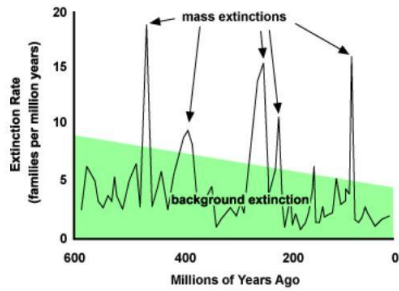
<ul style="list-style-type: none"> • What are some negative consequences? • What are some methods humans use to prevent every-day collisions? 		<p>This learning task introduces students to the concept of a species changing over time and begins generating questions that will guide them through this unit. More specifically,</p> <ul style="list-style-type: none"> • I can Individually generate a list of questions about an asteroid collision. • I can make connections between related questions. • I can generate possible answers to questions, based on prior knowledge. • I can identify possible negative impacts caused by an asteroid collision with Earth. 	<ul style="list-style-type: none"> • Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.
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Learning Sequence 1: An Ancient Collision [Task 1]

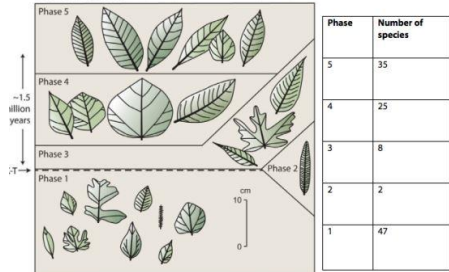
<p>What evidence is there that this has happened before?</p> <ul style="list-style-type: none"> • What were the effects last time? • How will you use the evidence to convince the public that it is important to protect Earth from another asteroid collision? 	<p>Task 1 Ancient Collision</p>	<p>Learning Goals</p> <p>This learning task asks students to analyze the fossil record for evidence that a mass extinction occurred in the past due to an asteroid collision.</p> <ul style="list-style-type: none"> • I can use prior knowledge of an asteroid collision and dating soil layers. • I can analyze and interpret data to find 	<p>SWBAT (Include DCI/SEP/CCC)...</p> <p>MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.</p>
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Academic Vocabulary

- Extinction (Mass)
- Layers
- Fossil
- Biodiversity
- Pattern

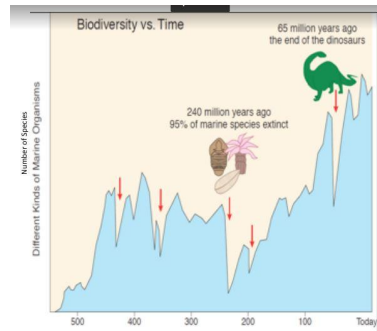


Raton Basin Formation



(Adapted from Wolfe, J. A. and Upchurch, G. A. 1987 Proc. Natl. Acad. Sci. USA 84:5096-5100.)

Stratigraphic layers:



patterns in fossil data that documents mass extinction of species

- I can determine if a large asteroid has hit Earth before and what the consequences were.
- I can apply knowledge of a past asteroid collision to justify protecting Earth against another collision.

Patterns • Graphs, charts, and images can be used to identify patterns in data

What's next? What are the contact forces that change the motion of objects?

LS1 Assessment - [CER](#)

Learning Sequence 2: Contact Forces [Task 2]




How will Etiam's large mass affect Earth?

- How can Newton's laws help us predict what will happen when Etiam hits

Task 2 - [Contact forces](#)
Task 2- [Investigation](#) ([Gallery Walk](#))

Learning Goals:
This learning task asks students to investigate how different factors affect the motion of objects and use this knowledge to help prevent

SWBAT (Include DCI/SEP/CCC)...
MS-PS2-2. Plan an investigation to provide evidence that the change in

<p>Earth?</p> <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • Trajectory • Trial • Control • Dependent Variable • Independent Variable • Procedure • Mass • Kinetic Energy • Speed • Force • Newton's First Law • Newton's Second Law • Newton's Third Law 	<p style="text-align: center;">Newton's Laws of Motion</p> <p style="text-align: center;">1st Law of Motion</p>  <p style="text-align: center;">An object will not change its motion unless acted upon by an external force</p> <p style="text-align: center;">2nd Law of Motion</p>  <p style="text-align: center;">The greater the mass of an object, the greater will be the force required to change its motion</p> <p style="text-align: center;">3rd Law of Motion</p>  <p style="text-align: center;">To every action there is an equal and opposite reaction</p> <p style="text-align: center;"><small>tps://www.pinterest.com/pin/52917364350091</small></p>	<p>a collision. More specifically,</p> <ul style="list-style-type: none"> • I can describe the reasons behind different collision scenarios. • I can design different solutions to deflect an asteroid from Earth. • I can use scientific ideas, like Newton's laws, to explain why things move. • I can plan and carry out an investigation to test different conditions of an asteroid hitting Earth. • I can apply knowledge of kinetic energy and Newton's laws to come up with ideas on deflecting an asteroid. 	<p>an object's motion depends on the sum of the forces on the object and the mass of the object.</p> <p>MS-PS2-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.*</p> <p>MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.</p> <p><i>What's next?</i> What is a non contact force that changes the motion of objects?</p>
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LS2 Assessment Newton's Laws Quiz (Canvas)

Learning Sequence 3: Gravity — A Non-Contact Force [Task 3]

<ul style="list-style-type: none"> • How does gravity currently influence Etiam? • What other objects in the solar system might influence Etiam as it travels 	<p>Task 3 - Non-Contact Forces</p> <p>GRAVITY</p>	<p>Learning Goals:</p> <p>This learning task asks students to gather evidence of how gravitational interactions are attractive and depend on the masses of interacting objects.</p>	<p>SWBAT (Include DCI/SEP/CCC)...</p> <p>SEP: Developing and Using Models</p> <ul style="list-style-type: none"> • Develop a model to generate
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through space and why?
• How can other gravitational forces affect the trajectory of Etiam?

Academic Vocabulary

- Gravity
- Attraction
- Mass
- Gravitational pull
- Orbit

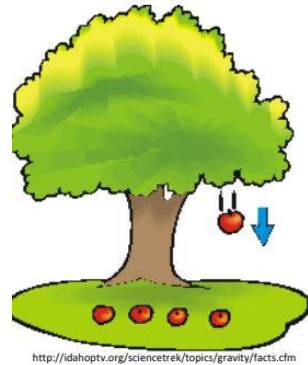
[Gizmo GRAVITATIONAL FORCES MOD](#)

[Gizmo GRAVITATIONAL FORCES](#)

[Gizmo GRAVITY PITCH](#)

Extension or Modification

[Bill Nye Could We Blow up an Asteroid](#)



More specifically,

- I can use a model to engage prior knowledge and experiences of gravity.

- I can analyze evidence about gravity, specifically its relationship with mass.

- I can explain what gravity is and how mass affects gravitational force, using examples.

- I can construct an argument that uses evidence to dispel a misconception about gravity.

- I can apply knowledge of gravity to brainstorm solutions to prevent an asteroid collision.


data to test ideas about designed systems, including those representing inputs and outputs.

PS2.B: Types of Interactions • Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun.

What's next? How can we design a solution to prevent the impending collision of the asteroid Etiam with Earth?

LS3 Assessment [PROJECT ORGANIZER](#)

UNIT ASSESSMENT: FINAL PROJECT ([Part 1](#) and Part 2: [Option 1](#) or [Option 2](#)) [Rubric](#)



Grade 8 Science:

Unit 3: Colossal Collisions

SCALE
Stanford Center for Assessment,
Learning & Equity



Unit Overview



- ▶ Students will explore the essential question:
What are the effects of an asteroid collision and how can we prevent a future one?
- ▶ They will learn about the asteroid collision that occurred 65 million years ago through soil and fossil records as well as contact and non-contact forces.
- ▶ Throughout the unit, students will engage in hands-on investigations, engineering tasks, and use a variety of resources to determine how best to approach an impending collision.

Anchoring Phenomenon

Challenge

A very large asteroid (called *Etiam*) that is capable of destroying most life on Earth is headed our way. You and your team are going to work together on preventing the impending collision of *Etiam* with Earth.

There are many different solutions to this problem—each one has its own challenges and benefits. How you decide to protect the Earth will depend on decisions that your group makes using the information and concepts you develop over the course of this unit.

Once your group makes a decision on what your solution to save Earth is, your group will create a video news segment that describes how you plan to prevent this impending collision. As individuals, you will then write a detailed news article for people who want to know more about asteroid collisions with Earth and the science behind making this decision.



Background Data on Etiam

Shape:

Etiam has been described as having an irregular bone-shape.

Length at longest point: 78 km

Width at thickest point: 20 km

Width at thinnest point: 12 km



Mass:

6,890,000,000,000,000 or 6.89×10^{15} kg

Speed:

Etiam is travelling at 103,450 km/h.

This speed is relative to the Earth.

Location:

Etiam is 104.7 million km from Earth and about 84 million km from the edge of the asteroid belt. When triangulating with the sun, *Etiam* forms the point furthest from the Sun and the Earth in what appears to be - roughly - a right triangle (90° from the Earth, when compared to the Sun).



Driving Questions

- ▶ **UNIT ESSENTIAL QUESTION:**

- ▶ What are the effects of an asteroid collision and how can we prevent a future one?

- ▶ **LIFT-OFF TASK:**

- ▶ What do you already know about collisions?
- ▶ What are some negative consequences?
- ▶ What are some methods humans use to prevent every-day collisions?

- ▶ **TASK 1:**

- ▶ What evidence is there that this has happened before?
- ▶ What were the effects last time?
- ▶ How will you use the evidence to convince the public that it is important to protect Earth from another asteroid collision?



Driving Questions (Continued)

▶ **TASK 2:**

- ▷ How will Etiam's large mass affect Earth?
- ▷ How can Newton's laws help us predict what will happen when Etiam hits Earth?

▶ **TASK 3:**

- ▷ How does gravity currently influence Etiam?
- ▷ What other objects in the solar system might influence Etiam as it travels through space and why?
- ▷ How can other gravitational forces affect the trajectory of Etiam?

Learning Sequence

Essential Question: What are the effects of an asteroid collision and how can we prevent a future one?

Total Number of Instructional Days: 29.5 – 30.5

Lift-Off Task:
Asteroid
Collisions

Task 1:
An Ancient
Collision

Task 2:
Contact Forces

Task 3:
Gravity – A Non-
Contact Force

Connect to the Culminating Project using the Project Organizer

Group Culminating Project:
Create a video news segment describing a plan to prevent an asteroid collision.

Individual Culminating Project
Write a news article detailing the science behind plans to prevent an asteroid collision.

Performance Expectations



- Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
- Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
- Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

Performance Expectations



- Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects
- Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
- Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Performance Expectations



- Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
- Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Assessment Highlight: Culminating Project

Once students have completed all tasks, they begin to develop plans to thwart the impending asteroid collision with Earth. Once each group makes a decision on what their solution to save Earth is, each group will create a video news segment that describes how they plan to prevent this impending collision. As individuals, they will then write a detailed news article for people who want to know more about asteroid collisions with Earth and the science behind making this decision.

Creativity

Critical Thinking

Collaboration

Communication

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 26, 2023

Decision Requested X Agenda Code 51

AGENDA REPORTING FORM

Agenda Topic: SHS Consumer Math Course - Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS Consumer Math Course.

Background: _____

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

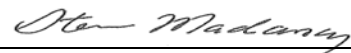
Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS Consumer Math Course to the full Board for a Second Reading.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Unit 1: Jobs and Compensation
Teacher:	Tom Hinman & Megan Croce
Grade Level/Course:	11 th & 12 th - Consumer Mathematics
Length/Dates:	4 Weeks (S1: Start of Course - 9/23, S2: Start of Course - 2/23)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	The primary focus of this unit is for students to begin to analyze their future earning potential based on areas of interest, personal strengths/weaknesses, and availability. Students will also be able to approximate the value of an individual's net earnings when given specific information regarding an employment opportunity and deductions that would impact their total compensation.

Stage 1: Desired Results

Priority Standards for the Unit Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

What content standards will be assessed and drive your unit?

N.Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

A.SSE.4. Derive the formula for the sum of a finite geometric series and **use the formula to solve problems.**

Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

Math Practices = Disciplinary Transfer Goals

- MP1: Make sense of problems and persevere in solving them.
- MP2: Reason abstractly and quantitatively.
- MP3: Construct viable arguments and critique the reasoning of others.
- MP8: Look for and express regularity in repeated reasoning.

Transfer Goals

List the long-term and/or school-wide independent student behaviors that this unit will address.

Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Students will keep considering... <ol style="list-style-type: none"> 1. How can I find appropriate employment based on my personal strengths, weaknesses, and future goals? 2. How can I approximate my take home pay? 3. What retirement options are available and how will it impact my income?
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Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Students will understand that... <ol style="list-style-type: none"> 1. When applying for a job, multiple aspects must be considered before submitting an application 2. They can approximate net pay with consideration to multiple deductions 3. A close study of the multiple retirement options as it relates to your personal situation will reveal the options available to you and how it will impact your income
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What will students know... Factual information, vocabulary and basic concepts related to each indicator	What will students be able to do (skilled at)... Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> ● Personal Strengths & Weaknesses <ul style="list-style-type: none"> ○ Post Secondary Plans ● Pay Frequency <ul style="list-style-type: none"> ○ Hourly Vs. Salary ○ Biweekly ○ Commission, Tips ● Gross Pay Vs. Net Pay ● Pay Deductions <ul style="list-style-type: none"> ○ Income Tax ○ Social Security ○ Retirement ○ Health Insurance 	<ul style="list-style-type: none"> ● Students will weigh employment opportunity options based on personal strengths and weaknesses, pay, benefits, hours, and future goals. ● Approximate take home pay. ● Describe various retirement options and the impact it has on their take home pay.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce?
<p>GOAL</p> <ul style="list-style-type: none"> ● The goal is to approximate both gross and net pay for a potential job offer and use this information when determining the best employment opportunity. <p>ROLE</p> <ul style="list-style-type: none"> ● You need to compare multiple options in determining the best option for your employment. <p>AUDIENCE</p> <ul style="list-style-type: none"> ● The target audience is the student themselves as they choose one job from plausible options. <p>SITUATION</p> <ul style="list-style-type: none"> ● You need to demonstrate an understanding of balance when looking for employment: the earning potential of the job offer and the limitations of scheduling, character traits, and personal skills. <p>PRODUCT/PERFORMANCE & PURPOSE</p>

- You need to complete a pay-stub with given deductions for different employment opportunities to determine your approximate net income. Then you will determine which job offer best suits your needs and justify it with evidence.

STANDARDS & CRITERIA FOR SUCCESS

- Correct mathematical calculations for wages and deductions.
- Draw logical and realistic conclusions to justify your choice of employment.

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

To score the assessment given at the end of the unit there will be multiple methods utilized:

- A raw score will be generated based on the number of calculations that were performed correctly when completing the net pay approximations on page 1.
- Students will earn up to 5 points on each written response question on the second page:
 - 1 point for inclusion of evidence in their response.
 - Up to 4 points when scored against the Communication Rubric (focusing on the Engaging in Conversations and Discussions strand)

Other Evidence

Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- [Mini-Quiz on Calculating Wages and Various Deductions](#)
- [Timesheet Activity](#)
- [Commission CFU](#)
- [Overtime & Holiday Pay CFU](#)
- [Salary Comparison Activity](#)
- Exit Tickets (Embedded within Jobs presentation and Consumer curriculum folder)
- [End of Unit Assessment](#)
- [End of Unit Performance Task](#)

Stage 3: Instructional Design

Big Picture		
What will I learn?	Why will I learn this?	How will I know when I have learned it?
I will learn how to approximate both gross and net pay for potential job offers and use that information when determining the best employment opportunity.	Using math to create accurate comparisons will help me make more informed choices.	I will justify choosing a particular job with evidence derived from my analysis of net income from pay stubs.
How I will get there:		
I will learn more about my personal strengths and areas of interest in finding a job. (See links in resources below for aptitude tests)	I will learn this because all jobs require specific qualifications.	I will know I have learned this when I can articulate my personal strengths and possible future career paths that are in alignment with them.
I will learn how to investigate and	I will learn this because it is	I will know I have learned this

<p>search for jobs based on my interests. Job Search Reflection</p>	<p>important to find a job that is best suited for me.</p>	<p>when I can compile a list of possible employment opportunities and prioritize them based on my strengths and interests.</p>
<p>I will learn about the application and interview process of finding a job. (See slide 12 of Jobs presentation) Job Application Questionnaire</p>	<p>I will learn this because this process is how I will get hired.</p>	<p>I will know I have learned this when I can explain the process of applying for a job and what steps I will have to take to be considered a quality applicant.</p>
<p>I will learn how to approximate gross income for employees that are paid hourly. Timesheet & Net Pay Activity</p>	<p>I will learn this because it is important to know how much I will be making.</p>	<p>I will know I have learned this when I can calculate my paycheck based on my hourly wage.</p>
<p>I will learn about incomes that are salary based and how these are calculated. Salary Comparison Activity</p>	<p>I will learn this because it is important to know how much I will be making. I can now compare and contrast hourly wages versus salary-based jobs.</p>	<p>I will know I have learned this when I can calculate my paycheck based on my salary.</p>
<p>I will learn about occupations that pay commission and how this is calculated. Commission Calculations</p>	<p>I will learn this because commission impacts your paycheck greatly.</p>	<p>I will know I have learned this when I can calculate a paycheck with commission factored into it.</p>
<p>I will learn about deductions that are taken from an employee's gross pay and how to correctly calculate these. Wages & Deductions Practice (1) Wages & Deductions Practice (2)</p>	<p>I will learn this because it is important to know how much is being deducted and for what.</p>	<p>I will know I have learned this when I can calculate the net pay based on the given gross pay and deductions.</p>
<p>I will learn about overtime and holiday pay and how these impact your income. Overtime & Holiday Pay Practice</p>	<p>I will learn this because overtime and holiday pay impact a paycheck greatly.</p>	<p>I will know I have learned this when I can analyze an employee's timecard, determine if any hours qualify as overtime and/or holiday, and accurately approximate their gross income.</p>
<p>I will learn about benefits and how they impact your income.</p>	<p>I will learn this because benefits are beneficial.</p>	<p>I will know I have learned this when I can explain the different types of benefits, how and when they are calculated, and approximate an employee's net income.</p>

Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

Modified assignments are adopted from The Consumer Mathematics Kit (The Mathematics of Work book specifically)

Resources

Any materials and resources related to Stage 3 learning activities.

[Career Interest Quiz](#)

[Career Aptitude Test](#)

[123 Career Test](#)

[Minimum Wage Research Website](#)

Textbooks:

- Math in Everyday Life, Third Edition by David E. Newton (Walch Publishing)
- Consumer Mathematics by Kathleen M. Harmeyer (American Guidance Service, Inc.)
- Financial Algebra (Advanced Algebra with Financial Applications) by Robert Gerver & Richard Sgroi
- The Mathematics of Work (Consumer Math Success Series) by Steck-Vaughn School Supply

Unit Overview	
Unit Title:	Unit 2: Calculating Interest
Teacher:	Tom Hinman & Megan Croce
Grade Level/Course:	11 th & 12 th - Consumer Mathematics
Length/Dates:	4 Weeks (S1: 9/26 - 10/25, S2: 2/24 - 3/23)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this first unit of the course, students will review how to calculate percentages before advancing into the concept of interest. Students should be able to articulate the “best buy” when comparing items on sale and estimate final cost including sales tax. From there, students will learn how to calculate both simple and compound interest in the context of loans and investments and begin to explore making wise financial decisions using these calculations.

Stage 1: Desired Results

Priority Standards for the Unit Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

What content standards will be assessed and drive your unit?

F-LE.2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

F-LE.5. Interpret the parameters in a linear or exponential function in terms of a context.

Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

Math Practices = Disciplinary Transfer Goals

- MP1: Make sense of problems and persevere in solving them.
- MP3: Construct viable arguments and critique the reasoning of others.
- MP4: Model with mathematics.
- MP5: Attend to precision.

Transfer Goals

List the long-term and/or school-wide independent student behaviors that this unit will address.

Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Essential**Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

Students will keep considering...

1. What are some factors to consider when making big purchases and how are they calculated?
2. What are the different personal investment options available and what are the benefits of each?
3. What are the advantages and disadvantages of having a credit card?
4. How are discounts and sales tax calculated and what types of purchases do they apply to?

Enduring**Understanding(s):**

What are the big picture understandings that are transferable across contexts, places, and times?

Students will understand that...

1. How to use an amortization calendar to analyze the impact of interest rate and terms on a mortgage.
2. Different types of investments should be analyzed, considering personal situations, before making decisions.
3. There are rewards and consequences associated with having a credit card.
4. Applying sales tax and various discounts ultimately affect the final cost of the item.

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

What will students be able to do (skilled at)...

