

Southington Board of Education Meeting

Thursday, February 23, 2023 6:30 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 - OPERATIONS

1. CALL TO ORDER
2. Executive Session
 - a. Student Matters
 - b. Superintendent's Mid-Year Evaluation
3. Reconvene Meeting - Regular Session 7:00 p.m.
4. Pledge of Allegiance - Moment of Silence
5. Celebration of Excellence
 - a. Connecticut's Kid Governor School Nominees
 - b. Karen Smith Academy Award
6. Approval of Minutes
 - a. January 26, 2023 Meeting
 - b. February 8, 2023 Special Meeting
7. Public Communications
 - a. Communications from Student Board Representatives
 - b. Communications from Board of Education
 - c. Communications from Administration
 - d. Communications from Public - Agenda Items Only
8. Committee Reports
 - a. Curriculum & Instruction Committee Meeting - February 10, 2023
 - b. Finance Committee Meeting - February 16, 2023
 1. Bid Award #2023-07: Lawn Mowing & Trimming Services and Ground Debris Clean up & Removal Services
9. Superintendent's Report
 - a. Personnel Report
10. Old Business
 - a. Town Government Communications
 - b. Approval of 10 b.1., 10 b.2., 10 b.3., 10 b.4., 10 b.5., 10 b.6., 10 b.7., 10 b.8., 10 b.9. as recommended by the Curriculum & Instruction Committee.
 1. SHS English I - Proposed Text Changes - Second Reading
 2. SHS Conceptual Chemistry Unit 8: Aquatic Apocalypse - Second Reading
 3. SHS Special Education Course Proposals - Second Reading
 4. SHS Health I Course - Second Reading
 5. SHS Health II Course - Second Reading

6. SHS Consumer Math Course - Second Reading
7. Science Grade 8 Unit 3: Colossal Collisions Unit - Second Reading
8. SHS ACHIEVE ArtShop Course Proposal - Second Reading
9. SHS Proposal for First Aid/CPR Elective - Second Reading
- c. Appointment of UPSEU Negotiating Committee - Tabled at January 26, 2023 Meeting
11. New Business
 - a. Elementary Facilities Review
 - b. Approval of Out of State/Overnight Field Trips
 1. SHS - DECA, Orlando, FL
 2. SHS - Latin - Rome (& Pompeii), Italy
 - c. SHS Multi-language Learner Course Programming Change Proposal - First Reading
 - d. SHS Industry Internship Proposal - Student Help Desk - First Reading
 - e. SHS Industry Internship Proposal - Teacher Assistant - First Reading
 - f. SHS - Physical Education I Course - First Reading
 - g. SHS Physical Education II Course - First Reading
 - h. Lifesaving Certifications Course - First Reading
 - i. SHS Math Department Curriculum Adoption - First Reading
 - j. Leonard & Gladys Joll Scholarship Committee Appointment
12. Public Communications
 - a. Communications from Public
13. Student Expulsion
14. 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 26, 2023**

The regular meeting of the Southington Board of Education (Committee of the Whole - Instruction) was held on Thursday, January 26, 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. No executive session was held.

1. CALL TO ORDER

Mrs. Colleen Clark, Chairperson, called the meeting to order at 7:00 p.m.

Board members present: Mr. Joseph Baczewski, Mrs. Terri Carmody, Mr. Sean Carson, Mr. James Chrzanowski, Mrs. Colleen Clark, Mr. Zaya Oshana, Mr. Jasper Williams

Board members absent: Mrs. Dawn Anastasio, Mr. David Derynoski

Cabinet administrators present: Mr. Steve Madancy, Superintendent of Schools; Mr. Frank Pepe, Assistant Superintendent; Mrs. Jennifer Mellitt, Director of Business & Finance

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

2. PLEDGE OF ALLEGIANCE

The student representatives led in reciting the Pledge of Allegiance.

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

“Move to move Agenda Item 6.a ‘Approval of Out-of-State/Overnight Field Trips’ to Agenda Item 3.a.”

Motion carried unanimously by voice vote.

3. APPROVAL OF MINUTES – January 12, 2023

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

“Move to approve the Regular Board of Education Minutes of January 12, 2023, as submitted.”

Motion carried unanimously by voice vote.

a. Approval of Out of State/Overnight Field Trip (formerly Agenda Item 6.a.)

1. SHS FBLA (Future Business Leaders of America) Trip to Atlanta, Georgia

FBLA officers, Sophie Kastner and Ryan Ogren, gave a brief overview of the FBLA National Leadership Conference in Atlanta, Georgia to be held June 26, 2023-July 1, 2023.

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

“Move to approve the FBLA Out of State/Overnight field trip to Atlanta, Georgia, as recommended by the administration.”

Motion carried unanimously by voice vote.

2. SHS CyberKnights Robotics Team Trip to Houston, Texas

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

“Move to approve the SHS Robotics Team Out of State/Overnight Field Trip to Houston, Texas, as recommended by the administration.”

Motion carried unanimously by voice vote.

4. PUBLIC COMMUNICATIONS

a. Communications from Student Board Representatives

Ryan Ogren reported on the current events at Southington High School that included: the student representatives sending a general student survey questioning students on their experiences, concerns, struggles, and successes at the high school and proposed forming Student Advocate Focus Groups to address the responses with cooperation from administration and the Board. The survey would be sent out next week. Ryan addressed doing a survey on mid-term exams, which ended on Tuesday and taken for the first time since the Covid pandemic He reported on the second semester; NGSS (Next Generation Student Standards) test for all juniors; scholarship opportunities; Chinese New Year Festival; and the Oratorical Contest.

Angelina Micacci reported on the SHS winter athletic sports season to date: SHS Boys Swim and Dive Team is currently undefeated; Wrestling team is hosting the annual Connecticut Challenge Invitational; SHS Indoor Boys & Girls Track Teams will be competing at the CCC Indoor Track Championships; Varsity and JV Cheerleading Teams will have their first competition on Saturday; Boys Ice Hockey Co-op will be traveling to Enfield, Girls Ice Hockey Club will be traveling to Guilford; Gymnastics Team is currently undefeated. The middle school Boys & Girls Basketball games between DePaolo and Kennedy will be held on February 17.

Uptej Singh reported on the current events and festivities at the middle schools including: Kennedy (JFK) student Mame Diop and DePaolo (JAD) student Jack Denorfia were recognized as the recipients of the annual First Baptist Church Dr. Martin Luther King, Jr. Award; JFK Souper Bowl Contest and JAD Can Drive with cans of soup collected at both schools and donated to the Southington Community Services; eighth grade students attended the SHS elective presentation regarding freshman programming and course offerings; sixth grade students participated in an interactive online YouTube presentation; eighth grade JAD students will be representing the school at the Hartford County Math Counts Competition on February 4; JAD Basketball teams were off to a good start. All Algebra students will be taking their mid-term exams; JAD sponsoring a Taste of Culture. Uptej reported on rehearsals for the May Drama production of “Matilda Junior” at South End Elementary School; and the DES PTO Cultural Arts Program at Derynoski Elementary School that featured a former Globetrotter.

Mrs. Clark questioned the mid-terms that were given this year for the first time since the Covid pandemic and Mr. Carson questioned how the Boys & Girls Hockey teams liked the long distance travel to Enfield and Guilford to play games. He was an advocate of reducing transportation costs.

b. Communications from Board Members

Mr. Oshana questioned the 2023-2024 Operating Budget Workshops and the Non-Lapsing Funds discussed at the workshops that he was not able to attend because he was traveling but was able to participate through Facetime with Mr. Madancy's help. He questioned whether there were start dates on the Non-lapsing Fund projects and was told there was not. He noted that agenda items were tabled at the last BOE meeting from the non-lapsing funds (except for safety items) and put on hold until the budget numbers were finalized. Mrs. Clark explained that those questions would be addressed later in the meeting.

Mrs. Clark announced that Board members Mrs. Dawn Anastasio and Mr. David Derynoski were absent from the meeting due to illness.

c. Communications from Administration

1. Elementary Firefighter Poster Contest: Mr. Pepe thanked the Southington Fire Department for inviting the fourth and fifth grade students to participate in the fire prevention poster contest with the theme this year, "Everyone, Every day." He announced the fourth and fifth grade winners at each elementary school and thanked the art teachers.

2. Mid-Year Tech Update: Mr. Madancy reported in detail on the multitude of devices and monumental accomplishments that the district Technology Department had addressed to date, without any increased staffing, so that the Board could be aware, acknowledge, and appreciate the work that they have done to date.

3. UConn Behavioral Health: Mr. Madancy reported that Mrs. Rebecca Cavallaro, Director of Pupil Personnel Services, was absent from the meeting because he asked her to attend the Grand Opening of the UConn Child and Family Development program on 115 West Street, Southington. Dr. Fitzgerald of UConn Behavioral Health is working in partnership with the school district.

Mr. Madancy reported that Mr. Pepe would be hosting a Kindergarten Orientation Session at DePaolo Middle School on Monday, January 30 from 6:00-7:30 p.m. with a presentation on the registration process and the life of a Kindergartener. In the springtime, the Kindergarteners and parents would be invited to visit their home school.

Mr. Madancy explained that on January 11th, former principals' and friends of Karen Smith, Sally Kamerbeek and Betty Lutz, re-started the Book Club at the Karen Smith Academy. Mrs. Smith started that Book Club initiative at ALTA, which was renamed the Karen Smith Academy upon her passing. Her friends are now carrying on her legacy.

d. Communication from Public

Jennifer Ouellette, 87 Johanna Circle, addressed her concerns that the fourth-grade classrooms at Thalberg Elementary School were at maximum capacity, busing students from other towns adding to the overcrowding, and her concern that the students were being given too much work to catch up on lost time from Covid. She was concerned that the overcrowding would continue into fifth grade at Thalberg the next school year.

Elyse Krantz, 44 Bridle Path Drive, was disappointed that the Board did not include the two major Jewish holidays Rosh Hashanah and Yom Kippur as official holidays on the approved 2023-2024 school calendar. She was happy that the Board decided to revisit the language in

Policy 5133 regarding Excused Absences. The current wording of “Appropriate Provisions” was subjective because the teachers interpret differently. She requested that the Board vote on language addressing three areas to be added to the policy: 1) prohibit administration of tests, 2) prohibit assigning homework; and 3) prohibit introducing new material on Jewish holidays. She would be happy to provide interested teachers information about the Jewish holidays and the importance of them. She stated that her Rabbi Alana Wasserman of the Southington Gishrei Shalom Jewish Congregation offered to serve as an advisor to the Board to provide guidance in making these changes.

Susan Zabohonski, 28 Werking Street, addressed the budget and workshops where Mr. Madancy shared data comparing Southington to other school districts. She did not think there was any comparison to some of the districts and gave examples. She addressed Southington’s long-term debt. She noted that the town does value education and that the majority of the town budget goes to the Board of Education more than any other services. She addressed keeping taxes low, seniors on fixed incomes, gave statistics, and asked the Board to not fight inflation with more spending.

Katherine Wade, 39 Madalyn Lane, thanked the Board (BOE) and administration for all the time devoted to the schools. She pointed out that for the second year in a row the proposed budget was for level services with no new positions, no new programs, no new major projects, or equipment needed by the district and still a 7% increase was needed to maintain the schools. She addressed the fiscal cliff due to the town cutting last year’s BOE budget. She supported the proposed budget. She questioned Mr. Carson’s comment of what “resetting of the foundational education costs and expenses in this town” meant per his statement at the workshop. She knew that the final decision on funding the BOE budget was up to the Board of Finance and Town Council. She stated that many parents wanted the BOE to fight to properly fund the school budget.

5. OLD BUSINESS

a. Town Government Communications

There was no Town Government Communications to report.

b. Policy 9321 – Time Place Notification – Second Reading

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

“Move to approve the Board Policy 9321 – Time Place Notification, as written.”

Motion carried unanimously by voice vote.

c. Policy 9325 – Meeting Conduct – Second Reading

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

“Move that the Board approve Policy 9325 – Meeting Conduct, as presented in the package.”

Motion carried unanimously by voice vote.

d. Science Grade 7 Unit 2: Metabolic Reactions – Second Reading

Mrs. Carmody reported that the Board of Education Curriculum & Instruction Committee was bringing the Science Grade 7 Unit 2: Metabolic Reactions to the full Board for a Second Reading. She questioned if a motion was needed and was told yes.

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

“Move to approve Science Grade 7 Unit 2: Metabolic Reactions, as recommended by the Curriculum & Instruction Committee.”

Motion carried unanimously by voice vote.

e. SHS English IV Course – Second Reading

Mrs. Carmody reported that the Board of Education Curriculum & Instruction Committee was bringing the SHS English IV Course to the full Board for a Second Reading.

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

“Move to approve SHS English IV Course, as recommended by the Curriculum & Instruction Committee.”

Mrs. Clark explained that Mrs. Carmody could make a motion to approve. Mrs. Carmody agreed.

Motion carried unanimously by voice vote.

f. SHS English I – Proposed Text Changes – Second Reading

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

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

Motion carried unanimously by voice vote.

g. SHS Conceptual Chemistry Unit 8: Aquatic Apocalypse – Second Reading

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

“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.”

Motion carried unanimously by voice vote.

h. SHS Special Education Course Proposals – Second Reading

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

“The Board of Education Curriculum & Instruction Committee is bringing the SHS Special Education Course Proposals to the full Board for a Second Reading.”

Motion carried unanimously by voice vote.

i. SHS Proposal for First Aid/CPR Elective – Second Reading

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

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

Motion carried unanimously by voice vote.

j. SHS ACHIEVE ArtShop Course Proposal – Second Reading

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

“The Board of Education Curriculum & Instruction Committee is bringing the SHS ACHIEVE ArtShop Course Proposal to the full Board for a Second Reading.”

Motion carried unanimously by voice vote.

k. Science Grade 8 Unit 3: Colossal Collisions Unit – Second Reading

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

“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,”

Motion carried unanimously by voice vote.

l. SHS Consumer Math Course – Second Reading

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

“The Board of Education Curriculum & Instruction Committee is bringing the SHS Consumer Math Course to the full Board for a Second Reading,”

Motion carried unanimously by voice vote.

m. SHS Health I Course – Second Reading

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

“The Board of Education Curriculum & Instruction Committee is bringing the SHS Health I Course to the full Board for a Second Reading.”

Motion carried unanimously by voice vote.

n. SHS Health II Course – Second Reading

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

“The Board of Education Curriculum & Instruction Committee is bringing the SHS Health II Course to the full Board for a Second Reading.”

Motion carried unanimously by voice vote.

Mrs. Carmody stated that all those courses were presented so well by the teachers and that she was so proud of the work that the teachers did.

o. Review/Adoption of 2023-2024 Board of Education Operating Budget

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

“Move that the Board of Education approve the 2023-2024 Operating Budget in the amount of \$110,980,656.”

Mr. Oshana and Mrs. Carmody questioned where that number came from and what the percentage was because it was new to them from previous discussions. Mrs. Clark explained in detail that it was a hard year with the combination of inflation, sky-rocketing insurance, transportation costs, and reduced Title I funding, that after the workshops she met with Mr. Madancy and discussed the money that they had available in the Non-lapsing Account and what the five non-negotiables items were that would stay in the non-lapsing account and take the rest of the non-lapsing account funds to use for this year’s operating budget. Mrs. Carmody wanted to know how this number was arrived at. Mrs. Clark explained that she did not want to have to do this. She met with Mr. Madancy and discussed what they absolutely had to keep on the non-lapsing list of projects and equipment and agreed on keeping the 1) Various Technology Infrastructure Renovations, which they cut by \$100,000; 2) Continued work on Elementary School Projects – to go to Referendum; 3) Required PCB Monitoring JFK, JAD, Municipal Center; 4) Required AHERA Asbestos Testing; and 5) Title I funding that was cut by the Federal Government in October. The total for these projects amounted to \$454,012. Mrs. Clark addressed teacher salaries and that the consultant had not provided the number to budget for electricity for

the school district. The total amounted to \$795,228 from the non-lapsing account, which brought the operating budget down to \$110,980,656, for an increase of 6.28% from the original 7.64%. Everything else on the Non-lapsing Account list was being cut.

Mr. Oshana requested to discuss everything on the non-lapsing list because he was not involved in any of this. Mrs. Carmody asked who made this decision. Mrs. Clark explained that she and Mr. Madancy discussed it then she had a caucus with her fellow Republicans earlier in the week after the workshops to reach the reduction in the budget. Mrs. Carmody asked why the Democrats on the Board were not included in that conversation because it was a nine-member Board. Mrs. Clark understood that this was not something that the Board had done in the past. She explained that she was not able to contact the Democrats because there was a recent death in her family that required traveling out of town and time was a factor. She tried to reach out to Mr. Oshana and Mrs. Carmody before the meeting but was not able to have a full conversation as she did with her fellow Republicans. Mrs. Clark took full responsibility and did not think that a 7.31% BOE Operating Budget increase would pass so reduced it to 6.28% totaling \$110,980,656. Mrs. Carmody was upset that the Board of Education had become very political and that they should all support a budget that was best for the students and what was needed, which was their responsibility. She thought that the Non-lapsing Account should not be touched in case of emergencies. Mrs. Carmody asked Mr. Madancy for the actual number for the reduction in state aid that was not going to change.

Mr. Madancy explained the ECS (Educational Cost Sharing) funds from the state were reduced for the next school year by (14.6%) with subsequent larger reductions in future years, which was a source of revenue that will affect the budget. He explained in detail what drives the ECS revenue. He stated that the Student Center Funding Bill will have a new formula for 2025 and that Southington would hopefully receive \$725,000. Mr. Oshana thought that the Board should create a budget on fact, not on hope. Mrs. Carmody summarized that the reduction in Title I funding and ECS funds were a big loss of revenue for Southington that would not change. Mr. Madancy noted that time was a factor, and that the Governor presents his state budget on February 8, 2023 and that he could not predict what the Governor would do.

Mr. Oshana again requested that the Board review item by item on the List of Projects and Equipment recommended for funding with Non-lapsing Accounts on page 50 of the Superintendent's proposed Operating Budget. He did not want to spend any of this money and put it on hold until they get through the budget process, and then figure out where they were with the budget without cutting it. The Board discussed at length and in detail the items on the list including safety items and what was being cut from the list. Mr. Peter Romano, Director of Operations, came to the podium to explain the projects and costs in more detail. Mr. Oshana questioned how much they were cutting from the non-lapsing accounts and applying now to the budget. Mrs. Clark replied that it was \$795,228, which brings the percentage down to 6.28% from the original 7.64%.

Mr. Oshana questioned the data comparisons with other districts. Mr. Madancy explained in detail the multiple data sets that he chose to try to create different visuals and comparisons for staffing and funding levels in various communities, DRGs (District Reference Groups), Hartford County, and across the state. He noted that there were flaws in data and it was not always comparing apples to apples with some similar districts receiving more state aid. He explained that for every municipality in the state of Connecticut, other than regional districts, the BOE budget is the biggest part of every town's budget.

Mr. Oshana addressed a letter the Board received from the Town Manager about the grand list and the mill rate and thought that the Board was putting themselves in a hole. Districtwide projections were discussed along with the SLAM Enrollment Study recently done showing steady increased projections over the next 10 years. The Board discussed the fiscal cliff, AARP ESSER Funds, keeping the staff intact, the need to present a bare bones budget that provides an opportunity to reset a way that the Board was properly funding the schools and maintaining levels of services to begin to have honest conversations with the other Boards in town in moving that forward. Mr. Oshana thought that it was prudent to hold on to the items in the Non-lapsing Account and present a level services budget and keeping teachers in the classrooms. He thought that they should be presenting a budget with what the BOE needs were and not cut anything further and talk to the community on what all the BOE needs were to educate the students in Southington. The bottom line is the Board of Finance and Town Council have the ultimate decision on the final number of the BOE budget. He thought that they were being fiscally responsible by presenting a level services budget without adding anything new. Mrs. Carmody stated that the BOE had the responsibility to maintain a level services budget with nothing new, and not to touch the non-lapsing funds because there were still a lot of variables. She thought that the new proposed budget was too big of a cut and unacceptable and that touching the non-lapsing accounts was the wrong move for them to make at this point.

Mr. Williams thought that the BOE should not be “kicking the can down the road” to the Board of Finance and Town council to make decisions on how the BOE should budget their money and that it was the responsibility of the BOE to present a responsible budget. He agreed that there were unusual circumstances this year and stated that they were not cutting services by reallocating the non-lapsing fund. He noted the Board was not happy with the current situation that they were in and that everyone was frustrated but they had to do what was right for the BOE, schools, students, and taxpayers. He wanted the BOE to be honest with the statements that they were making.

Mr. Carson stated that the conversation in the community had not started yet, and they were now starting that conversation. He was not part of past years’ conversations and did not like the budget process and budget cycles, but he was committed to starting the conversation in the community, which the BOE, Finance Board, and Town Council had not done yet. He was willing to reset the budget and have the difficult conversations for future budget cycles. He did not agree that the BOE should put the non-lapsing funds on hold. Mr. Oshana agreed that they should have the community conversation and educate the community on the \$2,000,000 reduction that the Board was discussing. He thought that the “can” they were kicking was the financial “can” to next year and the year after because they would have the same problems. Mrs. Clark agreed that this was the beginning of a bigger conversation. Mr. Oshana thought that the BOE Democrats should have been part of this conversation as was normally done on a budget, but they were not included in any of this, which was why he was frustrated because he did not know any of the data being presented tonight. Mrs. Clark took full responsibility for that acknowledging that she was not available.

Mr. Oshana called for a motion to table approval of the 2023-2024 Operating Budget until the full Board could meet to have another workshop to discuss the reductions of the safety items on the list of projects and equipment recommended for funding with Non-lapsing Accounts.

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

“Move to table the budget this evening.”

ROLL CALL VOTE:

YES: Mrs. Carmody, Mr. Oshana

NO: Mr. Baczewski, Mr. Carson, Mr. Chrzanowski, Mr. Williams, Mrs. Clark

Motion to table denied with two in favor and five opposed.

Mrs. Clark called for a roll call vote on the original budget motion, as presented.

ROLL CALL VOTE:

YES: Mr. Baczewski, Mr. Carson, Mr. Chrzanowski, Mr. Williams, Mrs. Clark

NO: Mrs. Carmody, Mr. Oshana

Motion passed with five in favor and two opposed.

6) NEW BUSINESS

a. Approval of Out of State/Overnight Field Trip (*Moved to Agenda Item 3.a*)

b. Appointment of UPSEU Negotiating Committee

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

“Move to table the UPSEU Negotiating Committee Appointment.”

Motion carried unanimously by voice vote.

Mrs. Clark explained that this item was tabled because she had not asked anybody to serve on this committee yet.

c. Approval Removal of Visitor Verification System from the FY’20 Non-lapsing Approve Project List

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

“Move to approve the Removal of the Visitor Verification System from the listing of approved projects on the FY’20 Non-lapsing Account.”

Motion carried by voice vote 6-1 with Mr. Oshana opposed.

d. Approval of Educational Specifications for SHS Partial Roof Replacement Project

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

“Move to approve the Educational Specifications for the SHS Partial Roof Replacement Project.”

Motion carried unanimously by voice vote.

7) ADJOURNMENT

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

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 8:43 p.m.

Respectfully submitted,

Linda Blanchard

Recording Secretary

ATTACHMENT #1
Public Communication

Date	Speaker	Address	Topic
1/26/2023 18:55:00	Elyse Krantz	44 Bridle Path Drive, Southington, CT 06489	Address the board re: the possibility of prohibiting homework and tests on Jewish holidays
1/26/2023 18:56:18	Jennifer Ouellette	87 Johanna cir	Thalberg school at max capacity etc..
1/26/2023 19:26:41	Susan Zabohonski	28 Werking St Plantsville, Ct	budget
1/26/2023 19:27:09	Katherine Wade	39 Madalyn Ln. Southington Ct	Budget

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**

**SPECIAL MEETING
FEBRUARY 8, 2023**

The SPECIAL meeting of the Southington Board of Education (was held on Thursday, February 8, 2023, at 7:00 p.m. in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut.

1. CALL TO ORDER

Colleen Clark called the meeting to order at 7:00 pm.

Board members present were Dawn Anastasio, Joe Baczewski, Terri Carmody, James Chrzanowski, David Derynoski, Zaya Oshana, Colleen Clark, and Jasper William (*virtually*). Sean Carson (*arrived late at 7:09 pm*).

Cabinet members present were Steve Madancy, Superintendent of Schools; Frank Pepe, Assistant Superintendent; and Jennifer Mellitt, Director of Business & Finance.

2. RESCIND BUDGET VOTE FROM THE 01-26-2023 BOARD OF EDUCATION MEETING

MOTION: Made by Joe Baczewski, second by James Chrzanowski:

“Move the Board of Education rescind the budget vote from the January 26, 2023 BOE meeting, which approved the 2023-2024 Operating Budget in the amount of \$110,980,656.”

ROLL CALL VOTE:

YES: Dawn Anastasio, Colleen Clark, Joe Baczewski, James Chrzanowski, Jasper Williams.

ABSTAIN: Terri Carmody, David Derynoski, Zaya Oshana.

ABSENT: Sean Carson

Motion Passes

3. CONSIDER MOTION TO APPROVE THE 2023-2024 BUDGET IN THE AMOUNT OF \$111,775,884

MOTION: Made by Joe Baczewski, second by James Chrzanowski:

“Move to approve the 2023-2024 Operating Budget in the amount of \$111,775,884.”

ROLL CALL VOTE:

YES: Dawn Anastasio, Colleen Clark, Joe Baczewski, James Chrzanowski, Jasper Williams.

NO: Terri Carmody, David Derynoski, Zaya Oshana.

ABSENT: Sean Carson

Motion Passes

4. CONSIDER MOTION TO AUTHORIZE SUPERINTENDENT TO REQUEST APPROPRIATION BY THE BOARD OF FINANCE OF USE OF NON-LAPSING ACCOUNT FUNDS FROM FY’21 AND FY’22 TOTALING \$795,228 TO THE BOARD OF EDUCATION ADOPTED BUDGET \$111,775,884

MOTION: Made by Joe Baczewski, seconded by James Chrzanowski:

“Move that the BOE authorize the Superintendent of Schools to request appropriation by the Board of Finance of use of the Non-lapsing account funds from the FY’21 and FY’22 totaling \$795,228, to the Board of Education adopted budget of \$111,775,884.”

AMENDED MOTION: Made by Zaya Oshana:

“Move to amend the motion on the floor add back \$27,556 to Replace Work Flooring with VCT Tiles at various locations at SHS to the Non-lapsing fund account.”

ROLL CALL VOTE:

YES: Terri Carmody, James Chrzanowski, Dawn Anastasio, Jasper Williams, Zaya Oshana, David Derynoski, Sean Carson.

NO: Joe Baczewski, Colleen Clark

Amendment Passes

AMENDED MOTION: Made by Zaya Oshana

“Move to amend the motion on the floor add back \$26,500 for Replacement of Exterior Aluminum Doors in SHS Cafeteria to the Non-lapsing fund account.”

