

Southington Board of Education Meeting

Thursday, January 23, 2025 6:30 PM
John Weichsel Municipal Center Public Assembly Room
200 North Main Street
Southington, CT 06489



COMMITTEE OF THE WHOLE - INSTRUCTION

1. CALL TO ORDER
2. Executive Session
 - a. Student Matters
3. Reconvene Meeting - Regular Session 7:00 p.m.
4. Pledge of Allegiance
5. Approval of Minutes
 - a. January 9, 2025
 - b. January 10, 2025 - Special Meeting
6. 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
7. Committee Reports
 - a. Curriculum & Instruction Committee Meeting - January 10, 2025
 - b. Districtwide Facilities Meeting - January 14, 2025
8. Old Business
 - a. Town Government Communications
 - b. Special Education Cost Analysis Follow-Up
9. New Business
 - a. Approval of Out of State/Overnight Field Trips
 1. SHS Italian Classes 11th & 12th Grades - Florence & Lucca, Italy
 2. SHS - Winter Color Guard - Bethlehem, PA
 - b. SHS - Earth Science - NEW Unit: Geodynamics - Energy, Forces & Earth's Crust - First Reading
 - c. SHS - Accelerated Biology - NEW Unit - Unit 7: Evolution - First Reading
 - d. SHS - Accelerated Biology - NEW Unit - Unit 8: Ecology - First Reading
 - e. SHS - Health I - Revised Curriculum - First Reading
 - f. SHS - Health II - Revised Curriculum - First Reading
 - g. SHS - Artificial Intelligence - NEW Course Proposal - First Reading
 - h. SHS - Video Game Design - NEW Course Proposal - First Reading
10. Public Communications
 - a. Public
11. Adjournment

The minutes presented within the document provide a summary of the discussion the 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 <https://www.southingtonschools.org>. These minutes are considered a draft until approved at the following regular Board of Education Meeting.

SOUTHINGTON BOARD OF EDUCATION, SOUTHINGTON, CT

Regular Meeting

Committee of the Whole – Instruction

January 9, 2025, at 6:30 PM

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

1. CALL TO ORDER

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

Board Members Present: Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana, Mr. Cecil Whitehead, Mr. Jasper Williams.

2. Executive Session

MOTION made by Mr. Derynoski and seconded by Mr. Oshana “Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Student Matters, and upon conclusion reconvene to public session.” Motion carried unanimously 8-0.

Superintendent, Mr. Madancy and Assistant Superintendent, Mr. Pepe were invited to join Executive session. Mr. Carson arrived at 6:32 p.m.

a. Student Matters

Executive session ended at 6:44 pm.

3. Reconvene Meeting - Regular Session 7:00 p.m.

Meeting called to order at 7:00 p.m.

Board Members Present: Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terri Carmody, Mr. Sean Carson, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana, Mr. Cecil Whitehead, Mr. Jasper Williams

Cabinet Members Present: Mr. Steven Madancy, Superintendent of Schools; Mr. Frank Pepe, Assistant Superintendent; Mrs. Jennifer Mellitt, Director of Business & Finance; Dr. Rebecca Cavallaro, Director of Pupil Personnel Services.

Student Board Representatives Present: Mr. Ethan Hoffman, Ms. Lauren Mellitt, Ms. Akary Win

4. Pledge of Allegiance - Moment of Silence

Mrs. Clark asked for a moment of silence in memory of:

- Mrs. Eleanore DePaola passed away on December 29, 2024. She worked at Thalberg, Plantsville, and Derynoski Elementary (also known as Central Elementary), She was hired in September 1977 and retired in June 2004.
- Mr. William Guzze passed away on December 27, 2024. He was hired as a crossing guard in 2013 and resigned in March 2023.
- Mrs. Barbara Fiondella passed away on December 21, 2024. She worked at Milldale and South End Elementary. She was hired in September 1973 and retired in June of 1997.
- Mrs. Ann Manware passed away on December 14, 2024. She worked at Milldale School and then Kennedy Middle School. She was hired in September 1979 and retired in June 2002.
- Our 39th president, President Jimmy Carter.

5. Celebration of Excellence

- a. VFW 2025 National Citizenship Education Teacher Post Recognition Award / Wheeler-Young VFW Post 201 2024-25 Teacher of the Year - Candace Patten

Mr. Madancy acknowledged this is not the first award Mrs. Patten has won; a few years back she was the District Teacher of the Year. She is now being recognized for the VFW 2025 National Citizenship Education Teacher Post Recognition Award / Wheeler-Young VFW Post 201 2024-25 Teacher of the Year. It was a judged, selection process by both the VFW and post auxiliary members of Wheeler Young VFW, Post 201 in Waterbury, CT. This award was established in 1999 and named after former VFW National Commander, John Smart and retired VFW Quartermaster, General Larry Maher. The award recognizes our top teachers for their exceptional commitment to teaching Americanism and patriotism to their students by promoting civic responsibility, flag etiquette, and patriotism in the classroom.

Mrs. Clark spoke about how we have pride in our veterans and how we have tried to involve them, especially over the last 20 years, by having them in the schools. On behalf of the Board and the Community, Mrs. Clark thanked Mrs. Patten for the work she has done so Southington's students understand how important it is to appreciate our veterans and all they have done for our country. Mrs. Clark then read the award for everyone to hear what was written on it.

Mrs. Patten stated she would not be able to do what she does without the help of Sargeant Major, Mr. Steven McCarty.

Mrs. Carmody spoke about her time working with Mrs. Patten. Mrs. Carmody addressed how thoughtful Mrs. Patten is and how she has a unique ability to know

when a student needs some extra help. Students and teachers confide in her; Mrs. Patten is very dependable. Mrs. Carmody indicated it was a pleasure working with Mrs. Patten and being able to watch her grow and develop to be the teacher she has become today.

Mr. Brown spoke about his relationship with Mrs. Patten and thanked her for being an epitome of a teacher due to how much she cares for the students.

Mrs. Carmody and Mr. Brown both Congratulated Mr. Patten.

At 7:09 pm Mrs. Clark called for a brief break so all the Board Members could congratulate Mrs. Patten.

Meeting resumed at 7:12 pm.

6. Approval of Minutes - December 12, 2024

MOTION made by Mr. Williams, seconded by Mr. Derynoski "Move to approve the regular BOE Meeting minutes of December 12, 2024." Motion carried 7-2. Mr. Baczewski and Mr. Oshana abstained.

Attachments: (1)

7. Public Communications

a. Communications from Student Board Representatives

Ms. Mellett presented the Student Report:

- SHS midterms are two weeks away; to help ease the stress, the World Language Honor Society is hosting its annual "Cocoa and Cram" session, where students can review their materials in a supportive environment with some warm cocoa to keep them energized.
- The Course Fair and High School 101 presentations have been combined into one comprehensive event. This will take place on the evening of Tuesday, February 6, 2025, and we highly encourage all 8th-grade families to attend. It will be a fantastic opportunity for incoming freshmen and their families to learn more about course offerings, extracurricular activities, and the High School experience.
- Thank you to Mr. Williams, Mrs. Clark, and Mr. Madancy for attending FRC Team 195's robotics kickoff!

Ms. Win presented the District Report:

- Congratulations to the Eagle Engineers! One of our district's First Lego League robotics teams recently competed against the top 50 teams in the

state. Their hard work, determination, and innovative thinking paid off as they secured third place for their Innovation Project.

- December was filled with outstanding band, choral, and orchestra concerts that showcased the incredible talents of our student musicians. These performances were a perfect way to bring the community together and celebrate the arts.
- 8th graders have been busy preparing for their transition to high school. Through various assemblies and presentations by Southington High School teachers and counselors, 8th graders are gaining valuable insights as to what to expect in the next stage of their educational journey.
- Parent orientation for incoming 6th graders will be held on Tuesday, February 11, 2025, at Kennedy Middle School. Parents will have the opportunity to learn about all that Kennedy Middle School has to offer and get their questions answered as they prepare their students for this next big step.
- The DePaolo and Kennedy Middle School Dram Club has begun auditions for this year's Musical, The Adams Family. The production will be staged at the beginning of April 2025.
- DePaolo is preparing for its annual Taste of Culture event held in February 2025. This event will give families an opportunity to showcase their heritage with our community.
- 8th graders attended a fieldtrip to the CT Science center on January 9, 2025. They were able to explore all the hands-on exhibits that related directly to their curriculum.

Mr. Hoffman delivered the Sports Report:

- Saturday, January 11, 2025, Southington High School's Wrestling program will be hosting its annual Duals Invitational Meet. Ten high school teams from across Connecticut will be competing, with matches beginning at 9:00 a.m.
- Southington High School has been selected as the host site for the CCC Girls' Basketball Championship Semifinals. This event will take place on Saturday, February 22, 2025.
- The first edition of the DePaolo-Kennedy girls' and boys' basketball games will be played this coming Monday, January 13, 2025.
- Saturday, January 25, 2025, the Middle School Sports Booster Club will be hosting its annual fundraising event at the SHS West Gymnasium. This event includes basketball games, fun activities, and a special game featuring the Unified Sports teams from both middle schools.

b. Communications from the Board of Education

Mr. Williams highlighted the robotics kickoff he was able to attend on Saturday, January 4, 2025.

c. Communications from Administration

Mr. Madancy informed everyone the Main Street Community Foundation will be delivering a check for \$44,280 to Southington Public Schools to help fund the new STEPS Asset Building Classroom Initiative; the curriculum is being actualized.

Mr. Madancy echoed how great the robotics kickoff was; he not only wanted to acknowledge the students but also all the mentors and volunteers involved behind the scenes.

The Budget workshops will be held on Tuesday, January 14, 2025, and Thursday, January 16, 2025 at the Municipal Center at 7:00 pm.

On January 30, 2025, a Career Pathways night where businesses, students and department leaders will come together. This event will be held at the Southington Elks from 5:00 pm to 7:00 pm. This will be an opportunity for networking and sharing with the community experiences they feel would be beneficial.

Mr. Madancy followed up about the Power School breach that occurred. It was a nationwide breach. Families were notified about the fields of information that were breached. PowerSchool has assured the district that they have taken all appropriate steps to prevent the data involved from further unauthorized access or misuse. They do not anticipate the information being shared or made public and believe the data has been deleted with no further replication or dissemination. The compromised credential has been destroyed that lead to the breach in the first place. An incident report will be released on January 17, 2025.

Attachments: (1)

d. Communications from Public - Agenda Items Only

No public comment.

8. Superintendent's Report

a. Personnel Report

MOTION made by Mrs. Carmody seconded by Mr. Derynoski, "Recommend the Board of Education approve the Personnel Report as submitted by the Human Resources Department." Motion carried unanimously 9-0.

Attachments: (1)

9. Old Business

- a. Town Government Communications
No comment made.

- b. Proposed 2025-2026 School Calendar - Second Reading
MOTION made by Mr. Williams and seconded by Mr. Baczewski, “Move that the Board of Education approve the revised proposed School Calendar 2025-2026 School Year as presented.” Motion carried unanimously 9-0.
Attachments: (1)

- c. SHS - Accelerated Statistics - New Course Proposal - Second Reading
MOTION made by Mr. Willams and seconded by Mr. Brown, “Move that the Board of Education approve the SHS - Accelerated Statistics - New Course Proposal as presented by the Curriculum and Instruction Committee.” Motion carried unanimously 9-0.
Attachments: (1)

- d. Policy 3280 - Gifts, Grants and Bequests - Revised - Second Reading
MOTION made by Mr. Baczewski and seconded by Mr. Derynoski, “Motion to approve the revised Policy 3280 as presented by the Policy and Personnel Committee.” Motion carried unanimously 9-0.
Attachments: (1)

- e. Policy 4118.51 - Use of AI in Classrooms (Staff) - NEW - Second Reading
MOTION made by Mr. Baczewski and seconded by Mr. Derynoski, “Motion to approve Policy 4118.51 as presented by the Policy and Personnel Committee.” Motion carried unanimously 9-0.
Attachments: (1)

- f. Policy 5121.3 - Academic Dishonesty - NEW - Second Reading
MOTION made by Mr. Baczewski and seconded by Mr. Derynoski, “Motion to approve Policy 5121.3 as presented by the Policy and Personnel Committee.” Motion carried unanimously 9-0.
Attachments: (1)

- g. Policy 5145.3 - Prohibition of Sex Discrimination, Including Sex-Based Harassment - Revised - Second Reading
MOTION made by Mr. Baczewski and seconded by Mr. Derynoski, “Motion to approve the revised Policy 5145.3 as presented by the Policy and Personnel Committee.” Motion carried unanimously 9-0.
Attachments: (1)

- h. Policy 6141.11 - Use of AI in Classrooms (Students) - NEW - Second Reading
MOTION made by Mr. Baczewski and seconded by Mr. Derynoski, “Motion to approve Policy 6141.11 as presented by the Policy and Personnel Committee.”
Motion carried unanimously 9-0.
Attachments: (1)

10. New Business

- a. Approval of Out of State/Overnight Field Trips
1. SHS Wrestling Tournament - Plaistow, NH
MOTION made by Mr. Baczewski and seconded by Mr. Oshana, “Move to approve the field trip request as presented by the administration.” Motion carried unanimously 9-0.
Attachments: (1)

- b. Award of Transportation Contract

Mr. Madancy introduced Chris Wojciechowski from Transportation Advisory Services (TAS) Consulting who gave a presentation for specifics on the bids that were received relative to the Transportation Contract for the fiscal year 2026 for renewal.

- Mr. Wojciechowski identified TAS is a third-party consulting firm established in 1987. TAS only works with public sector clients, therefore eliminating any conflict of interest. He explained the process TAS went through: Program Review & Updates, Specifications, Bidder Solicitation, Pre-bid Conference, and Bid Opening & Review. Two bids were received from New Britain Transportation and First Student.
- Mr. Wojciechowski presented the pricing comparison between the two bids broken down into three major categories: by Home to School (HTS), Field and Sports Trips (FS), and Summer (Sum). New Britain Transportation was a lower bidder than First Student.
- Mr. Wojciechowski then presented the pros and cons of both New Britain Transportation and First Student. The biggest difference in the bids, First Student’s bid was \$1.4 million larger over 5 years.

Board Members asked questions to clarify the presentation:

- Mr. Oshana asked about something happening over the next 5 years as a con for New Britain Transportation. Mr. Wojciechowski responded with, if something happens from a labor standpoint, making sure New Britain Transportation has the resources to be able to pay for their labor if they need to.
- Mr. Brown asked why reliable service was listed as a pro for First Student but not for New Britain Transportation. Mr. Wojciechowski responded with

he has a lot of experience and history with First Student. It's not that New Britain Transportation is not reliable; it is just he does not have the personal history and experience to back it up as he does with First Student. Mr. Baczewski followed up with First Student being a national organization where New Britain Transportation is localized to this area.