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

- Interest
 - Simple
 - Compound
- Mortgage
 - Principal
 - Interest Rate
 - Term
- Car Loans
 - Principal
 - Interest Rate
 - Term
- Investments
 - Mutual Funds
 - Certificate of Deposit
- Credit Cards
 - Interest Rate
 - APR
- Sales Tax
- Discounts (Coupons)

- Create, analyze and compare amortization calendars to make decisions about loans.
- Calculate potential interest earned on investments.
- Describe benefits/limitations to different types of investments.
- Compare credit cards specifically focusing on credit limits, APR, and credit building potential.
- Determine the final cost of an item including any applicable discounts and sales tax.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

What will the student produce?

GOAL

- To accurately calculate interest in a multitude of different possible scenarios.

ROLE

- You are being asked to serve as a financial expert to guide others in making wise decisions around investments, purchases, and loans.

AUDIENCE

- Your clients are individuals who are looking to make large monetary investments in the near future.

SITUATION

- You need to provide numerical evidence for your clients as to which financial option would be the smartest for them to make. This may include an analysis of the client's current financial limitations to be considered with your predicted values.

PRODUCT/PERFORMANCE & PURPOSE

- You will develop a brief narrative to guide your clients in making a decision as to how they should manage their money. This should include accurate calculations from different possible financial institutions and a reasonable conclusion.

STANDARDS & CRITERIA FOR SUCCESS

- Your work will be judged based on correct calculations and your ability to compare multiple investment opportunities for presentation to someone seeking your financial advice.

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

To score the assessment given at the end of the unit there will be multiple methods utilized:

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Other Evidence

Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- [Percent Equation Review](#)
- [Percent Application Assessment](#)
- [Simple Interest Application Assignment](#)
- [Simple & Compound Interest Exit Ticket](#)
- [Compound Interest Assignment](#)
- [Periodic Compound Interest Assignment](#)
- [Interest Assessment](#)
- Interest Performance Task

Stage 3: Instructional Design

Big Picture		
What will I learn?	Why will I learn this?	How will I know when I have learned it?
I will learn how interest affects the cost of big purchases such as houses and cars.	I will learn this because I need to know how to compare the different interest rates in order to make a smart, economical decision.	I will know I have learned this when I can analyze given interest rates, compare and reason.
How I will get there:		
What will I learn?	Why will I learn this?	How will I know when I have learned it?
I will learn how to calculate simple and compound interest. Simple Interest Assignment Compound Interest Assignment Compounds Other than 1 Year Simple v. Compound Car Loan	I will learn this because I will need to apply this concept to big purchases.	I will know I have learned this when I can analyze the impact of an interest rate.
I will learn how to analyze an amortization calendar. Amortization Calendar Sheet	I will learn this because I will need to use this when choosing a loan.	I will know I have learned this when I can choose a loan and explain why I have made that choice.
I will learn about the different types of investments.	I will learn this because there are different benefits to each.	I will know I have learned this when I can choose an investment plan and justify it.
I will learn about the different credit card options. Credit Card Interest (Worksheet) Credit Card Interest (Sheet)	I will learn this because each credit card has a different credit limit, APR and credit building potential.	I will know I have learned this when I can choose a credit card and explain why with a peer.
I will learn how to apply sales tax and discounts to various purchases.	I will learn this because understanding this concept will impact how much I end up spending.	I will know I have learned this when I can complete the calculations accurately.

Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

Students who need additional skill practice with some of the mathematical calculations that were taught will be given assignments from the *Consumer Math Success Kit* with answer keys to support their work and analysis of their ability throughout the unit.

Resources

Any materials and resources related to Stage 3 learning activities.

[Amortization Calculator Spreadsheet](#)

Textbooks:

- Math in Everyday Life, Third Edition by David E. Newton (Walch Publishing)
- Consumer Mathematics by Kathleen M. Harmeyer (American Guidance Service, Inc.)
- Financial Algebra (Advanced Algebra with Financial Applications) by Robert Gerver & Richard Sgroi
- The Mathematics of Housing and Taxes (Consumer Math Success Series) by Steck-Vaughn School Supply
- The Mathematics of Personal Finance and Investments (Consumer Math Success Series) by Steck-Vaughn School Supply

Unit Overview	
Unit Title:	Unit 3: Developing a Budget
Teacher:	Tom Hinman & Megan Croce
Grade Level/Course:	11 th & 12 th - Consumer Mathematics
Length/Dates:	3 Weeks (S1: 10/26 - 11/18, S2: 3/24 - 4/21)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit of study students will learn the importance of creating a budget to analyze their spending habits and plan for their future. Students will also be introduced to the 50/30/20 (50% essentials, 30% lifestyle, 20% future planning) rule of budgeting to create a 100% monthly budget.

Stage 1: Desired Results

Priority Standards for the Unit Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

What content standards will be assessed and drive your unit?

N.Q.2. Define appropriate quantities for the purpose of descriptive modeling.

N.Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

Math Practices = Disciplinary Transfer Goals

- MP2: Reason abstractly and quantitatively.
- MP4: Model with mathematics.
- MP5: Use appropriate tools strategically.
- MP6: Attend to precision.
- MP7: Look for and make use of structure.

Transfer Goals

List the long-term and/or school-wide independent student behaviors that this unit will address.

Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Students will keep considering... <ol style="list-style-type: none"> 1. What are reasonable monthly expenses? 2. How does my personal financial situation determine where my money is spent? 3. Why do I spend my money where I do and what are my reasons for saving?
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Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Students will understand that... <ol style="list-style-type: none"> 1. Averages are used to predict variable monthly expenses when planning future budgets. 2. Money is allotted based on an understanding of current wants and needs. 3. Personal situations can affect financial decisions.
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What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do (skilled at)...</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> ● Different types of expenses categorized as “wants” versus “needs” ● How to calculate (or approximate) fixed or variable living expenses ● The 50/30/20 rule of budgeting 	<ul style="list-style-type: none"> ● Calculate average monthly expense. ● Prioritize expenses to create a personalized budget or modify an existing budget. ● Rationalize distribution of money.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce?
<p>GOAL</p> <ul style="list-style-type: none"> ● Your task is to develop a 100% budget for someone with a specific career and family/financial situation. <p>ROLE</p> <ul style="list-style-type: none"> ● You have been asked to make a financial plan that meets specific requirements from a non-flexible monthly income. <p>AUDIENCE</p> <ul style="list-style-type: none"> ● You are preparing this budget for yourself as an analysis of current spending and saving habits. <p>SITUATION</p> <ul style="list-style-type: none"> ● The challenge involves determining the various expenses as it will relate to the different income levels. <p>PRODUCT/PERFORMANCE & PURPOSE</p> <ul style="list-style-type: none"> ● You need to develop a budget for the scenario given by their career card so that it follows the 50/30/20 rule if possible. <p>STANDARDS & CRITERIA FOR SUCCESS</p>

- A successful budget will account for every penny of your monthly net income and follow the 50/30/20 rule as closely as possible.

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

To score the assessment given at the end of the unit there will be multiple methods utilized:

- Students will be given a raw score to represent the number of calculations they performed correctly with their choice of expenses in the Budget Simulation Performance Task. (See Recording Sheet of Activity)
- Students will also be given a score of 1-4 on the *Self-Regulation/Reflection* indicator of the Critical Thinking rubric as they work to balance the needs of the individual they are planning for with the financial implications of their choices.

Other Evidence

Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- [Wants v. Needs Exit Ticket](#)
- Fixed v. Variable Expenses Exit Ticket
- [Party Planning Project](#)
- [Budget Simulation Activity](#)
 - Career Card Budget Spreadsheet
- [Budget Scenarios](#)

Stage 3: Instructional Design

Big Picture		
What will I learn?	Why will I learn this?	How will I know when I have learned it?
I will learn how to create my own monthly budget that demonstrates effective decision making in spending and saving.	I will learn this because I want to be smart when it comes to my spending and following a budget will help keep me on track.	I will know I have learned this when I can share my plan and my intended savings with a family member or friend.
How I will get there:		
What will I learn?	Why will I learn this?	How will I know when I have learned it?
I will learn the difference between wants and needs. Wants Vs. Needs	I will learn this because I will need to make the decision as to what constitutes something as a want versus a need in my life.	I will know I have learned this when I can classify and justify a list of purchases under one of these categories.

I will learn how to prioritize my spending. Creating a Budget	I will learn this because that will help me budget my money successfully.	I will know I have learned this when I can justify my spending.
I will learn how to plan for “surprise” expenses.	I will learn this because emergency expenses can happen.	I will know I have learned this when my budget includes savings.
I will learn the difference between a fixed expense versus variable living expense. Slides 21-39	I will learn this because I will need to know the difference in order to accurately account for my budget.	I will know I have learned this when I can calculate a fixed expense and estimate a variable expense.
I will learn how to calculate average monthly expenses .	I will learn this because I will need to know this skill when completing my budget.	I will know I have learned this when I can explain to a peer how I calculated the average.
I will learn the 50/30/20 rule of budgeting. Slides 52-63	I will learn this because this rule will help me categorize my spending.	I will know I have learned this when I can create a monthly budget that adds to 100%.

Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

Students who are excelling within the unit will be given the opportunity to complete the Performance Task ahead of the pre-scheduled date to demonstrate their mastery of the skills and receive feedback from the teacher. Once this has been completed the students will be given the “Hairdresser” scenario card from the Performance Task and asked to complete an independent research project where they will create a current 50/30/20 budget for this person using all of the different cost factors that would be necessary for this individual to live. Students will need to navigate the typical sites for housing, automotive expenses, etc., but will also have to locate information on State assistance for single parents with limited incomes.

Resources

Any materials and resources related to Stage 3 learning activities.

Many resources were pulled from <https://www.consumerfinance.gov/Budgeting Tool>

Additional Sites:

- <https://www.211ct.org/>
- <https://portal.ct.gov/dcf>

Textbooks:

- Math in Everyday Life, Third Edition by David E. Newton (Walch Publishing)
- Consumer Mathematics by Kathleen M. Harmeyer (American Guidance Service, Inc.)
- Financial Algebra (Advanced Algebra with Financial Applications) by Robert Gerver & Richard Sgroi)
- The Mathematics of Banking and Credit (Consumer Math Success Series) by Steck-Vaughn School Supply
- The Mathematics of Personal Finance and Investments (Consumer Math Success Series) by Steck-Vaughn School Supply

Unit Overview	
Unit Title:	Unit 4: Important Expenses (i.e. House & Car Loans)
Teacher:	Tom Hinman & Megan Croce
Grade Level/Course:	11 th & 12 th Grade - Consumer Mathematics
Length/Dates:	6 Weeks (S1: 11/19 - 12/23, S2: 4/24 - 5/25)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit students will work to understand the multitude of options that are available when looking to find a place to live or purchase a vehicle. Students will be able to apply their work from the interest unit to compare loans, estimate monthly payments, and determine the best option for their personal situation. Throughout the unit students will also be asked to articulate advantages and disadvantages of renting and buying, and where these options may be the most appropriate for a consumer.

Stage 1: Desired Results

Priority Standards for the Unit Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

What content standards will be assessed and drive your unit?

A.SSE.1. Interpret expressions that represent a quantity in terms of its context.

A.SSE.4. Derive the formula for the sum of a finite geometric series and **use the formula to solve problems.**

S.IC.6. Evaluate reports based on data.

Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

Math Practices = Disciplinary Transfer Goals

- MP1: Make sense of problems and persevere in solving them.
- MP2: Reason abstractly and quantitatively.
- MP3: Construct viable arguments and critique the reasoning of others.
- MP6: Attend to precision.
- MP8: Look for and express regularity in repeated reasoning.

Transfer Goals

List the long-term and/or school-wide independent student behaviors that this unit will address.

Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Essential

Question(s):

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

Students will keep considering...

1. How can I determine whether or not I am in a position to make a big purchase?
2. When making large purchases what are the options available to me?
3. How do I make a decision when comparing more than one option?

Enduring

Understanding(s):

What are the big picture understandings that are transferable across contexts, places, and times?

Students will understand that...

1. Understanding personal financial strengths and limitations.
2. Research into options and current market status are important factors to explore.
3. Personal situations will impact the decision making process.

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

- Amortization schedule
 - Home
 - Auto
- Purchase vs. Lease/Rent
- Down payment
- Interest

What will students be able to do (skilled at)...

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

- Collect data on options for mortgages/lenders
- Calculate interest and/or use technology to interpret interest accruing on a loan over time
- Compare purchase options
 - Strengths and limitations
- Reflect on decisions

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

What will the student produce?

Housing

GOAL

- Your task has two pieces:
 - 1. To compare and contrast different mortgage options when purchasing a home
 - 2. To articulate advantages and disadvantages of renting versus owning a home.

ROLE

- You are the consumer who is looking for a new place to live and weighing all your options before making a decision.

AUDIENCE

- In this scenario you are going to be presenting your findings to the co-signer to begin the conversation as to which option you should choose for your new home.

SITUATION

- The challenge in this task is accurately predicting monthly payments and total interest paid for different mortgages and being able to articulate your findings to your co-signer.

PRODUCT/PERFORMANCE & PURPOSE

- You will create a table to organize your findings on different mortgage/rent options for the home you are interested in. You will also create a list of pros and cons for each option to help in making your final decision.

STANDARDS & CRITERIA FOR SUCCESS

- A successful result will include a write-up/reflection where a decision is made as to which is the better buy; rent versus own, and which option is the best considering your personal, financial situation.

Cars

GOAL

- Your task:
 - 1. To build a brand new car using the budget that was given to you
 - 2. To compare three different loan options that you may choose to use for your purchase
 - 3. To find a used car using a new budget that was given to you

ROLE

- You are the consumer who is looking to buy a new car in Scenario 1 and then needs to find a used car in budget for Scenario 2.

AUDIENCE

- To finance this vehicle you are going to have your parent/guardian co-sign your loan. You will be presenting your work on finance options to your co-signer to persuade them which loan is the best option for your new vehicle.

SITUATION

- The challenge involves calculating monthly payments from various loan options, determining which bank will offer the best loan, and convincing your co-signer of the best option.

PRODUCT/PERFORMANCE & PURPOSE

- You need to develop a table that includes a description and price of the options or packages being added to your car so that you still remain within your budget.

STANDARDS & CRITERIA FOR SUCCESS

- A successful result will include a write-up/reflection where a decision is made as to which is the better buy; new versus used, and which loan option is the best considering your personal, financial situation.

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

Housing

To score the assessment given at the end of the unit there will be multiple methods utilized:

- Students will first be given a raw score to reflect the number of calculations that they performed correctly from the information identified in the various questions of the assessment.
- Students will also be given a score of 1-4 on the *Using 21st Century Communication* indicator of the Communication rubric based on their final response on the assessment.

Cars

To score the assessment given at the end of the unit there will be multiple methods utilized:

- Students will first be given a raw score to reflect the number of calculations that they performed correctly from the information identified in the various questions of the assessment.
- Students will also be given a score of 1-4 on the *Using 21st Century Communication* indicator of the Communication rubric based on their final response on the assessment.

Other Evidence

Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

For the Housing section of the unit:

- [Rent Calculations Assignment](#)
- Apartment Search & Cost Analysis Project (See Housing Slides Presentation)
- 40% Rule for Homebuying Exit Ticket
- [Home Search & Cost Analysis Project](#)
- [Analysis of Lease Agreement Exit Ticket](#)
- [End of Unit Assessment](#)

For the Cars section of the unit:

- [Build & Finance a Vehicle Project](#)
- Analysis of Sales Agreement Exit Ticket
- Depreciation Exit Ticket
- [Depreciation of Vehicle's Assignment](#) ~ pg. 3
- [Car Unit Assessment](#)

Stage 3: Instructional Design

Big Picture		
What will I learn?	Why will I learn this?	How will I know when I have learned it?
I will learn about the different facets of two major life expenses: purchasing/renting a home and buying a car. My learning will include the financial implications of these major expenses as well as online tools that exist to help consumers make informed decisions.	I will learn this because at some point in my life I will have to consider the expenses associated with a home and/or vehicle purchase and need to understand how these expenses are calculated.	I will know I have learned this when I can approximate the monthly cost of a major expense, explain the factors that are associated with the final monthly amount, and determine the best plan for my personal financial situation.
How I will get there:		
What will I learn?	Why will I learn this?	How will I know when I have learned it?
I will learn about prioritizing needs versus wants when looking for an	I will learn this because we often have to compromise when looking	I will know I have learned this when I can develop a list of needs

apartment or house to rent. Slides 1-7	for a new place to live.	and wants that are specific to finding a place to live and use this when making my final decision.
I will learn about the costs that can be added to a rent/lease based on the agreement that is reached with the landlord. Slides 11-14	I will learn this because the advertised price of an apartment or house doesn't typically include additional costs that may be included when determining the final monthly cost.	I will know I have learned this when I can accurately predict the monthly cost of an apartment or house that includes additional costs.
I will learn about different online tools that can be used to research apartments or homes for rent and how to analyze listings with caution. Slides 16-19	I will learn this because these tools are most commonly used by consumers and often make important financial factors of a listing difficult to find.	I will know I have learned this when I can explain all costs associated with a specific listing and use them in making a decision as to which option is the best for my personal situation.
I will learn about the FHA recommendation and how it is used to determine an appropriate maximum home value to consider when looking for a house to purchase. Buying a Home	I will learn this because it's important to have a baseline amount to consider when looking for a home to purchase.	I will know I have learned this when I can determine a reasonable maximum home value to consider from a multitude of different beginning points.
I will learn about mortgages and the different factors that influence the monthly cost of purchasing a home. Calculating Mortgage Payments	I will learn this because it's important to understand how a monthly payment is determined and what factors influence it.	I will know I have learned this when I can find the monthly payment of a mortgage that includes all necessary values for the home that I'm purchasing.
I will learn about different online tools that can be used to help consumers approximate the monthly cost of a mortgage and compare different mortgage rates. Amortization Schedule Sheet	I will learn this because I will need to compare different banks and rates to ensure I am getting the best deal when I purchase a home.	I will know I have learned this when I can compare different mortgage options, determine the best for my financial situation, and use mathematical evidence to justify my answer.
I will learn about the different options that can be used to buy a car (i.e. lease, cash purchase, or finance) and the different costs associated with each.	I will learn this because one day I will have to buy a car and I should know about the options available to me.	I will know I have learned this when I can choose one of the given options and justify my response.
I will learn about the price of a vehicle, how it's determined, and the factors that need to be considered when looking to purchase a new car. Buying a Car	I will learn this because I need to understand how the final price of a new car is determined and the different factors that have to be considered.	I will know I have learned this when I can build a new car of my choosing that meets specific criteria and falls within a certain budget.
I will learn about the depreciation rate of new vehicles and how to estimate the value of a car over time. Car Depreciation ~ pg. 1-2	I will learn this because it is important to understand this concept so that when I sell the car one day, I know the value that should be handed to me.	I will know I have learned this when I can calculate the depreciated value over a given amount of time.
I will learn about online tools that	I will learn this because one day I	I will know I have learned this

can be used to determine a fair value for a used vehicle.	will need to purchase my own vehicle.	when I can choose the better car given multiple options.
I will learn about loans for both new and used cars and how a monthly payment is calculated.	I will learn this because it's important to understand how a monthly payment is calculated and what factors of purchasing a car can be negotiated versus those that are fixed costs set by the seller,	I will know I have learned this when I can accurately approximate the monthly payment of purchasing a car that is going to be financed.

Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

Students who are excelling in the unit and are prepared to take the assessment early may be awarded the opportunity to do so. Once they have completed the assessment and received feedback from the teacher, students will be asked to independently research a career of their choice and the purchasing power of this individual in 3 different states that they would consider living in at some point in their lives. Use the 40% rule that was discussed to determine housing options in each state and compare the cost of living in each location. Create a brief Google Slides presentation that could be shared with the rest of the students at the end of the unit about your findings.

Students who need additional skill practice with some of the mathematical calculations that were taught will be given assignments from the *Consumer Math Success Kit* with answer keys to support their work and analysis of their ability throughout the unit.

Resources

Any materials and resources related to Stage 3 learning activities.

Additional Websites:

- <https://www.kbb.com/>
- [Amortization Calculator Spreadsheet](#)
- Google.com (Current Mortgage Rates)
- <https://www.zillow.com/>
- <https://www.realtor.com/>
- <https://www.apartments.com/>
- Various automotive manufacturer's websites

Textbooks:

- Math in Everyday Life, Third Edition by David E. Newton (Walch Publishing)
- Consumer Mathematics by Kathleen M. Harmeyer (American Guidance Service, Inc.)
- Financial Algebra (Advanced Algebra with Financial Applications) by Robert Gerver & Richard Sgroi)
- The Mathematics of Housing and Taxes (Consumer Math Success Series) by Steck-Vaughn School Supply
- The Mathematics of Automobiles and Transportation (Consumer Math Success Series) by Steck-Vaughn School Supply

Unit Overview	
Unit Title:	Unit 5: Personal Projects
Teacher:	Tom Hinman & Megan Croce
Grade Level/Course:	11 th & 12 th Grade - Consumer Mathematics
Length/Dates:	3 Weeks (S1: 1/3 - End of Course, S2: 5/26 - End of Course)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	The primary focus of this unit is to introduce students to the home renovation process and planning to make improvements to their domicile. Students will explore where certain mathematical calculations are most appropriate (i.e. area and perimeter) and use these in context to approximate costs associated with their renovation projects. Specific concepts to cover include: painting, replacing flooring, trim and/or crown molding, countertops, etc.