ROLL CALL VOTE:

YES: David Derynoski, Zaya Oshana, Terri Carmody

NO: Joe Baczewski, Sean Carson, James Chrzanowski, Jasper Williams, Dawn Anastasio, Colleen Clark

Amendment Fails

AMENDED MOTION: Made by Zaya Oshana

“Move to amend the motion on the floor add back \$25,000 for Repair/Replacement of Walkways, Ramps, and Sidewalks System-wide to the Non-lapsing fund account.”

ROLL CALL VOTE:

YES: David Derynoski, Zaya Oshana, Terri Carmody

NO: Joe Baczewski, Sean Carson, James Chrzanowski, Jasper Williams, Dawn Anastasio, Colleen Clark

Amendment Fails

AMENDED MOTION: Made by Zaya Oshana

“Move to amend the motion on the floor add back \$19,499 for the SHS Visitor Entry System Upgrade to the Non lapsing fund account.”

ROLL CALL VOTE:

YES: Terri Carmody, David Derynoski, Zaya Oshana

NO: Joe Baczewski, Sean Carson, James Chrzanowski, Jasper Williams, Dawn Anastasio, Colleen Clark

Amendment Fails

AMENDED MOTION: Made by Zaya Oshana

“Move to amend the motion on the floor add back \$7,216 for the Replacement of 2-Way radios to the Non-lapsing account.”

ROLL CALL VOTE:

YES: Joe Baczewski, Sean Carson, James Chrzanowski, Dawn Anastasio, Colleen Clark, Terri Carmody, David Derynoski, Zaya Oshana

NO: Jasper Williams

Amendment Passes

AMENDED MOTION: Made by Zaya Oshana

“Move to amend the motion on the floor add back \$3,050 for Badge Access on Exterior Gym Door at Strong Elementary School to the Non-lapsing fund account.”

ROLL CALL VOTE:

YES: Dawn Anastasio, Terri Carmody, Zaya Oshana, David Derynoski

NO: Joe Baczewski, Sean Carson, James Chrzanowski, Jasper Williams, Colleen Clark

Amendment fails

AMENDED MOTION: Made by Zaya Oshana

“Move to amend the motion on the floor add back \$4,070 for Stairs Repairs at SHS Door #9 to the Non-lapsing fund account.”

ROLL CALL VOTE:

YES: Terri Carmody, David Derynoski, Zaya Oshana

NO: Joe Baczewski, Sean Carson, James Chrzanowski, Jasper Williams, Dawn Anastasio, Colleen Clark

Amendment fails

MOTION: Made by Joe Baczewski, second by James Chrzanowski:

“Move that the Board of Education authorize the Superintendent of Schools to request appropriation by the Board of Finance of use of the non-lapsing account funds from the FY21 and FY22 totaling \$760,456 to the BOE adopted budget of \$111,775,884.”

ROLL CALL VOTE:

YES: Dawn Anastasio, Sean Carson, Colleen Clark, Joe Baczewski, James Chrzanowski, Jasper Williams

NO: Terri Carmody, David Derynoski, Zaya Oshana

Motion Passes

5. ADJOURNMENT

MOTION: Made by David Derynoski, seconded by Zaya Oshana:

“Move to adjourn.”

Motion carried unanimously by voice vote.

Meeting adjourned at 7:48 pm

Respectfully submitted,

Dawn Anastasio

BOE Secretary

Board of Education
Administrative Report
February 23, 2023



1. Wall of Honor at SHS
2. SHS Pothole Project
3. Public Assembly Room A/V Project
4. Southington DECA Recognized for Outstanding School-Based Enterprise
5. DW Facilities Committee
6. Legislative Breakfast on 2/16
7. Parent Forum on 2/9 and Budget section of SPS website



SOUTHINGTON PUBLIC SCHOOLS

Board of Education Southington, Connecticut

Curriculum & Instruction Committee Meeting
Friday, February 10, 2023 – 9:30 a.m.
Technology Training Lab (Public Assembly Room)

STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
ASSISTANT SUPERINTENDENT
OF SCHOOLS

BOARD OF EDUCATION

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Members Present: Committee Chair - Dawn Anastasio, Terri Carmody,
Member Absent: Jasper Williams

Administration Present: Assistant Superintendent - Frank Pepe, Director of
Teaching & Learning for Secondary Education - Amy Zappone, Digital Learning
Coordinator – Rebecca Savelkoul, SHS Assistant Principal – Rich Aroian

School Staff Present: Nicole Campochiaro, Tom Hinman and Dave Yanosy

Committee Chair Dawn Anastasio called the meeting to order at 9:28.

Rebecca Savelkoul presented the *SHS – Industry Internship – Student Help Desk* proposal. This provides students interested in the Science, Technology Engineering and Mathematics career cluster an opportunity to engage in relevant field experience. Students work with the technology department to hone their skills and apply them to the technology needs of their peers. This internship supports students who have college or career goals in mind. The internship evaluation mirrors the actual tech evaluation for district employees. This is a one semester class and earns .5 credits with the potential of one full credit.

Rich Aroian presented the *SHS – Industry Internship Proposal – Teacher Assistant*. Students interested in the Human Services career cluster, or related pathways, engage in pre-service experiences. The internship begins with a training session that outlines the intern's roles and responsibilities and introduces basic components of teaching. Interns support peer learning in assigned classes based on academic areas of strengths. At the end of the course, interns design and teach one lesson to the class as a culminating project. This is a one semester class and earns .5 credits.

Amy Zappone presented the *SHS – Multi-language Learner Course Program Change Proposal*. This is a course restructure for multilingual learners. Currently, explicit language instruction is delivered in a daily class model. Students are instructed using a variety of modalities. The focus of the language instruction is based on the four domains of language learning: reading, writing, speaking, listening. Students are supported in their transition into the school and community culture. The proposal awards 1 credit for a full year and a ½ credit for a half year, dependent on the individual student need. The class is offered to students who score a 1 (beginner) or a 2 (early intermediate) on the oral component of the LAS Placement Test or the LAS Links Annual test in grades 9,10,11 and 12.

Those students who score a 2 (early Intermediate) or a 3 (Intermediate) on the LAS Placement Test or the LAS Links Annual Test and do not have an identified exceptionality due to language may enroll in a new proposed course titled *Multilingual Lab Support*. Students continue to develop their linguistic skills in a supportive setting. Instruction includes access to longer reading selections, increased academic rigor of *ForMula* assignments, alignment (when possible) with English grammar



SOUTHINGTON PUBLIC SCHOOLS

lessons to support comprehension of materials in their respective English classes, and continued development of writing skills. Students also have opportunities to work on assignments for other classes with support.

STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
ASSISTANT SUPERINTENDENT
OF SCHOOLS

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Dave Yanosy presented *SHS – Physical Education I* required for sophomores. It consists of four units and each unit concludes with a performance task. The units are Team Sports, Weight Training, Lifetime/Recreational Activities and Racquet Sports. Each unit is designed to focus on the 4Cs. Nicole Campochiaro presented *SHS – Physical Education II* which spirals directly from *Phys Ed 1*. While *Phys Ed 1* focuses on technique, *Phys Ed 2* extends skill acquisition to creative independence and autonomy.

Rob Levesque presented *Lifesaving Certifications Course*. This class consists of the four units. The first unit is titled CPR & AED. The goal of the unit is for students to gain the knowledge and understand how to provide lifesaving skills for an unconscious adult, and a pediatric victim. The second unit titled First Aid allows students to recognize the signs and symptoms of a variety of emergencies and provide the appropriate care. Unit three is Babysitter Training. This unit provides youth who plan to babysit, the knowledge and skills to care for children and infants safely and responsibly. The final unit is Wilderness Training which provides a foundation of first aid principles and skills to respond to emergencies and give care in areas that do not have immediate emergency medical service response.

Tom Hinman presented the *SHS Math Department Curriculum*. Algebra 1 was last revised in 2013 and both Algebra 2 and Geometry in 2014. The current curriculum does not align with our Vision of the Graduate. Historical SAT data demonstrates stagnant achievement. Three curricula were reviewed and assessed using a Curriculum Evaluation Rubric. *Illustrative Math* is the recommended open-source program. Professional development is planned for the department for the balance of the year with target implementation in the fall of 2023.

Frank Pepe & Amy Zappone reviewed Curricular Legal Updates from legal counsel Shipman and Goodwin. The presentation included legislated curricular mandates such as *Native American* studies and *Asian American and Pacific Islander* studies. Implementation targets span from 2023-2025. Many of the requirements reference model curricula which has yet to be produced by the state. Updates will follow as more information is available.

The committee unanimously approved the aforementioned items to go before the full Board.

Meeting was adjourned at 11:18.

Respectfully Submitted

Frank Pepe



SOUTHINGTON PUBLIC SCHOOLS

FINANCE COMMITTEE MEETING

Thursday, February 16, 2023, 6:30 p.m.

John Weichsel Municipal Center

Conference Room #2

200 North Main Street

Southington, CT 06489

STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
ASSISTANT SUPERINTENDENT
OF SCHOOLS

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Board Members Present: James Chrzanowski, Chair; Sean Carson;
David Derynoski; Zaya Oshana

Present from Administration: Jennifer Mellitt, Director of Business &
Finance; Kaiya Hill, Accounting Manager

The Finance Committee meeting was called to order at 6:37 p.m.

SELF INSURANCE UPDATE:

Mrs. Mellitt presented a report showing monthly net claims history from 2016-17 through year-to-date 2022-23. The claims comparison was shared to help put context to the sharp increase in the budgeted amounts for health insurance. The Self Insurance Committee's budget recommendations are partially based on the running claims history. The next opportunities for the Self Insurance Committee to act on their budget recommendations will be on February 22nd and March 20th.

BID AWARD #2023-07: LAWN MOWING:

Ms. Hill presented the results of Bid 2023-07 for lawn mowing and trimming services at four sites and optional debris cleanup at two sites. The administration's recommendation is to award the bid to Wygant Construction at Hatton, Oshana, South End and Thalberg, with debris cleanup at Oshana and South End.

Wygant is currently our lawn vendor at the high school and the Maintenance Foreman and Director of Operations agree the company will be able to service the additional sites with the same quality of work they provided at the high school last year.

One vendor who submitted a bid had service and invoicing issues in the past and was therefore not considered to be a responsible bidder.

- **BID #2023-07: Addendum #1**

The vendor at Kennedy Middle School had originally agreed to a one-year extension. After Bid 2023-07 was posted, the vendor notified the purchasing office that they did not wish to continue their award.



SOUTHINGTON PUBLIC SCHOOLS

Addendum #1 was posted; however, only one bidder responded. The responding bidder's pricing was well above our budget for the services. As a result, the addendum is not being awarded. The site will have to be rebid.

STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
ASSISTANT SUPERINTENDENT
OF SCHOOLS

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FINANCIAL UPDATE – BOARD OF EDUCATION JANUARY

2023:

Mrs. Mellitt presented the Finance Committee with a financial update document for their review. She reminded the committee that the district has been in a spending freeze since December 31st. At this time, Mrs. Mellitt projects the end-of-year actuals will come very close to the budget.

Mrs. Mellitt discussed the issues that are being considered in closing out the year. Some of the items we are monitoring are the increases in transportation cost (McKinney Vento and higher special education transportation), the Special Education Excess Cost Grant (SEECG) reimbursement rates and entitlement cap, the 27th pay on June 30th for the hourly 12-month employees, and the nexus billings. A discussion was held about the impact of these items on the budget and how the timing of these items will make the year-end closeout more difficult.

Mrs. Mellitt noted that the magnet school tuition account will end with a surplus in account 33800.

The pupil services department will be filing the excess cost update with the state on March 1st. The excess cost expenditures will be reviewed, along with a review of the currently encumbered expenses to provide another update for the Finance Committee before the March Board of Education meeting.

FINANCIAL UPDATE – FOOD SERVICES THROUGH JANUARY

2023:

Ms. Hill presented the financial update for Food Services as of January 31, 2023. She highlighted that meal counts have decreased since transitioning back to full pay.

Ms. Hill also reviewed the shift in revenues from the Seamless Summer Option reimbursement rates in FY21-22 compared to returning to the National School Lunch Program funding in FY22-23. A chart of the meal revenue for the five months ending January 2022 compared to January 2023 was presented. The chart highlighted the higher reimbursement rates in 21-22 of \$4.3175 for **all** lunch meals down to \$0.77 in SY 22-23 for students classified in the paid lunch category. Paid lunches account for approximately 71.7% of meals served in FY22-23.



SOUTHINGTON PUBLIC SCHOOLS

Ms. Hill also reviewed the SMART funds in the amount of \$639,256, which were provided by the state to allow districts to transition back to paying for meals.

A general discussion was held by the committee about the return to free meals recently approved by Governor Lamont and how that may impact the Food Service program. One member of the committee suggested we review an increase in meal prices in the fall to offset higher food costs. The committee discussed how an increase in prices usually leads to a lower volume of meals served. The committee also discussed waiting to see what the state government decides on offering meals at no cost in the fall before taking any action.

UPDATE ON UNIVERSAL FREE MEALS:

Governor Lamont approved the return to free meals on February 14th. A call is being held on Friday, February 17th between the Connecticut State Department of Education and School Nutrition members to provide information on the transition.

UPDATE: No formal guidance was provided on the morning call, but late in the afternoon guidance was released. The free meals will begin on March 1st. The program is referred to as SMART Funds 2.0.

MISCELLANEOUS:

None at the time.

The meeting adjourned at 7:33 p.m.

Respectfully submitted,

Jennifer Mellitt
Director of Business & Finance

STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
ASSISTANT SUPERINTENDENT
OF SCHOOLS

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**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date February 23, 2023
Decision Requested X Agenda Code 8 b. 1.

AGENDA REPORTING FORM

Agenda Topic: Bid Award #2023-07 Lawn Mowing & Trimming Services and Fall/ Spring Debris Clean-up & Removal Services

Summary of Issue: The administration sought pricing for lawn mowing and trimming services at Hatton, Oshana, South End, and Thalberg Elementary Schools as well as fall/ spring debris clean up and removal services at Oshana and South End Elementary Schools.

Background: Six (6) vendors submitted bids. The recommended vendor for this award is Wygant Construction of Bristol, CT

Alternative Strategies: N/A

Cost (if applicable): \$25,900 **Funding Source:** Operating Budget

Beginning Date of Program or Project: April 1, 2023

Ending Date of Program or Project: November 30, 2025

Recommendation or Comment: Move that the Board of Education award BID 2023-07: Lawn Moving & Trimming Services and Fall/ Spring Debris Clean-up and Removal Services to Wygant Construction of Bristol, CT for a 3- year award.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachment:

1. Finance Committee BID 2023-07 Award Packet

**Southington Public Schools
Purchasing Department**

**BID AWARD REQUEST – BID 2023-07
LAWN MOWING AND TRIMMING SERVICES and
GROUNDS DEBRIS CLEAN UP AND REMOVAL SERVICES**

The above bid is submitted for AWARD by the Superintendent of Schools or his designee, the Board of Education Finance Committee, and the Board of Education.

PROPOSED SUMMARY: This request seeks to award Lawn Mowing and Trimming services at four (4) sites and Grounds Debris Clean up and Removal services at two (2) sites. The bid was advertised in the newspaper and posted to the website of the Town of Southington and the Southington Public Schools. Six vendors submitted bids, including two vendors new to the Southington Public Schools. The bid was opened on February 10, 2023. The award recommendation memo and bid compilation are attached. The recommendation is to award the bid for three years as follows:

SITE	Lawn Mowing and Trimming Services	Grounds Debris Clean up and Removal Services
Hatton Elementary School	Wygant Construction	N/A
Oshana Elementary School	Wygant Construction	Wygant Construction
South End Elementary School	Wygant Construction	Wygant Construction
Thalberg Elementary School	Wygant Construction	N/A


Beginning Date of Project:	April 2023	Ending Date of Project:	Nov 2023
Funding Sources:	Accounts 32900	Proposed Cost of Project: Growing Season 2023 (April-November)	\$25,900
		Budgeted Amount Growing Season 2023	\$25,759


2/10/2023

 Signature of Accounting Manager Date

Superintendent's Direction:

Approved As Submitted
 Hold (pending future action)
 Rejected _____ all _____ part (adjust as directed below)

Direction: 
2/10/23

 Signature of Superintendent of Schools or designee Date

Finance Committee's Direction:

Approved As Submitted
 Hold (pending future action)
 Rejected _____ all _____ part (adjust as directed below)

Direction: _____

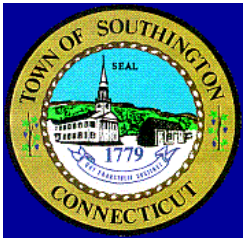
 Signature of Finance Committee Chairperson Date

Board of Education's Direction:

Approved As Submitted
 Hold (pending future action)
 Rejected _____ all _____ part (adjust as directed below)

Direction: _____

 Signature of Board of Education Chairperson Date



SOUTHINGTON PUBLIC SCHOOLS

Kaiya Hill
Accounting Manager
Purchasing Department

MEMO

TO: Board of Education Finance Committee
DATE: February 16, 2023
RE: **Recommendation for Bid Award for BID 2023-07**
Lawn Mowing and Trimming Services at four sites
Grounds Debris Clean up and Removal Services at two sites

Southington Public Schools had 10 sites to contract for lawn services for 2023 due to the expiration of a three-year award along with the 2022 bid which awarded the sites for a one-year period. Based on the good quality of services provided at the high school, DePaolo Middle School, Derynoski, Kelley and Strong, the administration contacted our vendors to extend the bid award from Bid 2022-10 for one additional year.

BID 2023-07 sought pricing for Lawn Mowing and Trimming Services at four school sites and optional pricing on Grounds Debris Clean up and Removal Services at two school sites. The bid was opened on February 10, 2023. Six vendors submitted bids. The bid compilation is attached. One vendor submitted a bid; however, due to past service problems and invoicing issues, this vendor is not considered a responsible bidder.

Wygant Construction was the low bidder at the four sites for mowing services and debris clean up at Oshana and South End. Wygant Construction currently services the Southington High School main lawn and the athletic fields. Both the Director of Operations and Maintenance Foreman have been impressed by their work and professionalism and therefore recommend Wygant for more sites. The preferred bidder's ordinance was considered, but there were no Southington vendors who fell within 10% of the lowest vendor's pricing.

The administration recommends a 3-year award at Hatton, Oshana, South End and Thalberg for lawn mowing services and at Oshana and South End for debris clean up.

The vendor at Kennedy originally agreed to the one-year extension mentioned above, but rescinded their agreement after Bid 2023-07 was posted. An addendum was created, adding Kennedy Middle school to the bid for lawn mowing and trimming services. Only one vendor submitted pricing for Kennedy; however, the pricing did not align with the budget and was more than double the pricing of the prior year. As a result, Addendum #1 is not being awarded to a vendor at this time.

Award recommendation is as follows:

Site	Lawn Mowing and Trimming Services	Grounds Debris Clean up and Removal Services
Hatton Elementary School	Wygant Construction	<i>Not part of this bid</i>
Oshana Elementary School	Wygant Construction	Wygant Construction
South End Elementary School	Wygant Construction	Wygant Construction
Thalberg Elementary School	Wygant Construction	<i>Not part of this bid</i>

Listed are the other vendors who are currently servicing other sites. All sites below except Flanders were a one-year extension of the prior year bid:

Site	Lawn Mowing and Trimming Services	Grounds Debris Clean up and Removal Services
Southington High School	Wygant Construction	Green Meadow
DePaolo Middle School	Father & Sons	Green Meadow
Derynoski Elementary School	Green Meadow	Green Meadow
Kelley Elementary School	Father & Sons	Wygant Construction
Strong Elementary School	L & G Landscape	Green Meadow
Flanders Elementary School	BMS Property Maintenance	BMS Property Maintenance

**SOUTHINGTON PUBLIC SCHOOLS
LAWN MOWING AND TRIMMING SERVICES & GROUNDS DEBRIS CLEAN UP AND REMOVAL
BID 2023-07 COMPILATION**

SITE	VENDOR (Listed in order of receipt)	LAWN MOWING AND TRIMMING SERVICES					Recommended Bidder
		2023 GROWING SEASON (Each Mow)	2024 GROWING SEASON (Each Mow)	2025 GROWING SEASON (Each Mow)	Growing Season 2023 Cost (Based on 24 mowings)	THREE YEAR MOWING COST (Based on 24 mowings per year)	
H A T T O N	A-Z Services LLC	370	408	440	8,880	87,696	
	L & G Landscape LL	650	650	650	15,600	140,400	
	Greenway Property Services	320	330	340	7,680	71,280	
	Wygant Construction	\$175	\$175	\$175	4,200	37,800	Wygant
	Father & Son	395	395	395	9,480	85,320	
	SM Lawncare	120	120	120	2,880	25,920	
				-	-		
				-	-		
				-	-		
				-	-		
O S H A N A	A-Z Services LLC	325	351	380	7,800	76,032	
	L & G Landscape	179	179	179	4,296	38,664	
	Greenway Property Services	240	250	260	5,760	54,000	
	Wygant Construction	130	130	130	3,120	28,080	Wygant
	Father & Son	375	375	375	9,000	81,000	
	SM Lawncare	100	100	100	2,400	21,600	
				-	-		
				-	-		
				-	-		
				-	-		
S O U T H E N D	A-Z Services LLC	325	351	380	7,800	76,032	
	L & G Landscape	227	227	227	5,448	49,032	
	Greenway Property Services	240	250	260	5,760	54,000	
	Wygant Construction	130	130	130	3,120	28,080	Wygant
	Father & Son	375	375	375	9,000	81,000	
	SM Lawncare	100	100	100	2,400	21,600	
				-	-		
				-	-		
				-	-		
				-	-		
T H A L B E R G	A-Z Services LLC	390	421	455	9,360	91,152	
	L & G Landscape	248	248	248	5,952	53,568	
	Greenway Property Services	320	330	340	7,680	71,280	
	Wygant Construction	175	175	175	4,200	37,800	Wygant
	Father & Son	375	375	375	9,000	81,000	
	SM Lawncare	125	125	125	3,000	27,000	
				-	-		
				-	-		
				-	-		
				-	-		
K E N E D Y	Greenway Property Services	240	250	260	5,760	156,240	
	Athletic Fields	320	330	340	7,680	208,080	
	Total	560	580	600	13,440	364,320	

Lowest Bidder

**SOUTHINGTON PUBLIC SCHOOLS
LAWN MOWING AND TRIMMING SERVICES & GROUNDS DEBRIS CLEAN UP AND REMOVAL
BID 2023-07 COMPILATION**

SITE	VENDOR (Listed in order of receipt)	Did Vendor bid on Lawn Mowing?	GROUNDS DEBRIS CLEAN UP AND REMOVAL								Recommended Bidder	Grand Combined Total 2023 Growing Season	Grand Combined Total 2023-25
			Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Growing Season 2023 Cost	Total Cost 2023-2025			
O S H A N A	A-Z Services LLC	Y	890	960	890	960	961	1,036	1,850	5,697		10,730	81,729
	L & G Landscape	Y	2,000	2,000	2,000	2,000	2,000	2,000	4,000	12,000		19,600	50,664
	Greenway Property Services	Y	500	520	540	1,000	1,000	1,000	1,020	4,560		8,700	58,560
	Wygant Construction	Y	650	750	650	750	650	750	1,400	4,200	Wygant	5,600	32,280
	Father & Son	Y	1,250	1,750	1,350	1,850	1,450	1,950	3,000	9,600		12,480	90,600
	SM Lawncare	Y	500	500	500	500	500	500	1,000	3,000		3,880	24,600
									-	-		-	-
									-	-		-	-
									-	-		-	-
									-	-		-	-
S O U T H E N D	A-Z Services LLC	Y	890	960	890	960	960	1,036	1,850	5,696		9,650	81,728
	L & G Landscape	Y	2,000	2,000	2,000	2,000	2,000	2,000	4,000	12,000		8,296	61,032
	Greenway Property Services	Y	500	1,000	520	1,000	540	1,000	1,500	4,560		7,260	58,560
	Wygant Construction	Y	550	550	550	550	550	550	1,100	3,300	Wygant	4,220	31,380
	Father & Son	Y	1,250	1,750	1,350	1,850	1,450	1,950	3,000	9,600		12,000	90,600
	SM Lawncare	Y	500	500	500	500	500	500	1,000	3,000		3,400	24,600
									-	-		-	-
									-	-		-	-
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Vendors:

A-Z Services LLC
65 Maselli Rd.
Newington, CT 06111

Wygant Construction & Maintenance Services
43 West Washington St.
Bristol, CT 06010

Land G Landscape
55 Eastwood Dr.
Plantsville, CT 06479

Father & Son Services, LLC
130 Elmwood Dr.
Southington, CT 06489

Greenway Property Services
95 Elmcroft Rd.
Stamford, CT 06902

SM Lawncare
P.O. Box 751
Southington, CT 06489

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date February 2023

Decision Requested X Agenda Code 9 a

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for the 2022-2023 school year. This report includes activity for the month of January 2023.

Background: The human resource department provides the Board of Education with a monthly update of personnel additions/reductions/changes.

Alternative Strategies: _____

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

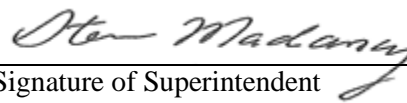
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Recommend that the Board of Education approve the Personnel Report as submitted by the human resource department.