- Mr. Whitehead asked for Mr. Wojciechowski's recommendation. Mr. Wojciechowski stated both vendors can service the district very well and do a good job at it. As a parent and a consultant, he believes New Britain Transportation meets all the minimum criteria; he would rather have the \$1.4 million used in the classroom rather than spent on transportation.
- Mr. Derynoski asked about the actual wording in the contract; he asked about fixed costs as well as variable costs. Mr. Wojciechowski explained fuel cost is specifically noted in the bid.
- Mr. Williams asked if there would be a renegotiation period if unforeseen events were to change. Mr. Wojciechowski stated there is an "Add and Delete Clause" in the contract.
- Mr. Oshana gave some examples of why New Britain Transportation is a reliable company and clarified \$1.4 million comes out to \$280,000 per year; this would be an increase in cost. Mr. Wojciechowski followed up by stating that when TAS conducts bids, they want to get the best possible service but also try to keep the costs low so you can invest most of the tax dollars in the classroom.
- Mr. Brown asked if TAS compared the service of the two companies. Mr. Wojciechowski relayed there is minimum a level of service stipulated throughout the contract; there is an option of "nonperformance damages" built into the contract to rectify if there are issues. Mr. Whitehead asked for more specific examples. Mr. Wojciechowski replied with an example of a bus being late and how it would be resolved.
- Mr. Carson asked if there has been any definitive statement regarding use of a union labor force. Mr. Wojciechowski indicated at this time there is not one. First Student did go into depth of how they would handle a situation were it was not clear how New Britain Transportation would handle the situation from the documents they provided. Mr. Madancy clarified First Student indicated almost all of their bus yard are unionized in Connecticut where New Britain Transportation is not unionized at this time.
- Mr. Carson asked about an alternative plan for fuel fleets. Mr. Wojciechowski stated at this time the contract does not provide provision for alternative vehicles. The cost would increase by about 3 times the amount if electric vehicles were introduced. Mr. Carson then asked if First Student has vehicles available for our district or if they would purchase new vehicles. Mr. Wojciechowski claimed First Student does have vehicles available, but they would also purchase new vehicles for our district eventually.

MOTION made my Mr. Williams and Seconded by Mrs. Carmody, “Motion to award bid 2026.01 for transportation services to the New Britain Transportation as presented in the bid package.”

Mr. Derynoski asked about seeing the contract before accepting the bid. Mr. Madancy stated by Connecticut Statue our attorney has to review the contract prior to it being approved. They would make sure the contract complies with the terms of the bid. A copy of the contract could be presented to the Board for review and approval before entering it. The vote tonight is to award the bid which essentially allows us to go into contract negotiations with them. Mr. Derynoski would like to review and approve the contract before anything is settled. Mr. Madancy agreed that would be an appropriate avenue for the Finance Committee to review and then present to the Board for approval.

Mrs. Clark called for a roll call:

- **Mr. Derynoski: Yes**
- **Mr. Brown: Yes**
- **Mrs. Carmody: Yes**
- **Mr. Oshana: Yes**
- **Mr. Willams: Yes**
- **Mr. Baczewski: No**
- **Mr. Carson: Yes**
- **Mr. Whitehead: Yes**
- **Mrs. Clark: Yes**

Motion passed 8-1.

Attachments: (1)

Mrs. Clark thanked Mr. Wojciechowski for his hard work and presentation.

c. Approval of Revised Educational Specifications for SHS Roof-Mounted Solar Photovoltaic Array Project

Mr. Madancy invited Mr. Romano, Director of Operations, to give a quick overview. There was a change in DAS procedures, so it needed to be brought back to the Boad for their awareness.

Mr. Romano stated the Building Committee hired a consultant to do the project management portion and the Board did already receive the educational specifications. In the interim, the State of Connecticut changed their statutes that carved out special funding for schools for solar. As part of that, the educational specifications needed to be modified to be in compliance.

Mr. Carson asked what changes.

Mr. Romano said the wording was so simply different, but we need to adhere to it or we will not get reimbursement on the project. Work needed to be added that was

specific to the schools. It has nothing to do with the solar panels, it specifically has to do with the educational specifications. Mr. Madancy said the referendum has already been passed; this is the second phase of the roof project at the high school.

MOTION made by Mr. Williams and seconded by Mr. Derynoski, “Move that the Board of Education approve Revised Educational Specifications for SHS Roof-Mounted Solar Photovoltaic Array Project.” Motion carried unanimously 9-0.

Attachments: (1)

d. Special Education Cost Analysis

Mr. Madancy informed the Board that this is something that has been done in the past. Given that budget season is about to start, it is a timely opportunity to present to the Board again in terms of what our continuation of services looks like in Southington and what it does for students, families, the community and taxpayers. The presentation is a high-level overview, but the Special Education portion of the budget is one of the major drivers. Mr. Madancy turned it over to Dr. Cavallaro.

Dr. Cavallaro gave a presentation on our district programs and how things are running. 143 students are enrolled in the district programs; of the 143, there are 121 students in the program who would otherwise be outplaced without our in-district specialized programs.

An analysis was done to determine an estimated total cost if those 121 students were outplaced, including the transportation vs. what it costs to keep the students in-district including salaries, social security, MERS, and health insurance. Dr. Cavallaro provided information on the number of students in each program; she then presented the breakdown of the estimated cost for tuition and transportation. If all 121 students were outplaced, the estimated cost would be about \$16,550,360. This would be costly for the district, however as a requirement by law, we would need to provide services for those students if we did not have our programs.

Between staff salaries, MERS, Social Security, and Health Insurance, the estimated in-district cost would be \$7,922,349. By keeping students in-district in the programs offered, there is a cost avoidance to Southington of about \$8,558,011. While having in-district programs is cost avoidance for Southington and taxpayers, it is really a benefit to the students.

Mr. Baczewski asked about the total transportation cost if the students were outplaced. Dr. Cavallaro responded with a reminder that the presentation is an average cost, but she could break the numbers down and total the cost of transportation for the Board. Mr. Baczewski wanted to be sure we were still saving money with our programs, transportation aside.

Mr. Madancy explained there are many layers to the cost avoidance. He then spoke about the differences between saving and cost avoidance. He indicated, there needs to be legislation that benefits the district for having a continuum of services that is not only best for kids but does incentivize and reward communities that are controlling costs and doing a really good job of providing services to students in a least restrictive environment. Mr. Madancy will soon be sharing with the Board a proposed bill he believes will provide relief to the local taxpayers given that State is not meeting its obligation for in-district programs which communities like Southington are offering and doing a very good job with. He is going to share more information with the Board over the next two weeks, especially about Special Education cost.

Mrs. Carmody confirmed with Dr. Cavallaro that families have moved to Southington due to these programs. Some families have previously had to outplace their children. They are very grateful when they come to Southington, their child no longer needs to be outplaced.

Mrs. Carmody wanted to reiterate; the district is obligated to educate students to the best of our ability. Mrs. Clark noted, if we must outplace a student to a private school, we do not have any control over tuition cost. It benefits the district to have these programs in-house; we then have control over the cost and the quality.

Mr. Williams spoke about the importance of having the students go to school in our district to be a part of this community.

Mr. Baczewski spoke about comparing the cost of transportation and the cost of services. These programs are a real cost avoidance and benefit the community by having our students in-district.

Mr. Madancy thanked the Board for understanding the need for the special education services but also previously suggesting going out to bid to save money on transportation.

Mrs. Clark would like this presentation to be part of the budget package but with the full meaning of the acronyms so everyone can understand what is being discussed and what Special Education is really about. Dr. Cavallaro agreed that the information would be helpful; it is also on the school website. Mr. Williams suggested attaching it to the question grid where everyone can give their feedback.

Mr. Derynoski spoke about the past and taking the initiative to look at Special Education and the severity of some of the students. This is how they started to bring some of the outplaced students back into the district. The HR Department and

Coordinators did a good job of hiring teachers and staff over the years to help the students. That has brought us to where we are right now with an outstanding program. Being able to keep the students in the district with the staff that have been hired to help them is a great cost avoidance for the district.

Mr. Carson highlighted on what a clear example of how the district's education system in Southington is investing in the community. These programs create jobs, allow families to spend more time together, and are beneficial for the taxpayers.

Attachments: (1)

11. Public Communications

a. Public

No public comment.

12. Adjournment

MOTION: Made at 8:19 p.m. by Mr. Derynoski and seconded by Mr. Baczewski, "Move to Adjourn." Motion carried unanimously by vote 9-0.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Jackie Hudson". The signature is written in a cursive style with a long, sweeping underline.

Recording Secretary

Summary of Special Board Meeting – January 10, 2025

Date: January 10, 2025

Board Members present:

Colleen W. Clark
Jasper Williams
Terri C. Carmody
David J. Derynoski

Approximately 1:06 p.m.

Meeting called to order.

Approximately 1:07 p.m.

Motion to go into executive session made by D. Derynoski, seconded by T. Carmody.

Moved that the Board enter executive session to discuss a confidential student matter.

The following individuals were invited into executive session:

Steven Madancy, Superintendent of Schools
Frank Pepe, Assistant Superintendent of Schools
Richard Aroian, Principal, Southington High School
Kathleen Reynolds, Assistant Principal, Southington High School
Thomas Hinman, Assistant Principal, Southington High School
Kristine Frattini, TLC Program Social Worker
Michael Ruggiero, Security Attendant
Todd Martin, Security Attendant
Brian Mulligan, Security Attendant
James Valentine, SRO
Julia Wilde, Counsel for the Board
Student (not present)

Approved 4 - 0.

Approximately 1:51 p.m.

The Board, and Board Counsel, excused themselves for deliberations.

Approximately 2:02 p.m.

Meeting resumes. All meeting participants present return.

D. Derynoski makes the following motion in open session at approximately 2:02 p.m.:

Moved: That the Southington Board of Education that the student who is the subject of this hearing did, on December 18, 2024, engage in the following conduct: insubordination, obscene language/profanity, threat/intimidation on school grounds and that such conduct was seriously disruptive of the educational process, endangered persons or property and violated publicized policies of the Board and. As a result of the above findings, the Southington Board of Education and constitutes an expellable offense.

T. Carmody seconded.

Motion Approved 4 - 0.

Approximately 2:04 p.m.

Motion to go into executive session made by D. Derynoski, seconded by T. Carmody.

Moved that the Board enter executive session to discuss a confidential student matter.

The following individuals were invited into executive session:

Steven Madancy, Superintendent of Schools
Frank Pepe, Assistant Superintendent of Schools
Richard Aroian, Principal, Southington High School
Kathleen Reynolds, Assistant Principal, Southington High School
Thomas Hinman, Assistant Principal, Southington High School
Kristine Frattini, TLC Program Social Worker
Michael Ruggiero, Security Attendant
Todd Martin, Security Attendant
Brian Mulligan, Security Attendant
James Valentine, SRO
Julia Wilde, Counsel for the Board
Student (not present)

Approved 4 - 0.

Approximately 2:20 p.m. The Board, and Board Counsel, excused themselves for deliberations.

Approximately 2:30 p.m. Meeting resumes. All meeting participants present return.

Approximately 2:30 p.m. D. Derynoski made the following motion in open session at

Moved that the student who is the subject of this hearing shall be expelled from all school property and school-sponsored events for a period of one hundred and eighty (180) school days, and that during this period, the

student shall be offered an alternative educational opportunity in accordance with law. During the period of the expulsion the student who is the subject of this hearing shall not be allowed to enter any school property and/or participate in any school sponsored events and activities.

T. Carmody seconded.

Motion Approved 4-0

At approximately 2:31 p.m. D. Derynoski moved to adjourn the meeting, seconded by T. Carmody.

Motion approved 4-0 and meeting adjourned.

Board of Education
Administrative Report
January 23, 2025



1. DECA Recognition
2. Future Budget Meeting Dates, BOF workshops
3. Sloper Plunge, team and dates (February 22nd @ 12:30 check-in)

Board of Education
Southington, Connecticut
Curriculum & Instruction Committee Meeting
Friday, January 10, 2025 - 9:30 a.m.
Room E280, Southington High School
720 Pleasant Street
Southington, CT 06489

Members Present: Committee Chair Jasper Williams, Bob Brown

Member Absent: Terri Carmody

Administration Present: Director of Teaching and Learning Amy Zappone

School Staff Present: SHS Math Department Matt Adams, SHS Science Department Kesley Duffy, SHS Math Department Leader, Marisa Kudla, SHS Physical Education Department Leader Anthony Loomis, SHS Physical Education Department, Lindsey Witte

The meeting was called to order at 9:30 a.m. by Committee Chair Mr. Williams.

Kelsey Duffy presented a **new high school earth science unit, “Geodynamics - Energy, Forces, and Earth’s Crust.”** This unit is designed to help students build an understanding of the relationship between energy transfer and unbalanced forces as they explore concepts related to plate tectonics, radioactivity, convection, and rock formation. Students read about a crack that opened suddenly in the Afar region of Ethiopia in 2005, accompanied by earthquakes and volcanoes. At the end of the unit, students apply their new learning to explain why a rift similar to the rift in the Afar region failed to create an ocean in the middle of North America 1.1 billion years ago.

Kelsey Duffy then presented a **new high school biology unit, “Evolution.”** In this unit, students investigate various lines of evidence to understand how flightlessness evolved in birds. To deepen their understanding, students explore multiple examples of evolution- from flightless birds to tuskless elephants, antibiotic resistance, and rock pocket mice. The skills of creating and interpreting data will be embedded throughout the entire unit, as well as opportunities to evaluate the strengths of different types of evidence for evolution.

The last science unit presented by Kelsey Duffy was a **new high school Biology unit called “Ecology.”** In this unit, students use the phenomena of the decline of sea otters in Alaskan waters to examine the interconnectedness of biology across all levels of organization- from cells to organisms, to ecosystems and beyond. Students examine and investigate concepts such as energy transfer, matter cycling, community dynamics, biodiversity, and human impact on the living environment. At the end of the unit, students will be

Board of Education

Colleen W. Clark, *Board Chairperson* - Jasper P. Williams, *Vice Chairperson* - Joseph Baczewski, *Secretary*
Robert S. Brown - Terri C. Carmody - Sean M. Carson - David J. Derynoski - Zaya G. Oshana - Cecil Whitehead

asked to use what they have learned to develop conservation plans for other protected and/or declining ecosystems in an effort to maintain biodiversity.

Anthony Loomis and Lindsay Witte presented **revised high school Health I and Health II curriculum**. The new curriculum includes the same content within the state and national standards as the existing curriculum but is taught through a new approach, *skills-based health*. In skills-based health, skills are taught through content, with content being the vehicle for skill instruction. The focus skills taught throughout the Health I and II curriculum include: Analyzing Influences, Accessing Information, Interpersonal Communication, Decision Making, Goal Setting, Self-Management, and Advocacy.

Matt Adams and Marisa Kudla presented **two new course proposals** for high school math electives. The first course proposal was a semester-long course titled, **Artificial Intelligence**, which would be offered to students in grades 10-12. The course involves teaching important programming concepts that enable the use of Artificial Intelligence in computer science and society at large. Students will learn how to incorporate basic Artificial Intelligence algorithms in their own work and will consider the social and ethical implications of its use. Students will develop a series of projects that illustrate the variety of ways Artificial Intelligence can be used to optimize and predict information and processes.

The second high school math course proposal, **Video Game Design**, is also a semester-long course that would be offered to students in grades 10-12. This course will provide students with the foundations for creating video games, with an emphasis on helping students develop logical thinking and problem-solving skills needed to program. The course is highly visual, dynamic, and interactive, making it engaging for students.

Both proposed high school math electives do not require additional staff. The math department plans to offer one section of each of the proposed courses on an alternating basis each year. The curriculum for both proposed courses would come from an open educational resource, CodeHS.com. There would be no cost to the board for these courses.

Committee members unanimously agreed to forward the above items to the full Board for review.

The meeting adjourned at 10:47 a.m.

Respectfully Submitted,

A handwritten signature in blue ink that reads 'Amy Zappone'.