Stage 1: Desired Results

Priority Standards for the Unit Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

What content standards will be assessed and drive your unit?

G.MG.3. Apply geometric methods to solve design problems.

N.Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

Math Practices = Disciplinary Transfer Goals

- MP1: Make sense of problems and persevere in solving them.
- MP2: Reason abstractly and quantitatively.
- MP3: Construct viable arguments and critique the reasoning of others.
- MP5: Use appropriate tools strategically.
- MP6: Attend to precision.
- MP8: Look for and express regularity in repeated reasoning.

Transfer Goals

List the long-term and/or school-wide independent student behaviors that this unit will address.

Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	How can I compare different scenarios to determine minimal costs? Students will keep considering... <ol style="list-style-type: none"> 1. How many scenarios do I have to investigate before making a decision? 2. What are the different factors I have to consider when making a decision?
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Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	Students will understand that... <ol style="list-style-type: none"> 1. First option I find isn't the best option. 2. Context matters.
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What will students <u>know</u>... Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do (skilled at)</u>... Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> ● Geometric methods - area, perimeter, volume, surface area ● Design problems ● Minimization (comparison) ● "Per sq. ft" 	<ul style="list-style-type: none"> ● Breakdown word problem and component parts ● Use those parts to design the problem ● Apply 2D models to composites

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence What will the student produce?
<p>GOAL</p> <ul style="list-style-type: none"> ● The goal is to choose the most cost effective way to make renovations to your home. <p>ROLE</p> <ul style="list-style-type: none"> ● The role will be the designer/contractor who is providing options for the homeowner. <p>AUDIENCE</p> <ul style="list-style-type: none"> ● You are the homeowner who is in charge of choosing the best contractor when renovating your house. <p>SITUATION</p> <ul style="list-style-type: none"> ● The challenge of this project is to redesign a space and outline the accurate, predicted cost of multiple projects. <p>PRODUCT/PERFORMANCE & PURPOSE</p> <ul style="list-style-type: none"> ● You will create an expense sheet that includes an itemized list of purchases along with a description of each item. <p>STANDARDS & CRITERIA FOR SUCCESS</p> <ul style="list-style-type: none"> ● A successful plan for remodeling will include all four renovations (replace flooring, installation of new trim and crown molding, and painting all walls).

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

To score the assessment given at the end of the unit there will be multiple methods utilized:

- A raw score of the calculations that were performed correctly based on the choices the student made to renovate the assigned space.
- A score of 1-4 on the *Self-Regulation/Reflection* indicator of the Critical Thinking rubric as they work to prepare different proposals, with different final costs, to propose to their clients.

Other Evidence

Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- [Area of Composite Figures Review](#)
- Repaving the Parking Lot Activity
- [Flooring Replacement Project](#)
- [Home Renovation Project](#)

Stage 3: Instructional Design

Big Picture		
What will I learn?	Why will I learn this?	How will I know when I have learned it?
I will learn how to calculate anticipated costs for home improvement projects and how these costs will impact my monthly budget.	I will learn this because home improvements (planned or unexpected) are costs that I will have to consider and account for with my monthly income.	I will know that I have learned this when I can accurately calculate the costs of a renovation project, prioritize needs of projects, and adjust my budget to account for this additional expense.
How I will get there:		
What will I learn?	Why will I learn this?	How will I know when I have learned it?
I will learn how to calculate the perimeter of two-dimensional figures and the application of this work to composite figures. Composite Figures Investigation	I will learn this because the calculation of perimeter applies directly to replacing trim around a room, fencing a yard, and other home improvement projects I may encounter.	I will know I have learned this when I can accurately determine the perimeter of a space and help identify and correct the errors in the work of others.
I will learn how to calculate the area and surface area of two and three-dimensional figures and the application of this to spaces within a home or business. Area & Surface Area Instruction &	I will learn this because the calculation of area applies to the projects of repainting a room, replacing countertops, replacing flooring, and other home improvement projects I may	I will know I have learned this when I can accurately calculate the area of a space and help identify and correct errors in the work of others.

Practice	encounter.	
I will learn how to convert perimeter and area calculations into an amount of material to be purchased for a home improvement project. (i.e. square feet into number of gallons of paint needed, feet into number of boards needed) Painting a Room WS	I will learn this because materials for home improvement projects are not typically sold using units that are used in calculating area and perimeter of spaces. I will need to extend my calculations to determine the necessary amount of materials to finish a project completely and determine the cost of purchasing those materials.	I will know I have learned this when I can determine the amount of a material that needs to be purchased to complete a renovation project and extend this quantity into a final purchase price.
I will learn how to predict an additional amount of material that is needed for an improvement project to account for waste.	I will learn this because all projects will result in some amount of waste. If I don't account for this additional material I could potentially not have enough to complete my project.	I will know I have learned this when I can determine what is an appropriate waste amount to purchase, add this to my material needs, and calculate the final purchase price.
I will learn how material choices can impact the final cost of a home improvement project and how to use these choices in determining the final cost of the project. Home Renovation Project	I will learn this because weighing options and cost is a regular part of the process when planning home improvement projects and the cost associated with them.	I will know I have learned this when I can prepare a quote for a room to be renovated that includes multiple options for a homeowner to choose from that includes the budgetary implications of these choices.
I will learn how to modify an existing renovation plan to account for the impact of a limited budget.	I will learn this because many home improvement projects will be done under the restrictions of a budget and will need to modify my plan to ensure I don't overspend.	I will know I have learned this when I can determine a cost that needs to be reduced, and find an alternative material that can be used to complete my project, while remaining within my budget.

Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

If there is an extension needed for this unit, students will be asked to meet with a school administrator to identify a space within Southington High School that is in need of renovation. The students will be asked to apply their new learning from this unit to propose an update to the identified space with a complete, detailed outline of materials and costs associated with their plan.

Resources

Any materials and resources related to Stage 3 learning activities.

Additional Websites:

- www.homedepot.com
- www.lowes.com

Textbooks:

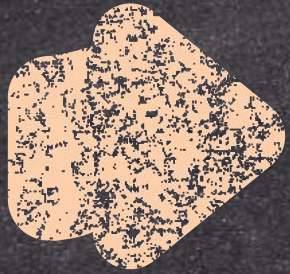
- Math in Everyday Life, Third Edition by David E. Newton (Walch Publishing)
- Consumer Mathematics by Kathleen M. Harmeyer (American Guidance Service, Inc.)

- Financial Algebra (Advanced Algebra with Financial Applications) by Robert Gerver & Richard Sgroi)
- The Mathematics of Housing and Taxes (Consumer Math Success Series) by Steck-Vaughn School Supply

Consumer Mathematics



Half-Year Elective
11th & 12th Grade Students



Consumer Mathematics

From the Southington High School Program of Studies:



"This course is designed to prepare the student to make wise consumer decisions. The main content of the course is devoted to everyday consumer problems where mathematical skills are required."

Units of Study

Jobs

**Interest
& Money**

Budgeting

**Important
Expenses**

**Personal
Projects**

Unit 1 ~ Jobs

The primary focus of this unit is for students to begin to analyze their future earning potential based on areas of interest, personal strengths/weaknesses, and availability. Students will also be able to approximate the value of an individual's net earnings when given specific information regarding an employment opportunity and deductions that would impact their total compensation.

Performance Task:

Students are given the task of choosing a job for someone who has been made offers from two different companies. The first part of the assignment requires students to approximate the net income per pay period based on a description of the pay structure and deductions that would be made. The second part asks students to identify the best choice given the career goals, scheduling restrictions, and personal strengths of the individual.

Unit 2 ~ Interest & Money

In this first unit of the course, students will review how to calculate percentages before advancing into the concept of interest. Students should be able to articulate the “best buy” when comparing items on sale and estimate final cost including sales tax. From there, students will learn how to calculate both simple and compound interest in the context of loans and investments and begin to explore making wise financial decisions using these calculations.

Performance Task:

Students will be placed in the role of a financial advisor and asked to prepare a recommendation on how an individual should invest their money based on current market conditions. Their proposal should include a number of investment options, the outlining interest earned in each, and a clear decision as to which would yield the greatest return for the client.

Unit 3 ~ Budgeting

In this unit of study students will learn the importance of creating a budget to analyze their spending habits and plan for their future. Students will also be introduced to the 50/30/20 (50% essentials, 30% lifestyle, 20% future planning) rule of budgeting to create a 100% monthly budget.

Performance Task:

Students will choose a scenario that includes the career, family, and monthly income of an individual. Using this financial information they will produce a 100% monthly budget using the 50/30/20 rule that was learned. Students are evaluated on their ability to keep within the framework of the budget and their creativity in adapting the budget when things become difficult.

Unit 4 ~ Important Expenses

Performance Tasks:

In this unit students will work to understand the multitude of options that are available when looking to find a place to live or purchase a vehicle. Students will be able to apply their work from the interest unit to compare loans, estimate monthly payments, and determine the best option for their personal situation. Throughout the unit students will also be asked to articulate advantages and disadvantages of renting and buying, and where these options may be the most appropriate for a consumer.

Housing - Students will conduct research on a job of interest and the approximate compensation for this job in a state they wish to live in. Using their income, students will identify three different housing options (both rent and buy) that fall within the FHA recommendations and prepare a presentation on which housing option is most suitable for their career choice, which house/apartment they chose, and support their choice with approximated monthly costs.

Cars - Students will build a brand new car of their choice and research a used car of interest. Using their knowledge of loans and financing students will prepare a presentation to a parent/guardian to persuade them to cosign a loan for the vehicle of their choice. Students will have to include all calculations to determine their approximate monthly payment for each vehicle.

Unit 5 ~ Personal Projects

The primary focus of this unit is to introduce students to the home renovation process and planning to make improvements to their domicile. Students will explore where certain mathematical calculations are most appropriate (i.e. area and perimeter) and use these in context to approximate costs associated with their renovation projects. Specific concepts to cover include: painting, replacing flooring, trim and/or crown molding, countertops, etc.

Performance Task:

Students are placed into the role of a contractor that is providing a family with different options for renovating a room in their house. Students will be responsible for correct calculations of area, cost of required materials, and providing the family with three different options to choose from with different budgetary constraints.

Final Project:

At the close of the semester students will complete a culminating project of all units that have been learned throughout the course.

Research a career path of interest and approximate compensation

Education required, States of higher/lower pay, cost of tuition, etc.

Develop a monthly budget using the 50/30/20 rule

Determine a place to live within your budget

Shop for a car and approximate monthly maintenance costs

Plan a renovation project and determine approximate costs for at least 1 room in their home

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 26, 2023

Decision Requested X Agenda Code 5 m.

AGENDA REPORTING FORM

Agenda Topic: SHS Health I Course - Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS Health I Course.

Background: _____

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS Health I Course to the full Board for a Second Reading.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Unit 1: Communication and Decision Making
Teacher:	Nicole Campochiaro
Grade Level/Course:	Health I
Length/Dates:	8-10 (86 minute classes)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	The goal of this unit is for students to gain a foundation of knowledge on communication and listening skills, decision making, bullying and self-esteem. By the end of the unit, students should be able to comprehend core concepts related to these topics and practice health enhancing behaviors.

Stage 1: Desired Results

Priority Standards for the Unit Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
As a result of health instruction, students will
4.12.3 demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
5.12.7 evaluate the effectiveness of health-related decisions
6.12.3 Implement strategies and monitor progress in achieving a personal health goal.

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Transfer Goals
List the long-term and/or school-wide independent student behaviors that this unit will address.
Citizenship Transdisciplinary Goal
Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

As a result of health instruction, students will
4.12.3 demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without

harming self or others.

Essential Questions:

- What are strategies to prevent interpersonal conflicts without harming self or others?
- What are strategies to manage interpersonal conflicts without harming self or others?
- What are strategies to resolve interpersonal conflicts without harming self or others?
- How do I know when I am in a toxic environment?

Understandings:

- No is a sentence.
- Seek first to understand before being understood.
- You must take care of your needs before you can take care of others.
- Be proactive before being reactive.

Knowledge (the what):

- Strategies to prevent interpersonal conflicts
- Strategies to manage interpersonal conflicts
- Strategies to resolve interpersonal conflicts
- Diffusion
- Confrontation (non-violent)

Skills (the how):

- Demonstrate use of strategies to
 - Prevent
 - Manage
 - ResolveInterpersonal conflicts

As a result of health instruction, students will
5.12.7 evaluate the effectiveness of health-related decisions

Essential Questions:

- Why are some decisions regarding health better than others?
- How can you evaluate the effectiveness of health-related decisions when every decision is so personal and person specific?
- Do your morals, beliefs, and values align?
- When should you make the best decisions on your health?

Essential Understandings:

- It is ok to change your mind based on evaluating the consequences of a decision.
- Decisions are based on morals, beliefs, and values.

Knowledge (the what):

- Health-related decisions and
- Effective health-related decisions
- Tools to evaluate health-related decisions

Skills (the how):

- Use tools to evaluate effectiveness of health-related decisions.

As a result of health instruction, students will
 6.12.3 **Implement strategies** and **monitor progress** in **achieving** a **personal health goal**.

Essential Questions:	Understandings:
<ul style="list-style-type: none"> • What is the best way (method) to monitor goals? Are there things I shouldn't do? • What strategies are best to implement personal health goals? Are there things I shouldn't do? • Do your goals and your actions align? 	<ul style="list-style-type: none"> • Goals, priorities, and actions must align. • Goals have specific aspects (SMART) that drive a person's actions. • Short term goals lead to long-term goals. • Attainable goals are more important than lofty goals. • Failing is part of the process. • It is important to reflect on failure to restructure goals for growth.
Knowledge (the what):	Skills (the how):
<ul style="list-style-type: none"> • Strategies to reach a personal health goal • Progress monitoring toward a personal health goal • Personal health goal(s) possibilities 	<ul style="list-style-type: none"> • Evaluate personal health to determine gaps that would lead to potential goals • Plan a personal health goal • Create a personal health goal • Implement • Monitor progress toward a personal health goal

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

What will the student produce?

[DECIDE & SMART Goal Self-Evaluation](#)

Directions Part 1: DECIDE- Your assignment is to implement an impactful personal decision that you have already made in your lifetime and put it through the process. (Examples: school choice/ activity or sport choice/ whether to buy something expensive/ etc.)

Directions Part 2: Bullying & Communication Case Studies- Read the following scenarios and answer the questions using what we have learned and discussed in class to find the best solution.

Directions Part 3: SMART Goal Setting- In this assignment, you will work on setting a goal for yourself that you would like to achieve by the end of this school year using the SMART method. You will find an explanation of this method below that will guide you in your goal-setting process.

For your goal, you must provide an explanation of how the goal is representative of each of the SMART characteristics: Specific, Measurable, Attainable, Realistic, Timely. Be sure to answer the following questions for each goal summary:

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

How students will be evaluated:

- Application of their learning through self-reflection

Feedback will be provided to the student in the following ways:

- Teacher observation through guiding questions and constructive feedback
- Summative Feedback check in assignment (Teacher/Self)

Stage 3: Instructional Design

Activity

Lesson Planning

Hook

Encourages students to access prior knowledge; sparks student interest and engagement, and answers the question, "Why do we need to learn this?"

Describe what you will do and what the students will do.

While detailed lesson plans are not expected here, you should include sufficient information so that another teacher who is familiar with the unit's content could understand and follow the basic learning plan. That means not just stating WHAT learners will do but WHY the event is proposed - its purpose.

Formative Assessments

Provide clear, descriptive, actionable feedback for students and provide feedback to teachers in order to adjust instruction

5.12.7 evaluate the effectiveness of health-related decisions

Day 1:

- [Decision Making Pre-Assessment](#) (Formative Assessment)
- What does seeking first to understand before being understood mean to you? How do you see this in your life?
- What does "you must take care of your needs before you take care of others" mean to you?
- What does "be proactive before being reactive" mean to you?

Day 1 and 2:

- [Decision Making PPT](#)
- [Decision Making Note Taking Template](#)
 - Why are some decisions regarding health better than others?
 - How can you evaluate the effectiveness of health-related decisions when every decision is so personal and person specific?
 - It is ok to change your mind based on evaluating the consequences of a decision.
 - I can make an effective health-related decision.

Day 3:

- [Clear Values Worksheet](#) (Formative Assessment)
 - Do your morals, beliefs, and values align?

- Decisions are based on morals, beliefs, and values.
 - I can make a decision based on my morals, beliefs and values.
- [Group Scenario Formative Assessment](#)
 - When should you make the best decisions on your health?
 - I can make an effective health-related decision through every aspect of my life.

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

Day 4, 5 and 6:

- [Desert Survival Introduction PPT](#)
- [Desert Survival Narrative](#)
- [DS Individual Rankings \(formative assessment\)](#)
 - What are strategies to prevent interpersonal conflicts without harming self or others?
 - Be proactive before being reactive.
 - You must take care of your needs before you can take care of others.
 - I know strategies to prevent conflicts.
 - What are strategies to manage interpersonal conflicts without harming self or others?
 - I know strategies to manage conflicts.
 - What are strategies to resolve interpersonal conflicts without harming self or others?
 - I know strategies to resolve conflicts.
 - I can use these strategies.
- [Desert Survival Group Ranking PPT](#)
- [Desert Survival Group Rankings](#)
 - What are strategies to prevent interpersonal conflicts without harming self or others?
 - Be proactive before being reactive.
 - I know strategies to prevent conflicts.
 - What are strategies to manage interpersonal conflicts without harming self or others?
 - I know strategies to manage conflicts.
 - What are strategies to resolve interpersonal conflicts without harming self or others?
 - I know strategies to resolve conflicts.
 - Seek first to understand before being understood.
 - You must take care of your needs before you can take care of others.
 - I can collaborate with others while using these strategies to find a solution.
- [DS Expert Rating \(formative Assessment\)](#)
- [Expert Ranking Rationales](#)
 - What are strategies to prevent interpersonal conflicts without harming self or others?
 - I know strategies to prevent conflict.

- Be proactive before being reactive.
- What are strategies to manage interpersonal conflicts without harming self or others?
 - I know strategies to manage conflict.
- What are strategies to resolve interpersonal conflicts without harming self or others?
 - I know strategies to resolve conflict.
 - I can use these strategies
-

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

Day 7:

- What does an aggressive, passive and assertive person look like? (pre-assessment)
 - Seek first to understand before being understood.
 - No is a sentence.
- [Communication and Listening PPT](#)
- [Communication and Listening Graphic Organizer](#)
- [Communication/ Listening Drawing Activity \(Direction/ Activity In PPT\)](#)
 - What are strategies to prevent interpersonal conflicts without harming self or others?
 - I know the strategies to prevent conflicts.
 - Seek first to understand before being understood.
 - Be proactive before being reactive.
 - No is a sentence
 - What are strategies to manage interpersonal conflicts without harming self or others?
 - I know the strategies to manage conflicts.
 - You must take care of your needs before you can take care of others.
 - What are strategies to resolve interpersonal conflicts without harming self or others?
 - I know the strategies to resolve conflicts.
 - How do I know when I am in a toxic environment?
 - No is a sentence.
 - I can use these strategies.

Formative Assessment, Day 8:

- [Quiz Study Guide](#)
- [Communication/ Listening and DECIDE Formative Assessment](#)
 - [Modified version of the assessment](#)
 - What are strategies to prevent interpersonal conflicts without harming self or others?
 - Seek first to understand before being understood.
 - What are strategies to manage interpersonal conflicts without harming self or others?

- I know strategies to manage conflicts.
- What are strategies to resolve interpersonal conflicts without harming self or others?
 - I know strategies to resolve conflicts.
- How do I know when I am in a toxic environment?
 - I know when I am in a toxic environment
 - I can use these strategies.