Signature of Staff Member Submitting Report



Signature of Superintendent

Included:

Personnel Report

Agenda – January 2023

**Personnel Report
January 2023**

APPOINTMENTS

	NAME	POSITION	SCHOOL	FTE	EFFECTIVE	DEGREE	SALARY
CLASS	Bradley, Kristen	RN, FT	Dist/SES	1.0	1-5-2023	BA	\$51,918
CLASS	Cassan, Elizabeth	ABA, FT, EASE	JFK	1.0	1-17-2023	N/A	\$19.59
CLASS	Dietz, Jack	Paraeducator, FT, TEAM	JAD	1.0	1-30-2023	N/A	\$19.59
CLASS	Fregeau, Sara	Paraeducator, FT	HES	1.0	1-9-2023	N/A	\$18.36
CLASS	Forbotnick, Lynne	Registered Nurse	JFK	1.0	1-31-2023	N/A	\$48,870
CLASS	Gallagi, James	Custodian, PT	District	.49	1-9-2023	N/A	\$15.94
CLASS	Gilbert, Robert	Custodian, PT	KES	.49	1-30-2023	N/A	\$15.94
CERT	Gustavson, Haley	SLP	DES	.40	1-11-2023	6 th	\$24,000
CLASS	Hartman, Kira	Paraeducator, PT	KES	.80	1-30-2023	N/A	\$18.36
CLASS	James, Cameron	Custodian, PT	SHS	.49	1-9-2023	N/A	\$15.94
CLASS	Jones, Mackenzie	Paraeducator, FT	JAD	1.0	1-3-2023	N/A	\$18.36
CLASS	Lewis, Jennica	Custodian, PT	DES	.50	1-3-2023	N/A	\$15.94
CERT	Liska, Courtney	Special Education, Pre-K	SES	1.0	1-19-2023	6 th	\$77,500
CLASS	Lora, Caitlin	Paraeducator, FT	JFK	1.0	1-30-2023	N/A	\$18.36
CLASS	Molnar, Marilynn	Paraeducator, PT	FES	.50	1-17-2023	N/A	\$18.36
CLASS	Musano, Caitlyn	Paraeducator, FT	SES	1.0	1-3-2023	N/A	\$18.36
CLASS	Sela, Zamira	Custodian, PT	SHS	.49	1-3-2023	N/A	\$15.94

RESIGNATIONS/RETIREMENTS

	NAME	POSITION	SCHOOL	EFFECTIVE	YRS	RET/RES
CERT	Amnott, Donald	Gr. 5 Teacher	DES	6-30-2023	17	RETIRE
CLASS	Andreini, Megan	Paraeducator, FT, Spec Ed	SHS	1-5-2023	3 mo.	RESIGN
CLASS	Barrows, Connor	Technology Asst.	JAD/JFK	1-28-2023	1	RESIGN
CLASS	DeSimone, Susan	English Teacher	JFK	6-30-2023	22	RETIRE
CERT	Drogosek, Ruthann	Gr. 4 Teacher	HES	6-30-2023	37	RETIRE
CLASS	Dubinsky, John	Paraeducator, FT	STELLAR	1-14-2023	3	RETIRE
CLASS	Gallagi, James	Custodian, PT	SHS	1-15-2023	6 days	RESIGN
CLASS	Gerrish, Emily	Paraeducator, FT	JFK	2-1-2023	2	RESIGN
CLASS	Goodwin, Taylor	ABA, FT, EASE	JFK	1-7-2023	2	RESIGN
CLASS	Pernal, Hailee	Custodian, PT	KES	1-5-2023	2 mo.	
CERT	Raczynski, Diane	Gr. 5 Teacher	KES	6-30-2023	38	RETIRE
CLASS	Salhi, Zamira	ELL Tutor	SHS/SEES	1-21-2023	3	RESIGN
CERT	Stiebel, Joshua	Math Teacher	JFK	1-21-2023	13	RESIGN
CLASS	Welinsky, Nya	Food Serv Director	District	8-31-2023	23	RETIRE

ASSIGNMENT CHANGE

NAME	FROM (PREVIOUS ASSIGN)		TO (NEW ASSIGN)		
	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE
Frechette, Bonnie	Paraeducator, FT, Pre-K, SES	1.0	Pre-K clerk	.43	1-23-2023
House, Mary	Paraeducator, PT, STELLAR	.88	Paraeducator, STELLAR	1.0	1-23-2023
LaCombe, Brianne	Special Education, DES	1.0	Special Education, OES	1.0	1-19-2023
Perreault, Jennifer	Paraeducator, PT, Pre-K, HES	.88	ABA, FT, SPACE, HES	1.0	1-9-2023
Pisko, Diane	Paraeducator, PT, Pre-K, SES	.38	Paraeducator, FT, Pre-K, SES	1.0	1-25-2023
Switala, Jamie	Paraeducator, PT, CLP, SHS	.88	Paraeducator, FT, CLP, SHS	1.0	1-30-2023

**Personnel Report
January 2023**

TRANSFERS

		FROM (PREVIOUS ASSIGN)		TO (NEW ASSIGN)		
CERT NAME	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE	
<i>None to Report</i>						

STIPENDS

Coaching Stipends ~ Resignations/Non-Renewals

Aros, Andreas	Freshman boys' lacrosse coach	SHS	RESIGN
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Coaching Stipends ~ Appointments

Kennedy, Christopher	Head boys' lacrosse coach	SHS	STIPEND
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Solarz, Charles	Freshman baseball coach	SHS	STIPEND
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Other Stipends ~ Resignations/Non-Renewals

Barry, Edward	First Robotics Advisor	SHS	RESIGN
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Salhi, Samira	Co-advisor Key Club	SHS	RESIGN
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Other Stipends ~ Appointments

Drechsler, Diana	Robotics Advisor	SHS	STIPEND
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Graff, Abigail	Team leader 7/8C	JFK	STIPEND
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LaCombe, Brianne	ESY Program Coordinator	District	STIPEND
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Ovalles, Sylvia	Open Choice Liaison	SHS	STIPEND
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Perry, Ashley	Open Choice Liaison	SHS	STIPEND
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**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date February 23, 2023

Decision Requested X Agenda Code 10 b.

AGENDA REPORTING FORM

Agenda Topic: Approval of 10 b.1. through 10 b.9. as recommended by the Curriculum and Instruction Committee

Summary of Issue: The Curriculum & Instruction Committee has reviewed 10 b.1. through 10 b.9.

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: Move that the Board of Education approve 10 b.1. through 10 b.9. as recommended by the Curriculum & Instruction Committee.

Titles of Attachments:



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.

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? 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.</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?</i> <i>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



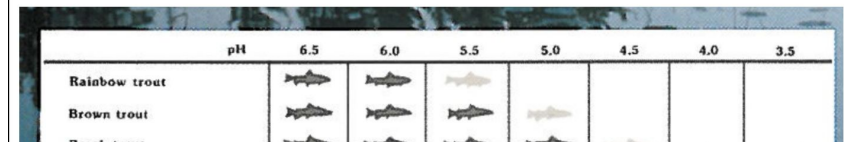
Stimulus

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

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.

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:	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 5.12.7 evaluate the effectiveness of health-related decisions	
Essential Questions:	Essential Understandings:
<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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):	Skills (the how):
<ul style="list-style-type: none"> • Health-related decisions and • Effective health-related decisions • Tools to evaluate health-related decisions 	<ul style="list-style-type: none"> • 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)

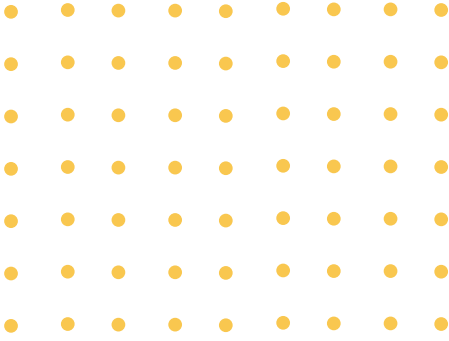
- Dept edu, C. S. (2006, December 07). Health Balanced Living Framework. Retrieved October 10, 2016, from <http://www.sde.ct.gov/sde/LIB/sde/PDF/deps/student/Healthy&BalancedLiving.pdf>
- Hall, T.E., Meyer, A., & Rose, D.H., Eds. (2012). *Universal design for learning in the classroom: Practical applications*. 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

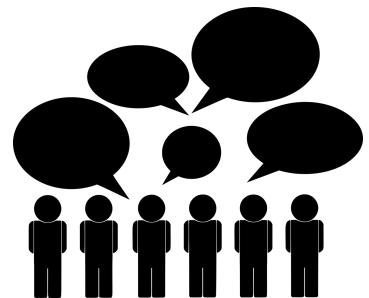


Unit 1: Communication and Decision Making

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)

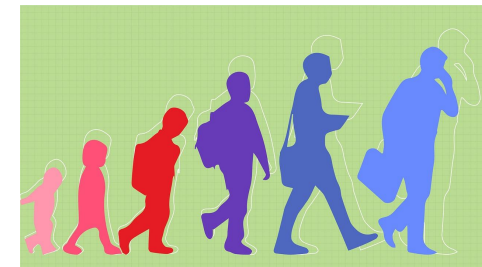


Unit 2: Human Growth and Development

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



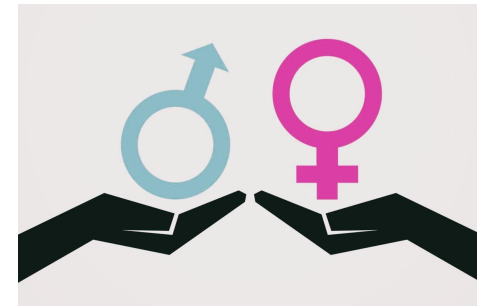
The Challenges with Teenage Pregnancy

- 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:



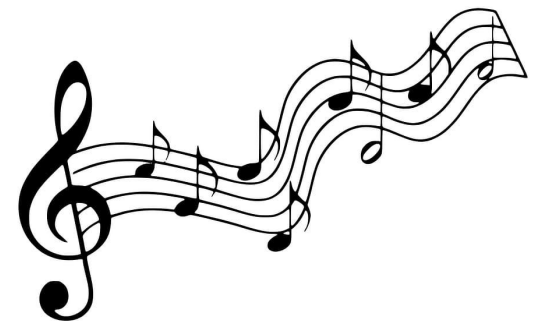
- Apply the skills of collaboration (leadership, initiative, flexibility, responsibility, and productivity) by working collaboratively with others to advocate for improving personal, family, and community health.
- Create an evidence based position for improving personal, family and community health.
- 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.



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.
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- "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.
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- "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:	Understandings:
<ul style="list-style-type: none"> ● What does it mean to work cooperatively? ● What does it mean to be an advocate? ● What is health advocacy? Is it important? 	<ul style="list-style-type: none"> ● 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):	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?

 **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:

- [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)

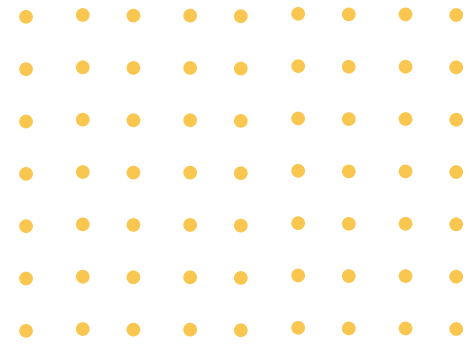
- Dept edu, C. S. (2006, December 07). Health Balanced Living Framework. Retrieved October 10, 2016, from <http://www.sde.ct.gov/sde/LIB/sde/PDF/deps/student/Healthy&BalancedLiving.pdf>
- Hall, T.E., Meyer, A., & Rose, D.H., Eds. (2012). *Universal design for learning in the classroom: Practical applications*. 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.



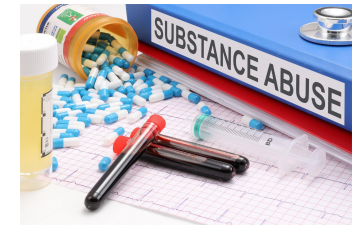
Unit 1: Performance Task

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:

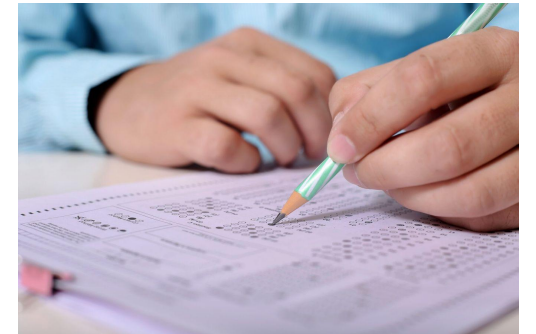
- List potential barriers that hinder healthy decision making
- Use tools to evaluate effectiveness of health-related decisions.
- Access information about healthy practices and unhealthy practices.
- Articulate the difference between practices and behaviors.
- Recognize healthy practices and behaviors.
- 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.

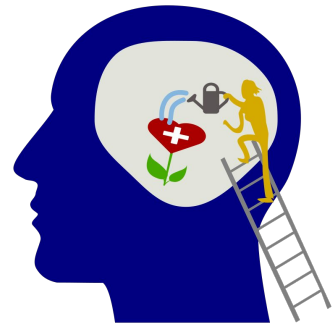


Unit 5: Mental Health

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 5: Performance Task

“Find Wealth in Mental Health”

Situation: Everyone deals with their own mental health. On fourth of people have a mental illness/condition.

Directions: Choose one of the topics related to mental health below and create an educational flyer that can be posted around the school. Mental illness is common; your goal is to destigmatize what you are researching.



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.



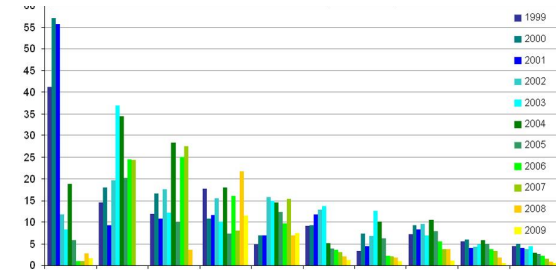
Nutrition Facts	
8 servings per container	
Serving size	2/3 cup (55g)
Amount per serving	
Calories	230
% Daily Value*	
Total Fat 8g	10%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 37g	13%
Dietary Fiber 4g	14%
Total Sugars 12g	
Includes 10g Added Sugars	20%
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.

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

search for jobs based on my interests. Job Search Reflection	important to find a job that is best suited for me.	when I can compile a list of possible employment opportunities and prioritize them based on my strengths and interests.
I will learn about the application and interview process of finding a job. (See slide 12 of Jobs presentation) Job Application Questionnaire	I will learn this because this process is how I will get hired.	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.
I will learn how to approximate gross income for employees that are paid hourly. Timesheet & Net Pay Activity	I will learn this because it is important to know how much I will be making.	I will know I have learned this when I can calculate my paycheck based on my hourly wage.
I will learn about incomes that are salary based and how these are calculated. Salary Comparison Activity	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.	I will know I have learned this when I can calculate my paycheck based on my salary.
I will learn about occupations that pay commission and how this is calculated. Commission Calculations	I will learn this because commission impacts your paycheck greatly.	I will know I have learned this when I can calculate a paycheck with commission factored into it.
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)	I will learn this because it is important to know how much is being deducted and for what.	I will know I have learned this when I can calculate the net pay based on the given gross pay and deductions.
I will learn about overtime and holiday pay and how these impact your income. Overtime & Holiday Pay Practice	I will learn this because overtime and holiday pay impact a paycheck greatly.	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.
I will learn about benefits and how they impact your income.	I will learn this because benefits are beneficial.	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.

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:

-

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
<ul style="list-style-type: none"> ● 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:

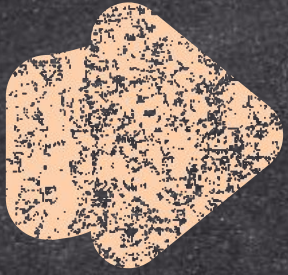
- Math in Everyday Life, Third Edition by David E. Newton (Walch Publishing)
- Consumer Mathematics by Kathleen M. Harmeyer (American Guidance Service, Inc.)

- 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

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:

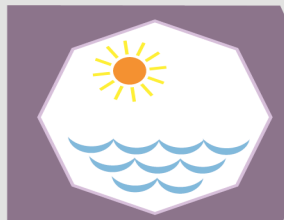
Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

Communication Transdisciplinary Goal:

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

Phenomenon

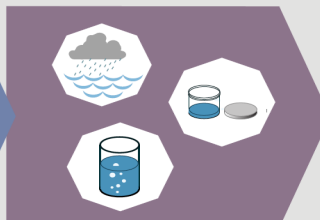
Explore Anchoring Phenomenon



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

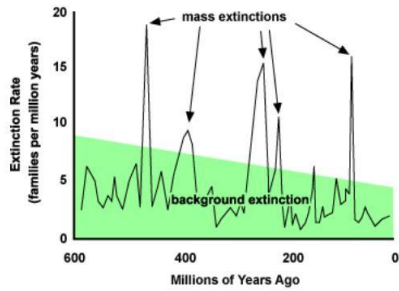
<ul style="list-style-type: none"> • What are some negative consequences? • What are some methods humans use to prevent every-day collisions? 		<p>This learning task introduces students to the concept of a species changing over time and begins generating questions that will guide them through this unit. 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]

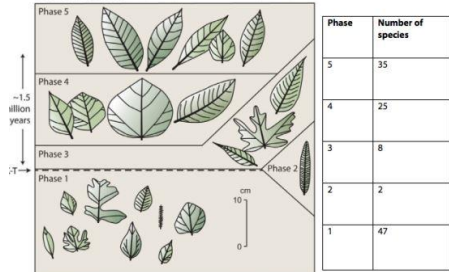
<p>What evidence is there that this has happened before?</p> <ul style="list-style-type: none"> • What were the effects last time? • How will you use the evidence to convince the public that it is important to protect Earth from another asteroid collision? 	<p>Task 1 Ancient Collision</p>	<p>Learning 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

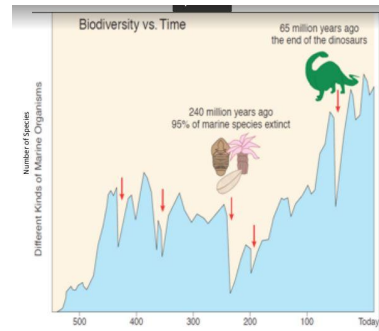


Raton Basin Formation



(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

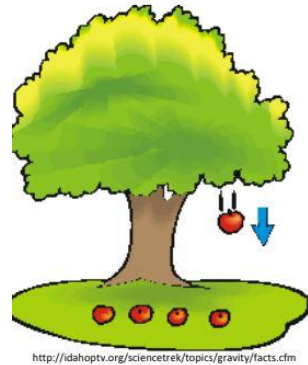
[Gizmo GRAVITATIONAL FORCES MOD](#)

[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.

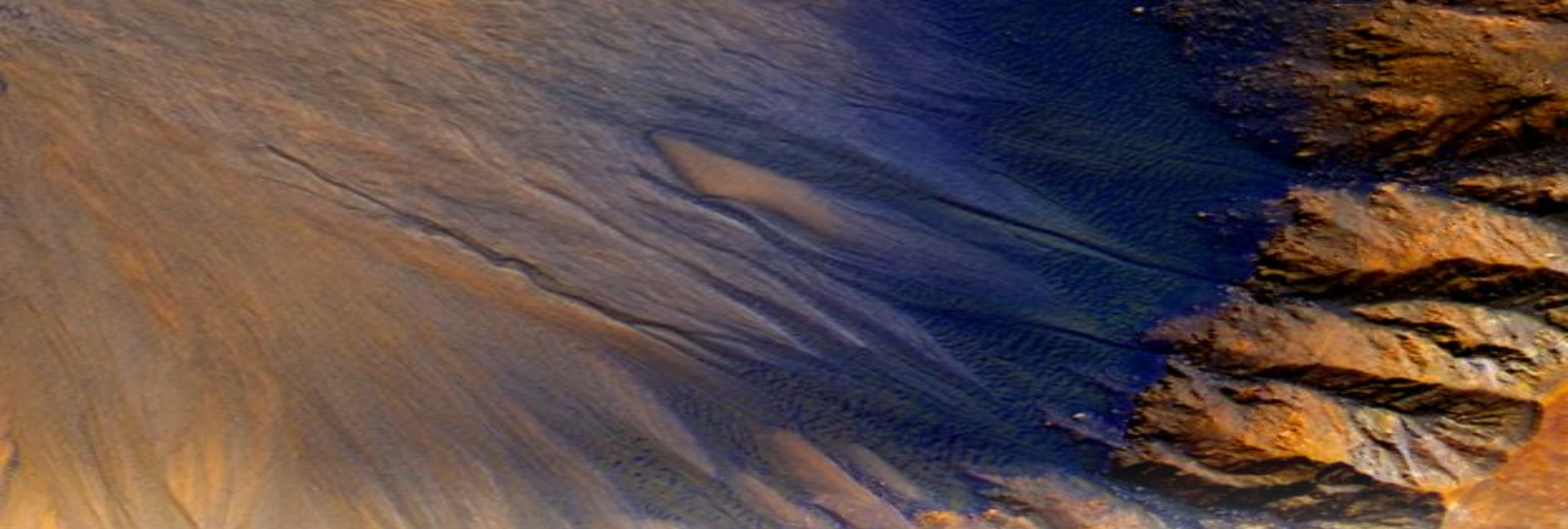
data to test ideas about designed systems, including those representing inputs and outputs.

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

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

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.

PROPOSED COURSE/PROGRAM CHANGE FORM

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

The American Red Cross CPR/FA/AED certification course comes complete with standard assessments that are created specifically for the course. All assessments must be followed by the instructor in sequential order of the course.

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

This will be evaluated on a year to year basis. Textbooks as of now cost 12.95 per book. Materials such as manikins, AED trainers, first-aid supplies will also vary year to year.

	YEAR		
	I	II	III
Staff	\$ No Cost	\$ No Cost	\$ No Cost
Textbooks	\$ 0.00	\$ 150.00	\$ 200.00
Materials	\$ 1,000	\$ 1,000	\$ 1,000
Other	\$	\$	\$
TOTAL	\$ 1,000	\$ 1,150	\$ 1,200

Comments: Costs vary depending on need and/or pricing. Costs come from the PE/Health budget yearly.

Principal: Approved Denied

Amy Lappone

Signature

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date February 23, 2023

Decision Requested X Agenda Code 10 c.

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 tabled the naming of BOE members interested in participating in UPSEU contract negotiations

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 _____ X _____ Board Meeting Date February 23, 2023

Decision Requested _____ Agenda Code 11 c. _____

AGENDA REPORTING FORM

Agenda Topic: SHS Multi-language Learner Course Programming Change Proposal - First Reading

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS Multi-language Learner Course Programming Change 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 Multi-language Learner Course Programming Change Proposal to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Proposed Restructure for Multilingual Learners Courses

2023-2024 School Year

Current Course: English for Language Learners

Current Grades: 9-12

Current Credits Awarded: 1 full credit for full year

Levels: All Levels

Current Course Description: Explicit language instruction is delivered in a daily class model. Students are instructed using a variety of modalities. The focus of the language instruction is based on the four domains of language learning; reading, writing, speaking, listening. Students are supported in their transition into the school and community culture. In addition to foundational language English skills, students acquire other skills necessary for success in cross curricular classes. Examples of these skills include: study skills, organization, and social skills.

Proposed Changes to English for Language Learners Course:

Course Title: Foundational English

Credit: 1 credit for full year; ½ credit for half year (Will be determined based on student need and proficiency level)

Levels: This class will be offered to students who score 1 (beginner) or 2 (early intermediate) on the oral component of the LAS Placement Test or the LAS Links Annual test in grades 9,10,11 and 12.

Course Description: The focus of the class will be to deliver foundational language instruction in all language domains. This class' main focuses will be to develop oral and fluency skills.

Materials: Inside the USA; Edge: Fundamentals (red)

***In addition to the Foundational English Course, the proposed Multilingual Lab Support Course (below) will be offered to multilingual learners to provide continued, scaffolded language support as they progress through Southington High School.**

New Course Recommendation: Multilingual Lab Support

Credit: 1 credit

Levels: Students who score 2 (early Intermediate) or 3 (Intermediate) on the LAS Placement Test or the LAS Links Annual Test that do not have an identified exceptionality due to language.

Course Description: Students will continue to develop their linguistic skills in a supportive setting. Instruction will include access to longer reading selections, increased academic rigor of ForMula assignments, alignment (when possible) with English grammar lessons to support comprehension of materials learned in their respective English classes, and continuation of writing skills development. State testing skills may be covered during these classes. Students will also have opportunities to work on other assignments for classes with support.

Materials: Edge Levels A, B or C; Edge (National Geographic)

Edge is an award winning language program for multilingual students. The materials are based on the Common Core and include tiered supports for language learners with different proficiencies. The units are engaging and target real life circumstances. Students are given multiple opportunities to practice the four domains of English language; speaking, listening, reading and writing. The program is a complete learning program, consisting of assessment materials, interactive practice supports, and grammar instruction.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____ Board Meeting Date February 23, 2023

Decision Requested _____ Agenda Code 11 d.

AGENDA REPORTING FORM

Agenda Topic: SHS Industry Internship Proposal – Student Help Desk - First Reading

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS Industry Internship Proposal – Student Help Desk.

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 Industry Internship Proposal – Student Help Desk to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Industry Internship Proposal - Student HelpDesk

- **½ credit (P/F) for a one semester class, listed under the STEM category**
- **Able to earn up to 1 full credit**

Course Overview:

The Student HelpDesk Internship provides students interested in the Science, Technology Engineering and Mathematics career cluster an opportunity to engage in relevant field experience. Students work with the technology department to hone their skills and apply them to the technology needs of their peers. This internship supports students who have college or career goals in mind.

Course Curriculum/Standards:

Program Development

2-AP-15 Seek and incorporate feedback from team members and users to refine a solution that meets user needs. Development teams that employ user-centered design create solutions (e.g., programs and devices) that can have a large societal impact, such as an app that allows people with speech difficulties to translate hard-to-understand pronunciation into understandable language. Students should begin to seek diverse perspectives throughout the design process to improve their computational artifacts. Considerations of the end-user may include usability, accessibility, age-appropriate content, respectful language, user perspective, pronoun use, color contrast, and ease of use.

Troubleshooting

3A-CS-03 Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors. Troubleshooting complex problems involves the use of multiple sources when researching, evaluating, and implementing potential solutions. Troubleshooting also relies on experience, such as when people recognize that a problem is similar to one they have seen before or adapt solutions that have worked in the past. Examples of complex troubleshooting strategies include resolving connectivity problems, adjusting system configurations and settings, ensuring hardware and software compatibility, and transferring data from one device to another. Students could create a flow chart, a job aid for a help desk employee, or an expert system.

Network Communication & Organization

3B-NI-03 Describe the issues that impact network functionality (e.g., bandwidth, load, delay, topology). Recommend use of free online network simulators to explore how these issues impact network functionality.

Collection Visualization & Transformation

3B-DA-05 Use data analysis tools and techniques to identify patterns in data representing complex systems. For example, identify trends in a dataset representing social media interactions, movie reviews, or shopping patterns.

Program Development

3B-AP-18 Explain security issues that might lead to compromised computer programs. For example, common issues include lack of bounds checking, poor input validation, and circular references.

Who Qualifies:

- Sophomores with computer science experience.
- Juniors and Seniors interested in computer science concepts.

Pre-requisites:

- Teacher recommendation.
- Appropriate school attendance.

Student HelpDesk responsibilities:

- Model appropriate behavior for students
- Follow school and class rules to teach students proper behavior
- Perform initial level troubleshooting for student or staff technology
- Provide basic guidance to students for student technology use
- If approved by Technology Department, perform basic Chromebook repairs

Supervisor Responsibilities:

- Technology Department (Analyst or Assistant) provides basic direction, guidelines, and standard operating procedures.
- Mark student UNV in PS when absent.
- Provide student with a passing grade. If the projected grade is failing, student name and feedback must be sent to the grade level admin for a conference as soon as the trend is identified.

Evaluation Criteria:

Criteria	Yes	No
Resolves tickets satisfactorily and timely		
Knowledge of hardware troubleshooting		
Knowledge of software troubleshooting		
Able to use systems thinking when generating solutions		
Responsive to student needs and creates positive relationships		
Fulfills roles and responsibilities with little prompting or coaching		

Assists other team members as needed		
Completes projects on time and accurately		
Shows initiative for continuous learning to improve job performance		
Communicates effectively to provide technical solutions		

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____ Board Meeting Date February 23, 2023

Decision Requested _____ Agenda Code 11 e.