Amy Zappone
Director Of Teaching and Learning

Board of Education

Colleen W. Clark, *Board Chairperson* - Jasper P. Williams, *Vice Chairperson* - Joseph Baczewski, *Secretary*
Robert S. Brown - Terri C. Carmody - Sean M. Carson - David J. Derynoski - Zaya G. Oshana - Cecil Whitehead

DISTRICTWIDE FACILITIES COMMITTEE MEETING MINUTES

Tuesday, January 14, 2024 - 4:00pm

Virtual Meeting via Zoom

Present: BOE Members – Colleen Clark, Chairperson, Zaya Oshana (Left meeting at 4:40), Town Council Chair Paul Chaplinsky; SPS – Steven Madancy, Superintendent, Peter Romano, Director of Operations; Jennifer Mellitt, Director of Business and Finance, Kyle Fickel, Accounting Manager, Alex Ricciardone, Town Manager

Guests: Charles Warrington, John Koplas (Colliers International Consultants)

Meeting Called to Order at 4:00

1. Debt Service Review

Jennifer Mellitt presented an updated debt service analysis confirming that, given the policy limits and associated debt service costs, it is not feasible to complete the KES and DES projects simultaneously.

Given this, Jen presented a revised timeline (Attached) highlighting when the DES project could be done and keeping the town within the debt service policy limit.

2. KES / South End Scenario Review

Charles Warrington presented an updated scenario that still involves the KES project going forward to application submission in June 2025 and referendum 2025. The scenario includes cost estimates and factoring in the escalation costs for doing DES at a later date.

The updated scenario has KES's new construction and South End build-out occurring first, allowing for redistricting and school consolidation, coupled with a future DES/KSA project.

Charles also reviewed the project schedule and associated timelines we would need to be conscious of to keep the project on track with associated timelines.

Board of Education

Colleen W. Clark, *Board Chairperson* - Jasper P. Williams, *Vice Chairperson* - Joseph Baczewski, *Secretary*
Robert S. Brown - Terri C. Carmody - Sean M. Carson - David J. Derynoski - Zaya G. Oshana - Cecil Whitehead

3. Committee Discussion

While the information provides the committee with an appropriate rationale to shift the recommendation from the fall now that the debt service analysis confirms this would need to occur, the committee could not reach a consensus or make any recommendations given the lack of quorum. The committee agreed that this presents a couple of challenges:

This committee can only recommend; it is ultimately up to the entire Board. There is only one meeting currently scheduled in February (February 27th). This places us in a very tight timeframe compared to all the other actions that will need to occur, leading to application submission by June 30th.

To present a recommendation to the full Board, we must schedule another DW Facilities Committee meeting soon and then a special Board meeting to review and discuss the recommended scenario.

Meeting Adjourned at 5:00

**Respectfully submitted,
Steven Madancy**

Board of Education

Colleen W. Clark, *Board Chairperson* - Jasper P. Williams, *Vice Chairperson* - Joseph Baczewski, *Secretary*
Robert S. Brown - Terri C. Carmody - Sean M. Carson - David J. Derynoski - Zaya G. Oshana - Cecil Whitehead

January 23, 2025

SPECIAL EDUCATION WORKSHOP FOLLOW UP



QUESTION
#1

- How Many Outplaced Students Came Back to District in the 2024-25 School Year?
 - What was the outplaced cost in 2023-24?
- 7 Students returned to district this school year

**STUDENTS OUTPLACED IN 2023-24
RETURNED TO SPS DISTRICT FOR 2024-25**

Students Returned to District	Total Outplaced Cost in 2023-24	Total Excess Cost (Over the 4.5X NCEP)	Excess Cost Revenue at 69.06%	School or Program Placement in 2024-25
7	\$511,970	\$94,489	\$65,268	TLC - JAD - 1 TLC – SHS - 1 SHS Homebound - 1 TLC DES -1 SHS (Reg Ed) -3



QUESTION
#2

- How Many Additional Students were Out Placed Last Year?
- **27 Students outplaced in 23-24**
 - Moved into district with an IEP
 - Law change extended age for services
 - Students newly identified with IEPs supporting outplacement
 - Outplaced due to in-district programs being at maximum capacity

**Students Outplaced in
2023-24**

*** Students moved into district with IEP and outplaced (5)**

**** Law Change Extending Age for Services - Student Outplaced entire year 23-24 (1)**

Outplaced due to in-district programs at max capacity – (7)

Students identified with needs and outplaced (14)

Student	Start date	End date	Tuition	Transp.	Total Expense	Excess Cost at 100%	Excess Cost Revenue @ 69.06%
1	7/23	6/24	95,353	24,967	120,320	\$41,788	28,859
2	11/23	6/24	44,240	11,004	55,245		-
3	1/24	6/24	31,173	-	31,173		-
4 *	7/23	6/24	126,355	8,800	135,155	\$56,623	39,104
5	4/24	6/24	10,619	-	10,619		-
6	1/24	6/24	73,939	19,240	93,179	\$14,647	10,115
7*	7/23	3/24	60,001	12,015	72,017		-
8*	4/24	6/24	18,749	-	18,749		-
9	7/23	6/24	176,399	61,428	237,827	\$159,295	110,009
10	3/24	6/24	26,660	-	26,660		-
11	7/23	6/24	140,910	48,208	189,118	\$110,586	76,371
12	7/23	6/24	67,203	19,230	86,433	\$7,901	5,456
13	7/23	6/24	129,852	9,499	139,352	\$60,820	42,002
14	2/24	6/24	35,655	23,520	59,175		-
15*	7/23	6/24	77,964	12,015	89,979	\$11,447	7,905
16**	7/23	6/24	97,301	20,741	118,041	\$39,509	27,285
17	4/24	6/24	17,955	13,245	31,200		-
18	1/24	6/24	77,231	-	77,231		-
19	3/24	6/25	28,715	-	28,715		-
20	7/23	6/24	79,550	13,605	93,155	\$14,623	10,099
21	7/23	6/24	237,572	-	237,572	\$159,040	109,833
22	7/23	6/24	57,164	22,556	79,720	\$1,188	821
23	7/23	6/24	184,209	49,578	233,787	\$155,255	107,219
24	7/23	6/24	61,230	14,805	76,035		-
25	4/24	6/24	17,118	-	17,118		-
26	7/23	6/24	110,294	58,575	168,869	\$90,337	62,387
27*	9/23	4/24	56,925	9,992	66,916		-
					2,593,361	923,060	637,465



QUESTION
#3

- How many students were placed in a district program in 2023-24 who would have been outplaced?
- What would have been the estimated costs and the estimated excess cost revenues?

IN DISTRICT STUDENTS

- 16 students were placed in-district programs in favor of outplacement from either PreK or their home schools. Approximate cost if outplaced:

Student Numbers	Program	Approximate Outplaced Program Cost	Approximate Excess Cost Revenues at 69.06%
12	SLC Elementary	\$1,434,369	339,765
1	TLC Primary	\$82,178	2,517
1	TLC Intermediate	\$69,750	0
2	TLC Middle	\$164,356	5,032
Totals		\$1,750,653	\$347,314

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 23, 2025

Decision Requested X Agenda Code 9 a.1.

AGENDA REPORTING FORM

Agenda Topic: Out of State: Approval of Out of State/Overnight Field Trip

Summary of Issue: The Board of Education must give approval for field trips that are over 200 miles in distance from Southington, trips to foreign countries, or overnight field trips. Presented here is the following trip:

- SHS – Italian Classes 11th & 12th Grades – Florence & Lucca, Italy
 - 11/7-11/15, 2025

Background: N/A

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 approve the field trip request as presented by the administration.

Titles of Attachments:
1. Field Trip Application



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Southington High School
Italian Classes 11th & 12th Grades**

Florence & Lucca, Italy

(11/7/25 – 11/15/25)

Application for Out-of-State/In-State/Overnight Field Trip

Submit to Director of Teaching and Learning

Not recurring?

Date: 12/27/24

Out of State: Yes No
Overnight: Yes No

Miles Round Trip: _____

Southington High School Italian November 7-15 2025
School Class/Group Date of Trip

Name and Address of Destination Florence and Lucca, Italy

Reasons for Field Trip Itinerary (attach if needed) Attached

Departure Date/Time November 7th at Noon Return Date/Time November 15 at 6 pm

Type: Academic (15:1) Non-Academic (10:1) Abroad (8:1) Required Ratio (Student: Teacher/Chaperone)

of Students: 24 # of Teachers/Chaperones: 3 # of Buses: 1

{ K. TAVERA-COLINS
T. RICCO
M. TORRISI

Have definite arrangements been made at the field trip destination? Yes No

Have met with nurse to address student health needs.
Nurse's Signature _____ Date _____

TRIPS REQUIRING BOE APPROVAL ONLY: Have NOT met with the nurse. Will meet with the nurse to address student health needs when the student roster is complete. This meeting will take place approximately one-month prior to the scheduled trip.

Destination is handicap accessible: Yes No Lift Van Needed? Yes No

COST AND FINANCING

Source of Funds	Totals	Additional Notes
TOTAL Anticipated Cost of Trip	\$ 81,600	
Board of Education Contribution	\$	
Other	\$	
Fundraising Activity	(\$)	
BALANCE	\$ 81,600	
Student Contribution		
Transportation	\$ 1,700	24 Students @ \$ 1,700
Entrance Fees, Room & Board	\$ 1,700	24 Students @ \$ 1,700
TOTAL Cost of Trip to Each Student	\$ 3,400	

SIGNATURES

Teacher [Signature] K. TAVERA-COLINS Date 12/27/24
Dept. Head [Signature] T. RICCO Date 1/2/25
Principal [Signature] R. ARDIAN Date 1/2/25
Comments _____

Director of Teaching & Learning: [Signature] Date 1/7/25 Approved Not Approved

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date January 23, 2025

Decision Requested X Agenda Code 9 a.2.

AGENDA REPORTING FORM

Agenda Topic: Out of State: Approval of Out of State/Overnight Field Trip

Summary of Issue: The Board of Education must give approval for field trips that are over 200 miles in distance from Southington, trips to foreign countries, or overnight field trips. Presented here is the following trip:

- SHS – Winter Color Guard – Bethlehem, PA
 - 3/21-3/23, 2025

Background: N/A

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 approve the field trip request as presented by the administration.

Titles of Attachments:

1. Field Trip Application



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Southington High School
Winter Color Guard**

Bethlehem, PA

(3/21/25 – 3/23/25)

Application for Out-of-State/In-State/Overnight Field Trip

Submit to Director of Teaching and Learning

Date: 1/7/25

BOE

Out of State: Yes No
Overnight: Yes No

Miles Round Trip: 378

SHS School Winter Color Guard Class/Group 3/21-3/23/25 Date of Trip

Name and Address of Destination Liberty High School 1115 Kinder Ave. Bethlehem PA 18018

Reasons for Field Trip Itinerary (attach if needed) East Power Regional Event and Competition
See Attached for details

Departure Date/Time 3/21 4:00 pm Return Date/Time 3/23 3:00 pm

Type: Academic (15:1) Non-Academic (10:1) Abroad (8:1) Required Ratio (Student: Teacher/Chaperone)

of Students: 16 # of Teachers/Chaperones: 4 # of Buses: 0

Have definite arrangements been made at the field trip destination? Yes No

Have met with nurse to address student health needs.

Nurse's Signature unrecalled Date 1-7-25

TRIPS REQUIRING BOE APPROVAL ONLY: Have NOT met with the nurse. Will meet with the nurse to address student health needs when the student roster is complete. This meeting will take place approximately one-month prior to the scheduled trip.

Destination is handicap accessible: Yes No

Lift Van Needed? Yes No

COST AND FINANCING

Source of Funds	Totals	Additional Notes
TOTAL Anticipated Cost of Trip	\$ 445.00	WGI Registration Fees
Board of Education Contribution	\$	
Other	\$	
Fundraising Activity	(\$)	
BALANCE	\$	
Student Contribution		
Transportation	\$ —	Students @ \$ Parents provide
Entrance Fees, Room & Board	\$ 1800.00	16 Students @ \$ 113 each
TOTAL Cost of Trip to Each Student	\$	* included in dues

SIGNATURES

Teacher Sara Ossias Date 1/7/25
 Dept. Head Sara W. Ossias Date 1/7/25
 Principal [Signature] Date 1/7/25
 Comments _____

Director of Teaching & Learning: [Signature] Date 1/8/25 Approved Not Approved

Board of Education Approval*** YES NO Date _____

RESOURCE: [☰ Energy, Forces, & Earth's Crust Skeleton \(Pilot Spring 2024\)](#) -[OPENSCI ED UNIT WEBINAR](#),

[☰ Plate Tectonics Skeleton updated 2020](#)

Unit Overview	
Unit Title:	Geodynamics - <i>Energy, Forces, and Earth's Crust</i>
Teacher:	Kelsey Duffy and Jaime Hatch
Grade Level/Course:	9 Earth Science
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	<p>How do forces in Earth's interior determine what will happen to the surface we see? This unit is designed to help students build an intuitive understanding of the relationship between energy transfer and unbalanced forces as they explore science ideas related to plate tectonics, radioactivity, convection, and rock formation. Students read about a crack that opened up suddenly in the Afar region of Ethiopia in 2005, accompanied by earthquakes and volcanoes. They compare this to other earthquake events that occur in North America. This prompts them to model the events that occurred before, during, and after the crack was discovered. They figure out that changes in the structure of matter involve unbalanced forces and energy transfer, and use this idea to explain earthquakes and volcanoes at plate boundaries. They explore Earth's interior using tomography and modeling, including radioactivity, to explain the unbalanced forces driving changes in Earth's crust. They then investigate the interactions happening at plate boundaries and the nature of the relationship between mass and forces on the movement of tectonic plates to explain the past, present, and potential future of the Afar region. Finally, students apply these ideas in a transfer task to explain why a rift similar to the rift in the Afar region failed to create an ocean in the middle of North America 1.1 billion years ago.</p> <p>This unit is building off the following grade 6 unit "Plate Tectonics and Rock Recycling"</p>

Performance Expectations

[HS-PS1-8](#). Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. [Clarification Statement: Emphasis is on simple qualitative models, such as pictures or diagrams, and on the scale of energy released in nuclear processes relative to other kinds of transformations.] [Assessment Boundary: Assessment does not

include quantitative calculation of energy released. Assessment is limited to alpha, beta, and gamma radioactive decays.]

HS-ESS2-3 Develop a model based on evidence of Earth’s interior to describe the cycling of matter by thermal convection. [Clarification Statement: Emphasis is on both a one dimensional model of Earth, with radial layers determined by density, and a three dimensional model, which is controlled by mantle convection and the resulting plate tectonics. Examples of evidence include maps of Earth’s three-dimensional structure obtained from seismic waves, records of the rate of change of Earth’s magnetic field (as constraints on convection in the outer core), and identification of the composition of Earth’s layers from high-pressure laboratory experiments.]

HS-ESS1-5 Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks. [Clarification Statement: Emphasis is on the ability of plate tectonics to explain the ages of crustal rocks. Examples include evidence of the ages of oceanic crust increasing with distance from mid-ocean ridges (a result of plate spreading) and the ages of North American continental crust decreasing with distance away from a central ancient core of the continental plate (a result of past plate interactions).]

HS-ESS2-1 Develop a model to illustrate how Earth’s internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. [Clarification Statement: Emphasis is on how the appearance of land features (such as mountains, valleys, and plateaus) and sea-floor features (such as trenches, ridges, and seamounts) are a result of both constructive forces (such as volcanism, tectonic uplift, and orogeny) and destructive mechanisms (such as weathering, mass wasting, and coastal erosion).] [Assessment Boundary: Assessment does not include memorization of the details of the formation of specific geographic features of Earth’s surface.]