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

Day 9:

- Have you seen bullying in middle or high school? What type of bullying would you consider it to be? (Slide 2 of PPT).
 - How do I know when I am in a toxic environment?
- [Bullying PPT](#)
- [Bullying Graphic Organizer](#)
- "Silent Video and Reflection Questions: Slide 23-24 (Formative Assessment)
- [Bullying Education Activity: Slide 28-43 \(Formative Assessment\)](#)
 - What are strategies to resolve interpersonal conflicts without harming self or others?
 - I know strategies to resolve conflicts.
 - I can resolve conflicts without harming myself or others.
- [Freedom High Permission Slip](#)
- [Freedom High, If you Really Knew me Link](#)
- [Freedom High School Reflection Questions \(Formative Assessment\)](#)
 - What are strategies to prevent interpersonal conflicts without harming self or others?
 - I know the strategies to prevent conflicts.
 - Seek first to understand before being understood.
 - Be proactive before being reactive.
 - No is a sentence
 - What are strategies to manage interpersonal conflicts without harming self or others?
 - I know the strategies to manage conflicts.
 - You must take care of your needs before you can take care of others.
 - What are strategies to resolve interpersonal conflicts without harming self or others?
 - I know the strategies to resolve conflicts.
 - How do I know when I am in a toxic environment?
 - I can tell when I am in a toxic environment and I can use strategies to resolve conflicts.

6.12.3 Implement strategies and monitor progress in achieving a personal health goal.

Day 10:

- What goals do you currently have?
 - Do your goals and your actions align?

- SMART Goal PPT
 - What is the best way (method) to monitor goals? Are there things I shouldn't do?
 - Failing is part of the process.
 - What strategies are best to implement personal health goals? Are there things I shouldn't do?
 - Goals have specific aspects (SMART) that drive a person's actions.
 - Attainable goals are more important than lofty goals.
 - It is important to reflect on failure to restructure goals for growth.
 - Do your goals and your actions align?
 - Goals, priorities, and actions must align.
 - I can make and implement a SMART goal into my life.

- Vision Board
 - Do your goals and your actions align?
 - Goals, priorities, and actions must align.
 - Short term goals lead to long-term goals.
 - Attainable goals are more important than lofty goals.
 - I can create a vision board that expresses my current short term and long term goals.

Resources

Support varied student needs and learning styles and include a range of media and print materials.

Resources (suggested resources and technology integration): (in APA Format)

- Dept edu, C. S. (2006, December 07). Health Balanced Living Framework. Retrieved October 10, 2016, from <http://www.sde.ct.gov/sde/LIB/sde/PDF/deps/student/Healthy&BalancedLiving.pdf>
- Hall, T.E., Meyer, A., & Rose, D.H., Eds. (2012). *Universal design for learning in the classroom: Practical applications*. New York: Guilford Press.
- Teacher Collaboration and review of individual students IEP's.
- Advanced Solutions International, Inc. "School Health Education Standards." *National Health Education Standards (NHES)*, www.shapeamerica.org/standards/health/default.aspx.
- "Read the Standards." (2021) *Read the Standards | Common Core State Standards Initiative*, www.corestandards.org/read-the-standards/.

Unit Overview	
Unit Title:	Unit 2: Human Growth and Development
Teacher:	SHS Staff
Grade Level/Course:	Grade 9
Length/Dates:	Three week unit
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	The goal of this unit is for students to gain a foundation of knowledge on the function and location of various parts of the female and male reproductive system, pregnancy and delivery. By the end of the unit, students should be able to comprehend core concepts related to these topics and practice health enhancing behaviors.

Stage 1: Desired Results

Priority Standards for the Unit Grade Level/Subject Standard(s)	
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address	
As a result of health instruction, students will:	
<ul style="list-style-type: none"> ■ Students will demonstrate the ability to use decision-making skills to enhance health. (SA.H.5) ■ Students will demonstrate the ability to use goal-setting skills to enhance health. (SA.H.6) ■ Students will demonstrate the ability to use decision-making skills to enhance health (SA.H.5) ■ Students will demonstrate the ability to use goal-setting skills to enhance health.(SA.H.6) 	

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Transfer Goals
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p>Creativity/Innovation Transdisciplinary Goal: Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p>Collaboration Transdisciplinary Goal: Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p>

Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Citizenship Transdisciplinary Goal

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Enduring Understanding(s):

What are the big picture understandings that are transferable across contexts, places, and times?

- Decisions should not be made when under the influence
- Ignorance is a barrier.
- Discomfort with the vocabulary with one's sexuality hinders your ability to understand your sexuality
- What I do with my body matters to my overall long-term and short-term health.
- Initiating healthy practices comes from reflecting on my practices and health status.

Essential Question(s):

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- What are potential barriers to making sexual health decisions?
- Why are those barriers there?
- Once the damage of a bad decision is made, how easy or difficult is it to rectify the issue?
- What are my personal health practices?
- Are these practices promoting and benefiting my overall health?

What will students know

Factual information, vocabulary and basic concepts related to each indicator

What will students be able to do

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

- | | |
|---|---|
| <ul style="list-style-type: none"> • Health-related decisions and • Effective health-related decisions • Barriers to health-decision making • Personal health practices • Overall personal health status • Methods for assessing personal health practices • Methods for assessing overall health status | <ul style="list-style-type: none"> • List potential barriers that hinder healthy decision making • Assess personal health practices • Assess overall health status |
|---|---|

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

What will the student produce?

The Challenges with Teenage Pregnancy

Assessment Type-Performance Task

Performance Task

[The Challenges with Teenage Pregnancy](#)

- Goal –
 - The Goal: This project is a culmination of our content learned in the male and female reproductive systems and pregnancy and delivery in accessing information as it pertains to what life may be like during teenage pregnancy.
Directions: Students will be creating a research project on the cost and care of a teenager (using their age when researching) being pregnant and having a baby. You can either create a google slide presentation, a flyer, newsletter or a brochure that could be found in a doctor's office.
- Role –
 - Students are putting themselves into the role and reality of being a teenage parent.
- Audience –
 - Students are their own audience for this project.
- Situation –
 - Students are working either as a single parent or a co-parent while researching and creating a plan.
- Product, Performance, and Purpose –
 - Students' end product will be an evaluation of their content mastery from class, along with their research and evaluation on teenage pregnancy. Students will be connecting these evaluations to their own lives and finding out how to integrate their product into their everyday lives.
- Standards and Criteria for Success –
 - Students will demonstrate
 - the ability to use decision-making skills to enhance health.
 - the ability to use goal-setting skills to enhance health.

Students will be evaluated by their application of their learning through rubric (linked above)

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

How students will be evaluated:

- Entrance and exit slips
- Class polls via Google Meets
- Quizzes
- Tests
- Graphic Organizers/ Template
- Journal Entries
- Reflection
- Discussions/ Discussion Boards
- Self- Assessments
- Peer- Assessments
- Rubrics for projects or other assignments outlining the expectations
- Teacher Observation

Feedback will be provided to the student in the following ways:

- Informal: can occur at any time as it is something that emerges spontaneously in the moment or during action.
- Formal: is planned and systematically scheduled into the process. Typically in written form.
- Self Assessment Feedback
- Peer Feedback
- Formative: is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.
- Summative: is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.
- Constructive Feedback

Summative Feedback check in assignment (Teacher/Self)

Stage 3: Instructional Design

Activity

Lesson Planning

Male Reproductive System

[Male Reproductive System PPT](#)

[Male Reproductive Guided Worksheet](#): Formative Assessment

[Male Reproductive System Paragraph](#): Formative Assessment

Male Reproductive System Kahoot: Formative Assessment

- What I do with my body matters to my overall long-term and short-term health.

Female Reproductive System

[Female Reproductive System PPT](#)

[Female Reproductive Guided Worksheet](#): Formative Assessment

[Female Reproductive System Paragraph](#): Formative Assessment

Female Reproductive System Kahoot: Formative Assessment

Reproductive System Review

Menstrual Cycle Worksheet PDF

[M and F Vocabulary Challenge](#): Formative Assessment

[Reproductive System Bingo](#)

- What I do with my body matters to my overall long-term and short-term health.

Reproductive System Check In

Male and Female Reproductive System Formative Assessment (Digital assessment on Canvas Commons)

- Modifications: Version 1 and 2
 - Initiating healthy practices comes from reflecting on my practices and health status.
 - I can use the skills I learned to make healthy decisions for my reproductive health.

Preview To Pregnancy and Delivery

[Chapter 9 Terms and Guided Questions](#)

What are potential barriers to making healthy decisions? How do you do this in your life?

- Discomfort with the vocabulary with one's sexuality hinders your ability to understand your sexuality.

[Pregnancy and Delivery PPT](#)

Fetal Development PPT

[Fetal Development Stages Packet: Formative Assessment](#)

[Ultrasound Picture PPT](#)

Stages of Labor Overview

[Stage of Labor Packet](#): Formative Assessment

[Pregnancy and Delivery](#): Review Worksheet

- What are potential barriers to making healthy decisions?
 - Decisions should not be made when under the influence.
 - Ignorance is a barrier.
- Once the damage of a bad decision is made, how easy or difficult is it to rectify the issue?
 - Depends on severity of decision and values

Pregnancy and Delivery Check In

Pregnancy and Delivery Check- In Formative Assessment (Digital assessment on Canvas Commons)

- Modifications: Version 1 and 2

I can use appropriate vocabulary when discussing reproductive health and pregnancy/delivery.

I can use skills I learned to see potential barriers and make a healthy decision.

Resources

Support varied student needs and learning styles and include a range of media and print materials.

Resources (suggested resources and technology integration): (in APA Format)

- Dept edu, C. S. (2006, December 07). Health Balanced Living Framework. Retrieved October 10, 2016, from <http://www.sde.ct.gov/sde/LIB/sde/PDF/deps/student/Healthy&BalancedLiving.pdf>
- Hall, T.E., Meyer, A., & Rose, D.H., Eds. (2012). *Universal design for learning in the classroom: Practical applications*. New York: Guilford Press.
- Teacher Collaboration and review of individual students IEP's.
- Advanced Solutions International, Inc. "School Health Education Standards." *National Health Education Standards (NHES)*, www.shapeamerica.org/standards/health/default.aspx.
- "Read the Standards." (2021) *Read the Standards | Common Core State Standards Initiative*, www.corestandards.org/read-the-standards/.

Unit Overview	
Unit Title:	Unit 3: Sexual Health
Teacher:	Nicole Campocharo and Jacquelyn Sanca
Grade Level/Course:	Health I
Length/Dates:	4-6, 86 minute classes
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	The goal of this unit is for students to gain a foundation of knowledge on contraception and STD/ STI's. By the end of the unit, students should be able to comprehend core concepts related to these topics and practice health enhancing behaviors.

Stage 1: Desired Results

Priority Standards for the Unit Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
As a result of health instruction, students will
6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Transfer Goals
List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

As a result of health instruction, students will	
6.12.3 Implement strategies and monitor progress in achieving a personal health goal . (supporting)	
Essential Questions:	Understandings:

<ul style="list-style-type: none"> • What is the best way (method) to monitor goals? Are there things I shouldn't do? • What strategies are best to implement personal health goals? Are there things I shouldn't do? • Do your goals and your actions align? 	<ul style="list-style-type: none"> • Goals, priorities, and actions must align. • Goals have specific aspects (SMART) that drive a person's actions. • Short term goals lead to long-term goals. • Attainable goals are more important than lofty goals. • Failing is part of the process. • It is important to reflect on failure to restructure goals for growth.
Knowledge (the what):	Skills (the how):
<ul style="list-style-type: none"> • Strategies to reach a personal health goal • Progress monitoring toward a personal health goal • Personal health goal(s) possibilities 	<ul style="list-style-type: none"> • Evaluate personal health to determine gaps that would lead to potential goals • Plan a personal health goal • Create a personal health goal • Implement • Monitor progress toward a personal health goal

As a result of health instruction, students will
 8.12.3 **Work cooperatively** as an **advocate** for **improving personal, family, and community health.**
 (primary)

Essential Questions:	Understandings:
<ul style="list-style-type: none"> • What does it mean to be an advocate? • What is health advocacy? Is it important? 	<ul style="list-style-type: none"> • Health advocacy is a growing field in the workforce that impacts our everyday lives.
Knowledge (the what):	Skills (the how):
<ul style="list-style-type: none"> • Advocacy attributes <ul style="list-style-type: none"> ○ Knowledgeable ○ Communicator • Personal health issues • Family health issues • Community health issues • Collaboration attributes <ul style="list-style-type: none"> ○ Leadership ○ Initiative ○ Flexibility ○ Responsibility ○ Productivity 	<ul style="list-style-type: none"> • Apply the skills of collaboration (leadership, initiative, flexibility, responsibility, and productivity) by working collaboratively with others to advocate for improving personal, family, and community health. • Create an evidence based position for improving personal, family and community health. • Identify examples of health advocacy

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

What will the student produce?

Contraceptive, STD/STIs Summative Assessment: [RAP, SNAP and RECAP](#)

The Goal: The goal of this summative assessment is to display your knowledge of STD/STIs and contraception while also advocating to others the importance of implementing personal safety and health goals.

****Be sure to refer to the work day grading teacher checklist for individual student grades****

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

How students will be evaluated:

- Rubric for project (linked above in assessment evidence)

Feedback will be provided to the student in the following ways:

- Informal: can occur at any time as it is something that emerges spontaneously in the moment or during action.
- Self Assessment Feedback
- Summative: is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

Stage 3: Instructional Design

Activity

Lesson Planning

8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.

Day 1:

What is advocacy? How is advocacy important for contraceptives?

[Contraception Part #1 Learning PPT](#)

[Contraception Part #1 Graphic Organizer Chart: Formative Assessment](#)

Day #2:

[Contraception Part #2 Learning PPT](#)

[Contraception Part #2 Graphic Organizer Chart: Formative Assessment](#)

- What does it mean to be an advocate?
- What is health advocacy? Is it important?
 - Health advocacy is a growing field in the workforce that impacts our everyday lives.

[Contraception Review Kahoot](#)

I can use skills I learned to be an advocate for abstinence/contraceptives.

6.12.3 Implement strategies and monitor progress in achieving a personal health goal.

Do your goals and your actions align (pertaining to sexual health)? What is the best way to monitor your goals?

- Goals, priorities, and actions must align.
- Attainable goals are more important than lofty goals.

Day 3:

[STD/STI Learning PPT](#)

[STD/STI Chart: Formative Assessment](#)

- What is the best way (method) to monitor goals? Are there things I shouldn't do?
 - Short term goals lead to long-term goals.
 - It is important to reflect on failure to restructure goals for growth.

Day 4:

[Contraception/ STD Study Guide](#)

[Contraception and STD/STI Formative Assessment: Digital form on Canvas Commons](#)

Day 5:

- [Modification for Version 1 and 2](#)
- What strategies are best to implement personal health goals? Are there things I shouldn't do?
 - It is important to reflect on failure to restructure goals for growth.

I can make goals for my personal health that align with my priorities and actions.

Resources

Support varied student needs and learning styles and include a range of media and print materials.

Resources (suggested resources and technology integration): (in APA Format)

- Dept edu, C. S. (2006, December 07). Health Balanced Living Framework. Retrieved October 10, 2016, from <http://www.sde.ct.gov/sde/LIB/sde/PDF/deps/student/Healthy&BalancedLiving.pdf>
- Hall, T.E., Meyer, A., & Rose, D.H., Eds. (2012). *Universal design for learning in the classroom: Practical applications*. New York: Guilford Press.
- Teacher Collaboration and review of individual students IEP's.
- Advanced Solutions International, Inc. "School Health Education Standards." *National Health Education Standards (NHES)*, www.shapeamerica.org/standards/health/default.aspx.
- "Read the Standards." (2021) *Read the Standards | Common Core State Standards Initiative*, www.corestandards.org/read-the-standards/.

Unit Overview	
Unit Title:	Unit 4: Gateway Drugs
Teacher:	Colleen Murphy & Rob Levesque
Grade Level/Course:	Health 1
Length/Dates:	3 weeks
Unit Summary:	Students will learn and understand the effects of gateway drugs. (Alcohol, Tobacco, Vaping, Nicotine, Marijuana, and Inhalants)

Stage 1: Desired Results

Priority Standards for the Unit Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

As a result of health instruction, students will...

Self management of Healthy Behaviors:

H.3.1 Assess the importance of assuming responsibility for personal health behaviors.

H.3.4 Apply and assess strategies to improve or maintain personal, family and community health by examining influences, rules, and legal responsibilities that affect decisions.

5.12.7 evaluate the effectiveness of health-related decisions

7.12.2 demonstrates a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Transfer Goals

List the long-term and/or school-wide independent student behaviors that this unit will address.

Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

Enduring Understanding(s):

What are the big picture understandings that are transferable across contexts, places, and times?

5.12.7

In studying gateway drugs, students will understand that

- It is ok to change your mind based on evaluating the consequences of a decision.
- Decisions are based on morals, beliefs, and values.

7.12.2

In studying gateway drugs, students will understand that

- Maintaining and improving healthy practices and behaviors requires proper vetting of information related to healthy practices.
- Implementing healthy practices and behaviors requires constant reflection and evaluation.

Essential Question(s):

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

5.12.7

- Why are some decisions regarding gateway drugs better than others?
- Do your morals, beliefs, and values align?
- When should you make the best decisions on your health?

7.12.2

- What are healthy practices and behaviors? Is there a difference?
- What healthy practices and behaviors are important to me? Are there any I need to add or modify?

What will students know

What will students be able to do

Factual information, vocabulary and basic concepts related to each indicator	Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<p>5.12.7</p> <ul style="list-style-type: none"> • Effective health-related decisions <p>7.12.2</p> <ul style="list-style-type: none"> • Healthy practices and behaviors • Unhealthy practices and behaviors 	<p>5.12.7</p> <ul style="list-style-type: none"> • Use tools to evaluate effectiveness of health-related decisions (gateway drugs). <p>7.12.2</p> <ul style="list-style-type: none"> • Access information about gateway drugs. • Recognize healthy practices and behaviors. • Demonstrate healthy practices and behaviors.

Stage 2: Evidence of Student Learning Performance Tasks

Assessment Evidence

What will the student produce?

 Gateway Drug Billboard Outline .docx

 Gateway Drugs Project Outline

 Gateway Drugs Project Rubric --> C's Rubric

Goal: Create a billboard advertisement against a gateway drug of choice.

Role: Design your own billboard advertisement

Audience: High School students who can drive

Situation: Your advertisement should outline the dangers of gateway drugs and products in young teens.

Product/performance: You will be creating a billboard where all your information can be found.

Standards/criteria for success:  Gateway Drugs Project Rubric

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

How students will be evaluated:

- Discussions/ Discussion Boards
- Peer- Assessments
- Rubrics for projects or other assignments outlining the expectations
- Teacher Observation

Feedback will be provided to the student in the following ways:

- Informal: can occur at any time as it is something that emerges spontaneously in the moment or during action.
- Summative Feedback check in assignment (Teacher/Self)

Stage 3: Instructional Design

Activity

Lesson Planning

7.12.2 demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

[Tobacco PPT](#)

[Tobacco Guided Worksheet](#)

[Tobacco Kahoot](#)

[Vaping PPT](#)

[Vaping Student Working Document](#)

- **How do you evaluate healthy practices and behaviors?**

Formative Assessment: Analyze and compare the different types of Nicotine using provided resources. The discovery of information can be presented in a variety of ways.

5.12.7 evaluate the effectiveness of health-related decisions

[Marijuana PPT](#)

[Marijuana Graphic Organizer](#)

[Marijuana Myth Busting PDF \(Activity Attached in PPT\)](#)

[Marijuana Crossword](#)

[Marijuana Quiz](#)

[Marijuana Crossword Review](#)

- **Why are some decisions regarding health better than others?**
- **Do your morals, beliefs, and values align?**

Formative Assessment: Myth Busting marijuana activity (within the [Marijuana PPT](#))
Pick 2 myths and bust them... put busts in your own words and be prepared to share them in class. Use evidence and resources to support your bust.

5.12.7 evaluate the effectiveness of health-related decisions

[Inhalants PPT](#) (Notes)

[Inhalants Graphic Organizer](#) (Guided Notes- with modifications)

[Inhalants Article](#) (Article on inhalants, includes supporting information)

[Inhalants Article Questions](#) (Questions about article)

[Inhalants Guided Worksheet](#)

- **Is use of inhalants a healthy practice and behavior?**
- **Why are some decisions regarding health better than others?**

Formative Assessment: Case study at the end of the powerpoint OR Inhalant article questions (Linked above)

5.12.7 evaluate the effectiveness of health-related decisions

☐ C.Murphy Alcohol Unit

- Why are some decisions regarding health better than others?
- Do your morals, beliefs, and values align?

☰ DUI Laws Activity

Formative Assessment: After learning all about alcohol, complete the following **Task:** Your task is to create your own penalties for the following DUI offenses. Use detail to support your reasoning for WHY you chose the penalty. Be sure to **explain** your responses for each!

DUI First Offense:

DUI First Offense:

DUI First Offense with Accident:

DUI first Offense with Death:

DUI Second Offense

DUI Second Offense:

DUI Second Offense with Accident:

DUI Second Offense with Death:

Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

- Modify based on individual IEP/504 accommodations.
- Work with support staff to assist students.

Resources

Support varied student needs and learning styles and include a range of media and print materials.