AGENDA REPORTING FORM

Agenda Topic: SHS Industry Internship Proposal – Teacher Assistant - First Reading

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS Industry Internship Proposal – Teacher Assistant.

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 Industry Internship Proposal – Teacher Assistant to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Industry Internship Proposal- Teaching Assistant

- .5 credits (PASS/FAIL)
- One semester class in a department of student choice

Course Overview:

The Teaching Assistant Internship Course will provide students who are interested in the Human Services career cluster, or related pathways, an opportunity to engage in pre-service experiences. They will begin the internship with a training session that outlines their roles and responsibilities and introduces them to basic components of teaching. Students will support peer learning in assigned classes based on their academic areas of strengths. At the end of the course, students will be expected to design and teach one lesson to the class as their culminating project.

Course Standards:

Career and Technical Education Performance Standards and Competencies:

I. Career Paths: Analyze career paths within early childhood education, childcare services, and related fields.

- 28. Demonstrate interpersonal skills that promote positive and productive relationships with children.
- 29. Determine the roles and functions of individuals engaged in early childhood education childcare services, and related fields.
- 30. Identify education and training requirements and opportunities for career paths in early childhood education, childcare services, and related fields.
- 31. Explore career opportunities in early childhood education, childcare services occupations, and related fields.
- 32. Describe and demonstrate effective employability skills.

K. Integration of Curriculum: Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

- 36. Identify a variety of curriculum and instructional models.
- 37. Plan and implement learning activities in all curriculum areas that meet the developmental needs and learning styles of children.
- 38. Develop and demonstrate a variety of teaching methods to meet individual needs of children.
- 39. Determine and demonstrate methods to establish activities, routines, and transitions

Course Curriculum:

- Will vary based on department and course; students will support instruction of state and national standards through board-adopted curriculum.
- A teacher training module will be provided to TA's from the "Introduction to Teaching" course curriculum, previously approved by the BOE.

Who Qualifies:

- Students interested in Human Services Career Cluster or related field
- Juniors pushing into Freshmen classes
- Seniors pushing into Freshmen and Sophomore classes
- Tenured teachers in any department who volunteer to accept a TA placement

Pre-requisites:

- Prior 85% average in the course.
- Consistent Attendance. *(Students must not have lost credit in a course during the current school year due to attendance issues)*
- 85% in the current course in the same department, if applicable.
- The TA candidate chooses a department to help in.
- Teacher recommendation from current course.
- Successful interview in the spring with administrators and department leaders.
- Successful completion of the TA training module. *(To be overseen by administration/department leaders)*

Teaching Assistant Responsibilities:

- Model appropriate behavior for students, in compliance with the behavior expectations outlined in the student handbook
- Support Board-approved curriculum by:
 - Reinforce lessons by reviewing material with students one-on-one or in small groups
 - Assist with Tier 1 supports
 - Support students who were absent or need re-teaching
 - Assist with class station activities
 - Design and deliver one lesson by the end of each semester *(overseen by classroom teacher)*
- Communicate with classroom teacher in advance of an absence
- Help teachers with recordkeeping, such as taking attendance
- Get equipment and/or materials ready to help teachers prepare for lessons
- Meet with the classroom teacher a minimum of once per quarter for feedback and evaluation

Teaching Assistant Restrictions:

- A Teaching Assistant does not serve as a paraeducator or substitute for a classroom teacher. (*An adult staff member will be present at all times*)
- A Teaching Assistant will not be responsible for student discipline.
- A TA does not enter grades in PowerSchool.
- A TA does not correct papers which would give him/her access to confidential student information.

Classroom Teacher Responsibilities:

- Mark TA UNV in PS when absent.
- Meet with and provide feedback to TA's at a minimum of once per quarter using the Teaching Assistant Feedback Rubric: : [Teaching Assistant Feedback Rubric](#)
- Observe and provide feedback on the TA's lesson plan and implementation of the lesson.
- Report any TA who is not meeting expectations to the department oversight administrator.
- Provide TA with a pass/fail grade.
 - If the projected grade is failing, TA name and feedback must be sent to the grade level admin for a conference as soon as the trend is identified.

Unit Overview	
Unit Title:	Unit 1: Lifetime/Recreational Activities
Teacher:	SHS PE Department
Grade Level/Course:	PE I (Grade 10)
Length/Dates:	8 Classes (block scheduling)
Unit Summary:	In this unit students will be participating in a variety of lifetime and recreational activities such as bowling and backyard games. Students will be able to recognize the importance of physical activity for enjoyment, as well as social interaction.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
<p>Priority Standards:</p> <p>S3.H4: Demonstrates the ability to evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements. (S3.H4.L1)</p> <p>S5.H3: Demonstrates the ability to select and participate in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)</p> <p>Daily Rubric:</p> <p>S3.H5: Demonstrates the ability to evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)</p> <p>S4.H2: Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)</p> <p>Supporting Standards:</p> <p>S4.H1.L1: Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.</p> <p>S4.H3.L1: Demonstrates the ability to use communication skills and strategies that promote team or group dynamics.</p> <p>S4.H4.L1: Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups.</p> <p>S4.H5.L1: Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection)</p>

Other Goal(s)

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Transfer Goals (Vision of the Graduate)

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):

EU1: When I effectively execute learned movements, I will be able to utilize the basic skills needed to perform skills both inside and outside of school.

EU 2: When I know the rules, techniques and skills of a game or activity, I can participate actively and support my team.

EU 3: When I recognize the value of physical activity, I can participate in self-selected activities outside of school for enjoyment and social interaction.

Essential Question(s):

EQ1: How does effective and appropriate movement affect my wellness and participation in physical activity?

EQ 2: To what extent do concepts, principles, strategies and tactics influence performance in competitive games and activities?

EQ 3: How do social skills and etiquette learned through physical activity apply to other daily life experiences?

What will students know...**Bowling***Concepts*

- Knowledge of basic skills, game rules, and scoring
- Basic first and second shot strategy

Unit Specific Vocabulary

- Spare
- Strike
- Turkey
- 7-10 Split
- Perfect Game
- Arrows
- Runway
- Gutter Ball
- Frames
- Roll (footwork, arm swing, hand position, release, finishing position)

Backyard Games*Concepts*

- Knowledge of basic rules of game play and scoring
- Offensive/Defensive strategies

*Unit Specific Vocabulary**Spikeball*

- Serve
- Spike
- Touch/Hit
- Serving Line
- Net
- Rim
- Pocket
- Infraction

Ladder Ball

- Bola
- Ladder
- Rungs
- Toss Line

Cornhole

- Blocker
- 4 Bagger
- Cornhole
- Toss
- Bag
- Ace
- Jumper
- Hanger

*KanJam***What will students be able to do...****Bowling**

- Employ various strategies throughout game play.
- Correctly apply rules and keep accurate scoring during game play.
- Demonstrate proper skill technique during game play.

Backyard Games

- Successfully participate in a game applying strategies and concepts.
- Correctly apply rules and keep accurate scoring during game play.
- Demonstrate proper skill technique during game play.

- Dinger
- Deuce
- Bucket
- Instant Win
- Deflector
- Thrower
- Throw (grip, footwork, wrist curl, finger position, arm movement, release)

Bocce Ball

- Banking
- Balls
- Centerline
- Dead Ball
- Fault line
- Foul
- Framing
- Pallino
- Rolling (grip, stance, palm up/palm down, overhand/underhand,
- Advantage
- Blocking, banking, bumping

Disc Golf

Concepts

- Knowledge of basic skills, game rules, and scoring
- Shot strategy

Unit Specific Vocabulary

- Forehand, backhand throw(grip, footwork, wrist curl, finger position, arm movement, release)
- Shots (escape, approach, fairway, putt)
- Birdie
- Bogie
- Par
- Circle
- Dogleg
- Dropzone
- Basket
- Fairway
- Mulligan

Disc Golf

- Successfully participate in a game applying strategies and concepts.
- Correctly apply rules and keep accurate scoring during game play.
- Demonstrate proper skill technique during game play.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence.

Skill Rubric:

❖ **Goal**

The goal is to have students understand and execute the basic skills, knowledge and strategies to be able to successfully play a game. when participating in activities.

❖ **Role**

Participant in the game. The job is to perform the skills taught in class needed to participate in each activity

❖ **Audience**

The target audience will be the teacher.

❖ **Situation**

The challenge involves dealing with the variety of student's abilities and differentiation and instruction as well as student's prior exposure/experience to the activity being taught

❖ **Product/Performance/Purpose**

You need to demonstrate the proper concepts/techniques for each skill taught in order to be successful in this activity.

❖ **Standards and Criteria for Success**

Your work will be judged by both peers (peer assessments) and the PE teacher (visual assessments) (see rubrics in stage 3 for specific activity skill rubrics)

Pre & Post Assessments (formative & summative):

❖ **Goal**

The goal is to check for prior (pre-assessment) and end-of-unit (post-assessment) skills and knowledge through practice and performance.

❖ **Role**

A participant in the game(s).

Students will be asked to complete a variety of skills/concepts that will be assessed at the beginning and end of various units

❖ **Audience**

The target audience is the teacher.

❖ **Situation**

The challenges involved include dealing with the variety of student's abilities and differentiation of instruction as well as student's prior exposure/experience to the activity being taught

❖ **Product/Performance/Purpose**

(Pre-assessment) You need to demonstrate your prior knowledge/experience of the concepts/strategies and vocabulary in a written pre-assessment so that you can check for knowledge of the activity.

(Post-assessment) You need to demonstrate an understanding of the concepts/strategies and vocabulary in a written post-assessment so that you can be successful in this activity.

❖ **Standards & Criteria for Success**

The students will meet or exceed the (peer assessments) and the PE teacher (visual assessments)

Resources

Bowling

- Bowling lanes
- Bowling balls
- Score sheets
- Pins

Backyard Games

Spikeball

- Spikeball nets
- Spikeballs

Ladder Ball

- Ladders
- Ladder balls

Bocce Ball

- Bocce balls,
- Bocce court

Corn Hole

- Corn Hole boards
- Bean bags

Kan Jam

- Frisbees
- Kan Jam cans

Disc Golf

- Discs
- Disc golf targets/baskets

Evaluative Criteria**How students will be evaluated:**

Pre/Post assessment, daily rubric, skills assessment/rubrics

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.
- Self Assessment Feedback
- Summative Feedback check in assignment (Teacher/Self)

Stage 3: Instructional Design

Learning Target:	Success Criteria:
<i>Bowling</i> Day 1 <ul style="list-style-type: none"> ● I will learn the various mechanics of rolling the bowling ball down the lane. 	<ul style="list-style-type: none"> ● Students will knock down pins consistently ● Demonstrate mechanics of rolling a ball.
Learning Activities	
<i>Bowling</i> Day 1 <ul style="list-style-type: none"> ● Teacher led dynamic/Static Warm-up ● Prior Knowledge Check ● Teacher demonstrate grip and ball rolling mechanics ● Teacher diagram and explain the components of the lane ● Students practice rolling and knocking down pins 	
Assessments	
<i>Bowling</i> Day 1 <ul style="list-style-type: none"> ● Turn and Talk Q&A-Share prior bowling experience ● Observation of students hitting pins ● Daily Rubric Southington Blue Knight Daily PE Rubric 	

Learning Target:	Success Criteria:
Bowling	<ul style="list-style-type: none"> ● Students fill out scorecard correctly

<p>Day 2</p> <ul style="list-style-type: none"> • I can correctly score each frame throughout a full bowling game • I can apply first and second shot strategies based upon pin placements 	<ul style="list-style-type: none"> • Students will be given certain pin layouts and make decisions on what to do
--	---

Learning Activities

<p><i>Bowling</i> Day 2</p> <ul style="list-style-type: none"> • Student led dynamic/static warm-up • Class review prior day skills and student perform • Teacher describe scoring process and check for understanding • Students participate in mini-games with teacher check-in • Teacher model and discuss rolling strategies • Students continue modified games with specific pin layouts

Assessments

<p><i>Bowling</i> Day 2</p> <ul style="list-style-type: none"> • Review of collected score cards • Turn and Talk Q&A-First verse Second shot strategies • Daily Rubric ☰ Southington Blue Knight Daily PE Rubric

Learning Target:	Success Criteria:
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<p><i>Bowling</i> Day 3</p> <ul style="list-style-type: none"> • I can effectively compete in a full bowling game. 	<ul style="list-style-type: none"> • Students successfully compete in full bowling games using the skills, rules, and strategies learned.
---	--

Learning Activities

<p><i>Bowling</i> Day 3</p> <ul style="list-style-type: none"> • Student led dynamic/Static Warm-up • Student review prior day skills • Students compete in multiple full games • Teacher administers performance task
--

Assessments

<ul style="list-style-type: none"> • Daily Rubric ☰ Southington Blue Knight Daily PE Rubric • Performance Task Rubric ☰ SHS Physical Education Performance Task Rubric
--

Learning Target:	Success Criteria:
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<p><i>Backyard Games (Bocce, Ladder Ball, Corn Hole, Kan Jam, Spike Ball)</i> Day 1</p> <ul style="list-style-type: none"> • I can demonstrate the throwing/tossing/rolling skills for each activity. • I can apply the rules correctly during a full backyard game. 	<ul style="list-style-type: none"> • Students toss/roll/throw each game piece and land it accordingly • Students successfully compete in short games for each activity
--	--

Learning Activities*Backyard Games**Day 1*

- Student led dynamic/static warm-up
- Teacher describes 2-3+ games (rules, scoring)
- Teacher demonstrates the throwing/rolling skills for each game
- Students practice skills/movements of each game

Assessments

- Turn and Talk Q&A-Reflect on personal interest based on games learned
- Daily Rubric [☰ Southington Blue Knight Daily PE Rubric](#)

Learning Target:**Success Criteria:***Backyard Games**Day 2*

- I can accurately keep score for each specific activity
- I can recognize situations that specific strategies should be applied

- Students toss/roll/throw each game piece and land it accordingly
- Students successfully compete in short games for each activity
- Students will be given certain game piece layouts and make decisions on what to do

Learning Activities*Backyard Games**Day 2*

- Student led dynamic/static warm-up
- Teacher describe 2-3 games (rules, scoring)
- Teacher demonstrate the throwing/rolling skills for each game
- Students compete in games

Assessments

- Turn and Talk Q&A-Review and field questions on scoring, rules, etc.
- Daily Rubric [☰ Southington Blue Knight Daily PE Rubric](#)

Learning Target:**Success Criteria:**

Backyard Games

Day 3

- I can effectively compete in the various backyard games

- Students successfully compete in full games using the skills, rules, and strategies learned

Learning Activities

Backyard Games

Day 3

- Students compete in 2-3 student selected games
- Teacher administer Performance Task

Assessments

- Daily Rubric [☰ Southington Blue Knight Daily PE Rubric](#)
- Performance Task Rubric [☰ SHS Physical Education Performance Task Rubric](#)

Learning Target:**Success Criteria:**

<p>Disc Golf Day 1</p> <ul style="list-style-type: none"> I will learn the skills, the scoring and the course layout of disc golf. 	<ul style="list-style-type: none"> I can perform the various skills of throwing the disc: Frisbee is thrown with top is facing up, bottom is facing down, and path is in a straight line Students correctly complete the score card for each hole I can label the different parts of a course
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Learning Activities

<p>Disc Golf Day 1</p> <ul style="list-style-type: none"> Student led dynamic/static warm-up Teacher explain the various types of disc throws Class walk the course and Teacher explains each aspects of each hole and course Teacher describe how to score Students play a few holes with teacher check-in
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Assessments

<ul style="list-style-type: none"> Review of score cards Observation of play Daily Rubric Southington Blue Knight Daily PE Rubric
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Learning Target:	Success Criteria:
<p>Disc Golf Day 2</p> <ul style="list-style-type: none"> I can recognize and execute the different throws that are necessary to complete each hole I can apply the rules and effectively compete in a full round of disc golf. 	<ul style="list-style-type: none"> Students successfully compete in a full round using the skills, rules, and strategies learned

Learning Activities

<p>Disc Golf Day 2</p> <ul style="list-style-type: none"> Student led disc toss warm-up Students review throwing skills Students review rules and scoring Students compete in a full round Teacher administer performance task

Assessments

<ul style="list-style-type: none"> Daily Rubric Southington Blue Knight Daily PE Rubric Performance Task Rubric SHS Physical Education Performance Task Rubric
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Resources

<p>https://openphysed.org/</p> <p>Healthy and Balanced Living Curriculum Framework 2022</p>

Unit Overview	
Unit Title:	Unit #2: Team Sports
Teacher:	SHS PE Department
Grade Level/Course:	PE I (Grade 10)
Length/Dates:	14 Classes (4, 4, 2, 2, 2)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit students will participate in a variety of team sports such as volleyball, floor hockey, and invasion games. Students will apply strategies and tactics that are specific to each team sport to be the most successful. Students will exhibit good sportsmanship and etiquette while participating in team sports.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>Priority Standards:</p> <p>S2.H2: Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)</p> <p>S4.H3: Demonstrates the ability to use communication skills and strategies that promote team or group dynamics. (S4.H3.L1)</p> <p>S4.H4: Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)</p> <p>Daily Rubric:</p> <p>S4.H2: Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)</p> <p>S4.H5: Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)</p> <p>Supporting Standards:</p> <p>S1.H1: Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games or target games). (S1.H1.L1)</p> <p>S2.H5: Demonstrates the ability to use strategies and tactics effectively during game play in</p>

net/wall and/or target games. (S2.H5.L1)

S2.H1: Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.H1.L1)

Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

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.

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?

EU1: When I learn different strategies and tactics I can perform more successfully in competitive games and activities.

EU2: When I know how to work well with others, I will be more successful in whatever activity I participate in.

Essential Question(s):

These questions are related to the enduring understandings and

EQ1: To what extent do concepts, principles, strategies and tactics influence performance in competitive games and activities?

EQ2: How do social skills and etiquette learned through physical activity apply to other daily life experiences?

provide relevance for the learning in the unit.

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

Floor Hockey

Concepts

- Offensive/Defensive Strategies
- Clearing/Centering
- Positioning
- Spacial Awareness

Skills

- Stick Handling
- Passing/Receiving
- Shooting

Vocabulary

- Crease
- High Sticking
- Face Off

Volleyball

Concepts

- Positioning
- Rotations
- Scoring

Skills

- Forearm Pass (Bump)
- Set
- Spike
- Dig
- Serve

Vocabulary

- Carry
- Net Violation
- Boundaries (out vs in signals)
- Setter
- Hitter
- Rotation

Floor Hockey

- Successfully participate in a full game and apply strategies and concepts learned.

- Demonstrate proper skill technique during a floor hockey game or during tournament play.

Volleyball

- Successfully participate in game play applying the skills and strategies learned.

- Demonstrate proper skill technique during a volleyball game or during tournament play.

<p>Invasion Games (4 day cycle) (Team Handball, Ultimate Frisbee, Tchoukball,</p> <p><i>Skills</i> Passing Throwing Catching Shooting</p> <p><i>Concepts</i> Offense/Defense Strategies Spacial Awareness 3 Step/Pass Rules</p> <p><i>Vocabulary</i> Rebound Touchdown Hammer Throw</p>	<p>Invasion Games (4 day cycle) (Team Handball, Ultimate Frisbee, Tchoukball)</p> <ul style="list-style-type: none"> • Demonstrate proper skill technique during a variety of invasion games. • Successfully participate in game play applying the skills and strategies learned specific to each activity.
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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.

Summative Assessment 1:

Team Sports Summative Performance Task

Goal: The goal of this performance task is for students to participate in and run their own game. Students should be able to referee, coach, keep score, and play in the game independently. Students should each have a role in the game.

Role: Your job is to have the following roles: Coach, umpires/referees, players and scorekeepers

Audience: Our target audience is the teacher/fans.

Situation: The challenge involves dealing with the variety of student abilities in their own game independently.

Product/Performance/Purpose: They run a game using the criteria from the rubric attached.

Summative Assessment 2:

Invasion Games Summative Assessment 2

Goal: The goal of this performance task is for students to create and participate in their own game. Students should be able to create rules, how to score, and assign rules to members of their team.

Role: Your job is to have the following roles: Coach, umpires/referees, players and scorekeepers

Audience: Our target audience is the peers/teacher/fans.

Situation: The challenge involves adding in elements of skills that you have previously learned within your game.

Product/Performance/Purpose: They can create a game using the criteria from the rubric attached.

Resources

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

Projector and Computer

Volleyball- volleyballs, nets

Floor Hockey- hockey sticks, hockey pucks/balls, goals, tape for crease

Invasion Games-

- Team Handball- handball, nets (goals), pinnies, tape for crease
- Ultimate Frisbee- frisbees, pinnies, cones
- Tchoukball- tchoukball rebounder, tchoukballs, pinnies

Evaluative Criteria

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

How students will be evaluated:

Teacher observation using the summative performance task rubric

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.
- Self Assessment Feedback

Other Evidence


Assessment Evidence

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

Verbal check-ins and skill rubrics.

Stage 3: Instructional Design

Activity: Floor Hockey

Learning Target:	Success Criteria:
Floor Hockey Block 1- I can successfully utilize the basic skills needed to play floor hockey.	Floor Hockey Block 1- Students will practice individual skills through skill work and team collaboration. (stickhandling, passing, receiving, shooting)
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.	
Block 1 <ul style="list-style-type: none">● Warm up designed to get blood pumping (dynamic warm up) Dynamic warm up example● Individual skill work through drills/team collaboration● Begin to discuss offensive/defensive strategies.	
Assessments List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)	
 Southington Blue Knight Daily PE Rubric	

Learning Target:

Success Criteria:

<ul style="list-style-type: none"> Block 2- I can collaborate with my team and understand offensive and defensive strategies. 	<ul style="list-style-type: none"> Block 2- Students will practice defensive and offensive skills through drill work and team collaboration.
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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.

Block 2:

- Warm up designed to get blood pumping (dynamic warm up) [Dynamic warm up example](#)
- Teacher instructed offensive/defensive positions, practice with groups
- Discuss rules
- Apply rules and strategies in small sided games

Assessments

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

 **Southington Blue Knight Daily PE Rubric**

Exit Ticket: T-Chart of Things I Learned Today and Questions I Have. Students will get 2 sticky notes; one for each category.

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> Block 3- I can understand the rules and concepts of floor hockey and apply them. 	<ul style="list-style-type: none"> Block 3: Students will run a whole game using all rules/scoring/roles with teacher assistance.

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.

Block 3:

- Warm up designed to get blood pumping (dynamic warm up) [Dynamic warm up example](#)
- Teacher will design teams and instruct students through an entire floor hockey game
- Students will collaborate with their team at the end of class to discuss their plan for the next game
- Informal team reflection on collaboration

Assessments

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

 **Southington Blue Knight Daily PE Rubric**

Informal Team Reflection: As a team, discuss the things you have done well as a team, and things you want to do better next time.

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> Block 4- I can successfully participate in a full floor hockey game and apply strategies and concepts learned. 	<ul style="list-style-type: none"> Block 4: Students will run a whole game using all rules/scoring/roles without teacher assistance.

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.

Block 4:

- Warm up designed to get blood pumping (dynamic warm up) with their team [Dynamic warm up example](#)
- Students will lead their own game WITHOUT teacher assistance and are responsible for all aspects of the game including coaching, scorekeeping, play calling, etc.

Assessments

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

(They can be listed/linked below)

Southington Blue Knight Daily PE Rubric

Summative Assessment:

Team Sports Summative Performance Task

Activity: Volleyball

Learning Target:

- Block 1- I can learn and apply basic volleyball skills.

Success Criteria:

- Students will practice each skill of volleyball (bump, set, spike) in a drill setting.

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.

Block 1:

- Dynamic warm up
- Demonstration of forearm passing
- Students will work with a partner and practice forearm passing (bumping).
 - [Butterfly drill](#)
- Demonstration of overhead passing/setting
- Students will work with a partner and practice overhead passing/setting.
 - [Butterfly drill](#)
- Assessment (volley with a partner)
- Students will learn the approach steps to a hit or spike. They will practice without a ball first, then work off a toss.

Assessments

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

(They can be listed/linked below)

Southington Blue Knight Daily PE Rubric

Students should be able to volley back and forth with a partner using forearm passing or overhead passing/setting a minimum of 8 times.

Learning Target:

Success Criteria:

- Block 2- I can learn and practice both overhand and underhand serves.
- Block 2- I can learn positions, rotations, and rules of volleyball.

- Students will be successful when they know how to properly perform either an overhand or an underhand serve over the net and in bounds.
- Students will be able to learn the various positions in volleyball as well as learn rotations and rules of the game.

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.

Block 2-

- Dynamic warm up
- Pepper with a partner (passing back and forth with a partner)
- [Butterfly Drill](#)- use both forearm passing and overhead passing
- Teach students both the overhand and underhand serve techniques, and have them practice on their own or with a partner
- Peer-Assessment- Serving Technique
- Teach students about positions, rotations, scoring, and rules of the game.
- Assessment (exit ticket)

Assessments

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

Southington Blue Knight Daily PE Rubric

Peer- Assessment- Students will partner up and each serve 5 times. One partner performs while the other observes. Afterwards, they will provide feedback to their partner on their performance and what they can do to improve.

Exit Ticket- Students will participate in a parking lot style exit ticket about how they feel about positions, rotations, and rules of volleyball after today. (comfortable vs not-comfortable)

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> ● Block 3- I can collaborate with my team effectively. ● Block 3- I can apply the skills and concepts learned in a full court game with teacher assistance. 	<ul style="list-style-type: none"> ● Students will be able to collaborate with their team that is selected by the teacher. ● Students will be able to play an organized game of volleyball with teacher-assistance applying the concepts, skills, and rules learned.

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.

Block 3-


- Dynamic warm-up
- [Butterfly Drill](#)
- Review all rules, rotations, and positions with students.
- Put students into teams
- Students will collaborate with their team.
- Warm-up with team before a scrimmage game

- Teams will scrimmage other teams focusing on rotations, rules, as well as positioning of players.

Assessments

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

(They can be listed/linked below)

 **Southington Blue Knight Daily PE Rubric**

Self-Reflection: Reflect on collaboration with your team and self-reflect on your own progress with the skills learned so far.

Learning Target:

- Block 4- I can successfully participate in a full game of volleyball with my team independently.

Success Criteria:

- Students will be able to organize and participate in a full game of volleyball independently.

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.

Block 4-

- Dynamic warm-up
- [Butterfly Drill](#)
- Create teams, put positions together with your team.
- Teams should have roles for each person on their team.

Assessments

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

(They can be listed/linked below)

 **Southington Blue Knight Daily PE Rubric**

Summative Assessment:

 **Team Sports Summative Performance Task**

Activity: Invasion Games (Team Handball)

Learning Target:

- Block 1- I can successfully understand and perform offensive and defensive strategies within a team handball small-sided game.

Success Criteria:

- Students will be successful when they know how to move from offense to defense.

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.

Block 1-

- Warm up
- Students pass and catch with a partner
- Teach lead directions of game play and rules.
- Students will be split into teams to play a small-sided game.