SEP Implications (Science and Engineering Practices)	DCI Implications (Disciplinary Core Ideas)	CCC Implications (Cross Cutting Concepts)
<p>Developing and Using Models Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.</p> <ul style="list-style-type: none"> Develop a model based on evidence to illustrate the relationships between systems or between components of a system. <p>Engaging in Argument from Evidence Engaging in argument from evidence in 9– 12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.</p> <ul style="list-style-type: none"> Evaluate evidence behind currently accepted explanations or solutions to determine the merits of arguments. 	<p>PS1.C: Nuclear Processes</p> <ul style="list-style-type: none"> Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process. Spontaneous radioactive decay follows a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials. (secondary) <p>ESS2.A: Earth Materials and Systems</p> <ul style="list-style-type: none"> Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth’s surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a 	<p>Energy and Matter</p> <ul style="list-style-type: none"> In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. Energy drives the cycling of matter within and between systems. <p>Patterns</p> <ul style="list-style-type: none"> Empirical evidence is needed to identify patterns. <p>Stability and Change</p> <ul style="list-style-type: none"> Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible.

hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior.

- Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes.

ESS2.B: Plate Tectonics and Large-Scale System Interactions

- The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection.
- Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. (ESS2.B Grade 8 GBE) (secondary)
- Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust. (ESS2.B Grade 8 GBE)

ESS1.C: The History of Planet Earth

- Continental rocks, which can be older than 4 billion years, are generally much older than the rocks of the ocean floor, which are less than 200 million years old.

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:

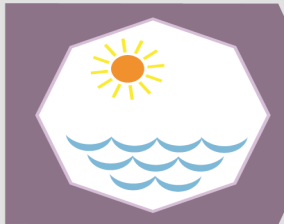
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

Communication Transdisciplinary Goal:

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

Phenomenon

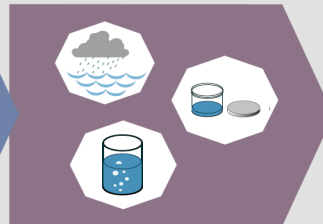
Explore Anchoring Phenomenon



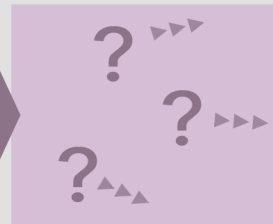
Attempt to Make Sense



Identify Related Phenomena



Develop Questions & Next Steps



Explore Anchoring Phenomenon: Afar Rift Image

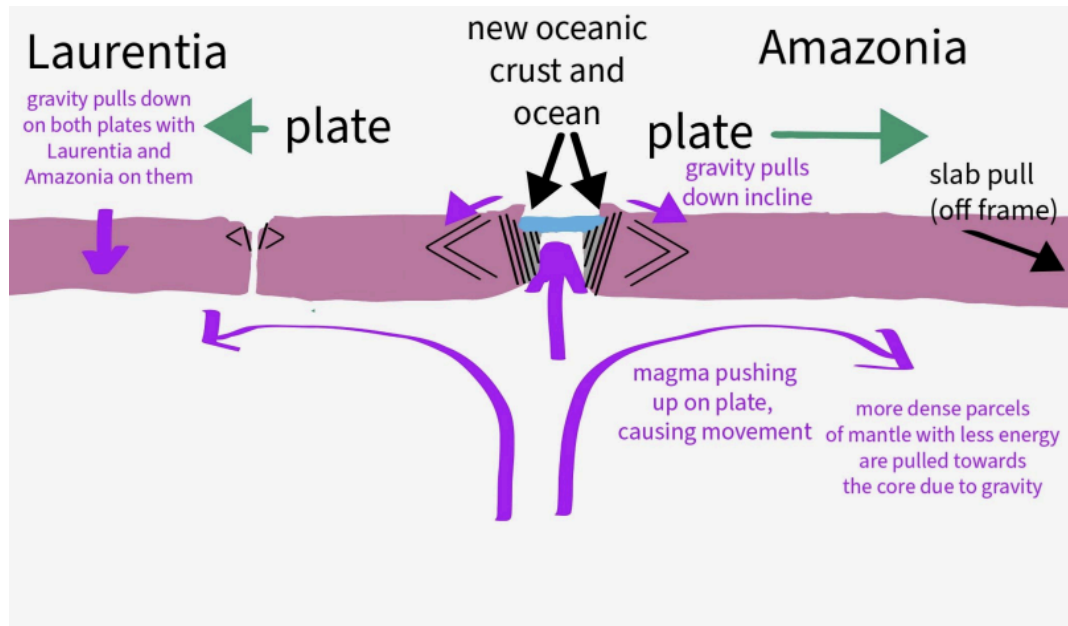
Attempt to Make Sense: Story Map of Afar (See below)

Identify Related Phenomena: Earthquake Cases

Develop Potential Student Questions:

- *What is cracking or shaking, and how?*
- *What is happening to the surface in an earthquake?*
- *What is causing the changes at the surface in our cases and Afar?*
- *Are the processes at Afar and all the cases the same? What evidence do we have?*

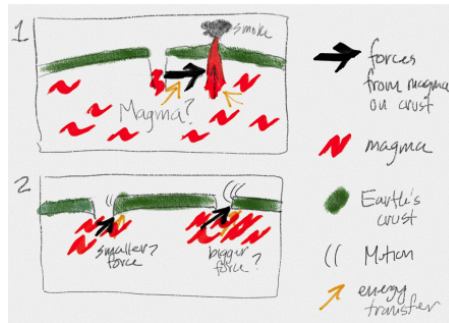
Sample Explanation:



Resources:

- [Energy, Forces, & Earth's Crust Skeleton \(Pilot Spring 2024\)](#)
- [OpenSciEd Unit P.2 Energy, Forces, & Earth's Crust \(All resources in Google Drive\)](#)
- https://opensci-ed-uploads-production.s3.amazonaws.com/G11_UPF/parts/storyline.pdf (OpenSci Edu Skeleton Storyline)
- [OpenSci Ed Unit Supplies](#)
- [Driving Question Board](#)
- [Question Formulation Technique \(QFT\)](#)
- [KOL](#)
- [Talk Activities](#)
- [Summary Table](#)
- [Final Scientific Modeling](#)
- [Final Scientific Modeling](#)
- [CCC Discussion Cards](#)
- [321 Strategy active viewing](#)
- [60 Formative Assessment Ideas](#)
- [CER](#)

Target Question Learning Sequence 1: <i>Forces, Stability, and Deformation</i>	Activity	Standard Objectives/Learning Target	Student will know and wonder
<p>What is happening in the Afar region? (Phenomena Routine)</p>	<p>EXPLORE Afar Crack Anchoring Phenomenon: <i>What might have caused this change in Earth's surface?</i></p> <p>ATTEMPT TO MAKE SENSE: (20-40 min)</p> <ol style="list-style-type: none"> 1. Explore the StoryMap about a series of events that left a giant crack in Earth's crust in the Afar region. Students will create a NOTICE/WONDER T chart 2. Explore the Earthquake/volcanism ArcGIS map ArcGIS Header Controller Earthquake and Volcanism Map. Students will record 3 patterns/noticings) <p>IDENTIFY RELATED PHENOMENA: (10-15 min)</p> <ol style="list-style-type: none"> 1. Case Comparison Jigsaw <ul style="list-style-type: none"> ☰ P.2 Lesson 1 Handout Earthquake Cases ☰ P.2 Lesson 1 Handout Case Comparisons 2. OPTIONAL: Referred to as "Home Learning", but can be done in class. Students will quickly research an earthquake they or someone they know have heard about/experienced and compare it to the afar crack. <p>DEVELOP QUESTIONS AND NEXT STEPS: <i>We develop questions for the Driving Question Board and ideas for investigations.</i></p> <ul style="list-style-type: none"> • Scientist circle: <ul style="list-style-type: none"> ○ Initial Model of a Profile of Afar based on learning <p>(What do we agree on? Teacher constructed composite model)</p>	<p>LEARNING TARGET: I can develop a model that explains what causes land to crack and to predict what will happen in the future.</p> <p>Success Criteria: I can...</p> <ul style="list-style-type: none"> • Obtain information about the crack in the Afar region by analyzing observational data, ArcGIS data, as well as comparison events around the world. • develop an initial model to explain what causes the land to crack, break, move. • use my model to predict what will happen to the land in Afar in the future. • ask questions about the mechanisms driving changes in earth's surface • rank the events of Afar according to their scale 	<p>A crack opened up in the Afar region in 2005. A volcanic eruption and an earthquake also occurred. Earthquakes seem connected to faults, and most, but not all, happen along plate boundaries. Earthquakes happen underground and can cause cracking/moving of Earth's surface. There are similarities and differences between the earthquake cases and Afar events.</p> <p><i>What's next?</i></p> <p>We have explored multiple cases of earthquakes causing cracks in the ground. We wonder what could be causing the ground to shake and break.</p>



- [Scale Poster - Energy, Forces, Earth's Crust](#) (Student can get an individual one and/or Teacher can make a consensus one)
- Add/revise DQB

(Next class possibly) gallery walk of models, then go back to add something to own model, then another gallery walk to choose best/most agreed upon model

LESSON 1 RESOURCES:

- ☐ P.2 Lesson 1 Slides (Student slides)
 - ☐ Class Notes (P.2 Lesson 1 Slides) Du...
- ☒ P.2 Lesson 1 Teacher Edition (Teacher Notes)
- ☒ P.2 Lesson 1 Student Procedure (Student Procedure via OpenSciEd)

What happens to the matter and energy in a system when the magnitude of balanced forces on it increases?

*Prior to this lab, incorporating handling of rocks to make better connections to foam slabs.

Engage:

- Blocks represent plates- move the blocks 2-3 different ways, draw what you did/movement with follow up questions (what did you do to move the blocks?)

- ☒ Contact Force Investigations ACA
- ☒ Contact Force Investigations ACC

LEARNING TARGET: I can plan and conduct an investigation about contact forces in order to consider stability vs. change in the motion of an object.

Success Criteria: I can..

- **Develop and use free-body diagrams to predict the behavior of matter when forces are applied.**

We analyze plate motion data. We develop a model of force interactions between plates. We investigate the conditions that result in stability and change in motion of an object when multiple forces act on it. We use free-body diagrams to explain and predict how the magnitude of the forces applied at different scales impact the stability and changes in the matter within the system. We figure out:

- All systems change; "stability" is

	<p>LESSON 2 RESOURCES:</p> <ul style="list-style-type: none"> 📄 P.2 Lesson 2 Slides <ul style="list-style-type: none"> • 📄 Class Notes (Energy, Forces, and Ea... 📖 P.2 Lesson 2 Teacher Edition (Teacher Notes) 📖 P.2 Lesson 2 Student Procedure (Student Procedure via OpenSciEd) <p>ENGAGE: <i>What could be causing the land to move or crack? Discussion recalling anchoring phenomenon</i></p> <ul style="list-style-type: none"> • Does land only move and crack during an earthquake, or could it happen when or where there is no perceptible shaking? • What measurements or data would you want to analyze to see whether any of these things are happening before an earthquake occurs? <p>EXPLORE: <i>We make observations and inferences using GPS Plate Map with Vector data</i></p> <ul style="list-style-type: none"> • Add time as a y-axis value to the class scale poster <p><i>We develop a plate structure model.</i></p> <ul style="list-style-type: none"> • We analyze photographs of exposed plate material and layers of sediment. Use these to develop an initial model of the general structure of two plates. • We represent the relative scale and composition of a plate. <p><i>We develop models to represent the relative scale and composition of a plate.</i></p> <ul style="list-style-type: none"> • We draw an initial model in our notebooks. • We orient to a physical model of plates (foam blocks) to explore stability and change in the system. <p><i>We conduct investigations to determine the forces involved in stability vs changes in motion.</i></p> <ul style="list-style-type: none"> • 📄 Contact Force Investigation Data Sheet <p>Make predictions based on free body diagrams about an object's motion.</p>	<ul style="list-style-type: none"> • Consider stability and motion changes from applied forces at different scales. 	<p>dependent on scale.</p> <ul style="list-style-type: none"> • Changing scales is an important tool that scientists and engineers use to help develop explanations for why phenomena occur in every science discipline. • Objects in contact exert contact forces on each other. • The net force is the sum of all the forces acting on an object; it is zero when the forces are balanced along every axis. • Forces at different scales can help explain why matter remains in a stable state and why its motion changes. • Large-scale changes in Earth systems such as earthquakes, variation in plate motion, or the sudden crack in Afar could be the result of differences in forces acting on the matter in the system. <p>What's next? We have identified the net force of contact forces as a contributing factor in explaining the stability and changes within both matter and Earth' systems. We wonder about the changes in matter when external forces on an object continue to increase.</p>
<p>What happens to the matter and energy in a system when the</p>	<p>Engage:</p> <ul style="list-style-type: none"> - Bell work to review tension - Show vector map and pangea to 	<p>LEARNING TARGET: I can develop a model to show how tectonic plates behave when varying forces are applied.</p>	<p>We explore changes in a piece of foam as higher magnitude forces are applied to it. We develop a model relating how unbalanced forces cause the observed</p>

<p>magnitude of balanced forces on it increases?</p>	<p>today video to make connection on that the plates are moving</p> <ul style="list-style-type: none"> - Using their phones, use fingers to add tension to make it not move/stabilize. This represents the Caribbean plate, which is 'not moving', what's happening to it? What are the forces doing to the matter/rock/plate? (might say nothing- not an option- lead them to pressure and temperature) <p>3. Analyzing Rock Behavior</p> <p>LESSON 3 RESOURCES:</p> <ul style="list-style-type: none"> P.2 Lesson 3 Slides P.2 Lesson 3 Teacher Edition P.2 Lesson 3 Teacher Reference Developing t... P.2 Lesson 3 Handout Analyzing Rock Behavior 	<p>Success Criteria: I will..</p> <ul style="list-style-type: none"> • Use foam blocks to model how plates/rocks behave when different pressures and forces are applied. • Explain how rocks can be plastically and elastically deformed • Explain what is happening to the rocks at the Afar crack in terms of varying forces 	<p>changes in matter and energy transfer. We predict whether rock would behave like the piece of foam. We gather information from a reading. We ask questions about the relationship of our new ideas to what is happening in Earth systems. We figure out:</p> <ul style="list-style-type: none"> • Changes in matter and energy transfers happen together. • Unbalanced forces transfer energy. • All solid materials deform elastically when force is applied to them, up to a point. • When solids deform past their elastic limit, they permanently deform; this includes a permanent change in shape, cracks, and/or breaking into smaller pieces. <p>What's next?</p> <p>We raised new questions about the force interactions, elastic behavior and elastic limits, and energy transfers in solids that could help explain how earthquakes occur</p>
<p>Why do solid materials (like rock) elastically deform or break?</p>	<p>LESSON 4 RESOURCES:</p> <ul style="list-style-type: none"> 4. Particle Investigations 	<p>LEARNING TARGET: I can use a computer simulation to explain how particles behave when rocks are being deformed.</p> <p>Success Criteria: I will..</p> <ul style="list-style-type: none"> • Collect data on one variable of particle behavior using a computer simulation • Explain how the forces acting on a solid affect its energy and behavior. 	<p>We evaluate different models for understanding and explaining earthquakes, elastic deformation, and breaking of solid matter. We use a computer simulation to investigate how external forces on a solid affect matter changes and energy transfers at the particle level. We revise our M-E-F poster to account for the roles of fields, and we use these ideas to explain volcanic eruptions in an Electronic Exit Ticket. We figure out:</p> <ul style="list-style-type: none"> • External forces applied to or removed from a solid create a temporary imbalance of forces