Resources (suggested resources and technology integration): (in APA Format)

- Dept edu, C. S. (2006, December 07). Health Balanced Living Framework. Retrieved October 10, 2016, from <http://www.sde.ct.gov/sde/LIB/sde/PDF/deps/student/Healthy&BalancedLiving.pdf>
- Hall, T.E., Meyer, A., & Rose, D.H., Eds. (2012). *Universal design for learning in the classroom: Practical applications*. New York: Guilford Press.
- Teacher Collaboration and review of individual students IEP's.
- Advanced Solutions International, Inc. "School Health Education Standards." *National Health Education Standards (NHES)*, www.shapeamerica.org/standards/health/default.aspx.
- "Read the Standards." (2021) *Read the Standards | Common Core State Standards Initiative*, www.corestandards.org/read-the-standards/.

Unit Overview	
Unit Title:	Unit 5: Lifetime Conditions
Teacher:	Colleen Murphy & Rob Levesque
Grade Level/Course:	Health 1
Length/Dates:	3 weeks
Unit Summary:	Students will be able to identify signs/symptoms of various lifetime conditions. In addition, students will be able to demonstrate empathy towards other people with a lifetime condition. This is a project/peer teaching unit where students research and share vital health information with their peers.

Stage 1: Desired Results

Priority Standards for the Unit Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
As a result of health instruction, students will
7.12.2 demonstrates a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
8.12.1 Use accurate peer and societal norms to formulate a health-enhancing message.
8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Transfer Goals
List the long-term and/or school-wide independent student behaviors that this unit will address.
Creativity/Innovation Transdisciplinary Goal:
Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

Enduring Understanding(s): What are the big picture understandings that are transferable	<ul style="list-style-type: none"> • A variety of healthy practices and behaviors exist because there are a variety of needs unique to each individual. • Maintaining and improving healthy practices and behaviors requires proper vetting of information related to healthy practices. • Implementing healthy practices and behaviors requires constant reflection and evaluation. • Messages can enhance or diminish healthy choices.
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across contexts, places, and times?	<ul style="list-style-type: none"> ● There is a difference between accurate and inaccurate health information and messages. ● Creating health-enhancing messages requires understanding the intersection of healthy choices, messaging, and the audience. ● Health advocacy is a growing field in the workforce that impacts our everyday lives.
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Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	<ul style="list-style-type: none"> ● What are healthy practices and behaviors? Is there a difference? ● What healthy practices and behaviors are important to me? Are there any I need to add or modify? ● How can I be smarter about my healthy practices and behaviors? ● What is needed to maintain or improve health of self and others? ● Why are some messages about health better than others? ● What information do I need to consider when creating a message about healthy choices? ● What does it mean to be an advocate? ● What is health advocacy? Is it important?
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What will students know Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> ● Healthy practices and behaviors ● Unhealthy practices and behaviors ● Current peer and societal norms ● Current health-enhancing message(s) ● Advocacy attributes <ul style="list-style-type: none"> ○ Knowledgeable ○ Communicator ● Personal health issues ● Family health issues ● Community health issues 	<ul style="list-style-type: none"> ● Access information about healthy practices (unhealthy practices). ● Articulate the difference between practices and behaviors ● Recognize healthy practices and behaviors. ● Demonstrate healthy practices and behaviors. ● Maintain (or improve) your own health (or the health of others). ● Use norms to formulate a health-enhancing message ● Create an evidence based position for improving personal, family and community health. ● Identify examples of health advocacy

Stage 2: Evidence of Student Learning Performance Tasks

Assessment Evidence What will the student produce?
Goal: The goal of this project is to choose a lifetime condition that you are interested in/passionate about and educate the rest of the world on the truth about this lifetime condition. Students will

identify risk factors based on several demographics. Require a baseline of information to help self assess for health conditions with the goal of early detection in self and others.

Role: You are going to create a brochure/Slides/Etc. about a lifetime condition that you have a personal connection to. You will be required to present your lifetime condition to the class, providing visual references and detailed information for lifetime health advocacy and prevention.

Audience: The target audience is teenagers.

Situation: Project Components:

- Research Brochure
- Teacher guided assessment of student presentations
- Formal Presentation
 - Visual Aids - Handouts, Slides, PSA, Videos, etc.....

Performance/product: You are to create a presentation (slides presentation, website, social media page, powerpoint, prezi, video, brochure or any other form of presentation method on a lifetime condition that you would use as an educational/informational tool for someone unfamiliar with the condition. Many of these conditions have stigmas surrounding them- use this as a chance to BREAK THE STIGMA!

- [2021 Lifetime Condition Project Rubric](#)
- [Presentation Rubric Lifetime Conditions○○○○.docx](#)

Standards/criteria for assessment:

- [Lifestyle Project Rubric](#)

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

How students will be evaluated:

- Self- Assessments
- Peer- Assessments
- Rubrics for projects or other assignments outlining the expectations
- Teacher Observation

Feedback will be provided to the student in the following ways:

- Informal: can occur at any time as it is something that emerges spontaneously in the
- Summative Feedback check in assignment (Teacher/Self)Summative Feedback check in assignment (Teacher/Self)

Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

- Library/Media Resource Presentation
- Google Docs, Templates

Stage 3: Instructional Design

Design EACH activity for the unit.

Activity

Lesson Planning

8.12.1 Use accurate peer and societal norms to formulate a health-enhancing message.

- What information do I need to consider when creating a message about health?

☐ Lifetime Conditions

W Make a wish written response.docx

P Life-Time Illness.pptx

Formative Assessment: The students will be exploring the SBSK website to discover more about the norms of disabled members around the world.

SBSK has grown into one of the largest disability platforms in the world, with over two billion views across social media. It is a space where disabled and neurodiverse people of all backgrounds share their story. Go to [SBSK - Normalizing the Diversity of the Human Condition](#) and follow the story of one person you are interested in learning more about. Be ready to talk about the following 3 Qs:

- 1) What is the condition they are living with?
- 2) How does this condition affect their daily life?
- 3) What are the strengths/abilities/unique perspectives this person has?
- 4) How can we become more accepting of those who have different conditions?

7.12.2 demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

- What are healthy practices and behaviors? Is there a difference?
- How can I be smarter about my healthy practices and behaviors?
- What is needed to maintain or improve health of self and others?

8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.

- What does it mean to be an advocate?
- What is health advocacy? Is it important?

Summative Assessment: This standard focuses on the summative assessment which will take the majority of the unit to complete.

Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

- Modify based on individual IEP/504 accommodations.
- Work with support staff to assist students.

Resources

Support varied student needs and learning styles and include a range of media and print materials.

Resources (suggested resources and technology integration): (in APA Format)

- Dept edu, C. S. (2006, December 07). Health Balanced Living Framework. Retrieved October 10, 2016, from <http://www.sde.ct.gov/sde/LIB/sde/PDF/deps/student/Healthy&BalancedLiving.pdf>
- Hall, T.E., Meyer, A., & Rose, D.H., Eds. (2012). *Universal design for learning in the classroom: Practical applications*. New York: Guilford Press.
- Teacher Collaboration and review of individual students IEP's.
- Advanced Solutions International, Inc. "School Health Education Standards." *National Health Education Standards (NHES)*, www.shapeamerica.org/standards/health/default.aspx.
- "Read the Standards." (2021) *Read the Standards | Common Core State Standards Initiative*, www.corestandards.org/read-the-standards/.

Unit Overview	
Unit Title:	Unit 6: Relationships
Teacher:	Nicole Campochiaro and Jacquelyn Sanca
Grade Level/Course:	Health I
Length/Dates:	8-10, 86 minute classes
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students are taught to discover their values in their life and how to connect those values with their relationships. Students also are taught not only how to identify an unhealthy/abusive relationship but also taught the skills on what to do. Last, students are taught healthy communication techniques.

Stage 1: Desired Results

Priority Standards for the Unit Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

As a result of health instruction, students will

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

7.12.2 demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

8.12.1 Use accurate peer and societal norms to formulate a health-enhancing message.

Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

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

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Transfer Goals

List the long-term and/or school-wide independent student behaviors that this unit will address.

Communication Transfer Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

As a result of health instruction, students will

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

Essential Questions:

- What are strategies to prevent interpersonal conflicts without harming self or others?
- What are strategies to manage interpersonal conflicts without harming self or others?
- What are strategies to resolve interpersonal conflicts without harming self or others?
- How do I know when I am in a toxic environment?

Understandings:

- No is a sentence.
- Seek first to understand before being understood.
- You must take care of your needs before you can take care of others.
- Be proactive before being reactive.

Knowledge (the what):

- Strategies to prevent interpersonal conflicts
- Strategies to manage interpersonal conflicts
- Strategies to resolve interpersonal conflicts
- Diffusion
- Confrontation (non-violent)

Skills (the how):

- Demonstrate use of strategies to
 - Prevent
 - Manage
 - Resolve
 Interpersonal conflicts

As a result of health instruction, students will

7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

Essential Questions:

- What are healthy practices and behaviors? Is there a difference?

Understandings:

- A variety of healthy practices and behaviors exist because there are a variety of needs unique to each individual.

<ul style="list-style-type: none"> • What healthy practices and behaviors are important to me? Are there any I need to add or modify? • How can I be smarter about my healthy practices and behaviors? • Case study: Is gaslighting a healthy practice and behavior? • What is needed to maintain or improve health of self and others? 	<ul style="list-style-type: none"> • Maintaining and improving healthy practices and behaviors requires proper vetting of information related to healthy practices. • Implementing healthy practices and behaviors requires constant reflection and evaluation.
Knowledge (the what):	Skills (the how):
<ul style="list-style-type: none"> • Healthy practices • Healthy behaviors • Unhealthy practices • Unhealthy behaviors 	<ul style="list-style-type: none"> • Access information about healthy practices (unhealthy practices). • Articulate the difference between practices and behaviors • Recognize healthy practices and behaviors. • Demonstrate healthy practices and behaviors. • Maintain (or improve) your own health (or the health of others).

As a result of health instruction, students will
 8.12.1 Use accurate peer and societal norms to formulate a health-enhancing message.


Essential Questions:	Understandings:
<ul style="list-style-type: none"> • Why are some messages about health better than others? • What information do I need to consider when creating a message about healthy choices? 	<ul style="list-style-type: none"> • Peers and society influence our choices regarding our health. • Messages can enhance or diminish healthy choices. • There is a difference between accurate and inaccurate health information and messages. • Creating health-enhancing messages requires understanding the intersection of healthy choices, messaging, and the audience.
Knowledge (the what):	Skills (the how):
<ul style="list-style-type: none"> • Current peer norms • Current societal norms • Current health-enhancing message(s) 	<ul style="list-style-type: none"> • Identify peer and societal norms • Use norms to formulate a health-enhancing message

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

What will the student produce?

 [Anti-Violence Commercial New Rubric](#)

Goal: Students will develop an advertisement that addresses a form of violence that plagues our society. The project should be directed towards high school students and be filled with information that supports your strong views about why this type of violence is an issue.

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

How students will be evaluated:

- Rubrics for project (see assessment evidence for link)

Feedback will be provided to the student in the following ways:

- Informal: can occur at any time as it is something that emerges spontaneously in the moment or during action.
- Formal: is planned and systematically scheduled into the process. Typically in written form.
- Self Assessment Feedback

Summative Feedback check in assignment (Teacher/Self)

Coding

How does this activity connect to the big picture (standards, transfer goals, understandings, and essential questions)? How does this activity provide students with the opportunity to practice, apply, and develop their necessary knowledge and skills? List the items identified in Stage 1.

You will complete the coding within Unit Planner. This connects activities with desired outcomes. You do not need to completing the coding outside of Unit Planner.

Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

Powtoon, iMovie, Loom

Stage 3: Instructional Design

Activity

Lesson Planning

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

Life with the Wright Family

What are positive conflict resolution skills? (Day 1)

- I know positive conflict resolution skills.

Communication PPT (Day 1 & 2)

- What are strategies to prevent interpersonal conflicts without harming self or others?
 - I know strategies to prevent conflict.
 - No is a sentence.
 - Be proactive before being reactive.
- What are strategies to manage interpersonal conflicts without harming self or others?
 - I know strategies to manage conflicts.
- What are strategies to resolve interpersonal conflicts without harming self or others?
 - I know strategies to resolve conflicts.
- How do I know when I am in a toxic environment?
 - No is a sentence.
 - Seek first to understand before being understood.
 - You must take care of your needs before you can take care of others.
 - Be proactive before being reactive.

I Statements (Day 3)

Bully prevention group activity in Communication PPT (Day 4)

- What are strategies to prevent interpersonal conflicts without harming self or others?
- What are strategies to manage interpersonal conflicts without harming self or others?
- What are strategies to resolve interpersonal conflicts without harming self or others?
 - Seek first to understand before being understood.
 - You must take care of your needs before you can take care of others.
 - Be proactive before being reactive.

I can use I statements to express my feelings in a positive and healthy way.

I can use the skills I learned to prevent, manage and resolve conflicts.

7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

Love Is Activity (Day 5)

What are health practices with love?

Is love healthy? What does “good” love look like? What does “bad” love look like?

- Maintaining and improving healthy practices and behaviors requires proper vetting of information related to healthy practices.

Relationship PPT (Day 5, 6 & 7)

- What are healthy practices and behaviors? Is there a difference?
 - A variety of healthy practices and behaviors exist because there are a variety of needs unique to each individual.
- What is needed to maintain or improve health of self and others?
 - Maintaining and improving healthy practices and behaviors requires proper vetting of information related to healthy practices.

I can maintain a healthy relationship by using the skills I learned.

Music Video Analysis (Day 7)

[Love Language Quiz](#) (Day 8)

[Love Language Reflection](#) (Day 8)

[Enneagram Personality Quiz](#) (Day 8)

[Alex & Charlie Story](#)

- What are healthy practices and behaviors? Is there a difference?
- What healthy practices and behaviors are important to me? Are there any I need to add or modify?
- How can I be smarter about my healthy practices and behaviors?
- What is needed to maintain or improve health of self and others?
 - A variety of healthy practices and behaviors exist because there are a variety of needs unique to each individual.
 - Maintaining and improving healthy practices and behaviors requires proper vetting of information related to healthy practices.
 - Implementing healthy practices and behaviors requires constant reflection and evaluation.

7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

[Relationship Spectrum on loveisrespect.org](#)

- What is [gaslighting](#)? (Day 5)
 - Is gaslighting a healthy practice and behavior?
 - Gaslighting is NOT a healthy practice or behavior.

[Appointment with Love Story- What are their relationship values?](#) (Day 6)

- What are healthy practices and behaviors? Is there a difference?
 - A variety of healthy practices and behaviors exist because there are a variety of needs unique to each individual.
- What is needed to maintain or improve health of self and others?
 - Maintaining and improving healthy practices and behaviors requires proper vetting of information related to healthy practices.

[Inner exploration journal entry questions](#) (Day 6)

- What healthy practices and behaviors are important to me? Are there any I need to add or modify?
- How can I be smarter about my healthy practices and behaviors?
 - Implementing healthy practices and behaviors requires constant reflection and evaluation.

I can use skills I learned to be smarter about my healthy practices and behaviors to enhance my relationship with others as well as myself.

8.12.1 Use accurate peer and societal norms to formulate a health-enhancing message.

[Why are some messages about health better than others? How does this relate to healthy relationships?](#)

[Reviving Ophelia Reflection Activity](#) (Day 9-11)

- Why are some messages about health better than others?
- What information do I need to consider when creating a message about healthy choices?

- Peers and society influence our choices regarding our health.
- Messages can enhance or diminish healthy choices.
- There is a difference between accurate and inaccurate health information and messages.
- Creating health-enhancing messages requires understanding the intersection of healthy choices, messaging, and the audience.
- I can identify an unhealthy/abusive relationship and use skills to create messages in order to help those relationships.
- I can identify warning signs in an unhealthy/ abusive relationship and use skills I learned to take action.

Resources

Support varied student needs and learning styles and include a range of media and print materials.

Resources (suggested resources and technology integration): (in APA Format)

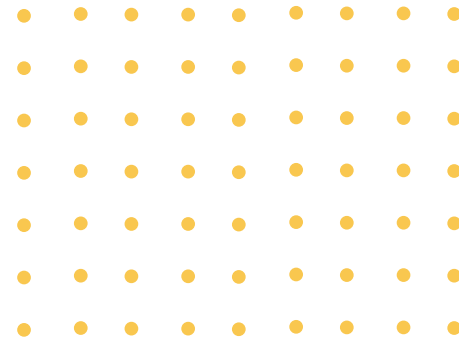
- Dept edu, C. S. (2006, December 07). Health Balanced Living Framework. Retrieved October 10, 2016, from <http://www.sde.ct.gov/sde/LIB/sde/PDF/deps/student/Healthy&BalancedLiving.pdf>
- Hall, T.E., Meyer, A., & Rose, D.H., Eds. (2012). *Universal design for learning in the classroom: Practical applications*. New York: Guilford Press.
- Teacher Collaboration and review of individual students IEP's.
- Advanced Solutions International, Inc. "School Health Education Standards." *National Health Education Standards (NHES)*, www.shapeamerica.org/standards/health/default.aspx.
- "Read the Standards." (2021) *Read the Standards | Common Core State Standards Initiative*, www.corestandards.org/read-the-standards/.



Health I

SHS-Grade 9

Nicole Campochiaro & Robert Levesque

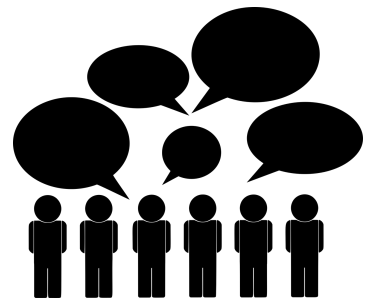


Unit 1: Communication and Decision Making

The goal of this unit is for students to gain a foundation of knowledge on communication and listening skills, decision making, bullying and self-esteem.

Essential Skills in Unit 1:

- Demonstrate use of strategies to prevent, manage and resolve interpersonal conflicts
- Use tools to evaluate effectiveness of health-related decisions.
- Evaluate personal health to determine gaps that would lead to potential goals
- Plan a personal health goal
- Create and implement a personal health
- Monitor progress toward a personal health goal



Unit 1: Performance Tasks

- Directions Part 1: DECIDE- Your assignment is to implement an impactful personal decision that you have already made in your lifetime and put it through the process. (Examples: school choice/ activity or sport choice/ whether to buy something expensive/ etc.)
- Directions Part 2: Bullying & Communication Case Studies- Read the following scenarios and answer the questions using what we have learned and discussed in class to find the best solution.
- Directions Part 3: SMART Goal Setting- In this assignment, you will work on setting a goal for yourself that you would like to achieve by the end of this school year using the SMART method. (Specific, Measurable, Attainable, Realistic, Timely)



Unit 2: Human Growth and Development

The goal of this unit is for students to gain a foundation of knowledge on the function and location of various parts of the female and male reproductive system, pregnancy and delivery. By the end of the unit, students should be able to comprehend core concepts related to these topics and practice health enhancing behaviors.

Essential Skills in Unit 1:

- List potential barriers that hinder healthy decision making
- Assess personal health practices
- Assess overall health status



Unit 2: Performance Task



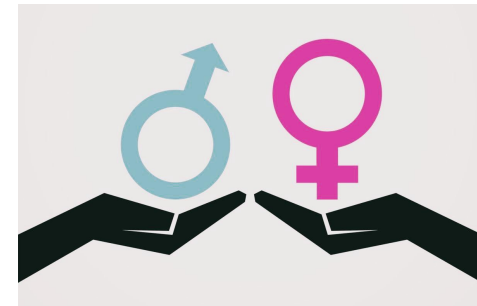
The Challenges with Teenage Pregnancy

- Goal –
 - The Goal: This project is a culmination of content learned in the male and female reproductive systems, pregnancy and delivery, and in accessing information about quality of life during teenage pregnancy.
Directions: Students will be creating a research project on the cost and care of a teenager (using their age when researching) being pregnant and having a baby. They can create a google slide presentation, a flyer, newsletter or a brochure that could be found in a doctor's office.
- Role, Audience, Situation
 - Students are putting themselves into the role of being a teenage parent. They can work as a single parent or co-parent for this task. Peers will be the audience for the project.
- Product, Performance, and Purpose –
 - Students' end product will be an evaluation of their content mastery from class, along with their research and evaluation on teenage pregnancy. Students will be connecting these evaluations to their own lives and finding out how to integrate their product into their everyday lives.

Unit 3: Sexual Health

The goal of this unit is for students to gain a foundation of knowledge on contraception and STD/ STI's. By the end of the unit, students should be able to comprehend core concepts related to these topics and practice health enhancing behaviors.