Assessments

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

(They can be listed/linked below)

[Southington Blue Knight Daily PE Rubric](#)

Learning Target:

- Block 2- I can collaborate with my team effectively while playing handball.
- Block 2- I can apply the skills and concepts learned in a full game without teacher assistance.

Success Criteria:

- Students will be able to collaborate well with their team.
- Students will be able to play an organized game of team handball without teacher-assistance applying the concepts, skills, and rules learned.

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.

Block 2-

- Warm Up
- Create teams, assign roles
- Students will play in a full game independently.

Assessments

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

(They can be listed/linked below)

[Southington Blue Knight Daily PE Rubric](#)

Activity: Invasion Games (Ultimate Frisbee)

Learning Target:

- Block 1- I can successfully understand and perform offensive and defensive strategies within an ultimate frisbee small-sided game.

Success Criteria:

- Students will be successful when they know how to move from offense to defense.

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.

Block 1-

- Warm up
- Demonstration on how to properly throw and catch a frisbee.
- Students pass and catch with a partner
- Teach lead directions of game play and rules.
- Students will be split into teams to play a small-sided game.

Assessments

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

(They can be listed/linked below)

[Southington Blue Knight Daily PE Rubric](#)

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> ● Block 2- I can collaborate with my team effectively. ● Block 2- I can apply the skills and concepts learned in a full game without teacher assistance. 	<ul style="list-style-type: none"> ● Students will be able to collaborate well with their team. ● Students will be able to play an organized game of ultimate frisbee without teacher-assistance applying the concepts, skills, and rules learned.

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.

Block 2-

- Warm Up
- Create teams, assign roles
- Students will play in a full game independently.
- Assessment- Performance Task

Assessments

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

(They can be listed/linked below)

[☰ Southington Blue Knight Daily PE Rubric](#)

Summative Assessment:

[☰ Team Sports Summative Performance Task](#)

Activity: Invasion Games (Tchoukball)

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> ● Block 1- I can successfully understand and perform offensive and defensive strategies within a tchoukball small-sided game. 	<ul style="list-style-type: none"> ● Students will be successful when they know how to move from offense to defense.

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.

Block 1-

- Warm up
- Demonstration on how to throw and rebound to score.
- Teach lead directions of game play and rules.
- Students will be split into teams to play a small-sided game.

Assessments

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

(They can be listed/linked below)

[☰ Southington Blue Knight Daily PE Rubric](#)

Learning Target:	Success Criteria:
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- Block 2- I can collaborate with my team effectively.
- Block 2- I can apply the skills and concepts learned in a full game without teacher assistance.

- Students will be able to collaborate well with their team.
- Students will be able to play an organized game of Tchoukball without teacher-assistance applying the concepts, skills, and rules learned.

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.

Block 2-

- Warm Up
- Create teams, assign roles
- Students will play in a full game independently.

Assessments

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

(They can be listed/linked below)

 **Southington Blue Knight Daily PE Rubric**

Unit Overview	
Unit Title:	Unit #3 :Weight Training
Teacher:	SHS PE Department
Grade Level/Course:	PE I
Length/Dates:	4 Classes (block scheduling)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will learn a variety of weight training techniques, as well as weight room etiquette. Students will use free weights and machines to learn proper form of a variety of lifts. They will be able to identify and name muscles in the body and create fitness plans that target certain muscle groups. As a result, students will have the knowledge and skills that they can apply outside of school. Students will also be participating in CT Physical Fitness Testing in PE I.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
Priority Standards:
S1.H3 Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)
S3.H7 Demonstrates appropriate technique on resistance training machines and with free weights. (S3.H7.L1)
S3.H9 Demonstrates the ability to identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)
Daily Rubric
S4.H5 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)
S5.H1 Demonstrates the ability to analyze the health benefits of a self selected physical activity. (S5.H1.L1)
Supporting Standards
S3.H1 Demonstrates the ability to discuss the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)
S3.H8 Demonstrates the ability to relate physiological responses to individual levels of fitness and

nutritional balance. (S3.H8.L1)

S3.H10 Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan. (S3.H10.L1)

Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Transfer Goals (Vision of the Graduate)

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

Delete the transfer goals that do not apply to your unit:

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.

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?

Each EU listed should correspond to at least 1 or more EQ below.

- EQ1: When I understand weight training and fitness concepts, I can use that knowledge to participate in wellness activities independently.
- EQ2: When I understand the components of fitness and their importance on overall wellness, I can maintain a balanced approach to the exercises I choose to perform.
- EQ3: When I follow fitness center etiquette and safety procedures, I maintain a safe environment for myself as well as others.

- EQ4: When I live an active lifestyle it prolongs my life expectancy and improves my quality of life.

Essential Question(s):

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

Each EQ listed should correspond to at least 1 or more EU above.

- EQ1: How does effective and appropriate movement affect my wellness and participation in physical activities?
- EQ2: How does each component of fitness impact the overall health of a person?
- EQ3: How do social skills and etiquette learned through physical activity apply to other daily life experiences?
- EQ4: What impact does an active lifestyle have on individuals throughout their life?

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

Safety Concepts:

- 1) Alert and Aware of your surroundings.
- 2) Stay on task.
- 3) Do not use equipment that you do not know how to use.
- 4) Use proper form, technique and progressions.
 - a) Balance
 - b) Posture
 - c) Range of motion
 - d) Warm Up/StretchBreathing
 - e) Starting light and comfortable
- 5) Understand spotter responsibilities.
 - a) Assist and motivate.
 - b) Peer assess technique and form.
 - c) Count the number of reps.

Resistance Training: A type of exercise that strengthens your muscles.

Resistance Machines:

Machines with a predetermined range of motion, meaning you can only lift and lower the weight in the correct way. This helps you to learn the exercise, build up strength and learn to engage the right muscles before progressing onto free weights.

Free Weights: Weights that are not connected to a chain or cable. Barbells and dumbbells are free weights.

- Identify the safety concepts of weight training.
- Identify and perform a proper warm up routine before beginning weight training.
- Demonstrate proper form, technique and progression while weight training.
- Identify the proper progression by demonstrating the exercise using a light and comfortable amount of weight, sets and repetitions before moving onto heavier amounts of weight.
- Demonstrate proper spotter responsibilities with a partner.
- Identify resistance training and perform resistance training using resistance machines and free weights.
- Identify and perform isometric, concentric and eccentric training exercises.

<p>Sets: The number of times you perform an exercise.</p> <p>Repetitions: The number of times you perform the contraction within a set.</p> <p>Isometric: Any strength-training movement where your muscle length and the angle of your joints do NOT change. (plank, wall sit, etc)</p> <p>Concentric: It's the portion of the workout where you're raising the dumbbell up towards you.</p> <p>Eccentric: Known as a lengthening contraction. This kicks in when your muscles are elongated.</p> <p>Static Stretching: Stationary stretching that improves your flexibility and range of motion, it can also help your muscles recover faster after a workout, leading to less pain and stiffness.</p> <p>Dynamic Stretching: Movement based stretch prior to activity.</p> <p>PNF: Partner based form of stretching that is beneficial for improving your muscle strength and ability to move your joints with ease.</p> <p>Understand the difference between upper body, lower body and core muscles.</p>	<ul style="list-style-type: none"> ● Identify and apply dynamic and PNF stretching concepts prior to beginning a weight training session. ● Identify and apply static stretching following a weight training session. ● Identify and perform upper body, lower body and core exercises.
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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.

Summative

❖ Goal

The students will be able to create a personal resistance training program that will be performed during class.

❖ Role

Students will apply safety and resistance training concepts within the class period that they are performing their personal training program.

❖ Audience

The target audience will be the teacher.

❖ Situation

To create a personal resistance program to improve muscle strength for a specific sport, activity or personal interest.

❖ **Product/Performance/Purpose**

You need to demonstrate an understanding of the concepts/strategies and vocabulary in a written post-assessment so that you can be successful in this activity.

❖ **Standards & Criteria for Success**

Rubric will assess the standards and criteria.

[PE I Resistance Training Assessment](#)

Resources

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

Projector and speaker

Access to the weight room (dumbbells, barbells, weight machines, resistance bands, cardio equipment, wipes, and disinfectant spray)

Evaluative Criteria

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

How students will be evaluated:

Pre/Post assessment, daily rubric, skills assessment/rubrics

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.
- Self Assessment 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.

- **Students will complete an exit slip on Safety Concepts at the end of the period.**
- **Teachers will observe students and perform visual assessment of students performing dynamic and static stretches.**
- **Teachers will perform informal verbal assessment of students in regard to types of contractions during resistance training.**
- **Peer assessment of plank form.**
- **Visual assessment of lower body squat form and technique.**
- **Visual assessment of upper body chest press form and technique.**

Stage 3: Instructional Design

Stage 3: Instructional Design

Design EACH activity for the unit.

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> ● I will demonstrate cardiorespiratory endurance by performing the CT Physical Fitness Assessment's Mile Run. ● I will be able to understand the safety concepts of weight training/fitness. ● I will learn the form and technique of resistance training. 	<ul style="list-style-type: none"> ● I can describe all safety concepts on an exit ticket. <ul style="list-style-type: none"> ○ Alert and Aware of your surroundings. ○ Stay on task. ○ Do not use equipment that you do not know how to use. ○ Use proper form, technique and progressions. <ul style="list-style-type: none"> ■ Balance ■ Posture ■ Range of motion ■ Warm Up/StretchBreathing ■ Starting light and comfortable ○ Understand spotter responsibilities. <ul style="list-style-type: none"> ■ Assist and motivate. ■ Peer assess technique and form. ■ Count the number of reps.

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 will perform the CT Physical Fitness Assessment Mile Run.
- Teachers will provide students with a hand out or provide a presentation with safety concepts and vocabulary.
- The class will walk through the weight room/ fitness center to familiarize themselves with the specific areas.
- Teacher will introduce and demonstrate the form of specific movements and resistance machines.
- Teacher will introduce the proper spotting techniques for specific movements and weight training activities.
- If time allows the teacher may have the students perform a dynamic warm up and experiment with using some of the resistance machines to practice form and technique that was demonstrated in class.

Assessments

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

(They can be listed/linked below)

Students will complete an exit slip on safety concepts at the end of the period.

 **Weight Room Safety Exit Slip**

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> ● I will demonstrate flexibility through the CT Physical Fitness Assessment Sit and Reach. ● I will understand how dynamic and static stretching can help to warm up for and recover from resistance training. ● I will apply the form and technique of resistance training in my workout. 	<ul style="list-style-type: none"> ● I will perform a series of dynamic stretches prior to resistance training and a series of static stretches after resistance training. ● I will use proper form and technique while engaging in resistance training.

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.

- The students will perform the CT Physical Fitness Assessment : Sit and Reach
- The teacher will present information on how dynamic stretching can help to warm up the muscles and implement a dynamic warm up routine.
- Students will participate in using resistance machines to help teach movements of upper body and lower body strength training exercises.
- The teacher will present information on how static stretching routines can help to recover after training and implement.
- Students will perform a static stretching routine.

Assessments

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

(They can be listed/linked below)

Teacher will observe students and perform visual assessment of students performing stretches.

Verbally assess the differences and benefits of dynamic and static stretching.

Students will track weights, reps, sets.

Learning Target:

- I will understand the difference between isometric, eccentric and concentric contractions when it comes to resistance training.

Success Criteria:

- I can state the specific contraction that I am performing during each repetition.
- **Isometric:** Any strength-training movement where your muscle length and the angle of your joints do NOT change. (plank, wall sit, etc)
- **Concentric:** It's the portion of the workout where you're raising the dumbbell up towards you.
- **Eccentric:** Known as a lengthening contraction. This kicks in when your muscles are elongated.

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.

- Dynamic Warm Up Routine
- Teacher will provide a presentation on the different contractions during resistance training.
- Students will perform resistance training exercises and note the contractions during activity.
- Static stretching routine

Assessments

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

(They can be listed/linked below)

- **Teachers will perform verbal assessment of students in regard to contractions.**
- **Students track weights, reps, sets.**
- **Turn and Talk: Why is it important to know the difference contractions when performing resistance training.**

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> • I will demonstrate muscular strength and endurance through the CT Physical Fitness Assessment push up and curl ups. • I will understand how to increase core strength and endurance by using isometric resistance training. 	<ul style="list-style-type: none"> • I can perform a plank with the proper form and technique. • Hold a Push Up Position • Palms on the ground, Arms Straight • Straight Back and Tightened Core • Head in neutral position • Toes on ground, legs straight • Hold for as long as you can (average 1-2 min)

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.

- CT Physical Fitness Assessment: Push Ups and Curl Ups
- Dynamic Stretching Routine
- Resistance Training
- Teacher will provide information on increasing core strength and endurance. (Teacher models plank, wall sit, bridge, etc)
- Students will perform various core training exercises including the plank.
- Teachers will have students peer assess the plank form of their partner.
- Static stretching

Assessments

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

(They can be listed/linked below)

- **Peer assessment of plank form or other isometric contractions.**
-  **Peer Plank Assessment**
- **Students track weights, reps, sets.**

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> • I will understand how to increase lower body strength by using resistance training. 	<ul style="list-style-type: none"> • I can perform a lower body squat with the proper form and technique.

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.

- Dynamic Stretching Routine
- Resistance Training
- Teachers will provide demonstrations on various types of squats and other lower body resistance exercises. (ie: air squat, barbell, kettlebell, dumbbell squats)
- Students will perform the squat using the correct form and technique.
- Teachers will visually assess their students' form and technique.
- Static Training Routine

Assessments

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

- **Visual assessment of squat form and technique**
- **Peer assessment with checklist**
- **[Peer Squat Assessment](#)**
- **Students track weights, reps, sets**

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> ● I will understand how to increase upper body strength by using resistance training. 	<ul style="list-style-type: none"> ● I can perform an upper body push press with the proper form and technique.

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.

- Dynamic Stretching Routine
- Resistance Training
- Teachers will provide demonstrations on various types of chest press and other lower body resistance exercises.
- Students will perform the bench press using the correct form and technique.
- Teachers will visually assess their students' form and technique.
- Static Training Routine

Assessments

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

- **Visual assessment of push exercise with proper form and technique and peer spotters**
- **Students track weights, reps, sets**
- **[Bench Press Check List](#)**
- **Students reflect on their own progress with their workouts-written reflection**

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> ● I will apply the components of a successful beginner strength resistance training program by developing my own. 	<ul style="list-style-type: none"> ● I will create a beginner strength and resistance training program with all components (upper body, lower body and

core strength building/ resistance exercises).

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.

- Dynamic Stretching Routine
- Resistance Training
- Teacher will introduce the criteria/rubric for creating a personal resistance training program for beginners to improve upper body push/pull, lower body and core strength.
- Students will work on creating their personal resistance training program.
- Static Training Routine

Assessments

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

(They can be listed/linked below)

-  PE I workout log plan
- **Offer multiple options to present workout**
- **Get feedback from one peer (peer assessment)**
- **Adjust/revise workout based on how the 1st run went**

Learning Target:

- I will be able to understand the criteria and components for a successful beginner strength resistance training program.

Success Criteria:

- I will implement a beginner strength and resistance training program with upper body, lower body and core strength building/ resistance exercises.

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.

- Dynamic Stretching Routine
- Resistance Training
- Students will implement a personal resistance training program for beginners to improve upper body, lower body and core strength.
- Static Training Routine

Assessments

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

(They can be listed/linked below)

-  PE I workout log plan

Resources

Any materials and resources related to Stage 3 learning activities.

<https://www.rawdynamicstrength.com/dynamic-grind>

<https://www.realsimple.com/health/fitness-exercise/how-to-do-a-plank>

<https://www.theptdc.com/>

Unit Overview	
Unit Title:	Unit 4: Racquet Sports
Teacher:	SHS PE Department
Grade Level/Course:	PE I (Grade 10)
Length/Dates:	10 Classes (block scheduling)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will be participating in a variety of racquet sports, such as badminton and pickleball. Students will learn how to perform the forehand and backhand strikes, along with other skills specific to each activity. Students will learn how to keep score properly, as well as participate in tournament style game play.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
Priority Standards:
S2.H1: Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.H1.L1)
S2.H2: Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)
S4.H2: Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)
S5.H1: Demonstrates the ability to analyze the health benefits of a self selected physical activity. (S5.H1.L1)
Daily Rubric:
S4.H3: Demonstrates the ability to use communication skills and strategies that promote team or group dynamics. (S4.H3.L1)
S4.H4: Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)
S4.H5: Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)
Supporting Standards:
S5.H4:
- Demonstrates the ability to identify the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)

S4.H1:

- Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.(S4.H1.L1)

Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Transfer Goals (Vision of the Graduate)

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

Delete the transfer goals that do not apply to your unit:

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).

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.

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?

EU1: When I know the rules, techniques and skills of a game or activity, I can participate actively and support my team.

EU2: Good sportsmanship involves playing by the rules, being respectful and following the etiquette of the activity/game/sport.

EU3: Physical activity enhances fitness and leads to improved mental and physical health.

Essential

Question(s):

These questions are related to the enduring understandings and provide relevance for

EQ1: To what extent do concepts, principles, strategies and tactics influence performance in competitive games and activities?

EQ2: How do social skills and etiquette learned through physical activity apply to other daily life experiences?

EQ3: To what extent do concepts, principles, strategies and tactics influence performance in competitive games and activities?

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

Badminton

Concepts

- Differences/similarities between badminton vs. other racquet sports
- Knowledge of basic skills, game rules, and scoring
- Basic offensive and defensive strategies
- Differences between singles vs. doubles play

Unit Specific Vocabulary

- Birdie/Shuttlecock
- Short-low/high-deep serve
- Forehand/backhand
- Clear
- Drop Shot
- Smash
- Rally Scoring

Pickleball

Concepts

- Differences/similarities between badminton vs. other racquet sports
- Knowledge of basic skills, game rules, and scoring
- Basic offensive and defensive strategies
- Differences between singles vs. doubles play

Unit Specific Vocabulary

- Forehand/backhand groundstroke
- Drop Shot
- Smash
- Volley
- Non-volley zone
- Double Bounce Rule
- Traditional (non-rally scoring)

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

Badminton

- Demonstrate proper form and technique for the basic skills of forehand/backhand, clear, drop shot, smash, and serves with an emphasis on using the wrist to execute the above shots (using the wrist to execute badminton shots is one of the main differences in badminton vs. other racquet sports)
- Compete in both singles and/or doubles matches while keeping accurate score and applying game specific rules (ex. Service lines, rally scoring)
- Apply the basic skills of forehand/backhand, clear, drop shot, smash, and serves to game play and use at appropriate times when play dictates (ex. Smash only when birdie “sits up” and body is in position to do so).
- Work cooperatively with a teammate during game play and employ strategies that might include “front/back” positioning and serving responsibilities.

Pickleball

- Demonstrate proper form and technique for the basic skills of forehand/backhand groundstroke, drop shot, smash, and volley with an emphasis on using the shoulder/full arm to execute the above shots (unlike badminton, the pickleball stroke is similar to tennis and comes from the shoulder).
- Compete in both singles and/or doubles matches while keeping accurate score and applying game specific rules (ex. Service lines, double bounce rule, non-volley zone, and traditional - non-rally scoring).
- Apply the basic skills of forehand/backhand, drop shot, smash, volley, and serves to game play and use at appropriate times when play dictates (ex. Use drop shot when opponent is deep and out of position).
- Work cooperatively with a teammate during game play and employ strategies that might include “front/back” positioning and serving responsibilities.

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.

Summative performance task:

Run your Own Game

[Run your Own Game Rubric](#)

Goal: The goal of this performance task is for students to participate in and run their own game. Students should be able to referee, coach, keep score, and play in the game independently. Students should each have a role in the game.

Role: Your job is to have the following roles: Coach, umpires/referees, players and scorekeepers

Audience: Our target audience is the teacher/fans.

Situation: The challenge involves dealing with the variety of student abilities in their own game independently.

Product/Performance/Purpose: They can create a game using the criteria from the rubric attached.

Resources

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

Badminton - badminton nets, badminton rackets, birdies/shuttlecocks

Pickleball- pickleball nets, pickleball rackets, and pickleballs

Evaluative Criteria

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

How students will be evaluated:

Teacher observation using Summative Performance Task Rubric (see above).

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.
- Self-Assessment Feedback

Other Evidence

Assessment Evidence

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

Verbal check-ins

Skill rubric

Stage 3: Instructional Design

Learning Target:

Success Criteria:

- *Learning Target: I can use the proper grip to execute forehands/backhands in badminton*

- *Students know they are successful when they are consistently hitting the birdie over the net and in bounds (students should hear the “whoosh” sound when striking the birdie to show they are using their wrist to execute the shots).*

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.

- *Short demonstration on grip and where the badminton swing originates (swing comes from wrist).*
- *Rally back and forth in pairs using both forehands and backhands*

Assessments

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

- *Students are able to rally back and forth achieving a minimum of 10 consecutive hits before the birdie hits the ground (students will report out their best total score to the teacher at the end of the period).*

Learning Target:

- *Learning Target: I can identify service lines on the badminton court and can successfully serve over the net in a variety of ways*

Success Criteria:

- *Students know they are successful when they are serving the birdie diagonally over the net and in bounds.*

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.

- *Short discussion on service lines on badminton court and demonstration of various serving techniques (forehand/backhand styles)*
- *Students serve diagonally back and forth to each other letting the birdie hit the ground (so student is provided feedback on whether the serve lands “in” or “out”). Students are encouraged to “experiment” with different styles (forehand/backhand - high vs. deep).*
- *Students play “hula hoop” game (hula hoops are placed in different areas of service box - students receive a point for each serve that lands inside the hula hoop).*

Assessments

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

- *Collect student scores from “hula hoop” game (higher numbers signify a higher level of performance and execution).*

Learning Target:

- *I can apply the (badminton) rules of scoring to game play.*

Success Criteria:

- *Students know they are successful when they are able to play a game of badminton while keeping accurate score and applying all game rules.*

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.

- *Short discussion on 4 cardinal rules of scoring in badminton (odd court vs. even court, only switch sides with teammate when you win points on your serve, rally scoring, everyone will serve once before any person has the opportunity to serve a second time).*
- *Students will play a series of games working on “putting it all together” (all badminton skills plus the application of game rules and accurate scoring). Rotate teams every 7-10 minutes or so to have students work on starting new games.*

Assessments

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

- *Students report out scores at the end of each 7-10 minute game to ensure proper scoring is taking place.*
- *Informally observe and ask teams “What’s the score?” By doing this it is often easy to identify common scoring errors (ex. If the score is 7-7, the serve needs to take place from the left-hand side service box).*

Learning Target:	Success Criteria:
<ul style="list-style-type: none">• <i>I can implement basic skill and positioning strategies to games of badminton.</i>	<ul style="list-style-type: none">• <i>Students know they are successful when their strategies result in points for their team.</i>

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.

- *Discuss basic skill and positioning strategies (ex. Mixing up shots/serves - try not to hit the same shot twice in a row. “Front / back” positioning vs. side / side which allows students to better cover the court space).*
- *Play games (all badminton skills plus the application of game rules and accurate scoring) applying different skill and positioning strategies*

Assessments

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

- *Exit Ticket Question: “Which skill or positioning strategy produced the most points for your team?” (suggestion: sticky notes - pink, yellow, blue - “front/back, mixing up shots/serves, not hitting same shot twice in a row.”*

Learning Target:	Success Criteria:
<i>Learning Target: I can independently play games of badminton.</i>	<ul style="list-style-type: none">• <i>Students know they are successful when they can play an entire game of badminton independently applying all skills, rules, strategies, etc.</i>

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 will play and facilitate their own games of badminton. Students will play games of badminton to 11, 15, or 21. When they finish a game, they will facilitate their next match-up by communicating with another team.*

Assessments

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

- See Performance Task: [Run your Own Game Rubric](#)

Learning Target:

- *Learning Target: I can use the proper grip to execute forehands/backhands in pickleball.*

Success Criteria:

- *Students know they are successful when they are consistently hitting the ball over the net and in bounds (students should focus on a “shaking hands” grip and swinging from the shoulder to execute shots).*

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.

- *Short demonstration on grip (ex. Proper grip is one where student “shakes hands” with the paddle) and where the pickleball swing originates (grip is firm and swing comes from the shoulder).*
- *Rally back and forth in pairs using both forehands and backhands.*

Assessments

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

- *Students are able to rally back and forth achieving a minimum of 10 consecutive hits before the ball hits the ground twice or goes out of play (students will report out their best total score to the teacher at the end of the period).*

Learning Target:

- *Learning Target: I can identify service lines on the pickleball court and can successfully serve over the net and in bounds.*

Success Criteria:

- *Students know they are successful when they are serving the ball diagonally over the net and in bounds.*

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.

- *Short discussion on service lines on pickleball court and demonstration of various serving techniques (straight underhand serve vs. drop serve where ball bounces prior to serving).*
- *Students serve diagonally back and forth to each other letting the ball hit the ground (so student is provided feedback on whether the serve lands “in” or “out”). Students are encouraged to “experiment” with different styles (straight underhand serve vs. drop serve where ball bounces prior to serving).*
- *Students play “hula hoop” game (hula hoops are placed in different areas of service box - students receive a point for each serve that lands inside the hula hoop).*

Assessments

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

- Collect student scores from “hula hoop” game (higher numbers signify a higher level of performance and execution).

Learning Target:	
<ul style="list-style-type: none"> • I can apply the (pickleball) rules of scoring to game play. 	<ul style="list-style-type: none"> • Students know they are successful when they are able to play a game of pickleball while keeping accurate score and applying all game rules.

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.

- Short discussion on 4 cardinal rules of scoring in pickleball (odd court vs. even court, only switch sides with teammate when you win points on your serve, traditional (non-rally) scoring, aside from first rotation - both players serve before serve goes to other team).
- Short discussion on “Pickleball specific” rules - double-bounce rule and non-volley zone (“the kitchen”).
- Students will play a series of games working on “putting it all together” (all pickleball skills plus the application of game rules and accurate scoring). Rotate teams every 7-10 minutes or so to have students work on starting new games.

Assessments

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

(They can be listed/linked below)

- Students report out scores at the end of each 7-10 minute game to ensure proper scoring is taking place.
- Informally observe and ask teams “What’s the score?” By doing this it is often easy to identify common scoring errors (ex. If the score is 7-7, the serve needs to take place from the left-hand side service box).

Learning Target:	
<ul style="list-style-type: none"> • I can implement basic skill and positioning strategies to games of pickleball. 	<ul style="list-style-type: none"> • Students know they are successful when their strategies result in points for their team.

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.

- Discuss basic skill and positioning strategies (ex. Mixing up shots/serves - try not to hit the same shot twice in a row. “Front / back” positioning vs. side / side which allows students to better cover the court space, hitting shots deep to take advantage of double-bounce rule).
- Play games (all pickleball skills plus the application of game rules and accurate scoring) applying different skill and positioning strategies.

Assessments

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

(They can be listed/linked below)

- Exit Ticket Question: “Which skill or positioning strategy produced the most points for your team?”