			<p>between particles. In elastic deformation, those particles rearrange until they reach a place in the system where the forces on them are balanced.</p> <ul style="list-style-type: none"> ● All changes in matter (bending, breaking, state change) are changes in motion, either macroscopic or at the particle level. ● If unbalanced forces deform a solid too much, some of the particles in it move far enough apart that their bonds break. ● Matter produces various fields (electric, magnetic, gravitational); fields exert forces that act across a distance on other particles. ● Energy can be transferred to, transferred from, and stored in fields. <p>What's next? Though we can explain earthquakes and volcanoes at plate boundaries, Afar is not near a plate boundary, so we need additional data to determine what is different about what is happening in the plates or below them at Afar.</p>
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LS1 Assessment-HS ESS2-1
Energy, Forces, and Earth's Crust (LS1 Quiz)
[Afar - Lesson 4 Electronic Exit Ticket](#)

Learning Sequence 2:
Energy Transfer, Density, Earth's Interior

<p>How do we investigate the connection between matter in Earth's interior and surface features above?</p>	<p>The following readings may need to be modified to make the stations more equal depending on how you run the lesson.</p>	<p>LEARNING TARGET: I can analyze seismic velocity data to identify the relationship between wave speed and medium of Earth's interior.</p>	<p>We wonder what could be happening in Earth's interior that could cause unbalanced forces on the crust of the Afar region. We investigate how energy transfers differently through different types</p>
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	<ul style="list-style-type: none"> ☰ 5. How Do Scientists Explore Earth's Interior? ☰ 5.5 Seismic Waves <p>POSSIBLY consider doing act 5 after act 6</p> <p>Adapted from LESSON 5 RESOURCES:</p> <ul style="list-style-type: none"> 📄 P.2 Lesson 5 Slides ☰ P.2 Lesson 5 Teacher Edition ☰ P.2 Lesson 5 Handout How Do Scientists 	<p>Success Criteria: I can...</p> <ul style="list-style-type: none"> ● Obtain information to differentiate between P-and S-waves. ● Analyze seismic velocity graphs to determine any anomalies. ● Analyze an online simulation to make observations of seismic waves as they travel through the Earth. ● Identify the state of matter of Earth's layers. ● Explain how scientists have been able to develop a model of Earth's interior. 	<p>of matter. We create a scale model to predict how long it should take seismic waves to reach various distances around Earth if the planet is made of solid rock. We analyze seismic data to determine how long it actually takes the waves to reach these distances. We graph the data to explore how well our model fits reality. We figure out:</p> <ul style="list-style-type: none"> ● The speed of a wave through matter depends on the matter through which it is passing. ● Seismic velocity data provide evidence that Earth is composed of layers. ● Earth has a solid inner core, a liquid outer core, a semi-solid mantle, and a solid crust. <p>What is next?</p> <p>We wonder how temperature differences and motion in mantle matter could explain forces that cause change on Earth's surface</p>
<p>How is temperature related to the behavior of the matter in the mantle?</p>	<ul style="list-style-type: none"> ☰ 6. Investigating Cross Sections <p>LESSON 6 RESOURCES:</p> <ul style="list-style-type: none"> 📄 P.2 Lesson 6 Slides ☰ P.2 Lesson 6 Handout Afar Mantle Model ☰ P.2 Lesson 6 Handout Mantle Tank Model 	<p>LEARNING TARGET: I can develop a model of Earth's mantle and crust at various locations on Earth using seismic velocity data.</p> <p>Success Criteria: I can...</p> <ul style="list-style-type: none"> ● Draw a cross section of the mantle beneath Southington CT and compare it to the Afar region. ● Analyze cross sections of seismic velocity and temperature of the mantle to 	<p>We develop a model to explain the movement of material in the mantle. We compare this model to tomography data and revisit our DQB. We figure out:.</p> <ul style="list-style-type: none"> ● Differences in matter in the mantle cause unbalanced forces in different locations, which is why some regions have different kinds of surface features than others.

		<p>identify its state of matter and surface feature above.</p>	<p>What is next? <i>We saw that the mantle is not homogenous; it varies in temperature and state of matter which dictates the type of surface feature that is seen at the surface. Now we wonder why/how the material of the mantle and its temperature relates to the movement of the tectonic plates.</i></p>
<p>Where does the energy that drives convection come from?</p>	<p>EXPLORE: station lab (convection tank, lava lab, OpenSci Video)</p> <p>EXPLAIN: class consensus model</p> <p>ELABORATE/EVALUATE: 7. Afar Mantle Model</p> <p>LESSON 6 RESOURCES: P.2 Lesson 6 Slides P.2 Lesson 6 Handout Afar Mantle Model P.2 Lesson 6 Handout Mantle Tank Model</p>	<p>LEARNING TARGET: I can develop a model of the mantle at the Afar region that shows and explains why tectonic plates move.</p> <p>Success Criteria: I can...</p> <ul style="list-style-type: none"> Analyze various models of fluids to make observations of how heat is transferred. Model how water behaves when heated to draw how magma behaves in the mantle. Develop a model to explain the Afar region using the models seen in class. 	<p>We analyze a video of a tank simulating the matter in the mantle to figure out what happens to the matter when heat is added. We observe convection in the tank and revise our model to represent it.</p> <ul style="list-style-type: none"> Increasing the temperature of matter in the mantle causes particles to move faster and farther apart, occupying a larger volume that results in a lower density. In different parts of the mantle, the relationship between the gravitational force and the pushing force from the matter beneath explains the cycling of matter in Earth's interior through convection. <div data-bbox="1591 1036 1957 1291" data-label="Diagram"> </div> <p>What's next? <i>We saw that heat affected the density of parcels in the mantle tank, and we think this is also happening in the matter in the</i></p>

			<p><i>mantle. Now we wonder what might be causing this increase in energy that causes the differences in parcel density</i></p>
<p>Why is causing the increase in energy below Earth's crust?</p>	<p>ENGAGE: The Hawaiian Islands Bell Work</p> <p>EXPLORE: Radioactive Decay (Forces), Radioactive Decay (Matter), Radio</p> <p>EXPLAIN: cause and effect statements ELABORATE/EVALUATE: exit ticket Cause-Effect Model ACA - Duffy -COMMUNICATION ASSESSMENT</p> <p>LESSON 7 RESOURCES:</p> <p>P.2 Lesson 7 Slides</p>	<p>LEARNING TARGET: I can explain how radioactive decay provides the heat that drives mantle convection.</p> <p>Success Criteria: I can...</p> <ul style="list-style-type: none"> • Synthesize what I have learned from past assignments about the relationship between matter, energy, and fusion with new evidence • Ask questions about what is happening at the subatomic scale to explain the heat in earth's interior 	<p><i>We want to know where the heat comes from that drives mantle convection. We jigsaw a series of articles that answer this question from a forces perspective, a matter perspective, and an energy perspective. We develop a cause-effect model that integrates these three perspectives to explain how radioactive decay results in the release of enough heat to drive convection in the solid rock of Earth's mantle. We figure out:</i></p> <ul style="list-style-type: none"> • <i>Nuclear energy can be modeled as being stored in the mass of the atomic nucleus itself.</i> • <i>An imbalance of forces (strong and electric) in an atomic nucleus can cause particles to leave the atom, transferring kinetic energy into the surrounding material. This is a type of radioactive decay</i> • <i>Radioactive decay at the subatomic scale continually generates new energy, providing the primary source of the energy that drives mantle convection at the macroscopic scale.</i> <p>What's next? Radioactive decay helped us understand what might be driving some of the processes we see in Earth's mantle. We wonder whether we will find radioactive material in the rock in the Afar region.</p>
<p>LS2 Assessment</p> <p>Energy, Forces, and Earth's Crust (LS2 Quiz)</p> <p>MS-ESS2-3 Assessment - The Juan de Fuca Ridge Build out to include decay PS1-8</p> <p>Afar - Lesson 7 Exit Ticket (Build this out to include decay problems, see Raccio's on Canvas for one idea)</p>			
<p>Learning Sequence 3:</p>			

Radioactive Decay, Plate boundary Interactions, Surface Features

Is the rock at Afar radioactive, and what can that tell us?

ENGAGE: Show fossil/rock forming and make a prediction

EXPLORE

9. Rock Transformation Process - Duffy

8. Radioactive Decay

LESSON 8 RESOURCES:

P.2 Lesson 8 Slides

LEARNING TARGET: I can use a model to explain how scientists use radioactive isotopes to age date rocks.

Success Criteria: I can...

- make a prediction about how a rock's parent and daughter elements will change over time
- use a [computer model](#) to conduct an investigation about how rocks parent and daughter elements change over time
- Graph the relationship between parent and daughter atoms
- Analyze decay trends in different isotopes
- Construct an explanation of the geologic history of the Afar crack

We analyze the radioactive element composition of rocks from Afar. We use a simulation to collect data on how the amount of radioactive material in a rock crystal changes over time. We use mathematical thinking to compare patterns in our graphs to those in an equation of exponential decay, and we use that equation to determine the age of rocks from Afar. We figure out:

- Radioactive decay of elements follows a characteristic exponential decay law, with a specific lifetime (timescale) for each; we can use this to determine the ages of rocks and other materials from the ratio of parent to daughter elements present.
- Some of the rock on the western and eastern edges of Afar formed hundreds of million years ago. But most of the rock in the middle of the Afar region is very young, appearing over the last few million years.

What's next?

Radioactive decay helped us understand what might be driving some of the processes we see in Earth's mantle. We wonder whether we will find radioactive material in the rock in the Afar region.

How can we determine the radioactive age of the rock?

EXPLORE: [computer model](#) (Share a group copy of <https://www.openscienced.org/general/radioactivedecay/>)

10. Predicting and Analyzing Decay Trends - ...

EXPLAIN: Class discussion about findings

EVALUATE

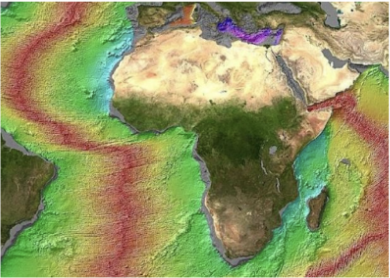
Raccio Predicting and Analyzing Decay Trends

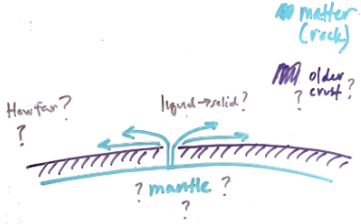
LEARNING TARGET: I can analyze data from a model to determine the various ages of rock in the Afar region to reconstruct the geologic history of Afar over the last 700 million years.

Success Criteria: I can...

- use a spreadsheet to graph and compare patterns across different crystal sizes and different parent elements and

We analyze the radioactive element composition of rocks from Afar. We plan and carry out an investigation using a simulation to collect data on how the amount of radioactive material in a rock crystal changes over time. We use mathematical thinking to compare patterns in our graphs to those in an equation of exponential decay, and we use that equation to determine the age of rocks from Afar.

		<p>compare these to patterns predicted by an exponential decay law.</p> <ul style="list-style-type: none"> analyze the data to create a graphical and mathematical model for how parent and daughter elements change over time, including calculating the half-lives for various elements Analyze data using a spreadsheet and an exponential decay law to find the age of various rock using half-lives 	<p>What's next?</p> <p>We will look at the crustal ages of rocks around the world in both oceans and continents, and notice a number of patterns, including that the continental rock is significantly older, and that the farther the rock is from some plate boundaries in the ocean, the older it is. We will determine the density of basalt (oceanic crust) and granite (continental crust) and wonder about how that affects forces and energy transfer. We will add questions to the Driving Question Board about plate boundaries and types of crust.</p>
<p>How does the rock in Afar compare to the rock around the world, and what does this tell us about the history and future of the region?</p>	<p>☰ 11. Age of Earth's Surface</p>  <p>A map of crustal ages on continents and in the ocean shows several puzzling patterns, including very young basalt in the Afar region.</p> <p>Lesson 9 Resources</p> <p>START OF 11</p> <p>📄 Copy of P.2 Lesson 9 Slides</p> <p>ENGAGE: what do you notice about the age of the rocks in Afar? (Provide age data) EXPLORE: Age of sea floor map and sea floor</p>	<p>Learning Target: I can analyze data to refine our model of how new ocean crust is formed at plate boundaries.</p> <p>Success Criteria: I can...</p> <ul style="list-style-type: none"> Identify patterns about the age of Earth's crust use a manipulative model to reproduce the patterns around plate boundaries plan and carry out an investigation of oceanic and continental rock density analyze the rock types in the Afar region to argue if a new ocean floor is forming develop questions about plate boundaries and crustal types. 	<p>We look at data on the crustal ages of rocks around the world and notice that the farther the rock is from some plate boundaries in the ocean, the older it is. We model what might be going on at these boundaries. We determine the density of basalt (oceanic crust) and granite (continental crust) and wonder about how that affects forces and energy transfer. Finally, we add questions to the DQB about plate boundaries and types of crust. We figure out:</p> <ul style="list-style-type: none"> Continental crust is, on average, significantly older and less dense than oceanic crust. As you move outward from some plate boundaries in the middle of the ocean, the basalt rocks get older, suggesting that the material originated at the boundary and was pushed outward over a large timescale. The new rock in Afar is young basalt, suggesting that a similar process may be occurring there.

	<p>spreading activity EXPLAIN: why are rocks younger in the center? ELABORATE: Basalt and Granite Density Activity EVALUATE: Raccio Afar Rock Sample Site Data</p> <p>11.5 Solids Density Lab</p> <p>(could be done before or after “age of earth’s surface” assignment, definitely should be done before convergent boundaries)</p>		<p><u>Initial Class Consensus: New Crust</u></p>  <p>What's next? We want to know whether all places where plates are in contact look like these lines in the ocean where basalt is forming. We decide to look more closely at plate boundaries where continental crust meets oceanic crust and where continental crust meets continental crust.</p>
<p>What is happening at plate boundaries?</p>	<p>Lesson 10 Resources Copy of P.2 Lesson 10 Slides</p> <p>ENGAGE: CT Geology (add in rock types) EXPLORE: computer model) Raccio Investigating Plate Interactions 12. Investigating Plate Interactions</p> <p>EXPLAIN: Class discussion, what did we learn</p> <p>EVALUATE: 13 ? Earth's Surface Features</p>	<p>LEARNING TARGET: I can analyze an interactive simulation to determine the types of plates Earth is composed of, how they move in relation to each other and their connection to forming Earth’s features.</p> <p>Success Criteria: I can..</p> <ul style="list-style-type: none"> • Use a computer simulation to draw models of the various plate interactions • Differentiate between convergent and divergent boundaries • Explain how different plate interactions create different features on Earth’s surface 	<p>We use a simulation to investigate how plates interact at divergent and convergent plate boundaries. We analyze data to compare the surface features on Earth to the surface features represented in the simulation. We develop a model that explains how the interactions of plates result in the surface features we identified. We wonder which forces are acting on plates that can help us explain the patterns we identified in their motion. We figure out:</p> <ul style="list-style-type: none"> • The movement of plates and their interactions at plate boundaries shape the planet’s surface features, such as mountains, islands, earthquakes, and volcanoes.