Essential Skills in Unit 1:



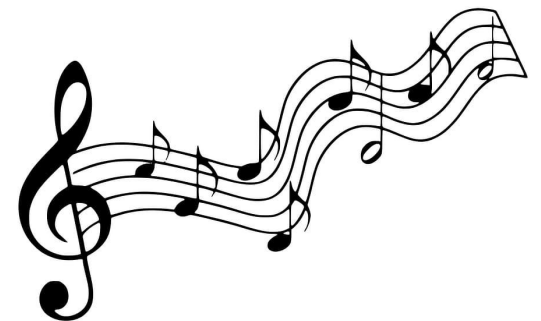
- Apply the skills of collaboration (leadership, initiative, flexibility, responsibility, and productivity) by working collaboratively with others to advocate for improving personal, family, and community health.
- Create an evidence based position for improving personal, family and community health.
- Identify examples of health advocacy

Unit 3: Performance Task

Sexual Health Summative Assessment *Rap, Snap and Recap*

The Goal: The goal of this summative assessment is to display your knowledge of STD/STIs and contraception while also advocating to others the importance of implementing personal safety and health goals.

Students will create a catchy rap or poem to showcase their knowledge and advocate for health choices.



Unit 4: Gateway Drugs

Students will learn about and understand the effects of gateway drugs. (Alcohol, Tobacco, Vaping, Nicotine, Marijuana, and Inhalants)

Essential Skills in Unit 1:

- Use tools to evaluate effectiveness of health-related decisions (regarding gateway drugs)
- Access information about gateway drugs.
- Recognize healthy practices and behaviors.
- Demonstrate healthy practices and behaviors.



Unit 4: Performance Task

Goal: Create a billboard advertisement deterring a gateway drug of choice.

Audience: High School students who can drive

Situation: Your advertisement should outline the dangers of gateway drugs, including available products to young teens.

Product/performance: You will be creating a billboard where all your information can be found.



Gateway Drug Advertisement Project

Your assignment is to create a billboard advertisement against a gateway Drug of choice. You can work on this individually or with a partner. This advertisement should be directed towards high school students and be filled with information that supports the view against the gateway drug you chose.

Part of this assignment is to research relevant and new information from reliable sources. Reliable sources include: anything from the SHS databases, library, websites/articles from websites that end with .edu, .gov, .org or from notes given to you in class.

You must create a billboard (a poster) as your advertisement.
Use the checklist below to be sure you include all of the criteria listed:

Unit 5: Lifetime Conditions

Students will be able to identify signs/symptoms of various lifetime conditions. In addition, students will be able to demonstrate empathy towards other people with a lifetime condition. This is a project/peer teaching unit where students research and share vital health information with their peers.

Essential Skills in Unit 1:

- Access information about healthy practices (and unhealthy practices).
- Articulate the difference between practices and behaviors.
- Recognize healthy practices and behaviors.
- Demonstrate healthy practices and behaviors.
- Maintain (or improve) your own health (or the health of others).
- Use norms to formulate a health-enhancing message
- Create an evidence based position for improving personal, family and community health.
- Identify examples of health advocacy



Unit 5: Performance Task

Goal: The goal of this project is to choose a lifetime condition that you are interested in/passionate about and educate the rest of the world on the truth about this lifetime condition. Students will identify risk factors based on several demographics. Students will provide visual references and detailed information for lifetime health advocacy and prevention

Audience: The target audience is teenagers.

Situation: Project Components:

- Research Brochure
- Teacher guided assessment of student presentations
- Formal Presentation
 - Visual Aids - Handouts, Slides, PSA, Videos, etc.

Performance/product: Students are to create a presentation (slides presentation, website, social media page, powerpoint, prezi, video, brochure or any other form of presentation method on a lifetime condition they would use as an educational/informational tool for someone unfamiliar with the condition. Many of these conditions have stigmas surrounding them; students can address this stigma in their presentation.



Unit 6: Relationships

In this unit, students are taught to discover their values in their life and how to connect those values with their relationships. Students also are taught not only how to identify an unhealthy/abusive relationship but also taught the skills on what to do. Last, students are taught healthy communication techniques.

Essential Skills in Unit 1:

- Access information about healthy practices (unhealthy practices).
- Articulate the difference between practices and behaviors
- Recognize healthy practices and behaviors.
- Demonstrate healthy practices and behaviors.
- Maintain (or improve) your own health (or the health of others).
- Identify peer and societal norms
- Use norms to formulate a health-enhancing message



Unit 6: Performance Task

Goal: Students will develop an advertisement that addresses a form of violence that plagues our society. The project should be directed towards high school students and be filled with information that supports your strong views about why this type of violence is an issue.

Product: List of project ideas: Commercial (Powtoon, Youtube, iMovie, Tik Tok Video, Instagram Reel, Loom etc). Other ideas can be accepted with teacher approval.



**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 26, 2023

Decision Requested X Agenda Code 5 n.

AGENDA REPORTING FORM

Agenda Topic: SHS Health II Course - Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS Health II Course.

Background: _____

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the SHS Health II Course to the full Board for a Second Reading.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Unit 1: Addiction
Teacher:	Colleen Murphy & Rob Levesque
Grade Level/Course:	Grade 11-Health 2
Length/Dates:	3 weeks
Unit Summary:	Students will learn and identify how to deal with addiction.

Stage 1: Desired Results

Priority Standards for the Unit Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
H.6.1 Demonstrate various strategies when making decisions to enhance health
Instead of highlighted below since it was not part of CT standards
4.12.4 Demonstrate how to ask for and offer assistance to enhance the health and self and others.
8.12.1 Use accurate peer and societal norms to formulate a health-enhancing message.
8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Transfer Goals
List the long-term and/or school-wide independent student behaviors that this unit will address.
Creativity/Innovation Transdisciplinary Goal:
Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

Enduring Understanding(s): What are the big picture understandings that are transferable	<p>4.12.4 In studying addiction, students will understand that</p> <ul style="list-style-type: none"> Assisting others requires elements of active listening. There is a difference between assertive, aggressive, passive, and manipulative behaviors, and identifying them will help you help others. <p>8.12.1 & 8.12.3 In studying addiction, students will understand that</p> <ul style="list-style-type: none"> Peers and society influence our choices regarding our health.
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across contexts, places, and times?	<ul style="list-style-type: none"> ● Messages can enhance or diminish healthy choices. ● There is a difference between accurate and inaccurate health information and messages. ● Creating health-enhancing messages requires understanding the intersection of healthy choices, messaging, and the audience. ● Health advocacy is a growing field in the workforce that impacts our everyday lives.
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Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	<p>4.12.4</p> <ul style="list-style-type: none"> ● What questions do I ask when offering assistance? ● Who can I go to when asking for assistance? ● How deep can I go when asking questions that offer assistance? ● What are the signs to look out for when trying to identify if assistance is needed? ● What does effective assistance look like and sound like? <p>8.12.1 & 8.12.3</p> <ul style="list-style-type: none"> ● Why are some messages about addiction better than others? ● What information do I need to consider when creating a message about healthy choices? ● What does it mean to work cooperatively? ● What does it mean to be an advocate? ● Is addiction a disease or a choice?
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What will students <u>know</u> Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<p>4.12.4</p> <ul style="list-style-type: none"> ● Questions you can ask when offering assistance and/or help. ● People and/or agencies that can offer assistance ● Assertive, aggressive, passive, manipulative behaviors <p>8.12.1 & 8.12.3</p> <ul style="list-style-type: none"> ● Current peer and societal norms ● Current health-enhancing message(s) ● Advocacy attributes <ul style="list-style-type: none"> ○ Knowledgeable ○ Communicator ● Personal, family, and community health issues ● Collaboration attributes <ul style="list-style-type: none"> ○ Leadership ○ Initiative ○ Flexibility ○ Responsibility ○ Productivity 	<p>4.12.4</p> <ul style="list-style-type: none"> ● Effectively use questions to assist self and others ● Effectively use questions to ask for assistance regarding the health of self and/or others. ● Identify when assertive, aggressive, passive, and manipulative behaviors. <p>8.12.1 & 8.12.3</p> <ul style="list-style-type: none"> ● Identify peer and societal norms ● Use norms to formulate a health-enhancing message ● Apply the skills of collaboration (leadership, initiative, flexibility, responsibility, and productivity) by working collaboratively with others to advocate for improving personal, family, and community health. ● Create an evidence based position for improving personal, family and community health. ● Identify examples of health advocacy

<ul style="list-style-type: none"> • How and where to get help for addiction 	<ul style="list-style-type: none"> • Promote awareness of addiction
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Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence
 What will the student produce?
 The students will produce a [Substance Abuse Prevention Program Project](#) program.

Goal: You and your group (optional) are going to be creating your own substance abuse prevention program.

Role: You have been asked to design your own substance abuse prevention program with a mission statement you believe in.

Audience: The target audience is teenagers.

Situation: The challenge involves dealing with how are you going to catch a teenager's attention in the substance abuse program that you design?

Product/Performance and Purpose: You will be creating a website where all of your information can be found. A free platform that you can use to create a website is <https://sites.google.com/new> You can also use www.wix.com.

Create a vision that you believe in!

Standards and criteria for success: [Addiction Rubric](#)

Evaluative Criteria
 How will you evaluate this task? How will you provide feedback to students?

How students will be evaluated:

- Class polls via Google Meets
- Peer- Assessments
- Rubrics for projects or other assignments outlining the expectations
- Teacher Observation

Feedback will be provided to the student in the following ways:

- Informal feedback will be given throughout the process (informally, peer, teacher progress check ins)
- Summative Feedback check in assignment (Teacher/Self)

Resources
 Any materials and resources related to the performance task that the teacher or student would need to be successful.

- Google Documents
 - Google Sites
 - Wix Site

Stage 3: Instructional Design

Activity
 Lesson Planning

8.12.1 Use accurate peer and societal norms to formulate a health-enhancing message. (Priority)

[Addiction Ppt](#)

- **Is addiction a disease or a choice? <Have students debate>**
 - Once an addict, always an addict?
 - Brainstorm things people are addicted to
 - Is there a difference between chemical and behavioral (addiction)
- I can create current peer and societal norms through collaboration with peers
 - Knowledge of substance use and abuse, (prior knowledge)
 - Ability to work cooperatively with others
 - Appeals to peer and societal norms.

Formative Assessment: Creation of what addiction **looks** like based on their chemistry and physiology of our brains, genetics, environmental and mental health. *When you think of addiction, what do you see?*

4.12.4 Demonstrate how to ask for and offer assistance to enhance the health and self and others. (Supporting)

[Addiction Ppt](#)

- **What does it mean to be an advocate?**
- I know the science of addiction in the brain and how it affects my ability to advocate for myself.
- I know how to analyze treatment strategies and intervention options to help myself and others.
- Understanding of where, how and why we need to ask for help.
 - I know questions you can ask when asking for help
 - I know people that can offer assistance
 - I can effectively use questions to ask for assistance regarding the health of self and/or others.

Formative Assessment: Analysis of Beautiful Boy

Resources for Beautiful Boy:

[Beautiful Boy Movie Questions](#)

[Beautiful Boy thought questions](#)

[Alternative Assignment to “Beautiful Boy”](#)

[Beautiful Boy Permission Slip](#)

8.12.3 Work cooperatively as an advocate for improving personal, family, and

community health. (Supporting)

- **What does it mean to work cooperatively?**
- **What does it mean to be an advocate?**
- What are some of the best ways to be an advocate?
- I can identify personal, family, and community health issues related to addiction.

Lead up to summative assessment [Substance Abuse Prevention](#).

- **Resources for Addiction Unit:**
- [Cellphone Addiction Quiz](#)
- [Justin's Story Reflection ?s](#)

Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

- Modify based on individual IEP/504 accommodations.
- Work with support staff to assist students.

Resources

Support varied student needs and learning styles and include a range of media and print materials.

Resources (suggested resources and technology integration): (in APA Format)

- Dept edu, C. S. (2006, December 07). Health Balanced Living Framework. Retrieved October 10, 2016, from <http://www.sde.ct.gov/sde/LIB/sde/PDF/deps/student/Healthy&BalancedLiving.pdf>
- Hall, T.E., Meyer, A., & Rose, D.H., Eds. (2012). *Universal design for learning in the classroom: Practical applications*. New York: Guilford Press.
- Teacher Collaboration and review of individual students IEP's.
- Advanced Solutions International, Inc. "School Health Education Standards." *National Health Education Standards (NHES)*, www.shapeamerica.org/standards/health/default.aspx.
- "Read the Standards." (2021) *Read the Standards | Common Core State Standards Initiative*, www.corestandards.org/read-the-standards/.

Unit Overview	
Unit Title:	Unit 2: OTC/RX and Illegal Drugs
Teacher:	Colleen Murphy & Rob Levesque
Grade Level/Course:	Grade 11-Health 2
Length/Dates:	3 weeks
Unit Summary:	Students will learn about OTC/RX drugs, misuse, abuse and addiction. Ways to identify drug abuse, and how to get help.

Stage 1: Desired Results

Priority Standards for the Unit Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
As a result of health instruction, students will...
5.12.1 examine barriers that can hinder healthy decision making.
5.12.7 evaluate the effectiveness of health-related decisions
7.12.2 demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Transfer Goals
List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	<p>In studying over the counter and prescription drugs, students will understand that</p> <ul style="list-style-type: none"> • Decisions should not be made when under the influence. • Ignorance is a barrier. • It is ok to change your mind based on evaluating the consequences of a decision. • Decisions are based on morals, beliefs, and values. • A variety of healthy practices and behaviors exist because there are a variety of needs unique to each individual.
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	<ul style="list-style-type: none"> ● Maintaining and improving healthy practices and behaviors requires proper vetting of information related to healthy practices. ● Implementing healthy practices and behaviors requires constant reflection and evaluation.
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<p>Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.</p>	<ul style="list-style-type: none"> ● What are potential barriers to making healthy decisions? ● Why are those barriers there? ● How easy or difficult are barriers to remove? ● Is social media a barrier or is it a tool? ● Why are some decisions regarding health better than others? ● How can you evaluate the effectiveness of health-related decisions when every decision is so personal and person specific? ● Do your morals, beliefs, and values align? ● When should you make the best decisions on your health? ● What are healthy practices and behaviors? Is there a difference? ● What healthy practices and behaviors are important to me? Are there any I need to add or modify? ● How can I be smarter about my healthy practices and behaviors? ● What is needed to maintain or improve health of self and others?
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What will students know Factual information, vocabulary and basic concepts related to each indicator	What will students be able to do Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> ● Effective health-related decisions and barriers to health-decision making ● Tools to evaluate health-related decisions ● Healthy behaviors and practices ● Unhealthy behaviors and practices 	<ul style="list-style-type: none"> ● List potential barriers that hinder healthy decision making ● Use tools to evaluate effectiveness of health-related decisions. ● Access information about healthy practices and unhealthy practices. ● Articulate the difference between practices and behaviors ● Recognize healthy practices and behaviors. ● Maintain (or improve) your own health (or the health of others).

Stage 2: Evidence of Student Learning
Performance Tasks

<p>Assessment Evidence What will the student produce?</p>
<p>Goal: The goal is to use True/False, Multiple Choice, Matching, and Short Answers questioning methods to assess student knowledge of important content knowledge related to OTC/RX and</p>

Illegal Drugs and how to use this information to make healthy decisions

Role: The students will take a multi sections test with a variety of questioning methods to assess their knowledge of OTC/RX and Illegal Drugs.

Audience: The target audience is teenagers.

Situation: By actively applying class discussion, lecture, notes, assignments you will demonstrate your knowledge of OTC/RX.

Performance/Product:

- [Study Guide](#)
- [End of Unit Assessment](#)
- [Modified End of Unit Assessment](#)

Standards/Criteria for Success: [End of Unit Assessment](#)

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

How students will be evaluated:

- Test for summative assessment

Feedback will be provided to the student in the following ways:

- Informal: can occur at any time as it is something that emerges spontaneously in the
- Summative Feedback check in assignment (Teacher/Self)

Stage 3: Instructional Design

Activity

Lesson Planning

5.12.1 examine barriers that can hinder healthy decision making.

[OTC & Rx PPT](#)

[Scenarios](#)

- What are potential barriers to making healthy decisions?
- How can I make health enhancing decisions about my health?

Assessment: [Scenarios](#) more scenarios and questions can be found on [OTC Prescription](#)

[Resources](#)

5.12.7 evaluate the effectiveness of health-related decisions

[OTC Prescription Resources](#)

[PSA: Which one is more Dead?](#)

- Why are some decisions regarding health better than others?
- What are similarities and differences between prescription and over-the-counter (OTC) Medications?

Formative: Comparison of OTC vs Prescription Drugs in groups with discussion. (Slide 7)

Directions: Identify the differences and similarities between prescription and over-the-counter (OTC) Medications. Differences and similarities could be about the medicines or safety principles. • How can prescription medicines and OTC medicines be used correctly?

5.12.1 examine barriers that can hinder healthy decision making.

[Oxycontin Express video](#)

[Gateway to Heroin video](#)

- [Video reflection activity](#)
- Why are some decisions regarding health better than others?

Formative:

Your assignment is to write a one-page reflection on what you took out of the documentary.

A few guiding questions to help: What did you see or learn that stood out to you?

What did you notice about the main character(s)? What were your initial thoughts at the end of the documentary? What advice would you give someone who you know is beginning to use drugs?

7.12.2 demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

[Jeopardy](#)

[Study Guide](#)

[Modified End of Unit Assessment](#)

[End of Unit Assessment](#)

- How can I be smarter about my healthy practices and behaviors?

Lead into summative assessment: Formal Written Test

Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

- Modify based on individual IEP/504 accommodations.
- Work with support staff to assist students.

Resources

Support varied student needs and learning styles and include a range of media and print materials.

Resources (suggested resources and technology integration): (in APA Format)

- Dept edu, C. S. (2006, December 07). Health Balanced Living Framework. Retrieved October 10, 2016, from <http://www.sde.ct.gov/sde/LIB/sde/PDF/deps/student/Healthy&BalancedLiving.pdf>
- Hall, T.E., Meyer, A., & Rose, D.H., Eds. (2012). *Universal design for learning in the classroom: Practical applications*. New York: Guilford Press.
- Teacher Collaboration and review of individual students IEP's.
- Advanced Solutions International, Inc. "School Health Education Standards." *National Health Education Standards (NHES)*, www.shapeamerica.org/standards/health/default.aspx.
- "Read the Standards." (2021) *Read the Standards | Common Core State Standards Initiative*, www.corestandards.org/read-the-standards/.
- **Resources previously used:**

- [Crossword Info & Stats](#)
- [Fallen Stars](#)
- [Student OTC Note Outline](#)
- [Student Rx Note Outline](#)
- [Understand the Label Worksheet](#)
- [Escape Room](#)
- [Jeopardy](#)
- [Study Guide](#)
- [Modified End of Unit Assessment](#)
- [End of Unit Assessment](#)

- **Additional Resources that could be beneficial to use:**

-  [Parent360 Rx](#)
- <https://starttalking.ohio.gov/>
- [Drug Free World Videos](#) Think, Pair and Share Questions corresponding

Unit Overview	
Unit Title:	Unit 3: Current Health Issues
Teacher:	Colleen Murphy & Rob Levesque
Grade Level/Course:	Health 2
Length/Dates:	3 weeks
Unit Summary:	Students will learn current health safety for self and of others and lifetime. (Health care, Safety, Basic CPR)

Stage 1: Desired Results

Priority Standards for the Unit Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
As a result of health instruction, students will...
4.12.4 demonstrate how to ask for and offer assistance to enhance the health and self and others.
7.12.2 demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Transfer Goals
List the long-term and/or school-wide independent student behaviors that this unit will address.
Critical Thinking Transdisciplinary Goal:
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

Enduring Understanding(s): What are the big picture understandings that are transferable	<p>4.12.4</p> <ul style="list-style-type: none"> Assisting others requires elements of active listening. A variety of healthy practices and behaviors exist because there are a variety of needs unique to each individual. Implementing healthy practices and behaviors requires constant reflection and evaluation.
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across contexts,
places, and times?

**Essential
Question(s):**

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- What questions do I ask when offering assistance?
- How deep can I go when asking questions that offer assistance?
- What are the signs to look out for when trying to identify if assistance is needed?
- What does effective assistance look like and sound like?

- What are healthy practices and behaviors? Is there a difference?
- How can I be smarter about my healthy practices and behaviors?
- What is needed to maintain or improve health of self and others?

What will students know

Factual information, vocabulary and basic concepts related to each indicator

- Questions you can ask when offering assistance
- Questions you can ask when asking for help
- People and/or agencies that can offer assistance

- Healthy practices and behaviors
- Unhealthy practices and behaviors

What will students be able to do

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

- Effectively using questions to assist self and others
- Effectively using questions to ask for assistance regarding the health of self and/or others.

- Access information about healthy practices (unhealthy practices).
- Recognize healthy practices and behaviors.
- Maintain (or improve) your own health (or the health of others).

**Stage 2: Evidence of Student Learning
Performance Tasks**

Assessment Evidence

What will the student produce?