Learning Target:	
<p><i>Learning Target: I can independently play games of pickleball.</i></p>	<ul style="list-style-type: none"> • <i>Students know they are successful when they can play an entire game of pickleball independently - applying all skills, rules, strategies, etc.</i>
<p>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.</p>	
<ul style="list-style-type: none"> • <i>Students will play and facilitate their own games of pickleball. Students will play games of pickleball to 11, 15, or 21. When they finish a game, they will facilitate their next match-up by communicating with another team.</i> 	
<p>Assessments List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i></p>	
<ul style="list-style-type: none"> • See Performance Task: Run your Own Game Rubric 	

PE I SHS GRADE 10



UNIT 1: TEAM SPORTS

Major Activities:

- ❖ Floor Hockey
- ❖ Volleyball
- ❖ Invasion Games (Team Handball, Ultimate Frisbee, Tchoukball)

Unit Overview:

In this unit students will participate in a variety of team sports such as volleyball, floor hockey, and invasion games. Students will apply strategies and tactics that are specific to each team sport to be the most successful. Students will exhibit good sportsmanship and etiquette while participating in team sports.



UNIT 1: TEAM SPORTS PERFORMANCE TASKS

Team Sports & Invasion Games Summative Performance Task:

- ❖ The goal of this performance task is for students to participate in and run their own game. Students should be able to referee, coach, keep score, and play in the game independently. Students should each have a role in the game.



UNIT 2: WEIGHT TRAINING

Major Activities:

- ❖ Weight Training
- ❖ Fitness Testing

Unit Overview:

In this unit, students will learn a variety of weight training techniques, as well as weight room etiquette. Students will use free weights and machines to learn proper form of a variety of lifts. They will be able to identify and name muscles in the body and create fitness plans that target certain muscle groups. As a result, students will have the knowledge and skills that they can apply outside of school. Students will also be participating in CT Physical Fitness Testing in PE I.

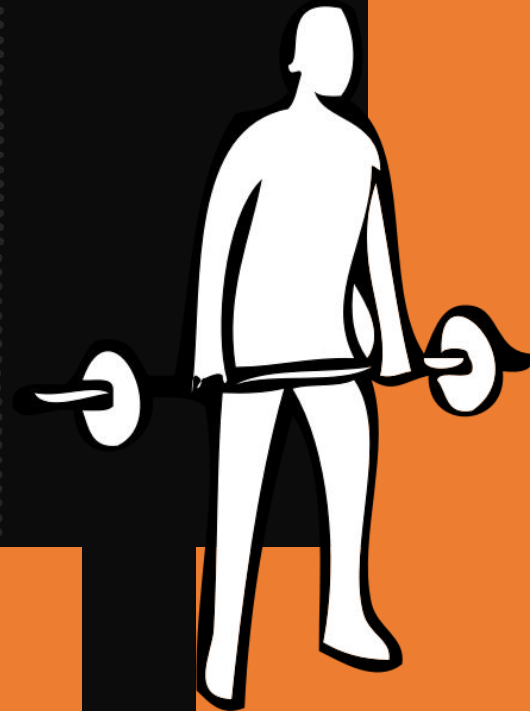




UNIT 2: WEIGHT TRAINING PERFORMANCE TASK

Weight Training Summative Assessment:

- ❖ The goal of this performance task is for students to create a personal resistance training program that will be performed during class.
- ❖ Students will apply safety and resistance training concepts within the class period that they are performing their personal training program.





UNIT 3: LIFETIME/RECREATIONAL ACTIVITIES

Major Activities

- ❖ Bowling
- ❖ Backyard Games (Ladder Ball, Cornhole, Spike Ball, Kan Jam, Bocce)
- ❖ Disc Golf

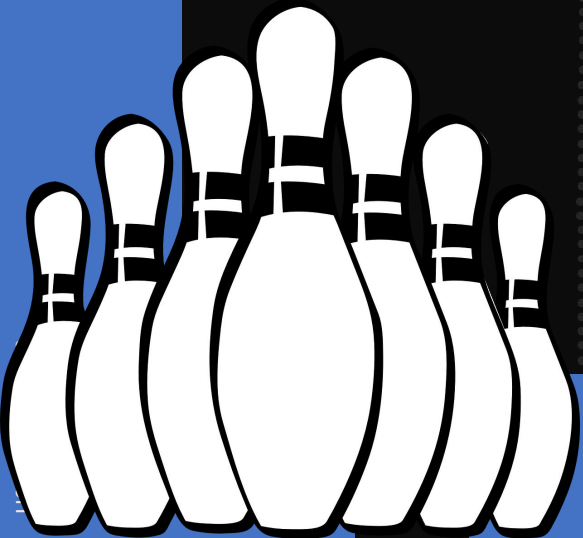
Unit Overview:

In this unit students will be participating in a variety of lifetime and recreational activities such as bowling and backyard games. Students will be able to recognize the importance of physical activity for enjoyment, as well as social interaction.

UNIT 3: LIFETIME/RECREATIONAL ACTIVITIES PERFORMANCE TASKS

Bowling and Backyard Games:

The goal of this performance task is for students to employ various strategies throughout game play while correctly applying rules, accurately scoring, and demonstrating proper skill techniques.



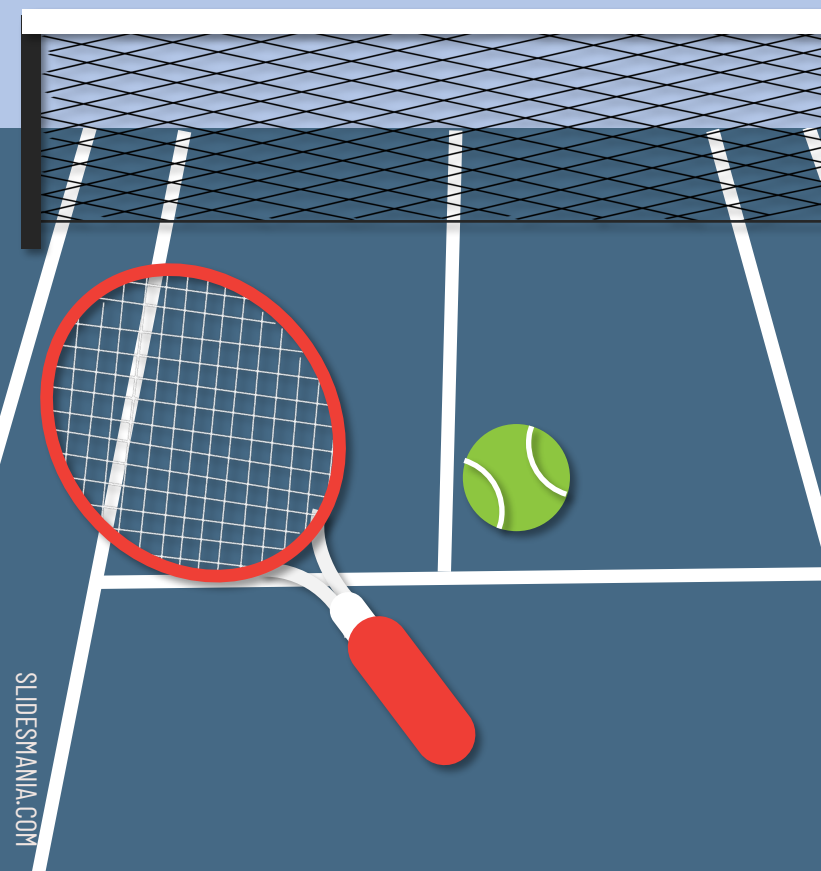
UNIT 4: RACQUET SPORTS

Major Activities:

- ❖ Badminton
- ❖ Pickleball

Unit Overview:

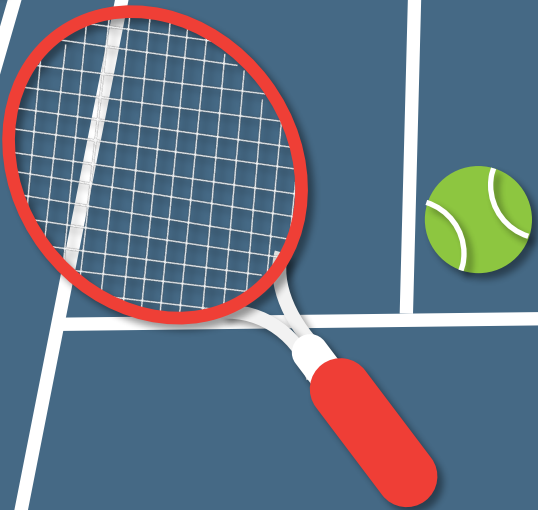
- ❖ In this unit, students will be participating in a variety of racquet sports, such as badminton and pickleball. Students will learn how to perform the forehand and backhand strikes, along with other skills specific to each activity. Students will learn how to keep score properly, as well as participate in tournament style game-play.,



UNIT 4: RACQUET SPORTS PERFORMANCE TASK

Racquet Sports Summative Assessment:

- ❖ The goal of this performance task is for students to participate in and run their own game. Students should be able to referee, coach, keep score, and play in the game independently.



**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date February 23, 2023

Decision Requested _____ Agenda Code 11 g.

AGENDA REPORTING FORM

Agenda Topic: SHS Physical Education II Course - First Reading

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS Physical Education 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 Physical Education II Course to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

CT Health/PE Framework

Unit Overview	
Unit Title:	Unit 1: Racquet Sports 2
Teacher:	SHS PE Department
Grade Level/Course:	PE II, Grade 12
Length/Dates:	4 classes per activity
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	A pretest for racquet skills will be conducted prior to implementation of the unit. In this unit, the 3 Racquet Sports that will be instructed are Tennis, Badminton and Pickleball. Throughout each unit, students will practice concepts and strategies, skills and vocabulary in a game. Students will demonstrate strategies and tactics and apply to tournament play.

Stage 1: Desired Results

Grade Level/Subject Standard(s)

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

Priority Standards:

S1.H1 Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games or target games).

S2.H3.L2 Demonstrates the ability to identify the stages of learning a motor skill.

S2.H5.L1 Demonstrates the ability to use strategies and tactics effectively during game play in net/wall and/or target games.

Daily Rubric:

S4.H1.L1 Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.

S4.H2.L1 Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.

S4.H3.L1 Demonstrates the ability to use communication skills and strategies that promote team or group dynamics.

S4.H4.L2 Demonstrates the ability to accept others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

S4.H5 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Other Goal(s)

List the Disciplinary Transfer Goals that this unit will address

Physical Education Academic Learning Standards

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

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.

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?

- EU 1: When I effectively execute learned movements, I will successfully utilize the basic skills needed to perform skills both inside and outside of school.
- EU 2: When I know the rules, techniques and skills of a game or activity, I can participate actively and support my team.
- EU 3A: I will enhance my communication and collaboration skills to create a safe and equitable environment.
- EQ 3B: Etiquette learned through activity involves playing by the rules, being respectful and collaborating effectively of the activity/game/sport.

Essential

Question(s):

These questions are related to the enduring understandings and

- EQ 1: How does effective and appropriate movement affect my wellness and participation in physical activity?
- EQ 2: To what extent do concepts, principles, strategies and tactics influence performance in competitive games and activities?

provide relevance for the learning in the unit.

- EQ 3: How do social skills and etiquette learned through physical activity apply to other daily life experiences?

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

Tennis

Concepts

- Doubles vs. Singles
- Court Management
- Scoring
- Rules

Skills

- Forehand
- Backhand
- Serving

Vocabulary

- Forehand:

The tennis forehand is **a stroke in which the inner side of the palm of the dominant hand that is holding the racket faces forward.**

Essentially, the tennis forehand is made by swinging the racket across one's body in the direction of where one wants to land the ball.

- Backhand:

The backhand is **a tennis shot in which one swings the racket around one's body with the back of the hand preceding the palm.** Except in the phrase backhand volley, the term refers to a groundstroke (that is, one in which the ball has bounced before it is struck).

- Scoring terms:
0 points= Love.
1 point = 15.
2 points= 30.
3 points= 40.
Tied score= All.
40-40 = Deuce.
Server wins deuce point = Ad-In.
Receiver wins deuce point = Ad-Out.

- Baseline:

Tennis

Successfully be able to play a game of tennis using the correct concepts/strategies

Demonstrate proper technique during drills/stations/gameplay/tournaments

Define and apply unit vocabulary in context of drills/stations/gameplay/tournaments

The line at the back of the court that runs parallel to the net.

- Service Box:

The two boxes on either side of the net. A server must serve from one side of the court into the service box diagonally opposite them.

- Volley:

A stroke where a player hits the ball back over the net (using a forehand or backhand) before the ball bounces on their side of the court.

Pickleball

Concepts

- Scoring
- Rules
- Court Management
- Serving sequence
- Rotation

Skills

- Hitting/striking
- Forehand/Backhand
- Serving

Vocabulary

- Volley:

A volley is hit in the air, during a rally, before the ball has hit the ground.

- Rally:

Rally is continuous play that occurs after the serve and before a fault.

- Kitchen:

On the pickleball court, one of the main areas is the non-volley zone. This area lies **between the net and the non-volley line**. This non-volley zone is referred to as the 'kitchen'.

- Fault:

any action that stops play because of a rule violation.

- Let:

A let serve **occurs when the serve hits the net and still lands in the correct service court**. If this occurs, the serve is considered to be a good serve and play continues.

Pickleball

Successfully be able to play a game of tennis using the correct concepts/strategies

Demonstrate proper technique during drills/stations/gameplay/tournaments

Define and apply unit vocabulary in context of drills/stations/gameplay/tournaments

<p>Badminton</p> <p><i>Concepts</i></p> <ul style="list-style-type: none"> • Differences/similarities between badminton vs. other racquet sports • Knowledge of basic skills, game rules, and scoring • Basic offensive and defensive strategies • Differences between singles vs. doubles play <p><i>Skills</i></p> <ul style="list-style-type: none"> • Forehand • Backhand • Serving <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> • Birdie/Shuttlecock • Short-low/high-deep serve • Forehand/backhand • Clear • Drop Shot • Smash • Rally Scoring 	<p>Badminton</p> <p>Successfully be able to play a game of tennis using the correct concepts/strategies</p> <p>Demonstrate proper technique during drills/stations/gameplay/tournaments</p> <p>Define and apply unit vocabulary in context of drills/stations/gameplay/tournaments</p>
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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.

Summative Performance Task: Run your own game/tournament

Racquet Sports Performance Task

Goal: The goal of this performance task is for students to participate in and run their own tournament. Students should be able to referee, coach, keep score, and play in the game independently. Students should each have a role in the game/tournament.

Role: Your job is to have the following roles: Coach, umpires/referees, players and scorekeepers

Audience: Our target audience is the teacher/fans.

Situation: The challenge involves dealing with the variety of student abilities in their own game independently.

Product/Performance/Purpose: They can create a game using the criteria from the rubric attached.

Resources

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

Projector and speaker
 Tennis- tennis balls, tennis rackets and training aids
 Badminton- nets, racquets, birdies
 Pickleball- pickleball nets, pickleball rackets, and pickleballs

Evaluative Criteria

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

How students will be evaluated:

Teacher observation using the summative performance task rubric.

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.
- Self Assessment Feedback

Other Evidence

Assessment Evidence

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

Verbal check-ins
 Skill Rubric

[Tennis Summative Assessment](#) , [Badminton Serve Skills Assessment](#)

Stage 3: Instructional Design

Design EACH activity for the unit.

Learning Target:	Success Criteria:
<p><i>Badminton:</i> Block 1: I will learn the proper techniques of forehand, backhand and serving in badminton.</p>	<p><i>Badminton:</i> Block 1: Students will be able to execute the forehand/backhand and serve during game play. Students will know they are successful by being able to serve over the net properly and return the birdie using both forehand and backhand.</p>

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.

- Warm up: dynamic warm up utilizing all four components of fitness
- Teach Models-Students will review skills learned for badminton in PE 1 (forehand, backhand and serve)
- With partner students will execute all the specific techniques and practice the skills (forehand, backhand and serve using during game play)
- Game Play-partners

Assessments

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

Students will demonstrate each of the shots (forehand, backhand, serve) a total of 10 times and peer assess with their partner. Their partner will report to the teacher the total number of times they were successful.

[Daily Performance Rubric](#)

[Badminton Serve Skills Assessment](#)

Learning Target:	Success Criteria:
Badminton: Block 2: I will learn proper scoring for game and tournament play in badminton. I can learn how to create a tournament bracket for badminton.	Block 2: Students will play a game of badminton using the proper rules of scoring in badminton. Students will organize a tournament for the class in badminton.

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.

- Warm up: dynamic warm up utilizing all four components of fitness
- skill work demonstrating proper skills to play a game of badminton
- Teacher demonstrates how to keep score in badminton
- Play games of badminton while keeping score
- Teacher models how to create a tournament
- Work with team to organize a tournament

Assessments

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

Students will play games of badminton and keep score. Scores will be reported to the teacher
Students will submit tournament brackets

[Daily Performance Rubric](#)

Learning Target:	Success Criteria:
Badminton: Block 3&4: I can successfully run a tournament using all the skills I have learned.	Block 3 &4: Students will organize and play a student run tournament

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.

Warm up: dynamic warm up utilizing all four components of fitness skill work demonstrating proper skills to play a game of badminton
 Tournament play
 Students will run and organize the tournament
 Block 4: student self assessment

Assessments

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

[Daily Performance Rubric](#)

Racquet Sports Performance Task

Learning Target:	Success Criteria:
<i>Pickleball:</i> Block 1: I will learn the proper technique of forehand, backhand and serving in pickleball.	Block 1: Students will be able to execute the forehand/backhand and serve during game play. Students will know they are successful by being able to serve over the net properly and return the birdie using both forehand and backhand.

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.

- Warm up: dynamic warm up utilizing all four components of fitness
- Teach Models-Students will review skills learned for badminton in PE 1 (forehand, backhand and serve)
- With partner students will execute all the specific techniques and practice the skills (forehand, backhand and serve using during game play)
- Game Play-partners

Assessments

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

Students will demonstrate each of the shots (forehand, backhand, serve) a total of 10 times and peer assess with their partner. Their partner will report to the teacher the total number of times they were successful.

[Daily Performance Rubric](#)

Learning Target:	Success Criteria:
Pickleball: Block 2: I will learn proper scoring for game and tournament play in pickleball. I can learn how to create a tournament bracket for pickleball.	Block 2: Students will play a game of pickleball using the proper rules of scoring in pickleball. Students will organize a tournament for the class in pickleball.

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.

- Warm up: dynamic warm up utilizing all four components of fitness
- skill work demonstrating proper skills to play a game of pickleball
- Teacher demonstrates how to keep score in pickleball
- Play games of pickleball while keeping score
- Teacher models how to create a tournament
- Work with team to organize a tournament

Assessments

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

Students will play games of pickleball and keep score. Scores will be reported to the teacher
 Students will submit tournament brackets

[Daily Performance Rubric](#)

Learning Target:	Success Criteria:
Pickleball: Block 3&4: I can successfully run a tournament using all the skills I have learned.	Block 3 &4: Students will organize and play a student run tournament

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.

- Warm up: dynamic warm up utilizing all four components of fitness
- Individual skill work demonstrating proper skills to play a game of pickleball
- Tournament play
- Students will run and organize the tournament

Assessments

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

[Daily Performance Rubric](#)

Racquet Sports Performance Task

Learning Target:

Tennis:
Block 1: I will learn the proper technique of forehand, backhand and serving in tennis.

Success Criteria:

Tennis:
Block 1: Students will be able to execute the forehand/backhand and serve during game play. Students will know they are successful by being able to serve over the net properly and return the birdie using both forehand and backhand.

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.

Warm up: dynamic warm up utilizing all four components of fitness
Individual skill work demonstrating proper skills to play a game of tennis
With partner students will execute all the specific techniques (forehand, backhand and serve using during game play)

Assessments

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

[Daily Performance Rubric](#)

Students will demonstrate each of the shots (forehand, backhand, serve) a total of 10 times and peer assess with their partner. Their partner will report to the teacher the total number of times they were successful.

Learning Target:

Tennis:
Block 2: I will learn proper scoring for game and tournament play in tennis.

I can learn how to create a tournament bracket for tennis.

Success Criteria:

Tennis:
Block 2: Students will play a game of tennis using the proper rules of scoring in tennis.

Students will organize a tournament for the class in tennis.

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.

Warm up: dynamic warm up utilizing all four components of fitness

Individual skill work demonstrating proper skills to play a game of tennis

Play games of tennis while keeping score

Work with team to organize a tournament

Assessments

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

(They can be listed/linked below)

[Daily Performance Rubric](#)

Students will play tennis games and keep score. Scores will be reported to the teacher

Students will submit tournament brackets

[Tennis Summative Assessment](#)

Learning Target:

Tennis:
Block 3&4: I can successfully run a tournament using all the skills I have learned.

Success Criteria:

Block 3 &4: Students will organize and play a student run tournament

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.

Warm up: dynamic warm up utilizing all four components of fitness

Individual skill work demonstrating proper skills to play a game of tennis

Tournament play

Students will run and organize the tournament

Assessments

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

(They can be listed/linked below)

[Daily Performance Rubric](#)

 **Racquet Sports Performance Task**

Resources

Any materials and resources related to Stage 3 learning activities.

CT Health/PE Framework 4 classes per unit = 8 classes

Unit Overview	
Unit Title:	Unit 2: Recreational/Lifetime Activities
Teacher:	SHS PE Department
Grade Level/Course:	PE II, Grade 12
Length/Dates:	4 classes per activity
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will be exposed to a variety of physical activities and develop an appreciation of a self selected physical activity that meets the need for self-expression and enjoyment. In this unit, the activities that will be practiced are golf, country line dance, and a choice of other forms of dance.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
Priority Standards:
S1.H1 Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games or target games).
S2.H4.L1 Demonstrates the ability to identify examples of social and technical dance forms.
Daily Rubric:
S4.H1.L1 Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.
S4.H2.L1 Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.
S4.H3.L1 Demonstrates the ability to use communication skills and strategies that promote team or group dynamics.
S4.H4.L1 Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups
S4.H5.L1 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection)
Supporting Standards:
S5.H4.L1 Demonstrates the ability to identify the opportunity for social support in a self-selected physical activity or dance. These are considerations. S2.H4.L1
S5.H2.L2 Chooses an appropriate level of challenge to experience success and desire to

participate in a self-selected physical activity. **S2.H4.L1**

S5.H3.L1 Demonstrates the ability to select and participate in physical activities or dance that meet the need for self-expression and enjoyment. **S2.H4.L1**

Other Goal(s)

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Transfer Goals (Vision of the Graduate)

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.

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):

EU 1: When I effectively execute learned movements, I will successfully utilize the basic skills needed to perform skills both inside and outside of school.

EU 2: When I know the rules, techniques and skills of a game or activity, I can participate actively and support my team.

EU 3: I will enhance my communication and collaboration skills to create a safe and equitable environment.

Essential Question(s):

EQ 1: How does effective and appropriate movement affect my wellness and participation in physical activity?

EQ 2: To what extent do concepts, principles, strategies and tactics influence performance in competitive games and activities?

EQ 3: How do social skills and etiquette learned through physical activity apply to other daily life experiences?

What will students know...

Golf

Concepts:

- Understand how the ball gets into the air.
- Know the types/differences of clubs.
- Short game priority order.
- Know what equipment you need.
- Distance control in putting
- Learn rules and etiquette

Skills:

- Mastering the grip
- Stance
- Swing playing with strategy
- Drive
- Approach
- Chipping putting
- Game play

Vocabulary:

- **Birdie:** a score of one under par / to play a hole with a score of one under par
- **Bunker:** a hollow are of ground filled with sand (a hazard in golf)
- **Drive:** to hit a golf ball hard so it travels a long way
- **Eagle:** a score of two under par / to play a hole with a score of two under par
- **Fairway:** the area with short grass between the tee and the green on a golf course
- **Fore:** interjection – a warning shouted to warn people that a golf ball is approaching them
- **Green:** a flat area of grass surrounding the hole on a golf course
- **Hole in one:** a shot from the tee that goes into the hole with just one hit
- **Par:** the expected score a good golfer should get when hitting the golf ball into the hole (or holes) on a golf course / to play a hole with a score of par
- **Putt:** a gentle hit of a golf ball across the green or short grass towards or into the hole / to gently hit a golf ball across the green or short grass towards or into the hole
- **Rough:** an area of a golf course with long grass
- **Tee:** a small stick that holds the golf ball so you can hit it easily – or the place where you hit the first golf ball on a hole

Line Dance

Concepts:

What will students be able to do...

- The difference between Irons and Wood.
- Successfully execute the basic fundamentals during drills/practices/competitions.
- Applying the 3 types of grips (overlapping, interlocking, 10-finger grip)
- Stance
- Approach.
- Be able to hit a golf ball
- Execute proper swing when hitting a golf ball
- Placement of the ball on a tee
- Body posture when hitting a ball
- Define and apply unit vocabulary throughout golf practice/game play.

- Action content - travel, turn, elevation, gesture, stillness, floor work, transfer of weight.
- Dynamic content - fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt.
- Spatial awareness - pathways, levels, directions, patterns.
- Timing
- Rhythmic Movement
- Movement with style and an accurate way.

Vocabulary:

- **BALL CHANGE:** A quick rock step using the ball of the foot using an “&” count.
- **BRUSH:** The free leg moves forward or backward letting the ball of the foot make contact with the floor. There is not a weight change!
- **CLOCKWISE:** Right turn also called a “Natural” turn.
- **COUNTERCLOCKWISE:** Left turn is also called a “Reverse” turn.
- **FOOTWORK:** This refers to the part of the foot that touches the floor first.
- **GRAPEVINE:** A side step, cross behind, step side - usually finished off with either a touch, stomp, kick, or hitch as you bring your feet together.
- **HOP:** A jump on one foot
- **KICK:** A lifting of the leg off the floor and moving forward or backward. Can be done using a straight leg or using a bend of the knee
- **PIVOT:** A turn that travels .
- **ROCK:** An exchange of weight from one foot to the other. Can be danced in any foot position. Usually a rock step in a dance will signal a change of direction.
- **SCUFF:** The heel is used instead of the toe to drag across ground. (only done forward or to the side).
- **SLIDE:** Smoothly moving left and right
- **STEP:** Placing the foot on the floor with weight.
- **STOMP:** Placing the foot on the floor forcefully enough to make an audible sound. Can be done with or without a weight change.
- **TAP:** This is placing the foot on the floor without weight. Generally the toe is the part of the foot that makes contact with the floor.
- **TRIPLE STEP:** This is 3 steps that take only 2 beats of music. Can be danced in place, side to side, or forward and back.

- Execute each dance step when performing/practicing a style of dance
 - Apply dynamic dance concepts (speed & tempo) to music (fast/slow)
 - Be aware of available space when executing a dance
 - Apply dance steps to the proper rhythm of the music
-
- Define and apply unit vocabulary throughout each country line dance.