<p>What happened at Afar?</p>	<p>COMMUNICATION-Final Afar Model (Use the framework from the Future Earth Model)</p>	<p>Learning Target: I can construct an explanation for the formation and future of the Afar Crack.</p>	<p>The students will develop a final model showing how the Afar crack formed. They will include the mechanism that caused this features. They will also include a prediction on how the future will help.</p>

LS3 Assessment–TWO Assessments (one traditional and one model)

ESS1-5([The Future Earth ACC](#), [The Future Earth ACA](#))

[Copy of P.2 Lesson 13 Assessment Midcontinent Rift Transfer](#) This will be a traditional Canvas assessment in addition to a model

Other Possible Assessments

[MS-ESS2-1 Assessment - Manupuner Rock Formations \(Edited\)](#)

[HS-ESS1-5 Assessment - Updating Alfred's Argument](#)

INTERIM ASSESSMENT: Plate Tectonics/Earth's Interior (HS ESS2-1).

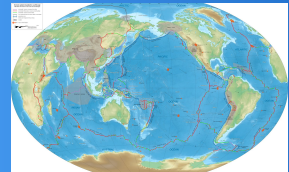
Final Exam

[Lesson 13 Resources](#)

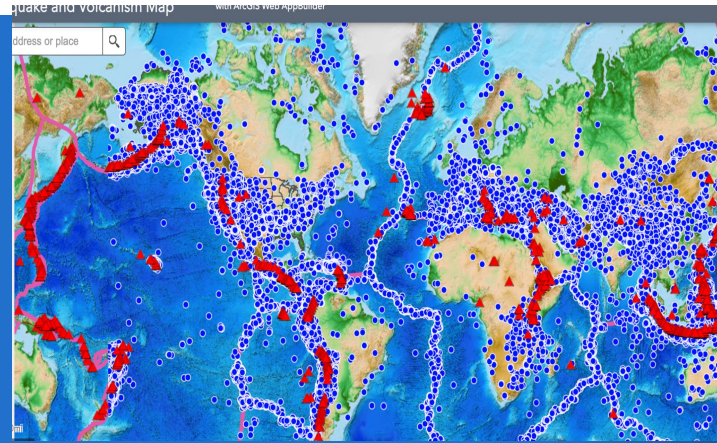


Freshman Earth Science:

Unit 4: Geodynamics



Anchoring Phenomenon



Initial Model of Afar Crack

On your own

Develop an initial model that shows and explains what happened **below Earth's surface** *before and during the Afar case* (the past) to cause these sudden phenomena we observed at the surface:

- a large crack in the ground at Afar
- short-term shaking of areas near Afar

Consider your earthquake case. What will happen to that region in the *future* (after)? What might be causing change? What interactions might be happening?

Unit Overview

Learning Sequence 1: Forces, Stability, and Deformation

Students will:

- ▶ develop a model that explains what causes land to crack and to predict what will happen in the future.
- ▶ plan and conduct an investigation about contact forces in order to consider stability vs. change in the motion of an object.
- ▶ develop a model to show how tectonic plates behave when varying forces are applied.
- ▶ use a computer simulation to explain how particles behave when rocks are being deformed.

Learning Sequence 2: Energy Transfer, Density, Earth's Interior

Students will:

- ▶ analyze seismic velocity data to identify the relationship between wave speed and medium of Earth's interior.
- ▶ develop a model of Earth's mantle and crust at various locations on Earth using seismic velocity data.
- ▶ develop a model of the mantle at the Afar region that shows and explains why tectonic plates move.
- ▶ explain how radioactive decay provides the heat that drives mantle convection.

Learning Sequence 3: Radioactive Decay, Plate Interactions, Surface Features

Students will:

- ▶ use a model to explain how scientists use radioactive isotopes to age date rocks.
- ▶ analyze data to refine our model of how new ocean crust is formed at plate boundaries.
- ▶ analyze an interactive simulation to determine the types of plates Earth is composed of, how they move in relation to each other and their connection to forming Earth's features.
- ▶ construct an explanation for the formation and future of the Afar Crack.

Driving Questions & Learning Sequences

<p>What is happening in the Afar region?</p>	<p>What happens to the matter and energy in a system when the magnitude of balanced forces on it increases?</p>	<p>Why do solid materials (like rock) elastically deform or break?</p>	<p>How do we investigate the connection between matter in Earth's interior and surface features above?</p>	<p>How is temperature related to the behavior of the matter in the mantle?</p>
<p>What is happening at the plate boundaries, and What happened at Afar?</p>	<p>How does the rock in Afar compare to the rock around the world, and what does this tell us about the history and future of the region?</p>	<p>Are the Afar rocks radioactive, and How can we determine the radioactive age of rocks?</p>	<p>Why is causing the increase in energy below Earth's crust?</p>	<p>Where does the energy that drives convection come from?</p>

Final Unit Assessment Task



Learning Target

Students will...

- **collaborate to create a model of what Earth will look 100 million years.**
- **use evidence current tectonic processes to draw and explain major changes to Earth's features that will continue to occur on and below Earth's surface.**

The Future Earth (Circa 100,002,024)

We have been studying how the surface of the Earth has changed. Your task is to pick a model map that represents what the Earth will look like in 100 million years. Your map must show at least four main changes, and each change must be justified by a plate boundary cross section and a caption.

Requirements for the Physiographic Map

- 1) **NEW WORLD MAP:** With a partner, pick from one of the 3 models of what you think Earth will look like in 100 million years. You need to add a caption on the back of the map explaining why this model makes sense to you. Discuss and compare plate movement occurring today that would lead to changes in the future.
- 2) **FOUR** changes must be present and labeled as zoom-ins (For a group of 3 you will need 6 changes). The changes must be clearly numbered to correspond with the plate boundary profiles. **Each person is responsible for two of the four changes.** Your group should show at least 3 different types of boundaries (Convergent:O-O, O-C, C-C, Divergent: O-O, C-C, Transform). Each profile must be CLEARLY labeled with the partners name or initials. Each profile/zoom-in must include the following.

Creativity

Critical Thinking

Collaboration

Communication

Unit Overview	
Unit Title:	Unit 7: Evolution
Teacher:	S. Kirsche and K. Radziwon
Grade Level/Course:	Accelerated Biology
Length/Dates:	4 weeks (~10 blocks)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will examine multiple different lines of evidence in order to build a model that communicates how flightlessness evolved in birds. In doing so, they will explore multiple examples of evolution- from the flightless birds to tuskless elephants, antibiotic resistance, and rock pocket mice- all of which will allow them to refine their original models of evolution by communicating the driving force of natural selection, the mechanisms of speciation, and how adaptations can accumulate over time. The skills of creating and interpreting cladograms and phylogenetic trees will be embedded throughout the entire unit, as will the ability to evaluate the strengths of different types of evidence for evolution.

Explanation
Select PEs that work together (bundle) to promote proficiency in using ideas expressed. Often a bundle will include PEs from a single NGSS topic or DCI, but a bundle could draw in PEs from other topics or DCIs.
PE(s) to be addressed (include assessment boundaries and clarification statements). HS-LS4-1 . Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. HS-LS4-2 . Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. HS-LS4-3 . Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. (Not assessed but in activities) HS-LS4-4 . Construct an explanation based on evidence for how natural selection leads to adaptation of populations. HS-LS4-5 . Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of

individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

Unpack DCI(s), SEPs, and CCCs coded to the PEs to identify implications for instruction.

SEP Implications	DCI Implications	CCC Implications
<p>Engaging in Argument from Evidence</p> <ul style="list-style-type: none"> Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science. Evaluate the evidence behind currently accepted explanations to determine the merits of arguments. <p>Obtaining, Evaluating, and Communicating Information</p> <ul style="list-style-type: none"> Obtaining, evaluating, and communicating information in 9–12 builds on K–8 experiences and progresses to evaluating the validity and reliability of the claims, methods, and designs. Communicate scientific information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). <p>Analyzing and Interpreting Data</p> <ul style="list-style-type: none"> Analyzing data in 9–12 builds on K–8 experiences and progresses to 	<p>LS2.D: Social Interactions and Group Behavior</p> <ul style="list-style-type: none"> Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives. <p>LS4.A: Evidence of Common Ancestry and Diversity</p> <ul style="list-style-type: none"> Genetic information, like the fossil record, provides evidence of evolution. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence. <p>LS4.B: Natural Selection</p> <ul style="list-style-type: none"> Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information — that is, trait variation — that leads to differences in performance among individuals. Natural selection leads to adaptation, 	<p>Cause and Effect</p> <ul style="list-style-type: none"> Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. <p>Patterns</p> <ul style="list-style-type: none"> Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.

introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data. Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible.

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. Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not.

LS4.C: Adaptation

- Changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline — and sometimes the extinction — of some species. Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species' evolution is lost.
- Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and (4)

	<p>the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment.</p> <ul style="list-style-type: none"> • Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not. • Adaptation also means that the distribution of traits in a population can change when conditions change. • Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species' evolution is lost. 	
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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).

TEACHER LEARNING PLAN (including Assessments)

Starting:


Unit 7- Evolution

Anchoring Phenomenon:




Why do the physical characteristics of populations change over time?

MATERIALS NEEDED

Variation Lab
Frog Dissection

Teacher Target Question	Activity	Learning Targets and Success Criteria	Students Will Know and Wonder
<p>Anchoring Phenomenon Routine <i>(1-2 blocks)</i></p> <p>How can we use models of evolution to investigate change over time?</p> 	<p>Anchoring Activity- Students analyze several characteristics of flightless birds in order to create a preliminary model of evolutionary relatedness and describe evolution.</p> <ul style="list-style-type: none"> 1- Evolution Intro <p>Extension- Use either or both of these activities to have students further develop their model of evolution.</p> <ul style="list-style-type: none"> AnalyzingDataTuskl... Three Stories 	<p>Learning Target:</p> <ul style="list-style-type: none"> Identify patterns in data to generate both questions and a preliminary model as to how and/or why a population would exhibit changes over time. Create or use models to illustrate evolutionary relationships. 	<p>Know:</p> <ul style="list-style-type: none"> There have been observed changes in biological populations over time. Phylogenetic trees and cladograms are models of biological relatedness. Observed changes in populations over time can help scientists to establish biological relatedness. <p>Wonder:</p> <ul style="list-style-type: none"> What types of observations are the most reliable for generating hypotheses of evolutionary relationships? <p>Next steps:</p> <ul style="list-style-type: none"> Explore the difference between similarities due to common ancestry vs. similarities


			based on common habitats.
<p><i>How can we use cladograms to graphically depict and analyze evolutionary relationships?</i> (1 block)</p>	<p>Students learn about homologous vs. analogous structures and adjust their preliminary models of bird evolution accordingly.</p> <ul style="list-style-type: none"> 2- Homologies <p>Supporting Materials:</p> <ul style="list-style-type: none"> Tree-Thinking POGI... CladogramAnalysis.... 	<p>Learning Target:</p> <ul style="list-style-type: none"> Evaluate the quality of data with which models of evolutionary relatedness are constructed. 	<p>Know:</p> <ul style="list-style-type: none"> Homologous structures are evidence of shared ancestry, while analogous structures are evidence of shared environmental pressures. Homologies come in many forms- structural, embryological, molecular, etc- and are reliable sources of data to form evolutionary hypotheses with. <p>Wonder:</p> <ul style="list-style-type: none"> What is <u>causing</u> the observed changes in the population that lead to the branches in the cladograms and/or phylogenetic trees? <p>Next steps:</p> <ul style="list-style-type: none"> What criteria must be met for natural selection to act over time?
<p><i>What must occur for populations to change over time?</i> (2-3 blocks)</p>	<p>Students build upon their working definition of evolution by identifying natural selection as a driving force behind observed change over time in populations.</p> <ul style="list-style-type: none"> Rock Pocket Mouse... OR Variation in Elephan... Rock Pocket Mouse... <p>Extension:</p> <ul style="list-style-type: none"> Utah Genetics - Is it Natural Selection? 	<p>Learning Target:</p> <ul style="list-style-type: none"> Create and/or use models to explain the process of natural selection. Explain how selective pressures can cause a shift in the allelic frequencies of a population. Predict how allelic frequencies shift in response to the environment. 	<p>Know:</p> <ul style="list-style-type: none"> For natural selection to occur, the following criteria must be met: change over time, variation, reproductive advantage and heritability of adaptive traits. Natural selection acts most directly on phenotypes, but can be observed via the change in genotypes in a population over time. Hardy-Weinberg equilibrium is a tool to evaluate whether evolution is occurring in a population. <p>Wonder:</p> <ul style="list-style-type: none"> Do adaptations <u>always</u> enhance the fitness of a population? What happens to adaptations when selective pressures change?

			<p>Next steps:</p> <ul style="list-style-type: none"> How can we explain the adaptations/phenotypes observed in a population?
<p><i>How do adaptations increase the fitness of a population?</i> (2 blocks)</p>	<ul style="list-style-type: none">  Frog Dissection 202... <ul style="list-style-type: none"> May use questions about internal and external frog adaptations as a performance grade CER on how they emerged due to natural selection. HHMI Case Study on Selection for Human Pigmentation 	<p>Learning Target:</p> <ul style="list-style-type: none"> Describe how selective pressures in the environment can affect an organism's fitness. Evaluate whether or not natural selection is occurring on the basis of variation, change over time, reproductive advantage, and heritability of adaptive traits. 	<p>Know:</p> <ul style="list-style-type: none"> Adaptations maximize the fitness of a population by increasing the likelihood that organisms with adaptations will be more likely to survive, reproduce, and pass down their genes which code for the advantageous characteristics than individuals without the same adaptations. <p>Wonder:</p> <ul style="list-style-type: none"> What happens when a population accumulates so many adaptations that they have significant differences from their parent population? How do new species arise? <p>Next steps:</p> <ul style="list-style-type: none"> How do we define a species?
<p><i>How can adaptations lead to the emergence of new species?</i> (1 period)</p>	<ul style="list-style-type: none">  Speciation Activity  The Species Contin... Speciation Modes 	<p>Learning Target:</p> <ul style="list-style-type: none"> Explain how geographic separation events can lead to the formation of new species. Describe mechanisms that contribute to reproductive separation that could lead to speciation. 	<p>Know:</p> <ul style="list-style-type: none"> The Biological Species Concept defines a species as a population of individuals that can interbreed and produce viable, fertile offspring. Reproductive barriers result in populations that no longer interbreed. There are multiple different ways of defining species. <p>Wonder:</p> <ul style="list-style-type: none"> What evidence is there besides observed changes in a population over time that supports the theory of evolution?

			<p>Next steps:</p> <ul style="list-style-type: none"> • Are all types of evidence for evolution of equal value/weight?
<p><i>How does the alignment of multiple types of evidence support common ancestry and the theory of evolution? (2 blocks)</i></p>	<p>Evidence of Evolution in Big Birds Jigsaw <i>If using this activity, students can be divided into groups to create cladograms of flightless bird evolution using different types of evidence. They should then regroup and determine which pieces of evidence carry the greatest weight, in other words, which cladograms based on which evidence are likely to be the most accurate.</i></p> <ul style="list-style-type: none"> • 3a-Evidence- Bioge... • 3b- Evidence- Embr... • 3c- Evidence- DNA <p>Alternate Activity: HASPI Evidence of Evolution Lab</p> <ul style="list-style-type: none"> ○ Stations Directions ○ Student Answer Sheet <p>Supporting Materials:</p> <ul style="list-style-type: none"> • Evidence of Evolution <p>Performance Assessment:</p> <ul style="list-style-type: none"> • Tale of Two Pandas ... CER • Birds Final Cladogram 	<p>Learning Target:</p> <ul style="list-style-type: none"> • Use scientific evidence to justify a claim of an evolutionary relationship between species. • Describe shared characteristics (homologies) among organisms that provide evidence for common ancestry • Describe the scientific evidence that supports the theory of evolution. 	<p>Know:</p> <ul style="list-style-type: none"> • Key evidence supporting the theory of evolution includes biogeography, the fossil record, comparative anatomy & embryology, and molecular genetics. • Molecular homologies offer the strongest evidence of relatedness among organisms.