Students design their own campaign to advocate for safety and awareness for one of the following topics discussed in this unit: health care, distracted driving, safety, or CPR.

Current Health Issues Campaign Requirements

Goal: Students design their own campaign to advocate for safety and awareness for one of the following topics discussed in this unit: health care, distracted driving, safety, or CPR.

Role: You are creating a norm to be in control while making decisions regarding safety while focusing on teen safety, decision making, and a current health issue.

Audience: High School students

Situation: You are creating a school based intervention targeting the motivational need of teenage safety.

Performance/Product: You will design your own campaign to advocate for safety and awareness for one of the current health issues discussed in the unit.

Standards/Criteria for Success:  Current Health Issues Summative Rubric

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

How students will be evaluated:

- Peer- Assessments
- Rubrics for projects or other assignments outlining the expectations

Feedback will be provided to the student in the following ways:

- Informal: can occur at any time as it is something that emerges spontaneously in the
- Summative Feedback check in assignment (Teacher/Self)

Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

- [American Red Cross Participants Manual](#)
- [Health Insurance Notes](#) & [Understanding health insurance](#)

Stage 3: Instructional Design

Activity

Lesson Planning

7.12.2 demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

[Health Insurance PPT](#)

[Health Insurance Packet Teacher Copy](#)

[Health Insurance Packet Student Copy](#)

- **What do I need to maintain proper health for myself? For others?**
 - Implementing healthy practices and behaviors requires constant reflection and evaluation.
 - I know what health insurance is
 - I know how to get health insurance
 - I know common terms surrounding health insurance
 - I know facilities that offer health care services
 - I know types of coverage/insurance plan

Formative Assessment: [PSA for Public Health Agencies](#)

7.12.2 demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

[Health Insurance Packet Teacher Copy](#)

[Health Insurance Packet Student Copy](#)

[Health Insurance PPT](#)

- **Who can I go to when asking for assistance regarding health insurance coverage?**
- **What are healthy practices and behaviors? Is there a difference?**
 - I know a variety of healthy practices and behaviors exist because there are a variety of needs unique to each individual.
 - I know...Implementing healthy practices and behaviors requires constant reflection and evaluation.

Formative Assessment: Students will be able to do this by completing the Health Insurance Packet with teacher guidance and discussion. Compare and contrast HMO to PPO using a venn Diagram.

Students will also learn about specialists and procedures.

- I can...
- Questions you can ask when asking for help
- People and/or agencies that can offer assistance
- Healthy practices
- Healthy behaviors
- Unhealthy practices
- Unhealthy behaviors
- Personal health issues
- Family health issues
- Community health issues
- Recognize healthy practices and behaviors.
- Maintain (or improve) your own health (or the health of others).

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

[American Red Cross Manual](#) - resource

[CPR/First Aid Training PPT](#) -- Updated...overview of all topics

[Before Giving Care: SAMPLE, Consent](#)

Analyzing the scene activity

Introduction of safety and life skills.

- What are the signs to look out for when trying to identify if assistance is needed?
- What does effective assistance look like and sound like?
- What is needed to maintain or improve health of self and others?
- What does it mean to work cooperatively?

Formative Assessment: [Peer assessment skills performance](#) (CCC, Sample, consent)

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

American Red Cross Manual

[CPR/First Aid Training PPT](#) -- Updated...overview of all topics

Formative Assessment: [Hands only CPR Assessment](#) skill assessment

7.12.2 demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

Distracted Driving Safety

Distracted Driving Campaign

CDC Distracted Driving

Distracted Driving Resource

- How can I be smarter about my driving practices and behaviors?
- What is needed to maintain or improve health of self and others?
 - Access information about healthy practices (unhealthy practices).
 - Recognize healthy practices and behaviors.
 - Maintain (or improve) your own health (or the health of others).

Formative Assessment: [Distracted Driving Lesson Plan](#)

Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

- Modify based on individual IEP/504 accommodations.
- Work with support staff to assist students.

Resources

Support varied student needs and learning styles and include a range of media and print materials.

Resources (suggested resources and technology integration): (in APA Format)

- Dept edu, C. S. (2006, December 07). Health Balanced Living Framework. Retrieved October 10, 2016, from <http://www.sde.ct.gov/sde/LIB/sde/PDF/deps/student/Healthy&BalancedLiving.pdf>
- Hall, T.E., Meyer, A., & Rose, D.H., Eds. (2012). *Universal design for learning in the classroom: Practical applications*. New York: Guilford Press.
- Teacher Collaboration and review of individual students IEP's.

- Advanced Solutions International, Inc. “School Health Education Standards.” *National Health Education Standards (NHES)*, www.shapeamerica.org/standards/health/default.aspx.
- “Read the Standards.” (2021) *Read the Standards | Common Core State Standards Initiative*, www.corestandards.org/read-the-standards/.

Unit Overview	
Unit Title:	Unit 4: Stress Management
Teacher:	Nicole Campochiaro and Jacquelyn Sanca
Grade Level/Course:	Grade 11-Health 2
Length/Dates:	5-8, 86 minute classes
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit is skills based. Students will have the opportunities to practice several stress management/coping mechanisms and evaluate how it affects their lives.

Stage 1: Desired Results

Priority Standards for the Unit Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

As a result of health instruction, students will

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 and self and others.

7.12.2 demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

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

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Transfer Goals

List the long-term and/or school-wide independent student behaviors that this unit will address.

Citizenship Transdisciplinary Goal

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

As a result of health instruction, students will
 4.12.3 demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

Essential Questions:	Understandings:
<ul style="list-style-type: none"> ● What are strategies to prevent interpersonal conflicts without harming self or others? ● What are strategies to manage interpersonal conflicts without harming self or others? ● What are strategies to resolve interpersonal conflicts without harming self or others? ● How do I know when I am in a toxic environment? 	<ul style="list-style-type: none"> ● No is a sentence. ● Seek first to understand before being understood. ● You must take care of your needs before you can take care of others. ● Be proactive before being reactive.
Knowledge (the what):	Skills (the how):
<ul style="list-style-type: none"> ● Strategies to prevent interpersonal conflicts ● Strategies to manage interpersonal conflicts ● Strategies to resolve interpersonal conflicts ● Diffusion ● Confrontation (non-violent) 	<ul style="list-style-type: none"> ● Demonstrate use of strategies to <ul style="list-style-type: none"> ○ Prevent ○ Manage ○ Resolve Interpersonal conflicts

As a result of health instruction, students will
 4.12.4 demonstrate how to ask for and offer assistance to enhance the health of self and others.

Essential Questions:	Understandings:
<ul style="list-style-type: none"> ● What questions do I ask when offering assistance? ● Who can I go to when asking for assistance? ● How deep can I go when asking questions that offer assistance? ● What are the signs to look out for when trying to identify if assistance is needed? 	<ul style="list-style-type: none"> ● Assisting others requires elements of active listening. ● There is a difference between assertive, aggressive, passive, and manipulative behaviors, and identifying them will help you help others.

<ul style="list-style-type: none"> • What does effective assistance look like and sound like? 	
Knowledge (the what):	Skills (the how):
<ul style="list-style-type: none"> • Questions you can ask when offering assistance • Questions you can ask when asking for help • People and/or agencies that can offer assistance • Assertive, aggressive, passive, manipulative behaviors 	<ul style="list-style-type: none"> • Effectively using questions to assist self and others • Effectively using questions to ask for assistance regarding the health of self and/or others. • Identify when assertive, aggressive, passive, and manipulative behaviors.

<p>As a result of health instruction, students will</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p>	
Essential Questions:	Understandings:
<ul style="list-style-type: none"> • What are healthy practices and behaviors? Is there a difference? • What healthy practices and behaviors are important to me? Are there any I need to add or modify? • How can I be smarter about my healthy practices and behaviors? • What is needed to maintain or improve health of self and others? 	<ul style="list-style-type: none"> • A variety of healthy practices and behaviors exist because there are a variety of needs unique to each individual. • Maintaining and improving healthy practices and behaviors requires proper vetting of information related to healthy practices. • Implementing healthy practices and behaviors requires constant reflection and evaluation.
Knowledge (the what):	Skills (the how):
<ul style="list-style-type: none"> • Healthy practices • Healthy behaviors • Unhealthy practices • Unhealthy behaviors 	<ul style="list-style-type: none"> • Access information about healthy practices (unhealthy practices). • Articulate the difference between practices and behaviors • Recognize healthy practices and behaviors. • Demonstrate healthy practices and behaviors. • Maintain (or improve) your own health (or the health of others).

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

What will the student produce?

[Stress Management Summative Assessment](#): “Put Stress to the Test”

Goal: Through this summative assessment you will be tracking your progress towards creating a more mindful life. You will be doing this by implementing coping strategies that are individual to your lifestyle.

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

How students will be evaluated:

- Journal Entries
- Reflection
- Self- Assessments

Feedback will be provided to the student in the following ways:

- Self Assessment Feedback
- Peer Feedback

Summative Feedback check in assignment (Teacher/Self)

Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

Materials for stress poster (poster board, markers, etc.) notes form class, google docs/word doc, kahoot.

Stage 3: Instructional Design

Activity

Lesson Planning

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

What does stress look like? Pre-assessment drawing (Day 1)

What does assistance for stress look like?

[What is stress PPT](#) (Day 1 & 2)

- What questions do I ask when offering assistance?
 - I know questions to ask when offering others assistance.
- Who can I go to when asking for assistance?

- I know who I can go to when asking for assistance.
- How deep can I go when asking questions that offer assistance?
 - I know when it is too much when asking questions that offer assistance.
- What are the signs to look out for when trying to identify if assistance is needed?
 - I know the signs to look out for when trying to identify if assistance is needed.
- What does effective assistance look like and sound like?
 - Assisting others requires elements of active listening.
 - There is a difference between assertive, aggressive, passive, and manipulative behaviors, and identifying them will help you help others.

Perceived Stress Scale (Survey)

- What does effective assistance look like and sound like?
 - Assisting others requires elements of active listening.

I can use skills I learned to offer assistance and ask for assistance in stress related situations.

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

Are you type A or B personality quiz (in Types of stress PPT)

How does your personality type exist in stress? (Day 2)

Types of stress PPT (Day 3 & 4)

- What are strategies to prevent interpersonal conflicts without harming self or others?
 - I know strategies to prevent conflicts.
 - No is a sentence.
 - Seek first to understand before being understood.
 - You must take care of your needs before you can take care of others.
 - Be proactive before being reactive.
- What are strategies to manage interpersonal conflicts without harming self or others?
 - I know strategies to manage conflicts.
- What are strategies to resolve interpersonal conflicts without harming self or others?
 - I know strategies to resolve conflicts.
- How do I know when I am in a toxic environment?
 - I know when I am in a toxic environment
- I can use skills I learned to get myself out of a toxic environment.

Scenario & Discussion (Day 5)

Review Kahoot (Day 5)

Stress Notes Knowledge Check In (Day 6)

- What are strategies to prevent interpersonal conflicts without harming self or others?
 - I know strategies to prevent conflicts.
 - No is a sentence.
 - Seek first to understand before being understood.
 - You must take care of your needs before you can take care of others.
 - Be proactive before being reactive.
- What are strategies to manage interpersonal conflicts without harming self or others?
 - I know strategies to manage conflicts.
- What are strategies to resolve interpersonal conflicts without harming self or others

- I know strategies to resolve conflicts.
- I can use skills I learned to prevent, manage and resolve conflicts.

7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

How do you currently deal with your stress?

- What are healthy practices and behaviors? Is there a difference?

Coping skills practice (Day 7 & 8)

- What are healthy practices and behaviors? Is there a difference?
- What healthy practices and behaviors are important to me? Are there any I need to add or modify?
- How can I be smarter about my healthy practices and behaviors?
- What is needed to maintain or improve health of self and others?
 - A variety of healthy practices and behaviors exist because there are a variety of needs unique to each individual.
 - Maintaining and improving healthy practices and behaviors requires proper vetting of information related to healthy practices.
 - Implementing healthy practices and behaviors requires constant reflection and evaluation.
- I can use skills I learned to implement positive coping strategies in my life that deal with stress.

Resources

Support varied student needs and learning styles and include a range of media and print materials.

Resources (suggested resources and technology integration): (in APA Format)

- Dept edu, C. S. (2006, December 07). Health Balanced Living Framework. Retrieved October 10, 2016, from <http://www.sde.ct.gov/sde/LIB/sde/PDF/deps/student/Healthy&BalancedLiving.pdf>
- Hall, T.E., Meyer, A., & Rose, D.H., Eds. (2012). *Universal design for learning in the classroom: Practical applications*. New York: Guilford Press.
- Teacher Collaboration and review of individual students IEP's.
- Advanced Solutions International, Inc. "School Health Education Standards." *National Health Education Standards (NHES)*, www.shapeamerica.org/standards/health/default.aspx.
- "Read the Standards." (2021) *Read the Standards | Common Core State Standards Initiative*, www.corestandards.org/read-the-standards/.

Unit Overview	
Unit Title:	Unit 5: Mental Health
Teacher:	Nicole Campochiaro and Jacquelyn Sanca
Grade Level/Course:	Grade 11-Health 2
Length/Dates:	4-5, 86 minute classes
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will learn what mental health is and will evaluate their own mental health. They will also learn how to improve & maintain good mental health. Last, students will learn about mental health conditions and will design a product on how to destigmatize the negative thoughts surrounding mental health conditions.

Stage 1: Desired Results

Priority Standards for the Unit Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
As a result of health instruction, students will
4.12.3 demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
7.12.2 demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
8.12.1 Use accurate peer and societal norms to formulate a health-enhancing message.
8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Transfer Goals

List the long-term and/or school-wide independent student behaviors that this unit will address.

Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities

As a result of health instruction, students will

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

Essential Questions:

- What are strategies to prevent interpersonal conflicts without harming self or others?
- What are strategies to manage interpersonal conflicts without harming self or others?
- What are strategies to resolve interpersonal conflicts without harming self or others?
- How do I know when I am in a toxic environment?

Understandings:

- No is a sentence.
- Seek first to understand before being understood.
- You must take care of your needs before you can take care of others.
- Be proactive before being reactive.

Knowledge (the what):

- Strategies to prevent interpersonal conflicts
- Strategies to manage interpersonal conflicts
- Strategies to resolve interpersonal conflicts
- Diffusion
- Confrontation (non-violent)

Skills (the how):

- Demonstrate use of strategies to
 - Prevent
 - Manage
 - ResolveInterpersonal conflicts

As a result of health instruction, students will

7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

Essential Questions:

Understandings:

<ul style="list-style-type: none"> • What are healthy practices and behaviors? Is there a difference? • What healthy practices and behaviors are important to me? Are there any I need to add or modify? • How can I be smarter about my healthy practices and behaviors? • What is needed to maintain or improve health of self and others? 	<ul style="list-style-type: none"> • A variety of healthy practices and behaviors exist because there are a variety of needs unique to each individual. • Maintaining and improving healthy practices and behaviors requires proper vetting of information related to healthy practices. • Implementing healthy practices and behaviors requires constant reflection and evaluation.
Knowledge (the what):	Skills (the how):
<ul style="list-style-type: none"> • Healthy practices • Healthy behaviors • Unhealthy practices • Unhealthy behaviors 	<ul style="list-style-type: none"> • Access information about healthy practices (unhealthy practices). • Articulate the difference between practices and behaviors • Recognize healthy practices and behaviors. • Demonstrate healthy practices and behaviors. • Maintain (or improve) your own health (or the health of others).

<p>As a result of health instruction, students will 8.12.1 Use accurate peer and societal norms to formulate a health-enhancing message.</p>	
Essential Questions:	Understandings:
<ul style="list-style-type: none"> • Why are some messages about health better than others? • What information do I need to consider when creating a message about healthy choices? 	<ul style="list-style-type: none"> • Peers and society influence our choices regarding our health. • Messages can enhance or diminish healthy choices. • There is a difference between accurate and inaccurate health information and messages. • Creating health-enhancing messages requires understanding the intersection of healthy choices, messaging, and the audience.
Knowledge (the what):	Skills (the how):
<ul style="list-style-type: none"> • Current peer norms • Current societal norms • Current health-enhancing message(s) 	<ul style="list-style-type: none"> • Identify peer and societal norms • Use norms to formulate a health-enhancing message

As a result of health instruction, students will

8.12.3 **Work cooperatively** as an **advocate** for **improving personal, family, and community health**.

Essential Questions:

- What does it mean to work cooperatively?
- What does it mean to be an advocate?
- What is health advocacy? Is it important?

Understandings:

- Cooperative work requires leadership and initiative, flexibility, responsibility, and productivity.
- Health advocacy is a growing field in the workforce that impacts our everyday lives.

Knowledge (the what):

- Advocacy attributes
 - Knowledgeable
 - Communicator
- Personal health issues
- Family health issues
- Community health issues
- Collaboration attributes
 - Leadership
 - Initiative
 - Flexibility
 - Responsibility
 - Productivity

Skills (the how):

- Apply the skills of collaboration (leadership, initiative, flexibility, responsibility, and productivity) by working collaboratively with others to advocate for improving personal, family, and community health.
- Create an evidence based position for improving personal, family and community health.
- Identify examples of health advocacy

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

What will the student produce?

 **Mental Health Flyer** “Find Wealth in Mental Health”

Directions: Everyone has mental health. ¼ people have a mental illness/condition. Choose one of the topics related to mental health below and create an educational flyer that can be posted around the school. Remember mental illness is common, and your goal is to destigmatize what you are researching. You may work with a partner by sharing the responsibilities through a shared google doc/slide. Follow the rubric provided below.

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

How students will be evaluated:

- Rubrics for projects or other assignments outlining the expectations
- Teacher Observation

Feedback will be provided to the student in the following ways:

- Informal: can occur at any time as it is something that emerges spontaneously in the moment or during action.

Summative Feedback check in assignment (Teacher/Self)

Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

Canva, piktochart, google docs and/or microsoft word

Stage 3: Instructional Design**Activity**

Lesson Planning

7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

How is mental health different from physical health? (Day 1)

- What are healthy practices and behaviors? Is there a difference?
 - A variety of healthy practices and behaviors exist because there are a variety of needs unique to each individual.
- What healthy practices and behaviors are important to me? Are there any I need to add or modify?
 - I know what healthy practices and behaviors are important to me.

Mental Health PPT (Day 1 & 2)

- How can I be smarter about my healthy practices and behaviors?
- What is needed to maintain or improve health of self and others
 - Maintaining and improving healthy practices and behaviors requires proper vetting of information related to healthy practices.
 - Implementing healthy practices and behaviors requires constant reflection and evaluation.
- I can be smart about my healthy practices and behaviors to enhance my mental health.

8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.

What is a stigma?

- I can use skills I learned to identify stigmas related to mental health.

Therapy Is Gangsta (Day 3)

- Why are some messages about health better than others?
- What information do I need to consider when creating a message about healthy choices?
 - Cooperative work requires leadership and initiative, flexibility, responsibility, and productivity.

- Health advocacy is a growing field in the workforce that impacts our everyday lives.
- I can use skills I learned to help destigmatize mental health.

Resources

Support varied student needs and learning styles and include a range of media and print materials.

Resources (suggested resources and technology integration): (in APA Format)

- Dept edu, C. S. (2006, December 07). Health Balanced Living Framework. Retrieved October 10, 2016, from <http://www.sde.ct.gov/sde/LIB/sde/PDF/deps/student/Healthy&BalancedLiving.pdf>
- Hall, T.E., Meyer, A., & Rose, D.H., Eds. (2012). *Universal design for learning in the classroom: Practical applications*. New York: Guilford Press.
- Teacher Collaboration and review of individual students IEP's.
- Advanced Solutions International, Inc. "School Health Education Standards." *National Health Education Standards (NHES)*, www.shapeamerica.org/standards/health/default.aspx.
- "Read the Standards." (2021) *Read the Standards | Common Core State Standards Initiative*, www.corestandards.org/read-the-standards/.

Suggested Resources

-

Suggested Technology Integration

-

Unit Overview	
Unit Title:	Unit 6: Wellness for a Lifetime
Teacher:	Colleen Murphy & Rob Levesque
Grade Level/Course:	Grade 11-Health 2
Length/Dates:	5 weeks
Unit Summary:	Students will be able to understand health enhancing behaviors that can contribute to health and wellness for a lifetime. (Body Image, Nutrition, Fitness)

Stage 1: Desired Results

Priority Standards for the Unit Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

As a result of health instruction, students will...

- 5.12.1 examine barriers that can hinder healthy decision making.
- 5.12.7 evaluate the effectiveness of health-related decisions
- 6.12.1 assess personal health practices and overall health status.
- 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.

Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Transfer Goals

List the long-term and/or school-wide independent student behaviors that this unit will address.

Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

Enduring Understanding(s):

What are the big picture understandings that are transferable across contexts, places, and times?