<ul style="list-style-type: none"> ● WEIGHT CHANGE: To move from one foot to the other. <p>Dance Choice</p> <ul style="list-style-type: none"> ● Variety of cultural/modern dance styles <ul style="list-style-type: none"> ○ Ballet ○ Ballroom ○ Contemporary ○ Hip-hop ○ Jazz ○ Tap ○ Irish dance ○ Folk ○ Lyrical ○ Freestyle ○ Breakdance ○ Fusion 	<ul style="list-style-type: none"> ● Research, practice, perform and teach a variety of dance
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Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

Summative Performance Task:

Create A Dance

[Create a Dance: Peer Reflection Rubric](#)

Performance Task

❖ **Goal**

The goal for students is to demonstrate their knowledge, skills, strategies learned in the Country Line Dance unit to create their own dance.

❖ **Role**

A country line dance instructor at Cadillac Ranch.

❖ **Audience**

Our target audience is the teacher/instructor.

❖ **Situation**

Challenge students to create and implement a line dance and present it to the class.

❖ **Product/Performance/Purpose**

Students are given guidelines to create a dance, perform the dance, and be assessed on the dance.

Standards and Criteria for Success

Students will meet or exceed the criteria of the performance task.

Resources

Projector and speaker

Evaluative Criteria

How students will be evaluated:

Pre/Post assessment, daily rubric, skills assessment/rubrics

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.
- Self Assessment Feedback

Stage 3: Instructional Design

Learning Target:	Success Criteria:
<p>Country Line Dance Block 1: I will learn the basic steps of Western Slide, Elvira. (ie. Slide, kick)</p>	<p>Block 1: I can successfully utilize the basic steps learned and perform the Western Slide, Elvira.</p>

Learning Activities
<p>Block 1:</p> <ul style="list-style-type: none"> ● Students line-up for proper spacing ● Teacher models each step and students try/practice. (slide, scuff, triple step) ● Students put all the steps together and perform the dance ● Administer exit ticket

Assessments

- [Daily Performance Rubric \(teacher observation\)](#)
- Parking lot poster
 - Each student is given 1 sticky notes that they place in the chart paper as an exit ticket

Rate your level of Comfort for executing the Western Slide (1-4 scale)	
1 (I am not comfortable yet)	2 (I am comfortable with some steps but need more practice on others)
3 (I am comfortable to perform the Western Slide)	4 (I am comfortable to perform the Western Slide and can teach it to a peer)

Learning Target:	Success Criteria:
<p>Country Line Dance Block 2: I will learn the intermediate steps of the Boot Scootin Boogie Cowboy Charleston. I.e. Grapevine, hop, skip.</p>	<p>Block 2: I can successfully utilize the intermediate steps learned and perform the Boot Scootin Boogie, Cowboy Charleston.</p>
Learning Activities	
<p>Block 2:</p> <ul style="list-style-type: none"> ● Students line-up for proper spacing 	

- Teacher models each step and students try/practice. (slide, scuff, triple step)
- Students put all the steps together and perform the dance.
- Administer peer assessment

Assessments

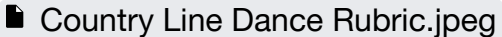
[Daily Performance Rubric \(teacher observation\)](#)
[Line Dance Peer Assessment](#)

Learning Target:	Success Criteria:
Country Line Dance Block 3: I will learn the Advanced steps of the Mister Mom, Watermelon Crawl, Batter up. I.e.Grapevine, hop, skip.	Block 3: I can successfully utilize the Advanced steps learned and perform the Mister Mom, Watermelon Crawl, Batter Up.

Learning Activities

- Block 3:
- Students line-up for proper spacing
 - Teacher models each step and students try/practice. (slide, scuff, triple step)
 - Students put all the steps together and perform the dance.

Assessments

[Daily Performance Rubric \(teacher observation\)](#)
 **(Teacher observation)**

Learning Target:	Success Criteria:
Country Line Dance Block 3: I will create a dance that uses all dance steps. Some examples are grapevine, kick, hop.	Block 3: I can successfully create a dance which incorporates dance steps learned in the line dance unit and teach it to the class.

Learning Activities

- Use the rubric provided to create a line dance.
- Students plan/put all the steps together and practice the dance.
- Students will perform the dance and teach it to the class.

Assessments

[Daily Performance Rubric \(teacher observation\)](#)
[Culminating Line Dance Assessment](#)

Golf Unit:

Learning Target:	Success Criteria:

<p>Golf</p> <p>Block 1: I will learn the parts of the golf club. I will learn the 3 types of grips (overlapping, interlocking, 10-finger grip) I will learn the difference between Irons and Woods. Define and apply unit vocabulary throughout golf practice/game play. I will learn the rules of golf. I will learn how to Place the ball on a tee. I will learn the appropriate golf stance. I will learn proper golf etiquette.</p>	<p>Block 1: I can name the parts of the golf club and explain their importance. I can apply the three types of grips and decide which is most comfortable for use. I can explain the difference between an iron and a wood and how to use them. I can apply unit vocabulary throughout the golf unit. I can apply the rules of golf to a match. I can stand correctly when hitting a golf ball. I can apply proper golf etiquette into a golf match.</p>
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Learning Activities

<p>Block 1:</p> <ul style="list-style-type: none"> • Teacher models each skill and students try/practice. • Use the rubric provided to assess each skill.

Assessments

<p>Daily Performance Rubric (teacher observation) Etiquette Assessment, Golf Skill Assessment</p>

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> • I will learn how to execute proper swing when hitting a golf ball • I will body posture when hitting a ball 	<ul style="list-style-type: none"> • I can use a proper golf swing when hitting a golf ball. • I can execute appropriate body posture when hitting a golf ball.

Learning Activities

<p>Teacher models each skill and students try/practice. Use the rubric provided to assess each skill.</p>

Assessments

<p>Daily Performance Rubric (teacher observation) Golf Swing Rubric</p>

Learning Target:	Success Criteria:
<p>Golf</p> <p>Block 2: I will learn how to putt a golf ball. I will learn how to chip a golf ball.</p>	<p>Block 2: I can putt the ball successfully into a hole from varying distances. I can chip the ball into a chipping net at varying distances.</p>

Learning Activities

<p>Block 2:</p> <ul style="list-style-type: none"> • Teacher models each skill and students try/practice.
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- Use the rubric provided to assess each skill.

Assessments

[Daily Performance Rubric \(teacher observation\)](#)

[☰ Putting/Chipping Student Assessment](#)

Learning Target:

Golf
Block 3: I will learn how to use the basic fundamentals to participate in golf drills/practices/competitions.

Success Criteria:

Block 3: Successfully execute the basic fundamentals during drills/practices/competitions.

Learning Activities

Block 3:

- Teacher models each skill and students try/practice.
- Use the rubric provided to assess each skill.

Assessments

[Daily Performance Rubric \(teacher observation\)](#)

[Golf Summative Assessment](#)

Resources

Golf- golf clubs, golf balls, tees, chipping nets, hula-hoops, and putting greens

CT Health/PE Framework

Unit Overview	
Unit Title:	Unit 3: Fitness Concepts
Teacher:	SHS PE Department
Grade Level/Course:	PE II, Grade 12
Length/Dates:	4 classes per activity
Unit Summary:	Students will take a pre-assessment identifying and labeling our basic muscle anatomy, understand the 4 components of fitness and connect them to the physical fitness assessment to improve their performance understand the importance of safety and etiquette when participating in the weight room, create and apply a personal fitness program and identify how to find their THR and RHR to adjust their workout routine, and use proper form when performing exercises.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
Priority Standards:
S1.H1 Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games or target games).
S3.H7.L1 Demonstrates appropriate technique on resistance training machines and with free weights.
S3.H11.L2 Demonstrates the ability to design a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner's chosen field of work.
S3.H12.L2 Demonstrates the ability to analyze the components of skill related fitness in relation to life and career goals and designs an appropriate fitness program for those goals.
S3.H10.L1 Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan
S4.H1.L1 Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.
S4.H2.L1 Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.
S4.H3.L2 Demonstrates the ability to assume a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3. L2)
S4.H4.L1 Demonstrates the ability to solve problems and think critically in physical activity and/or

dance settings, both as an individual and in groups.

Supporting Standards:

S3.H6 Demonstrates the ability to participate several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day. (S3.H6.L1)

S3.H9.L1 Demonstrates the ability to identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

Other Goal(s)

Physical Education Academic Learning Standards

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Transfer Goals (Vision of the Graduate)

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):

EU 1: When I effectively execute learned movements, I will successfully utilize the basic skills needed to perform skills both inside and outside of school.

EU 2: When I improve/practice each component of fitness, my overall health (including mental and physical) improves as well.

EU 3: I will enhance my communication and collaboration skills to create a safe and equitable environment.

**Essential
Question(s):**

EQ1: How does effective and appropriate movement affect my wellness and participation in physical activity?

EQ2: How does each component of fitness impact the overall health of a person?

EQ3: How do social skills and etiquette learned through physical activity apply to other daily life experiences?

What will students know...

Weight training, cardio concepts/activities

- Basic muscle anatomy
 - *Trapezius*
 - *Deltoid*
 - *Biceps*
 - *Triceps*
 - *Pectorals*
 - *Latissimus Dorsi*
 - *Abdominals*
 - *Quadriceps*
 - *Hamstrings*
 - *Gluteus Maximus*
 - *Gastrocnemius*
- Weight room etiquette/safety
- 4 Components of Fitness
 - Flexibility
 - Muscular Strength
 - Muscular Endurance
 - Cardiovascular Endurance
- How to calculate/find resting heart rate (RHR) and target heart rate (THR)
 - $RHR = \text{heartbeats per 30 seconds} \times 2$
 - $THR = (HRR \times \% \text{ intensity}) + RHR$
- Know proper form when executing an exercise (full range of motion, controlled, slow movements, etc)

What will students be able to do...

- Name and identify the major muscles in the human body using a diagram of the muscular system.
- Label and identify muscle anatomy vocabulary
- Execute proper weight room etiquette/safety in order to keep themselves safe and responsible
 - Warm up muscles to avoid injury
 - Dress properly for the exercise
 - Use sanitation techniques
- Connect and understand the health benefits of each fitness component to the elements of their individualized fitness plan
 - Flexibility, Muscular Strength, Muscular Endurance, Cardiovascular Endurance
- Find their own RHR/THR using the calculation
- Use proper form when lifting/exercising
- Perform the appropriate exercise for the muscle being targeted

- Matching targeted muscles with appropriate exercises
- The difference between Sets/Reps
- How to create a fitness plan including elements of an effective fitness plan (FITT Principle)

Unit Vocabulary (define):

- **Target Heart Rate (THR):** a percentage (usually between 50 percent and 85 percent) of your maximum safe heart rate
- **Resting Heart Rate (RHR):** the number of times your heart beats per minute while you're at rest
- **Components of Fitness:** (see below)
- **Cardiovascular Endurance:** maintaining an increased heart rate and breathing rate for a longer period of time
- **Muscular Endurance:** the ability of a muscle to repeatedly exert force against resistance
- **Flexibility:** the ability of a joint or a group of joints and muscles to effectively move through an unrestricted and pain-free range of motion
- **Muscular Strength:** the amount of force a muscle can produce with a single maximal effort

- Complete a workout plan incorporating the four fitness components to each exercise
 - Incorporate the FITT Principle
 - Frequency, Intensity, Time & Type of exercise)
- Perform/execute their fitness plan in the weight room
- Define and apply unit vocabulary in context

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

Summative Performance Task

❖ Goal

The goal is for the students to create and implement an individualized workout plan that will allow them to track their workouts in an attempt to reach their personal fitness goal.

❖ Role

Your job is to know and understand how to create an individualized plan in an attempt to improve their overall health that will allow them to reach their personal fitness goal.

❖ Audience

Our target audience is our PE II students

❖ Situation

The challenge involves dealing with the variety of student abilities and differentiating instruction

❖ Product/Performance/Purpose

You need to develop an understanding of the human muscle anatomy, FITT principle, RHR & THR, and components of fitness that will be incorporated into their individualized fitness plan.

❖ **Standards and Criteria for Success**

Our product must meet the following standards: An individualized fitness plan that incorporates individualized fitness SMART goal, FITT Principle, Muscle Anatomy, Components of Fitness, RHR/THR that students will implement both in class and at home in an attempt to reach their personal goal(s).

Resources

Projector and speaker

Access to the weight room (dumbbells, barbells, weight machines, resistance bands, cardio equipment, wipes, and disinfectant spray)

Pencils/Paper

Chromebook (as needed)

Evaluative Criteria

How students will be evaluated:

[Individualized Fitness Plan](#) (V1), [Individualized Fitness Plan](#) (V2), [Individualized Fitness Plan Rubric](#)

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.
- Self Assessment Feedback

Other Evidence

Assessment Evidence

[How to Find RHR/THR](#), [Muscles Anatomy Quiz](#), [Muscles Word Bank](#), [SMART Goal Writing](#), [SMART Goal Rubric](#), [FITT Principle Template](#), [4 Components of Fitness](#)

Stage 3: Instructional Design

Learning Target:	Success Criteria:
<ul style="list-style-type: none">● I will understand proper weight room etiquette and apply safety measures when exercising● I will effectively execute previously learned movements regarding proper lifting form.	<ul style="list-style-type: none">● Students will need to recall and apply previously learned weight lifting safety/etiquette and proper lifting form.● Students will perform movements safely and properly.

Learning Activities

Teacher reviews etiquette and safety [Weight Room Etiquette](#)

Teacher reviews weight room stations and proper use of equipment as well as form when performing an exercise.

Students will begin performing various exercises with a partner to re-familiarize themselves.

Assessments

[Daily PE Rubric](#)

Learning Target:

- I will understand the FITT Principle and how to incorporate it into my individualized fitness plan.
- I will understand what the 4 components of fitness are and why they are important when creating a fitness plan.
- I will learn about exercises that target the four components of fitness.
- I will connect my workouts to each of the 4 components of fitness
- I will identify the muscles that I want to be targeted for my fitness plan.
- I will use proper form when performing exercises.

Success Criteria:

- Students will understand the significance of the FITT Principle and a proper/safe workout routine.
- Students will be able to name which exercises target which component of fitness.
- Students will choose exercises that focus on one area of fitness they would like to improve on.
- Students will be able to identify/name the muscles they would like to focus their workouts on.
- Students will use proper form when exercising.
- Students will use a muscle diagram to select and label the areas they want to improve on.

Learning Activities

- Teacher will instruct students to begin to analyze which area of fitness they would like to improve on.
- Teacher will review the 4 components of fitness so students can focus on which component they would like to improve on.
- Teacher will instruct students on the FITT Principle and how to incorporate it into their daily workout routine.
- Student will identify which muscles/areas of the body they would like to target for their individualized fitness plan.
- Students will use proper form when performing exercises.

[Individualized Fitness Plan Template](#)

[4 Components of Fitness](#)

[FITT Principle Example](#)

Assessments

[Daily PE Rubric](#)

Learning Target:

Success Criteria:

- I will learn what a SMART goal is and how to write one.
- I will draft out a SMART goal that will focus on the area of my body that I would like to improve on.
- I will choose which component of fitness would help me achieve my SMART goal and choose exercises that will target that area.
- I will begin to perform exercises related to my SMART goal.

- Students will begin drafting their SMART fitness goal(s) and some various workouts, including elements of the FITT Principle
- Students will write down their drafted SMART goal on their individualized fitness program packet.
- Students will perform at least one exercise that targets each of the 4 fitness components.

Learning Activities

- Students will decide which area of fitness they would like to target/improve.
- Teacher will introduce how to write a SMART goal in relation to student's personal fitness goal.
- Teacher will have students draft out their SMART goal in relation to the fitness goal they plan to achieve during this unit.
- Students will begin performing various exercises that they think will target various muscles specific to their personal fitness goal. (*connected to 4 component of fitness*)

[4 Components of Fitness](#)

[SMART Goal Rubric](#)

[SMART Goal Writing](#)

[Muscles Word Bank](#)

[Muscle Chart](#)

Assessments

[Daily PE Rubric](#)

[Individualized Fitness Plan Template](#)

[FITT Principle Template](#)

[SMART Goal Template](#)

Learning Target:

- I will analyze and apply any feedback from my teacher to input into my SMART goal.
- I will finalize and input my SMART goal into my individualized fitness plan.
- I will create an individualized fitness plan draft
- I will finalize which exercises that I need to utilize to meet my goal.
- I will perform the workouts specific to my fitness plan.
- I will begin to fill out my daily fitness routine into my fitness plan.
- I will incorporate the FITT principle into my daily workout routines.

Success Criteria:

- Students will choose and perform various workouts, including elements of the FITT Principle, and write them down into my individual fitness plan.
- Students will finalize the workout routine they have created to help reach their goal.
- Students will perform exercises that target their fitness goal.
- Students will begin filling out their individualized fitness programs with their exercises that include the FITT principle.

Learning Activities

Teacher will provide students with their draft SMART goals and have students update/finalize their goal to be added to their individual fitness plan packet.

Teacher will visually assess and provide feedback to students throughout their workouts.

Teacher will collect/analyze the student's individualized fitness plan packet and provide feedback (written and verbal).

[Individualized Fitness Plan Template](#)
[FITT Principle Template](#)

Assessments

[Daily PE Rubric](#)
[SMART Goal Rubric](#)
[Individualized Fitness Plan Template](#)

Learning Target:	Success Criteria:
<ul style="list-style-type: none">● I will finalize my individualized fitness plan SMART goal and input it into my individual fitness plan.● I will begin performing my complete workout plan following my plan.● I will perform my daily fitness routine.● I will fill out my fitness plan as I complete my workouts/exercises.● I will successfully find my RHR and THR before and during my exercise routine.● I will check my RHR and THR before, during and after my workout	<ul style="list-style-type: none">● Students will finalize and submit their individualized fitness plan SMART goal. Their plan will incorporate the following:<ul style="list-style-type: none">○ SMART Goal○ FITT Principle○ All 4 components of fitness○ Targeted muscles/areas of improvement○ Utilize all weight room etiquette standards during workouts● Students will implement their plan into their workout routine.● Students will calculate their RHR and THR throughout their exercise● Students will understand the significance of documenting their RHR and THR in order to get the best out of their workout routine.

Learning Activities

Teacher will collect/analyze the student's SMART goals and provide feedback to students.

Teacher will visually assess and provide feedback to students throughout their workouts.

Teacher will check/analyze the student's individual fitness plan and provide feedback as needed.

Teacher will instruct students how to find their RHR and THR.

Teacher will explain how finding/documenting your RHR/THR during your workout can impact your workout routine.

Teacher will analyze the results of the RHR/THR worksheet and provide feedback to the students.

[How to Find RHR/THR](#)

Assessments

[Daily PE Rubric](#)

[RHR/THR Worksheet](#)

[Individualized Fitness Plan Template \(check-in\)](#)

Learning Target:

- I will use my individual fitness plan to complete my daily fitness routine
- I will update my daily fitness plan workout routine into my template.
- I will vary my exercises to expand my routine to various exercises

Success Criteria:

- Students will perform their workouts daily
- Students will fill out their workout plan after performing each exercise.
- Students will do a 5 minute cool-down routine of their choice once their workouts are complete.

Learning Activities

Teacher will visually assess and provide feedback to students throughout their workouts.

Teacher will review/leave feedback on student's individualized fitness plan

[Individualized Fitness Plan Template](#)

Assessments

[Daily PE Rubric](#)

[Individualized Fitness Plan Template \(check-in\)](#)

Learning Target:

- I will use my individual fitness plan to complete my daily fitness routine
- I will complete my daily fitness plan workout routine into my template.
- I will finalize and submit my completed fitness plan to my teacher.
- I will look over my individual fitness plan and analyze whether or not I did (or can) reach my goal.

Success Criteria:

- Students will perform their workouts daily
- Students will fill out their workout plan after performing each exercise.
- Students will do a 5 minute cool-down routine of their choice once their workouts are complete.
- Students will submit their completed workout plan for grading purposes.

- Students will determine whether or not they have achieved their SMART goal and reflect on it.

Learning Activities

Teacher will visually assess and provide feedback to students throughout their workouts.

Teacher will review/leave feedback on student's individualized fitness plan

[Individualized Fitness Plan Template](#) (final)

Assessments

[Daily PE Rubric](#)

[Individualized Fitness Plan Rubric](#) (final)

[SMART Goal Reflection](#)

Resources

[SMART Goal](#)

[FITT Principle](#)

CT Health/PE Framework

Unit Overview	
Unit Title:	Unit 4: Team Sports PE II
Teacher:	SHS PE Department
Grade Level/Course:	PE II, Grade 12
Length/Dates:	4 classes per activity
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	A pretest for each sport will be conducted prior to implementation of the unit. In this unit, the 4 team sports that will be instructed are Flag Football, Indoor Soccer, Nitroball, and Softball. Throughout each unit, students will practice concepts and strategies, skills and vocabulary and apply it in a game.

Stage 1: Desired Results

Grade Level/Subject Standard(s)

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

S1.H1 Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games or target games).

S2.H5.L1 Demonstrates the ability to use strategies and tactics effectively during game play in net/wall and/or target games.

S2.H2.L1 Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.

S4.H1.L1 Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.

S4.H2.L1 Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.

S4.H3.L1 Demonstrates the ability to use communication skills and strategies that promote team or group dynamics.

S4.H4.L1 Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups.

S4.H5.L1 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection)

PE II

SHS GRADE 12



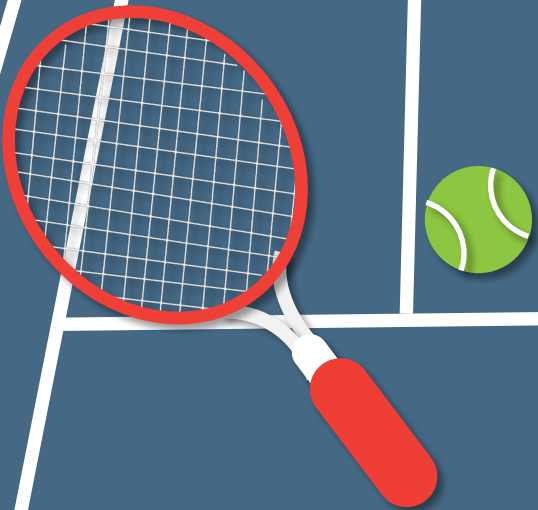
UNIT 1: RACQUET SPORTS

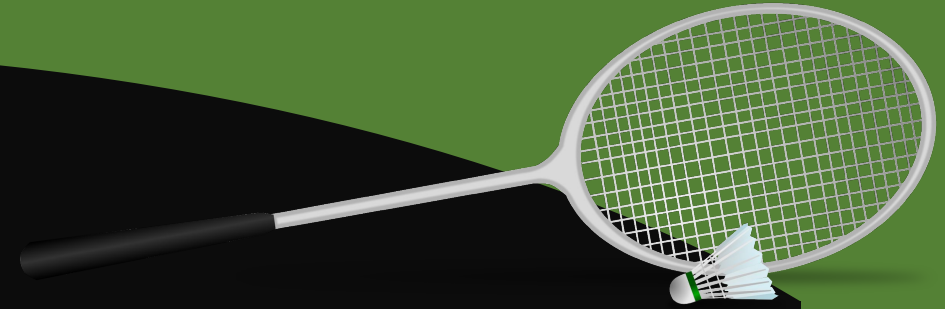
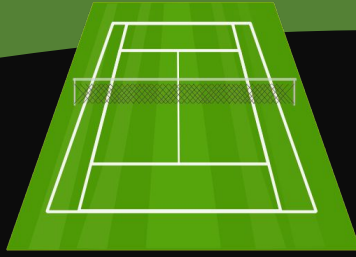
Major Activities:

- Tennis
- Pickleball
- Badminton

Unit Summary:

In this unit, the 3 Racquet Sports that will be instructed are Tennis, Badminton and Pickleball. Throughout each unit, students will practice concepts and strategies, skills and vocabulary in a game. Students will demonstrate strategies and tactics and apply to tournament play.



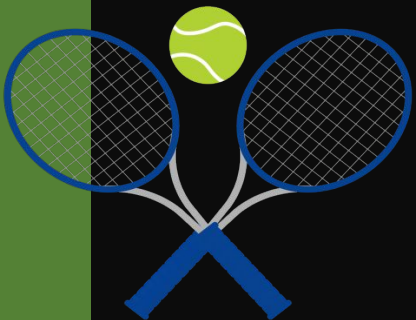


Unit 1 Performance Task: Run your own Game/Tournament

Goal: The goal of this performance task is for students to participate in and run their own tournament. Students should be able to referee, coach, keep score, and play in the game independently. Students should each have a role in the game/tournament.

Students will be graded on the following criteria:

- Roles
- Rules of the game
- Strategy
- Sportsmanship



UNIT 2: RECREATIONAL/LIFETIME ACTIVITIES

Major Activities:

- Golf
- Country Line Dance
- Multi-cultural Dance options

Unit summary:

Students will be exposed to a variety of physical activities and develop an appreciation of a self selected physical activity that meets the need for self-expression and enjoyment. In this unit, the activities that will be practiced are golf, country line dance, and a choice of other forms of dance.





Unit 2 Performance Task: Create A Dance

Goal: The goal for students is to demonstrate their knowledge, skills, strategies learned in the Country Line Dance unit to create their own dance.

Students will be graded on the following criteria:

- Steps
- Rhythm
- Fun
- Reflection



UNIT 3: FITNESS CONCEPTS

Major Activities:

- Resistance Training
- Weight Lifting
- Aerobic Exercise
- Circuit Training

Unit Summary:

In this unit, students will take a pre-assessment identifying and labeling our basic muscle anatomy, understand the 4 components of fitness and connect them to the physical fitness assessment to improve their performance understand the importance of safety and etiquette when participating in the weight room, create and apply a personal fitness program and identify how to find their THR and RHR to adjust their workout routine, and use proper form when performing exercises.





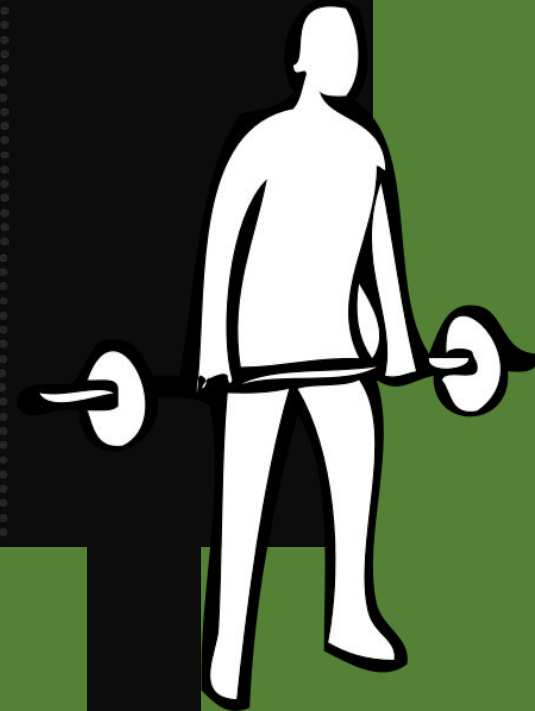
UNIT 3: FITNESS CONCEPTS

Unit 3 Performance Task: Create a Personal Fitness Plan

Goal: The goal is for the students to create and implement an individualized workout plan that will allow them to track their workouts in an attempt to reach their personal fitness goal.