[Unit 7 Assessment](#) (addresses all PEs)

Other Performance Assessments from Unit

1. [Utah Genetics - Is it Natural Selection?](#)
2.  [Tale of Two Pandas Lab](#)
CER

SOUTHINGTON HIGH SCHOOL

Unit 7: Evolution

Accelerated Biology



Unit Overview

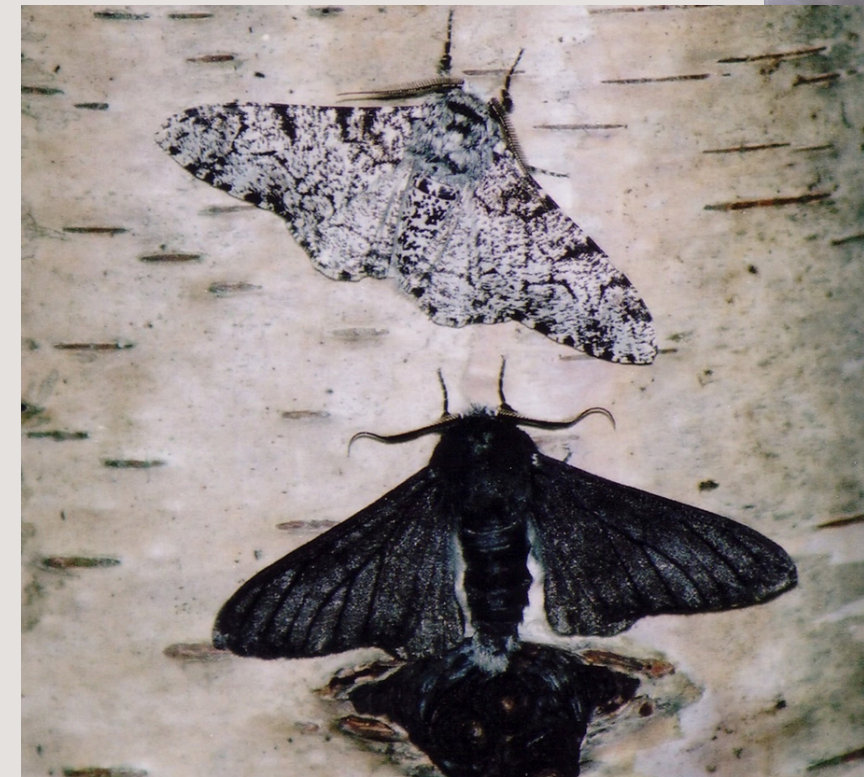
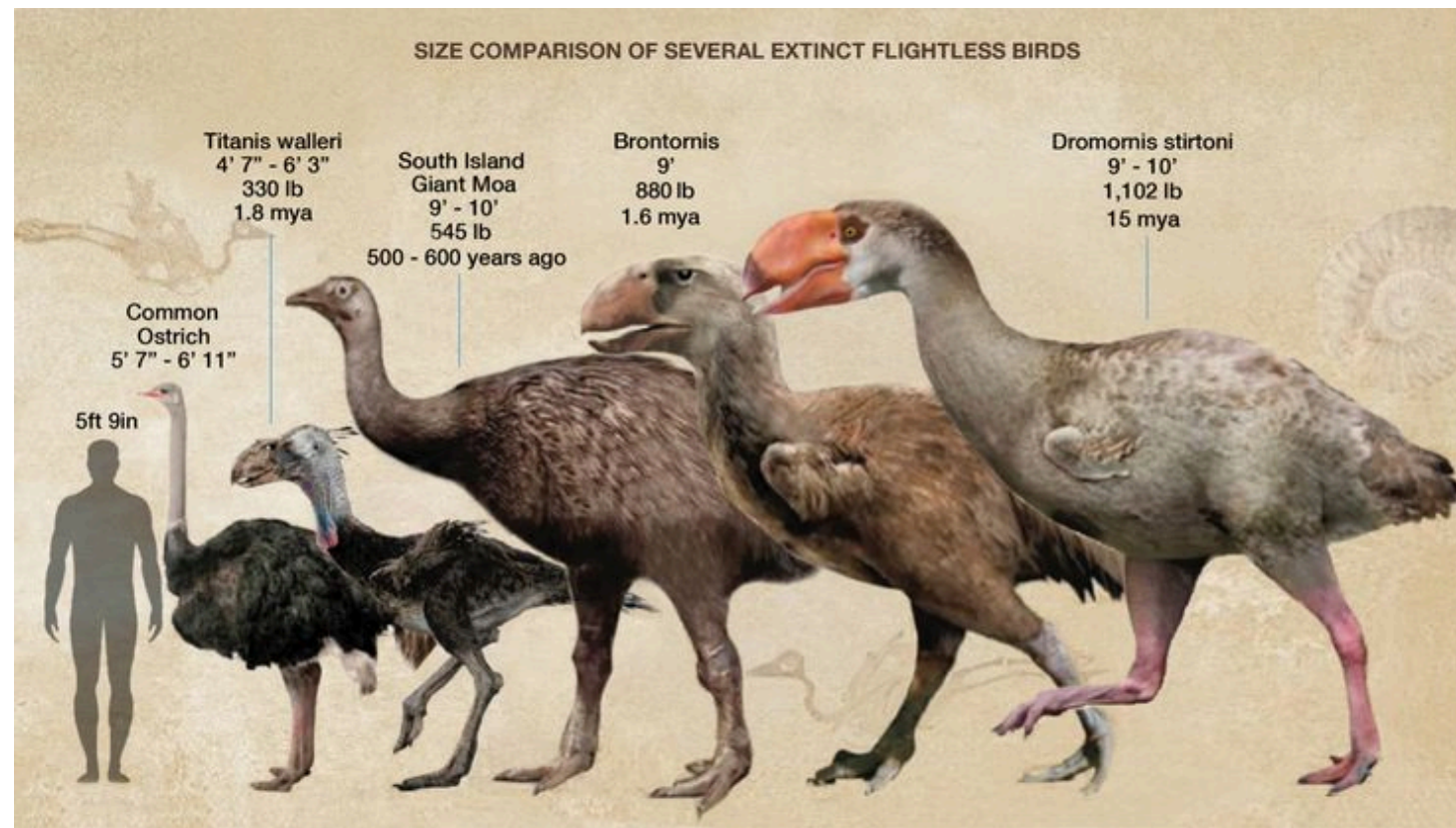
Students will...

- Build a model that communicates how flightlessness evolved in birds as they examine different lines of evidence.
- Explore multiple examples of evolution such as tuskless elephants, antibiotic resistance, and rock pocket mice.
- Communicate the driving force of natural selection, the mechanisms of speciation, and how adaptations can accumulate over time.
- Develop the skills of creating and interpreting cladograms and phylogenetic trees.
- Evaluate the strengths of different types of evidence for evolution.



Anchoring Phenomenon: *Flightless Birds*

Accompanying Subphenomena:

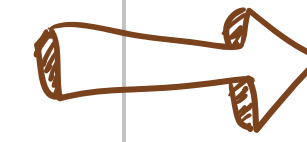


Driving Questions & Learning Sequence

How can we use models of evolution to investigate change over time?



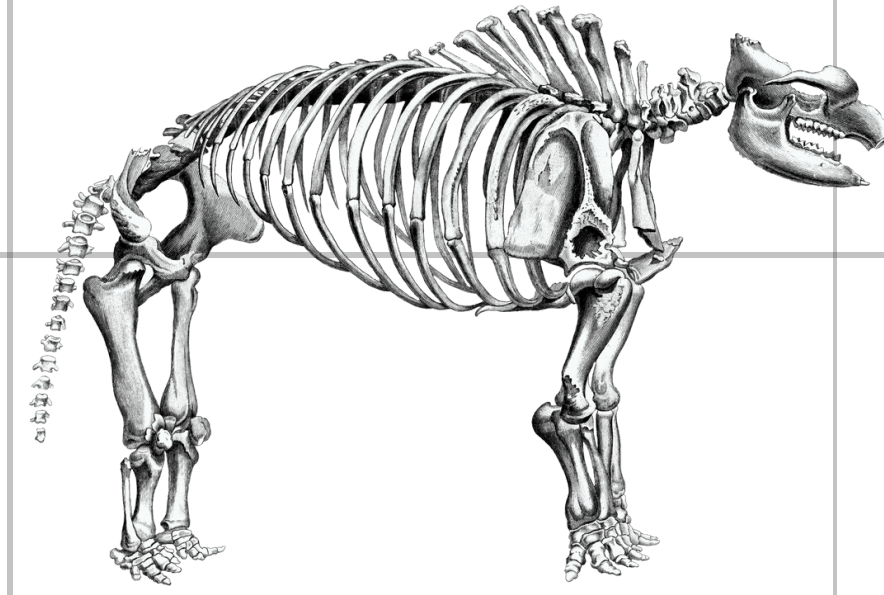
How can we use models to depict and analyze evolutionary relationships?



What must occur for populations to change over time?



How does the alignment of multiple types of evidence support common ancestry and the theory of evolution?



How can adaptations lead to the emergence of new species?



How do adaptations increase the fitness of a population?

Assessment Highlight: Critical Thinking

Human Adaptation on the Tibetan Plateau

Tibet is a mountainous region in Asia, with altitudes between 4,000-5,000m above sea level. The environmental stress of high altitude, as shown in Figure 1, is hypoxia (low-oxygen levels) that, in turn, creates the conditions for physiological hypoxia (less than the normal amount of oxygen in the organism). Studies of adaptation to high-altitude hypoxia usually focus on populations living at $\geq 2,500$ m, where physiological effects become more easily detectable with more severe stress.

Figure 1: Comparison of available oxygen (% Sea Level PiO_2) and inhaled oxygen (inspired O_2) at different altitudes.