- Ignorance is a barrier.
- Decisions are based on morals, beliefs, and values.
- What goes in my body and what I do to and with my body matters to my overall long-term and short-term health.
- Initiating healthy practices comes from reflecting on my practices and health status.
- Goals, priorities, and actions must align.
- Goals have specific aspects (SMART) that drive a person's actions.
- Short term goals lead to long-term goals.
- Attainable goals are more important than lofty goals.

- Failing is part of the process.
- It is important to reflect on failure to restructure goals for growth.

Essential Question(s):

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

- What are potential barriers to making healthy decisions?
- Why are those barriers there?
- How easy or difficult are barriers to remove?
- Why are some decisions regarding health better than others?
- How can you evaluate the effectiveness of health-related decisions when every decision is so personal and person specific?
- Are these practices promoting and benefiting my overall health?
- What is my overall health status?
- What data can I collect on my current devices to help me assess my personal health practices and overall health status?
- What strategies are best to implement personal health goals? Are there things I shouldn't do?
- Do your goals and your actions align?

What will students know

Factual information, vocabulary and basic concepts related to each indicator

What will students be able to do

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

- Effective health-related decisions
- Barriers to health-decision making
- Tools to evaluate health-related decisions
- Personal health practices
- Overall personal health status
- Methods for assessing personal health practices
- Methods for assessing overall health status
- Strategies to reach a personal health goal
- Progress monitoring toward a personal health goal
- Personal health goal(s) possibilities

- List potential barriers that hinder healthy decision making
- Use tools to evaluate effectiveness of health-related decisions.
- Assess personal health practices
- Assess overall health status
- Evaluate personal health to determine gaps that would lead to potential goals
- Plan a personal health goal
- Create a personal health goal
- Implement
- Monitor progress toward a personal health goal

Stage 2: Evidence of Student Learning Performance Tasks

Assessment Evidence

What will the student produce?

Goal: Students will complete and create a multi step **Lifestyle Analysis Project** that involves collecting data, setting Smart goals, and self reflection.

- Tracking Nutrition Habits

- Tracking Fitness Habits.
- Tracking Sleep Habits
- Tracking Physical Ailments

Role: You will accurately track health behavior, so that you can efficiently create individualized health behavior plans.

Audience: The target audience is teenagers.

Situation: You will collect accurate data for a length of period (teacher dependent 1 week - 1 month), using a variety of worksheets provided. Then using applied rubrics and guidelines to create individualized smart goals.

- Analysis of data to build personal SMART goal
- Progress monitoring will take place throughout the semester
- At the end of the semester, students will submit a final project.
- The final product will include...
 - Initial data
 - Use of technology app (Myfitness pal, etc)
 - Proof of data
 - Check in throughout the semester-- personal journaling/reflecting to make adjustments to goal if necessary
 - Identify strategies to achieve goal...short term goals included throughout
 - A final reflection on overall changes that led to the SMART goal.

Performance/Product: Using the following resources to complete our **Lifestyle Analysis Project**.

- [LifeStyle Project](#)
- [Food Intake Summary](#)
- [Activity Summary](#)
- [Sleep Summary](#)

Standards/criteria for evaluation: [LifeStyle Project Rubric](#)

Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

How students will be evaluated:

- Journal Entries
- Reflection
- Self- Assessments
- Rubrics for projects or other assignments outlining the expectations
- Teacher Observation

Feedback will be provided to the student in the following ways:

- Self Assessment Feedback
- Informal: can occur at any time as it is something that emerges spontaneously in the
- Summative Feedback check in assignment (Teacher/Self)

Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

- [Serving Size Chart](#)
- [My Fitness Pal - Website](#)
- [Food Label Worksheet](#)
- [Water is wonderful- optional assignment](#)

Resources:

[Nutrition PP 2.ppt](#)

[Nutrition PPT](#)

 Nutrition PP.ppt

 Nutrition PPT .pptx

Stage 3: Instructional Design

Activity

Lesson Planning

5.12.1 Examine barriers that can hinder healthy decision making. (Food Inc. & Fast food comparison)

- What are potential barriers to making healthy decisions? Is ignorance a barrier?
- Why are those barriers there? How easy or difficult are barriers to remove?

Formative:

- [What is your favorite meal assignment](#) - analysis of fast food meal comparison
- [Emotional Eating Survey](#)
- [Restaurant Mini Project](#)




Fast Food Inc. --- Watch and identify possible socio-economic barriers to eating healthy , determining that ignorance is a barrier.

5.12.7 Evaluate the effectiveness of health-related decisions

- Why are some decisions regarding health better than others? Are diets really healthy?
- How can you evaluate the effectiveness of health-related decisions when every decision is so personal and person specific?

Formative: (1.Evaluate Fads/Trends on diets that are current. 2. Evaluate Nutrition Fact Labels Compare and contrast)

Recourses:

-  Food Label Worksheet.pdf
- [Nutrition Label Information](#) - PPT
-  Food Label Worksheet
-  Food Label Worksheet

6.12.1 Assess personal health practices and overall health status. (Heart rate activity,

- Are these practices promoting and benefitting my overall health? What is my overall health status?
- What data can I collect on my current devices to help me assess my personal health

practices and overall health status?

Formative:

- [W Why Heart Rate Control .doc](#)
- [Heartrate Zones.pdf](#)
- [Heartrate Chart.pdf](#)
- [Heart Rate Zones](#)
- [Heartrate Teacher Directions.pdf](#)
- [Target HR Partner Work](#)
- [Skill Results](#)
- [Fitness PPT](#)
- [Skill Components](#)

6.12.3 Implement strategies and monitor progress in achieving a personal health goal. (summative and also check in during semester)

- What strategies are best to implement personal health goals? Are there things I shouldn't do?
- Do your goals and your actions align?

Lead into Summative assessment with formative being progress monitoring:

- [SMART Goals Explained](#)
- [Khan Academy SMART GOAL](#)
- [Apps for tracking Health](#)

Extension/Modification

Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

- Modify based on individual IEP/504 accommodations.
- Work with support staff to assist students.

Resources

Support varied student needs and learning styles and include a range of media and print materials.

Resources (suggested resources and technology integration): (in APA Format)

- Dept edu, C. S. (2006, December 07). Health Balanced Living Framework. Retrieved October 10, 2016, from <http://www.sde.ct.gov/sde/LIB/sde/PDF/deps/student/Healthy&BalancedLiving.pdf>
- Hall, T.E., Meyer, A., & Rose, D.H., Eds. (2012). *Universal design for learning in the classroom: Practical applications*. New York: Guilford Press.
- Teacher Collaboration and review of individual students IEP's.
- Advanced Solutions International, Inc. "School Health Education Standards." *National Health Education Standards (NHES)*, www.shapeamerica.org/standards/health/default.aspx.
- "Read the Standards." (2021) *Read the Standards | Common Core State Standards Initiative*, www.corestandards.org/read-the-standards/.

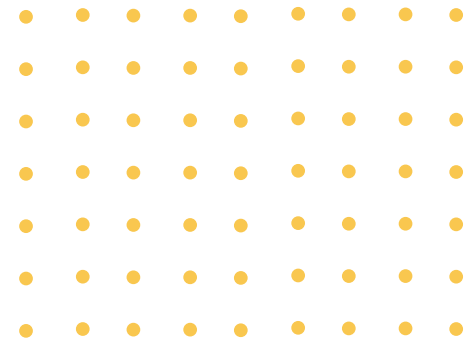
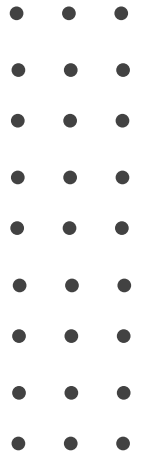


Health II



SHS-Grade 11

Colleen Murphy & Robert Levesque



Unit 1: Addiction

The goal of this unit is for students to learn addiction and identify ways to deal with addiction.

Essential Skills in Unit 1:

- Effectively use questions to assist self and others.
- Identify when assertive, aggressive, passive, and manipulative behaviors should be used.
- Identify peer and societal norms.
- Use norms to formulate health-enhancing messages.
- Apply the skills of collaboration (leadership, initiative, flexibility, responsibility, and productivity) by working collaboratively with others to advocate for improving personal, family, and community health.
- Create an evidence based position for improving personal, family and community health.
- Identify examples of health advocacy.
- Promote awareness of addiction.



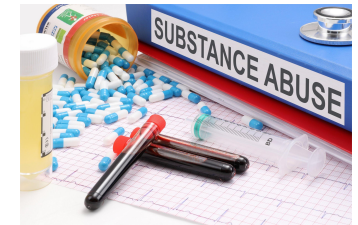
Unit 1: Performance Task

Goal: You and your group are going to be creating your own substance abuse prevention program with a mission statement you believe in.

Audience: The target audience is teenagers.

Situation: How will you catch a teenager's attention in the substance abuse program that you design?

Product/Performance and Purpose: You will be creating a website where all of your information can be found. A free platform that you can use to create a website is <https://sites.google.com/new> You can also use www.wix.com.



Unit 2: OTC/RX and Illegal Drugs

The goal of this unit is for students to learn about OTC/RX drugs, misuse, abuse and addiction. Ways to identify drug abuse, and how to get help.

Essential Skills in Unit 2:

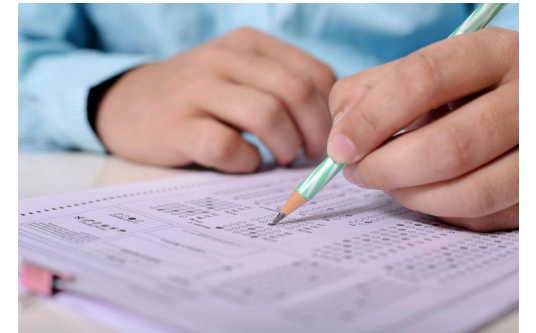
- List potential barriers that hinder healthy decision making
- Use tools to evaluate effectiveness of health-related decisions.
- Access information about healthy practices and unhealthy practices.
- Articulate the difference between practices and behaviors.
- Recognize healthy practices and behaviors.
- Maintain (or improve) your own health (or the health of others).

Unit 2: Performance Task

Goal: The goal is to use True/False, Multiple Choice, Matching, and Short Answers questioning methods to assess student knowledge of important content related to OTC/RX and Illegal Drugs and how to use this information to make healthy decisions

Role: The students will take a multi sections test with a variety of questioning methods to assess their knowledge of OTC/RX and Illegal Drugs at varying levels of depth.

Situation: By actively applying class discussion, lecture, notes, assignments students will demonstrate your knowledge of OTC/RX.



Unit 3: Current Health Issues

The goal of this unit is for students to learn current health safety for self, others and lifetime. (Health care, Safety, Basic CPR)

Essential Skills in Unit 3:

- Effectively using questions to assist self and others
- Access information about healthy practices (and unhealthy practices).
- Recognize healthy practices and behaviors.
- Maintain (or improve) your own health (or the health of others).
- Apply safety and basic CPR practices.



Unit 3: Performance Task

Goal: Students design their own campaign to advocate for safety and awareness for one of the following topics discussed in this unit: health care, distracted driving, safety, or CPR.

Audience: High School students

Situation: You are creating a school based intervention targeting the motivational need of teenage safety.



Unit 4: Stress Management

In this unit, students will have the opportunity to practice several stress management/coping mechanisms and evaluate how stress affects their lives.

Essential Skills in Unit 4:

- Demonstrate use of strategies to prevent, manage and resolve interpersonal conflicts.
- Effectively using questions to assist self and others
- Identify when assertive, aggressive, passive, and manipulative behaviors.
- Identify factors that lead to stress.
- Identify coping strategies that are effective for self and others.



Unit 4: Performance Task

“Put Stress to the Test”

Goal: Through this summative assessment you will be tracking your progress towards creating a more mindful life. You will be doing this by implementing coping strategies that are individual to your lifestyle.

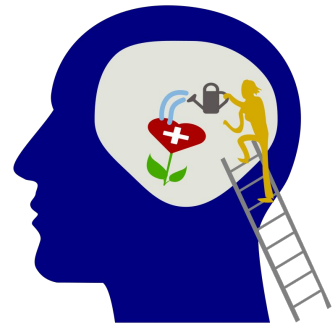


Unit 5: Mental Health

Students will learn what mental health is and will evaluate their own mental health. They will also learn how to improve & maintain good mental health. Last, students will learn about mental health conditions and will design a product on how to destigmatize the negative thoughts surrounding mental health conditions.

Essential Skills in Unit 5:

- Demonstrate use of strategies to prevent, manage and resolve interpersonal conflicts.
- Access information about healthy practices (unhealthy practices).
- Articulate the difference between practices and behaviors
- Recognize healthy practices and behaviors.
- Demonstrate healthy practices and behaviors.
- Maintain (or improve) your own health (or the health of others).
- Identify peer and societal norms.
- Use norms to formulate a health-enhancing message.
- Create an evidence based position for improving personal, family and community health.
- Identify examples of health advocacy.



Unit 6: Wellness for a Lifetime

In this unit, students will be understand health enhancing behaviors that can contribute to health and wellness for a lifetime. (Body Image, Nutrition, Fitness)

Essential Skills in Unit 6:

- List potential barriers that hinder healthy decision making.
- Use tools to evaluate effectiveness of health-related decisions.
- Assess personal health practices.
- Assess overall health status.
- Evaluate personal health to determine gaps that would lead to potential goals.
- Plan and implement a personal health goal.
- Monitor progress toward a personal health goal.



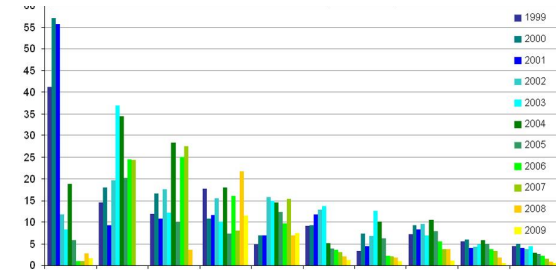
Nutrition Facts	
8 servings per container	
Serving size	2/3 cup (55g)
Amount per serving	
Calories	230
% Daily Value*	
Total Fat 8g	10%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 37g	13%
Dietary Fiber 4g	14%
Total Sugars 12g	
Includes 10g Added Sugars	20%
Protein 3g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 8mg	45%
Potassium 235mg	6%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Unit 6: Performance Task

Goal: Students will complete and create a multi step **Lifestyle Analysis Project** that involves collecting data, setting Smart goals, and self reflection.

- Tracking Nutrition Habits
- Tracking Fitness Habits.
- Tracking Sleep Habits
- Tracking Physical Ailments



Situation: You will collect accurate data for a length of period (teacher dependent 1 week - 1 month), using a variety of worksheets provided. Then using applied rubrics and guidelines to create individualized smart goals.

- Analysis of data to build personal SMART goal
- Progress monitoring will take place throughout the semester
- At the end of the semester, students will submit a final project.
- The final product will include...
 - Initial data
 - Use of technology app (Myfitness pal, etc)
 - Proof of data
 - Check in throughout the semester-- personal journaling/reflecting to make adjustments to goal if necessary
 - Identify strategies to achieve goal...short term goals included throughout
 - A final reflection on overall changes that led to the SMART goal.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 26, 2023

Decision Requested X Agenda Code 6 b.

AGENDA REPORTING FORM

Agenda Topic: Appointment of UPSEU Negotiating Committee

Summary of Issue: The Board of Education will enter into contract negotiations with the UPSEU bargaining unit.

Background: During the January 26, 2023 Board of Education meeting, the Board of Education Chair will name the BOE members interested in participating in contract negotiations for the UPSEU

Alternative Strategies: N/A

Cost (if applicable): N/A Funding Source: _____


Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education Chair appoint BOE members to the negotiating committee



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 26, 2023

Decision Requested X Agenda Code 6 d.

AGENDA REPORTING FORM

Agenda Topic: Approval of Educational Specifications for SHS Partial Roof Replacement Project

Summary of Issue: The long-range plan for Southington High School calls for provision of a safe and appropriate learning environment. The current school roof areas designated to be replaced were installed in 1995, all roof sections are now approaching a minimum of thirty years of age. These roof sections have suffered from numerous leaks in recent years. While repairs have consistently been made to the roof in recent years, the roof continues to leak. Many of these leaks have resulted in damage to the facility and school equipment, furniture and supplies.

Background: N/A


Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: Tentatively scheduled for Summer, 2023

Ending Date of Program or Project: TBD

Recommendation or Comment: Approve Educational Specifications for SHS Partial Roof Replacement Project.



Signature of Superintendent of Schools



SOUTHINGTON PUBLIC SCHOOLS

EDUCATIONAL SPECIFICATIONS FOR SOUTHINGTON HIGH SCHOOL PARTIAL ROOF REPLACEMENT PROJECT

January 26, 2023

PROJECT RATIONALE

The long-range plan for Southington High School calls for provision of a safe and appropriate learning environment. The current school roof areas designated to be replaced were installed in 1995, all roof sections are now approaching a minimum of thirty years in age. These roof sections have suffered from numerous leaks in recent years. While repairs have consistently been made to the roof in recent years, the roof continues to leak. Many of these leaks have resulted in damage to the facility and school equipment, furniture and supplies.

LONG RANGE PLANS

The current long-range plan for the Southington High School calls for the current facility to be utilized in its current capacity as a school for in excess of 20 years. In order to comply with this aspect of the plan, and to provide a safe and healthy leaning environment it is necessary to replace the existing Southington High School roof. The new roof system which will meet all the requirements of the State Department of Education, including the minimum ¼” per foot slope/pitch requirement.

DETAILED DESCRIPTION

The existing roof areas to be replaced will have the existing modified built-up roof system removed down to the sloped metal roof deck. A new EPDM membrane roof system of approximately 121,207 sq. ft. will be installed on ½” gypsum board adhered to 5.2 inches polyisocyanurate insulation on sloped metal roof deck. The roof surface will have a minimum ¼” per ft. slope per state building code. Work critical to the roof replacement project include survey of the existing roof system, inspection to identify and replace deteriorated roof deck and review of roof drain placement and impact on rainwater drainage.

Existing roof drains will be replaced, and scuppers will be added as required to meet all current applicable codes for drainage. Installation of new roof drains required due to the increase in insulation depth.

The new roof system will include the installation of extruded aluminum fascia as required to provide an edge to edge warranty. Further additional wood blocking may be added at select mechanical units to maintain the minimum 8” flashing height required by industry standards. The addition of wood blocking required due to the increase in insulation depth.

Other work includes the following:

1. Installation of metal edge flashings.
2. Removal and installation of the new roof and hatches.
3. Installation of new ballasted edge guardrails.

Southington Public Schools
Educational Specifications for Southington High School Partial Roof Replacement (continued)
January 26, 2023

The new roof system will have a minimum 30-year edge to edge, non-pro rated, labor and material, no dollar limit warranty to meet Connecticut Office of School Construction Grants and Review requirements.

BUILDING SYSTEMS

Security:	Not applicable
Public Address:	Not applicable
Technology:	Not applicable
Phone System:	Not applicable
Clocks:	Not applicable
Security camera:	Not applicable

INTERIOR BUILDING ENVIRONMENT

Acoustics:	Not applicable
Lighting:	Not applicable
HVAC:	Not applicable
Plumbing:	Not applicable
Windows/Doors:	Not applicable

SITE DEVELOPMENT

Parking:	Not applicable.
Traffic flow:	Not applicable.
Bus access:	Not applicable.
Sidewalks:	Not applicable.
Landscaping:	Not applicable.
Recreational use:	Not applicable.
Playgrounds:	Not applicable.
Outdoor athletic facilities:	Not applicable.
Instructional use of site:	Not applicable.
Equipment:	Not applicable.
Ecological:	Not applicable.

CONSTRUCTION BONUS REQUEST

Southington High School does not house any of the special programs eligible for a school construction bonus which can be designated for this project.

Regional Vo-Ag Center:	C.G.S. 10-65 – Not applicable
Interdistrict Magnet School	C.G.S. 10-264h – Not applicable
Interdistrict Cooperative School:	C.G.S. 10-158a – Not applicable
Regional Special Education Center:	C.G.S. 10-76e – Not applicable
School Readiness:	C.G.S. 10-285a(e) – Not applicable

Southington Public Schools
Educational Specifications for Southington High School Partial Roof Replacement (continued)
January 26, 2023

Lighthouse Schools;	C.G.S. 10-285a(f) – Not applicable
CHOICE:	C.G.S. 10-285a(g), as amended – Not applicable
Full-day Kindergarten:	C.G.S. 10-285a(h) – Not applicable
Reduced Class Size:	C.G.S. 10-285a(h) – Not applicable

FACILITY USES

The Southington High School will be designated to facilitate activities during school hours, before and after school hours, and throughout the entire calendar year.

Occasionally various Town Departments and local community organizations will utilize facilities at the Southington High School for activities when it is not being used by the students, in accordance with Board of Education Policy.