Students will be graded on the following criteria:

- Basic muscle anatomy
- FITT Principle
- How to calculate RHR & THR
- Proper execution of exercises
- Development/implementation of an individualized fitness plan



UNIT 4: TEAM SPORTS

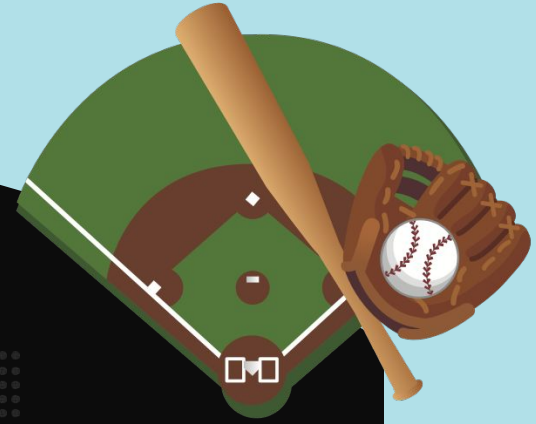
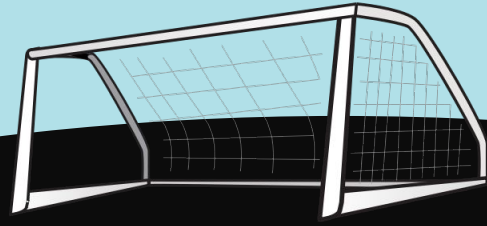
Major Activities:

- Flag football
- Indoor soccer
- Nitroball
- Softball

Unit Summary:

In this unit, the 4 team sports that will be instructed are Flag Football, Indoor Soccer, Nitroball, and Softball. Throughout each unit, students will practice concepts and strategies, skills and vocabulary and apply it in a game.



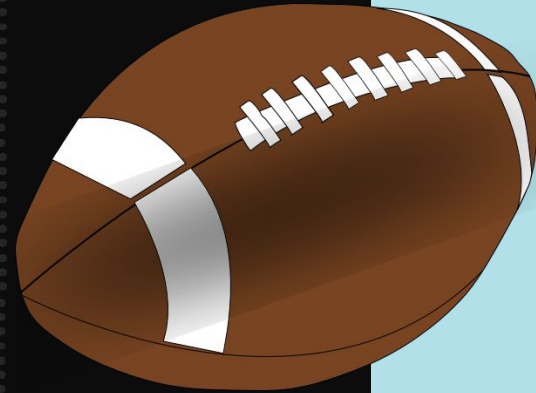


Unit 4 Performance Task: Run Your Own Game

Goal: The goal of this performance task is for students to participate in and run their own game. Students should be able to referee, coach, keep score, and play in the game independently. Students should each have a role in the game.

Students will be graded on the following criteria:

- Roles
- Rules of the game
- Strategy
- Sportsmanship



**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____ Board Meeting Date February 23, 2023

Decision Requested _____ Agenda Code 11 h.

AGENDA REPORTING FORM

Agenda Topic: Lifesaving Certifications Course - First Reading

Summary of Issue: The Curriculum & Instruction Committee has reviewed the Lifesaving Certifications 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

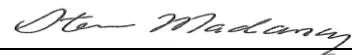
Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the Lifesaving Certifications Course to the full Board for a First Reading.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Unit Overview	
Course Title:	<u>Life Saving Skills for Community, Schools And Workplace</u>
Teacher:	SHS Health and Physical Education Department
Grade Level/Course:	Health Electives, Grades 9-12
Length/Dates:	40 Classes in Block Schedule
Unit Summary:	In this course, students will be learning about and obtaining certifications in a series of life saving skills for community, schools and workplace. The course content and curriculum comes directly from the American Red Cross Training Services and leads students through written and hands-on assessments and demonstrations, resulting in certifications in the following areas: First Aid, CPR, AED, Babysitting and Wilderness.

Curriculum linked in below comes directly from American Red Cross Training Services

Unit:	Break down of Information:	Learning Targets:	Number of Blocks:
Unit 1: CPR & AED	<u>First Aid-CPR-AED Instructor's Manual pdf</u> Chapter 1: CPR, FirstAid and AED Foundations <ul style="list-style-type: none"> ● Lowering the risk for infection(.5) ● Preparing for an Emergency(.5) ● Your role in the EMS system(.5) ● Recognizing that an emergency exists(.5) ● Emergency Action Steps(1) ● Putting it all together: Check an injured or ill person(2) <ul style="list-style-type: none"> ○ Appendix A: Emergency Moves Chapter 2: Adult CPR and AED	After completing this module, participants will be able to: <ul style="list-style-type: none"> ■ Identify the course completion requirements. ■ Understand the different resources available to assist in responding to an emergency. ■ Explain how to use personal protective equipment to lower the risk for infection. ■ Demonstrate proper technique for removing disposable gloves. ■ Recognize life-threatening conditions and situations that necessitate calling 9-1-1 or the designated emergency number. ■ Have the confidence and knowledge needed to make the decision to take action in an emergency situation. ■ Describe the emergency action steps, CHECK—CALL—CARE. 	Chapter 1: 5 Chapter 2: 6 Chapter 3: 7 Chapter 4: 5 Total Classes 23

	<ul style="list-style-type: none"> ● Recognizing Cardiac Arrest(.5) ● Components of high quality CPR(.5) ● Giving CPR(1) ● CPR Special Consideration(1) ● Using an AED(1) ● Putting it all together: Giving CPR and using an AED for an Adult(2) <p>Chapter 3: Pediatric CPR & AED</p> <ul style="list-style-type: none"> ● Defining children and infants(.5) ● Pediatric cardiac chain of survival(.5) ● Components of high-quality CPR(1) ● CPR and AED differences among adults, children and infants(1) ● Putting it all together: Giving CPR and using an AED for Child(2) ● Putting it all together: Giving CPR and using an AED for infant(2) <p>Chapter 4: Choking</p> <ul style="list-style-type: none"> ● Risk factors for choking(.5) ● Recognizing choking(.5) ● Giving first aid care for an adult or child who is choking(.5) ● Giving first aid care for an infant who is choking(.5) ● Putting it all together: Caring for an adult or child who is choking (2) ● Putting it all together: caring for an infant who is choking (1) 	<ul style="list-style-type: none"> ■ Describe the importance of establishing a safe scene, including checking for hazards and using standard precautions. ■ Demonstrate how to perform high-quality CPR. <ul style="list-style-type: none"> ■ Explain what to do if the chest does not rise with breaths. ■ Understand the importance of CPR with breaths—and if unable or unwilling, the role of compression-only CPR. ■ Understand the value of using an AED along with CPR. ■ Identify precautions to take when using an AED. ■ Demonstrate how to use an AED [CPR/AED course] ■ Demonstrate how to perform high-quality CPR for children and infants. ■ Demonstrate how to use an AED for children and infants [CPR/AED course]. ■ Recognize when a responsive adult, child or infant is choking. ■ Demonstrate how to care for an adult, child or infant who is responsive and choking. <ul style="list-style-type: none"> ■ Describe how to care for an adult, child or infant who becomes unresponsive ■ Know the purpose of Good Samaritan laws. ■ Identify the difference between consent and implied consent. 	
<p>Unit 2: First Aid</p>	<p>Chapter 5: Sudden Illness</p> <ul style="list-style-type: none"> ● General Approach to sudden illness(.5) ● Heart attack (.25) ● Respiratory Distress(.25) ● Asthma and asthma attack(.25) ● Allergic reactions and anaphylaxis(.25) <ul style="list-style-type: none"> ○ Epi-pen training ● Opioid Overdose (.25) <ul style="list-style-type: none"> ○ Guest Speaker 	<p>After completing this module, participants will be able to:</p> <ul style="list-style-type: none"> ■ Recognize a sudden illness. ■ Describe general care for common sudden illnesses. ■ Describe how to assist an adult, child or infant with medication. ■ Recognize life-threatening bleeding. ■ Demonstrate how to control life-threatening bleeding using direct pressure and apply a bandage when the 	<p>Chapter 5: 4.5 Chapter 6: 1.5 Chapter 7: 5</p> <p>Total Classes: 11</p>

- Narcan Training
- Diabetic Emergencies (.25)
- Seizures (.25)
- Shock (.25)
- Stroke (.25)
- Fainting (.25)
- Sickle Cell crisis and acute chest syndrome
- Fever in young children and infants (.25)
- Vomiting, diarrhea and dehydration in young children and infants (.25)
- Putting it all together: Assisting with an asthma inhaler for a person experiencing an asthma attack (.5)
- Putting it all together: Assisting with an epinephrine auto-injector (.5)

Chapter 6: Wounds and Bleeding

- Open wounds and external bleeding (.25)
 - Paramedics/EMS guest speaker/ police or Fire
- Life-threatening internal bleeding (.25)
- Minor closed wounds (.25)
- Putting it all together: Using direct pressure to control life-threatening bleeding (.25)
- Putting it all together: Using direct pressure and windless rod tourniquet to control bleeding (.5)

Chapter 7: Injuries and Environmental Emergencies

- General approach to Injuries and Environmental Emergencies (.5)
 - Appendix B Injury Prevention
 - Emergency Room Personnel

bleeding stops.

- Explain how to control life-threatening bleeding using a manufactured tourniquet.
- Recognize and respond to common injuries, including burns and head, neck and spinal injuries.
- Identify when and how to move an injured or ill person.
 - Recognize and respond to environmental injuries, including heat stroke, hypothermia and poison exposures.
- Pass the final exam.

	<p style="text-align: center;">Guest Speaker</p> <ul style="list-style-type: none"> ● Injuries(.25) ● Burns(.25) ● Head, neck and spinal injuries(.25) ● Bone, muscle and joint injuries(.25) ● Nose and mouth injuries(.25) ● Chest Injuries(.25) ● Abdominal injuries(.25) ● Pelvic injuries(.25) ● Environmental emergencies(.25) ● Heat-related illnesses(.25) ● Cold-related illnesses and injuries(.25) ● Poison exposure(.25) ● Bites and stings(.25) ● Exposure to rash-causing plants(.25) ● Lightning-strike injuries(.25) <p>Written Assessments-CPR, First Aid, AED (.75Class)</p>		
<p>Unit 3: Babysitter Training</p>	<p><u>Babysitting Training Instructors Manual</u></p> <ul style="list-style-type: none"> ● Chapter 1: You're the Boss: A Guide to Leadership <ul style="list-style-type: none"> ○ How to be a Leader ○ Leadership Skills ● Chapter 2: The Business of Babysitting <ul style="list-style-type: none"> ○ What kind of babysitter are you? ○ Getting Started ○ Finding Work ○ Interviewing the daily ○ Professional behavior ● Chapter 3: Safe and Sound on the Job <ul style="list-style-type: none"> ○ Telephone safety tips ○ Personal Safety ○ Danger from strangers ○ Other safety considerations ○ Safety inspection checklist 	<p>After completing this introduction, participants should be able to:</p> <p><u>Chapter 1:</u></p> <ul style="list-style-type: none"> ■ Identify the purpose of the American Red Cross Babysitter's Training course. ■ Define leadership and identify it as an essential element of safe and responsible babysitting. ■ Identify role modeling, respect, communication, motivation, taking action and decision making as important leadership skills. ■ Identify ways to respect diversity among the children they babysit. ■ Apply the FIND decision-making model to common babysitting situations. <p><u>Chapter 2:</u></p> <ul style="list-style-type: none"> ■ Identify what issues they should discuss with their parents before starting out as a babysitter. ■ Assess their own abilities, limits and preferences as 	<p>Total Classes: 3</p>

- Preventing accidents and injuries
- Being prepared for weather emergencies
- Violence or crime
- Play it safe!
- Chapter 4: Understanding Kids form 0-10
 - Ages, stages and milestones
 - Children and play
 - Helping children behave
- Chapter 5: From feeding to bedtime: Caring for kids
 - Talking to parents about basic childcare
 - Watching out for germs
 - Skill sheet: Hand washing
 - Skill sheet: Removing disposable gloves
 - Picking up and holding children
 - Skill sheet: picking up infants
 - Skill sheet: holding infant -- shoulder hold
 - Skill sheet: picking up and holding toddlers -- upright carry
 - Feeding children
 - Skill sheet: Bottle-feeding
 - Skill sheet: Spoon feeding
 - Diapering
 - Skill sheet: Diapering
 - Dressing children
 - Skill sheet: undressing children
 - Bathing toddlers
 - Rest and sleep
- Lesson 6: It's an Emergency... Now what?

- babysitters.
- Use safe and appropriate techniques for finding babysitting jobs.
 - List good business practices and professional work behaviors for babysitting.
 - Describe the importance of a resume and know how to write a resume for a babysitting job.
 - Explain the importance of interviewing parents to help ensure a positive babysitting experience for everyone.
- Chapter 3:
- Identify safety-related problems in and around the home.
 - Identify how to prevent, recognize and fix safety-related problems to create a safer environment in and around the home.
 - Explain what to record on the Babysitter's Report Record.
- Chapter 4:
- Identify which behaviors to expect from children based on their ages and developmental stages.
 - Describe the importance of play for children's growth and development.
 - Join actively in play by choosing toys and activities that are developmentally appropriate and safe for children.
 - List and apply appropriate techniques to prevent misbehavior and help children engage in desired behaviors.
 - Solve behavior-related problems using the FIND decision-making model.
- Chapter 5:
- List at least three types of basic child care.
 - Describe how to prevent germs from being transmitted.
 - Explain why they should keep their hands and the children's hands clean when babysitting.
 - Describe when hand washing is needed.
 - Demonstrate the proper way to wash their hands.
 - Demonstrate how to pick up and hold an infant and toddler.

- What is an emergency?
- In a first aid emergency: Check-Call-Care
 - Skill Sheet: Checking a conscious child or infant
- Calling for Help
- Checking a conscious child or infant
- What is a breathing emergency?
 - Skill sheet: Rescue breathing-- child or infant
- Asthma
- Choking
 - Skill Sheet: Conscious choking-- child and infant
- Unconscious child and infants
 - Skill sheet: Checking an unconscious child or infant
- Im hot: what to do when a child or an infant has a fever
- Bleeding Emergencies
 - Skill sheet: Controlling external bleeding
- Types of wounds

- Chapter 7: First Aid, CPR and AED
 - Good samaritan laws
 - Obtaining consent
 - Recognizing and caring for shock
 - Moving a child or an infant
 - The Cardiac chain of survival
 - CPR- Child and infant
 - AED
 - Unconscious choking- child and infant
 - Injuries to muscles, bones and joints

- Demonstrate how to bottle-feed an infant.
- Demonstrate how to spoon-feed an infant or toddler.
- Demonstrate how to diaper an infant or toddler.
- Explain what basic child care information to request from the family and where to record that information on the Family Interview Form.

Chapter 6:

- ****Recognize an emergency.*
- **** Identify and apply the emergency action steps: CHECK—CALL—CARE.*
- Explain the differences between life-threatening and nonlife-threatening emergencies.
- Identify who to call and when to call in different emergency situations.
- ****Describe how to check a conscious child or infant.*
- ****Explain how to care for bleeding and burns.*
- ****Identify the types of wounds.*
- ****Identify the types of bleeding.*
- ****Demonstrate how to help a conscious child or infant who is choking.*
- ****Demonstrate how to check an unconscious child or infant.*
- ****Demonstrate how to give care to an unconscious child or infant who is not breathing.*
- ****Demonstrate the steps to control external bleeding.*

Chapter 7:

- ****Know how to identify and respond to an emergency.*
- ****Know the purpose of Good Samaritan laws.*
- ****Identify the difference between consent and implied consent.*
- ****Identify when and how to move an injured or ill person.*
- ****Identify life-threatening and nonlife-threatening conditions.*
- ****Identify the signals of shock and describe how to minimize its effects.*
- ****Demonstrate how to give cardiopulmonary resuscitation (CPR).*

	<ul style="list-style-type: none"> ■ Skill sheet: Applying a sling and binder ■ Skill sheet: Applying a soft splint ○ Head, neck and back injuries ○ Sudden illness ○ Fainting ○ Diabetic emergencies ○ Seizures ○ Poisoning ○ Allergic reactions ○ Heat-related emergencies ○ Cold-related emergencies <ul style="list-style-type: none"> ■ Skill sheet: CPR--Child ■ Skill sheet: CPR-- Infant ■ Skill sheet: Unconscious choking--child or infant 	<ul style="list-style-type: none"> ■ <i>***Describe when and how to use an automated external defibrillator (AED) on a child or an infant.</i> ■ <i>***Demonstrate how to clear an obstructed airway of an unconscious person.</i> ■ <i>***Know how to identify and respond to an emergency.</i> ■ <i>*** Recognize the signals of various soft tissue injuries.</i> ■ <i>*** Identify various musculoskeletal injuries.</i> ■ <i>***Identify the signals of head, neck and back injuries.</i> ■ <i>***Identify the signals of sudden illness, including stroke, diabetic emergency, poisoning and allergic reactions.</i> ■ <i>*** Identify the signals of heat- and cold-related emergencies.</i> ■ <i>***Demonstrate how to care for a musculoskeletal injury.</i> 	
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<p>Unit 4: Wilderness Training</p>	<p><u>Wilderness Certification Instructors Manual</u> <u>Wilderness Participants Manual</u></p> <ul style="list-style-type: none"> ● Wilderness and Remote First Aid Course Overview <ul style="list-style-type: none"> ○ CPR Skill sheet review ● Injuries and Illnesses <ul style="list-style-type: none"> ○ Wilderness and Remote First Aid Kits ○ Check Call Care for Wilderness <ul style="list-style-type: none"> ■ *Emergency and non-emergency moves ■ *Emergency Childbirth ○ Abdominal Problems <ul style="list-style-type: none"> ■ *Abdominal injuries and illnesses ○ Allergies and anaphylaxis <ul style="list-style-type: none"> ■ *Asthma attack ○ Altitude Illness ○ Bone and Joint Injuries ○ Burns ○ Chest Injuries ○ Head(Brain), neck and spinal injuries <ul style="list-style-type: none"> ■ *Eye, mouth and lip injuries ○ Heat- related illnesses ○ Hypothermia <ul style="list-style-type: none"> ■ *Cold-related Emergencies ■ *Snow blindness ○ Lightning ○ Shock and Heart attack <ul style="list-style-type: none"> ■ *Diabetic Emergencies ■ *Stroke ○ Submersion incidents 	<p>After completing this module, participants will be able to:</p> <ul style="list-style-type: none"> ■ Describe the difference between wilderness first aid and standard first aid. ■ Articulate all course goals, requirements and resources. ■ Describe the contents of an adequate wilderness and remote first aid kit and their uses. ■ Determine how to modify a wilderness and remote first aid kit based on the group size, trip duration, trip destination and time of year. ■ Describe ways first aid can be improvised using items that they have on hand, such as personal belongings or from a campsite. ■ Describe the importance of immediately establishing control of the scene. ■ *** <i>Describe the importance of establishing a safe scene, including checking for hazards and using standard precautions.</i> ■ Define mechanism of injury (MOI). ■ Describe why MOI is important as a factor in assessment. ■ Demonstrate how to perform a primary (initial) assessment, including assessing airway, breathing, circulation, disability and the environment (ABCDEs). ■ Discuss the importance of a hands-on physical exam. ■ Discuss the importance of vital signs and their changes over time. ■ Demonstrate how to take a set of vital signs, including: <ul style="list-style-type: none"> ■ ***<i>Level of consciousness (LOC).</i> ■ Respiratory rate (RR), rhythm and quality. ■ Heart rate (HR), rhythm and quality. ■ Skin color, temperature and moisture (SCTM). ■ Demonstrate documentation in written and verbal form using information gathered using the subjective, objective, assessment and plan (SOAP) format. ■ Describe four options for obtaining help and the factors for making the best choice. ■ Discuss the options for calling from a delayed-help 	<p>Total Classes: 3</p>
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	<p>(Drowning)</p> <ul style="list-style-type: none"> ○ Wounds and wound infection <ul style="list-style-type: none"> ■ *Wound Care ○ *Poisoning ○ *Seizures <p>*Denotes Special Situations</p>	<p>perspective.</p> <ul style="list-style-type: none"> ■ Demonstrate a call using the Wilderness and Remote First Aid Report Form/ ■ Identify critical factors in ensuring a successful evacuation. ■ Demonstrate planning and preparing the injured or ill person and the group for evacuation. ■ ***<i>Define shock and discuss briefly the stages of shock.</i> ■ ***<i>List the signs and symptoms of shock.</i> ■ ***<i>Describe when shock may be a threat to life.</i> ■ ***<i>Demonstrate the emergency treatment of shock.</i> ■ <i>Describe the long-term care for a person in shock.</i> ■ ***<i>Define heart attack.</i> ■ ***<i>List the signs and symptoms of a heart attack.</i> ■ ***<i>Demonstrate the emergency treatment of a heart attack.</i> ■ Describe the long-term care for a person having a heart attack. ■ Describe situations that would require an evacuation versus a rapid evacuation. ■ Demonstrate a field assessment of a person with a chest injury. ■ Describe the emergency treatment of and long-term care for: <ul style="list-style-type: none"> - Fractured rib/clavicle. - Pneumothorax. - Tension pneumothorax. - Flail chest. - Sucking chest wound. ■ Describe situations that would require an evacuation versus a rapid evacuation. ■ Demonstrate a field assessment for injuries to the head. ■ List the signs and symptoms of a closed head injury and a skull fracture. ■ Describe the emergency treatment of and long-term care for a head injury. ■ Describe how some head injuries could be prevented. ■ List the most common mechanisms of injury (MOIs) for 	
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spinal trauma.

- List the signs and symptoms of spinal injury.
- Demonstrate a field assessment for injuries to the spine.
- Demonstrate how to properly restrict spinal motion with an improvised collar.
- Discuss the importance of proper lifting and moving of persons.
- Demonstrate a one-rescuer roll from back to side, side to back and face-down to back with placement of a protective pad underneath the person.
- Demonstrate a two- and three-rescuer roll from back to side, side to back and face-down to back with placement of a protective pad.
- Demonstrate body elevation and movement (BEAM) of a person.
- Describe situations that would require an evacuation versus a rapid evacuation.
- Describe how some spinal injuries could be prevented.
- ****Define serious bleeding.*
- ****Demonstrate control of bleeding, including direct pressure, packing the wound and tourniquets.*
- ****Define abrasion, laceration and blister.*
- Demonstrate wilderness treatment for abrasions, lacerations and blisters, including the use of improvisation.
- ****Describe the signs, symptoms and treatment of wounds and skin infections.*
- Demonstrate proper wound-cleaning techniques, including pressure irrigation, scrubbing and rinsing.
- Define and describe care for common medical problems related to ears, nose and teeth.
- ****Describe care and prevention of bites from mosquitoes, ticks and venomous snakes.*
- ****Define strain, sprain, fracture and dislocation.*
- ****List the signs and symptoms of a strain, sprain, fracture and dislocation.*
- ****Demonstrate a field assessment for injuries to bones and joints.*

- ****Define RICE (rest, immobilization, cold and elevation).*
- ****Describe the use of RICE.*
- ****Demonstrate and/or describe the emergency treatment, including the use of improvisation, for: Strains and sprains, Fractures, Dislocations, including realignment of fingers, toes, patella and shoulder.*
- ****Describe the emergency treatment for: Angulated fractures. Open fractures.*
- ****Describe the long-term care for injuries to bones and joints.*
- ****Describe how to prevent some bone and joint injuries.*
- Describe situations that would require an evacuation and situations that would require a rapid evacuation.
- ****Define types of burn injuries.*
- ****Define and demonstrate the proper management of superficial, partial-thickness and full- thickness burns in short- and long-term settings.*
- Describe situations that would require an evacuation versus a rapid evacuation.
- Demonstrate a field assessment for abdominal pain and/or discomfort.
- ****List the indications (signs and symptoms) of serious abdominal pain and/or discomfort.*
- Define and describe the treatment of and long-term care for stomachache and diarrhea.
- Describe situations that would require an evacuation versus a rapid evacuation.
- Describe personal and camp hygiene and their role in prevention of abdominal problems.
- Describe the mechanisms of heat loss versus heat gain.
- ****Define hypothermia.*
- ****List the signs and symptoms of mild and severe hypothermia.*
- ****Demonstrate the emergency treatment of and describe the long-term care for mild and severe hypothermia.*

- Describe situations that would require an evacuation versus a rapid evacuation.
- ****Describe the prevention of hypothermia.*
- ****Define heat cramps, heat exhaustion, heat stroke and hyponatremia.*
- ****Describe the prevention of heat-related illnesses.*
- List the signs and symptoms of heat cramps, heat exhaustion, heat stroke and hyponatremia.
- Describe the emergency treatment of and long-term care for heat cramps, heat exhaustion, heat stroke and hyponatremia.
- Describe situations that would require an evacuation versus a rapid evacuation.
- ****Describe how lightning can cause injury and/or death.*
- Describe the prevention of a lightning-induced injury and/or death.
- Describe the emergency treatment of and long-term care for lightning-induced injuries, including respiratory arrest and cardiac arrest.
- Describe situations that would require an evacuation versus a rapid evacuation.
- Define altitude illnesses, including acute mountain sickness (AMS), high altitude cerebral edema (HACE) and high altitude pulmonary edema (HAPE).
- List the signs and symptoms of AMS, HACE and HAPE.
- Describe the emergency care of and long-term care for AMS, HACE and HAPE.
- Describe situations that would require an evacuation versus a rapid evacuation.
- Describe the prevention of AMS, HACE and HAPE, including the process of acclimatization.
- Describe briefly the general sequence of events during a submersion (drowning) incident.
- Describe the safest and most efficient means of removing a submersion victim from the water.
- Describe the emergency treatment of and long-term care

		<p>for a near-drowned person.</p> <ul style="list-style-type: none"> ■ Describe situations that would require an evacuation versus a rapid evacuation. ■ Describe how to prevent some submersion incidents. ■ Describe the basics of an allergic response and its treatment and prevention. ■ <i>***Define anaphylaxis.</i> ■ <i>***List the signs and symptoms of anaphylaxis.</i> ■ <i>***Describe the function of epinephrine.</i> ■ <i>***Describe conditions under which an injection of epinephrine will be considered.</i> ■ <i>***Describe the use of EpiPen® and Auvi-Q® epinephrine injections systems.</i> ■ Describe the function of oral antihistamines in anaphylaxis. ■ Discuss when and how much oral antihistamine will be used. ■ Describe situations that would require an evacuation versus a rapid evacuation. ■ <i>***Describe how some allergic reactions including anaphylaxis could be prevented.</i> 	
	<p>Resources: American Red Cross Manual Review and Final Exam Life Saving Skills Peer Project Assessment Final Putting it all Together Final Skill Assessment</p>	<p><i>***= covered in previous unit</i></p>	<p>Total #of blocks: 40</p>