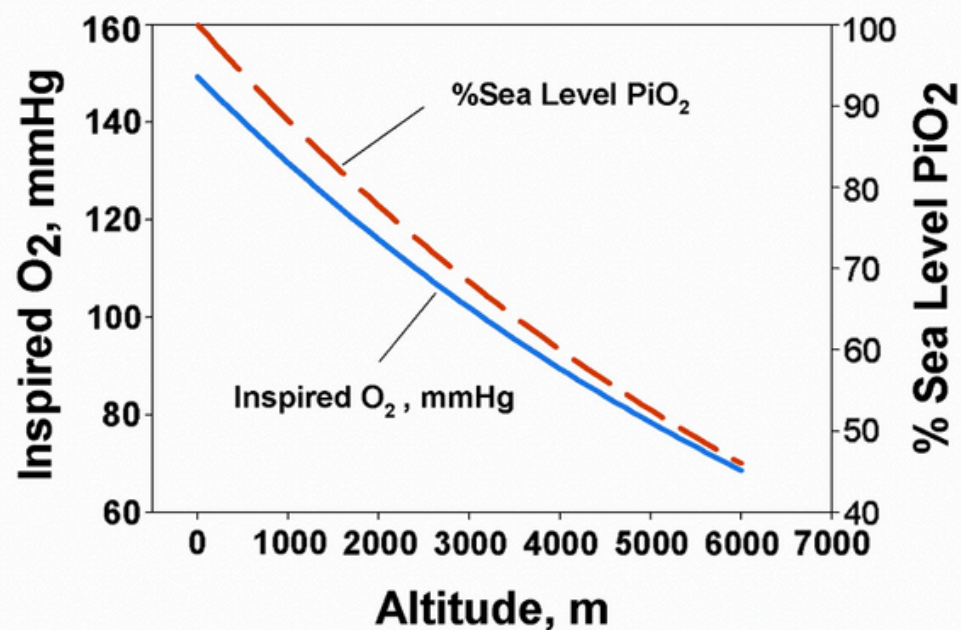
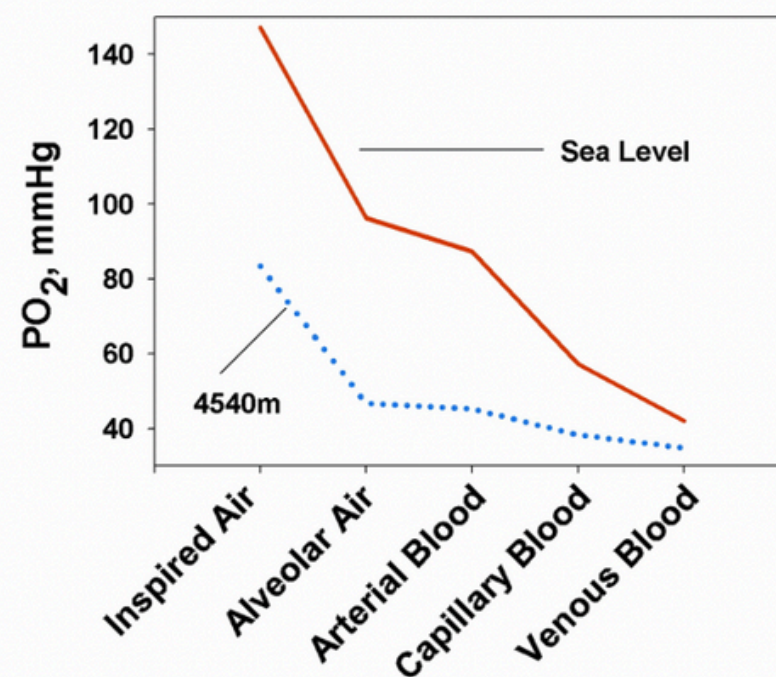
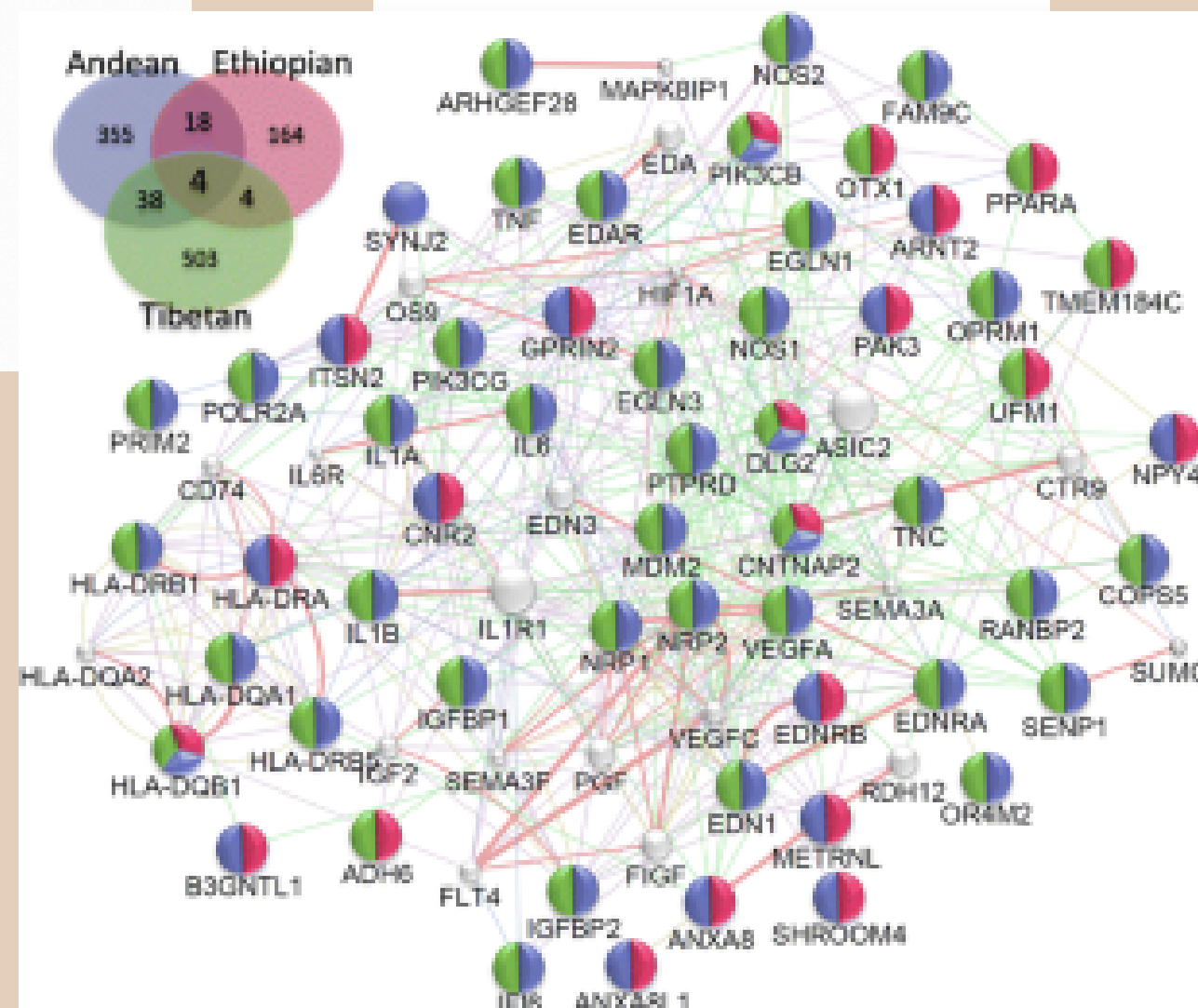
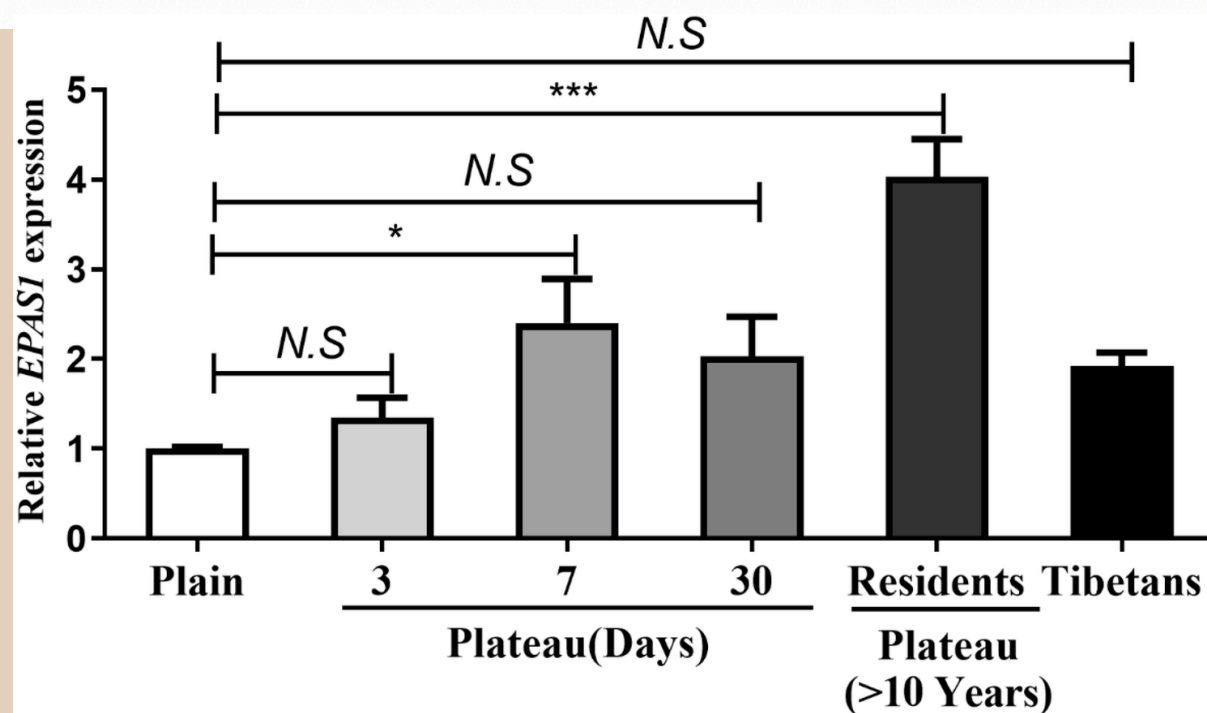
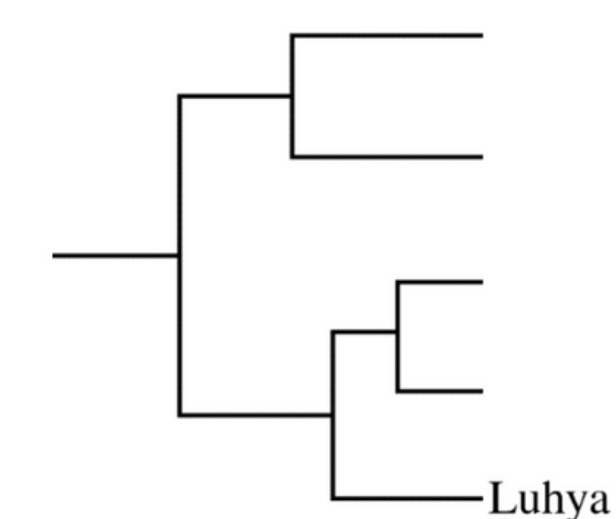


Figure 2: Comparison of available oxygen between sea level and high elevation (4540m) at different locations of the cardiopulmonary system.



Population	SNP Position					
	1	2	3	4	5	6
Han	G	A	A	G	G	A
Yoruban	C	A	A	G	G	A
Luhya	G	A	A	A	G	A
Tibetan	C	T	T	A	C	A
Denisovan	C	T	T	A	C	T



Unit Overview	
Unit Title:	Unit 8: Ecology
Teacher:	S. Kirsche and K. Radziwon
Grade Level/Course:	Accelerated Biology
Length/Dates:	5 weeks (~13 Blocks)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will use the phenomenon of the decline of sea otters in Alaskan waters to examine the interconnectedness of biology across all levels of organization- from cells to organisms to ecosystems and beyond. As such, a central understanding of this unit is biologic homeostasis at the broadest and most diverse level. Students will examine and investigate concepts such as energy transfer, matter cycling, community dynamics, biodiversity, and human impact on the living environment. Ultimately, students will recognize that small changes in population biology can potentially have wide-ranging consequences within an ecosystem. At the end of the unit, students will be asked to use what they have learned to develop conservation plans for other protected and/or declining ecosystems in an effort to maintain biodiversity, an important indicator of ecosystem health.

Explanation
<p>Select PEs that work together (bundle) to promote proficiency in using ideas expressed. Often a bundle will include PEs from a single NGSS topic or DCI, but a bundle could draw in PEs from other topics or DCIs.</p>
<p>PE(s) to be addressed (include assessment boundaries and clarification statements).</p> <ul style="list-style-type: none"> ● HS-LS2-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. ● HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

- [HS-LS2-4](#). Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
- [HS-LS2-6](#). Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
- [HS-LS2-7](#). Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

Unpack DCI(s), SEPs, and CCCs coded to the PEs to identify implications for instruction.

SEP Implications	DCI Implications	CCC Implications
<ul style="list-style-type: none"> ● <u>Engaging in Argument from Evidence</u> <ul style="list-style-type: none"> ○ Evaluate the evidence behind currently accepted explanations or solutions to determine the merits of arguments. ● <u>Using Mathematics and Computational Thinking</u> <ul style="list-style-type: none"> ○ Use mathematical and/or computational representations of phenomena or design solutions to support explanations. 	<p><u>LS4.D: Biodiversity and Humans</u></p> <ul style="list-style-type: none"> ● Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. <p><u>LS2.A: Interdependent Relationships in Ecosystems</u></p> <ul style="list-style-type: none"> ● Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, 	<ul style="list-style-type: none"> ● Cause and Effect <ul style="list-style-type: none"> ○ Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. ● Energy and Matter <ul style="list-style-type: none"> ○ Energy cannot be created or destroyed; it only moves between one place and another place, between objects and/or fields, or between systems ● Stability and Change <ul style="list-style-type: none"> ○ Much of science deals with constructing explanations of how things change and how they remain stable.

competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources.

LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

- Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and

	<p>much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved.</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).

TEACHER LEARNING PLAN (including Assessments)

Starting:

Unit 8- Ecology

Anchoring Phenomenon:

Why is declining biodiversity a concern for the health of ecosystems across the globe?

MATERIALS NEEDED

Teacher Target Question	Activity	Learning Targets and Success Criteria	Students Will Know and Wonder
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<p><i>What is causing the population of Aleutian Island sea otters to decline?</i> (0.5 Blocks)</p>	<ul style="list-style-type: none"> ● Sea Otter Intro ● Food Webs Analysis & HW 	<p>Learning Target:</p> <ul style="list-style-type: none"> ● Develop preliminary models of ecological energy flow (food chains). ● Use basic food chains to develop questions that will direct your investigation into the cause of the sea otter population collapse. 	<p>Know:</p> <ul style="list-style-type: none"> ● Energy flows through an ecosystem in one direction. <p>Wonder:</p> <ul style="list-style-type: none"> ● How can disruptions to a food web or chain impact an ecosystem? <p>Next steps:</p> <ul style="list-style-type: none"> ● Use models to predict the consequences to an ecosystem when food webs are disrupted.
<p><i>Did a lack of prey lead to the collapse of the otter population?</i> (2 -2.5 Blocks)</p>	<ul style="list-style-type: none"> ● Trophic Cascades - Kelp Sim <ul style="list-style-type: none"> ○ Kelp Sim Instructions & Game Board ○ Trophic Cascades - Alt Sim ● Kelp Forest Prey Data <p>**Students should add to their Evidence/Data Tracker after the kelp forest activity.**</p> <p>Supporting Activities:</p> <ul style="list-style-type: none"> ● HHMI Food chain/web activity ● Serendip Food Webs. Energy Flow ● Serendip 10% Rule worksheet ● How Wolves change rivers (5 min. video emphasizes complexities of trophic cascades using Yellowstone wolf example) 	<p>Learning Target:</p> <ul style="list-style-type: none"> ● Create and/or use models to explain predictions about the possible effects of bottom up vs top-down regulation in an ecosystem. 	<p>Know:</p> <ul style="list-style-type: none"> ● Ecosystems can be controlled from the “bottom up” or “top down”. ● Limiting factors to population growth include nutrient and energy availability and competition. ● The Aleutian Island ecosystem is regulated from the top-down. ● A lack of prey is not likely to be the cause of the sea otter collapse. <p>Wonder:</p> <ul style="list-style-type: none"> ● Are there other limits, besides food availability, to population growth? <p>Next steps:</p> <ul style="list-style-type: none"> ● Use models to show the effects of competition on population size and distribution.
<p><i>Did competition from</i></p>		<p>Learning Target:</p>	<p>Know:</p>

<p><i>another predator cause the sea otter population collapse?</i></p> <p><i>(2 Blocks)</i></p>	<ul style="list-style-type: none"> • Modeling Competition • Sea Otter Competitors 	<ul style="list-style-type: none"> • Collect and/or use data to predict population size, density, and/or distribution. • Use data to analyze how competition influences niche-partitioning in an ecological community • Explain the role abiotic and/or biotic resources play in defining the niche of a species. 	<ul style="list-style-type: none"> • The competitive exclusion principle allows only one population to occupy a given niche, but niche partitioning allows organisms to work around this. <p>Wonder:</p> <ul style="list-style-type: none"> • What other factors can limit and/or influence populations in an ecosystem? <p>Next steps:</p> <ul style="list-style-type: none"> • Are there ways in which populations can interact that help each other? • What are the other ways that populations can interact in an ecosystem?
<p><i>Could another type of ecological interaction have caused the sea otter collapse?</i></p> <p><i>(0.5 block)</i></p>	<ul style="list-style-type: none"> • Ecological Relationships <p>**Students should add to their Evidence/Data Tracker after each appropriate activity**</p>	<p>Learning Target:</p> <ul style="list-style-type: none"> • Explain how a symbiotic relationship provides an advantage for an organism by reducing one or more environmental pressures. • Use graphs and data to show the impact of ecological relationships on a population. • Describe what type of symbiotic relationships exist between two organisms. 	<p>Know:</p> <ul style="list-style-type: none"> • Symbiotic relationships include parasitism (+/-), commensalism (0/+), and mutualism (+/+) and occur between organisms living in direct contact with one another. • Parasitism and/or disease are not likely causes of the sea otter decline. <p>Wonder:</p> <ul style="list-style-type: none"> • How could predation or herbivory have impacted the sea otter population? <p>Next steps:</p> <ul style="list-style-type: none"> • What was happening to the two main sea otter predators- killer whales and bald eagles- during


			the period in which the population decreased?
<p><i>Could a change in predator populations have caused the decline in sea otters?</i></p> <p><i>(2 -3 blocks)</i></p>	<ol style="list-style-type: none"> 1. Ecological Pyramids & Killer Whales 2. 9- Bald Eagles & Biomag 3. Invasive Species <p>**Students should add to their Evidence/Data Tracker after each appropriate activity**</p>	<p>Learning Target:</p> <ul style="list-style-type: none"> ● Use computational thinking and data analysis to determine whether or not there is sufficient evidence to suggest that a change in predation was the cause of the sea otter collapse. ● Explain the relationship between resource availability and a population's growth pattern. 	<p>Know:</p> <ul style="list-style-type: none"> ● Predation and herbivory are other ecological relationships that can impact populations in an ecosystem. ● Logistic or exponential curves can describe the growth patterns of a population, depending on resource availability. ● Invasive species can limit biodiversity when they outcompete native species for resources. <p>Wonder:</p> <ul style="list-style-type: none"> ● Are there abiotic factors that can impact an ecosystem? <p>Next steps:</p> <ul style="list-style-type: none"> ● How does nutrient availability and climate change impact biodiversity?
<p><i>How do abiotic factors influence an ecosystem?</i></p> <p><i>(1 Block)</i></p>	<ul style="list-style-type: none"> ● Nutrient Cycling (Nitrogen Cycle) ● Climate Data <p>Other Activities: Nutrient cycling in the Serengeti (HHMI)</p>	<p>Learning Target:</p> <ul style="list-style-type: none"> ● Explain how natural changes in the ecosystem affect ecosystem dynamics. ● Describe how changes to the biotic components of an 	<p>Know:</p> <ul style="list-style-type: none"> ● Phosphorus and nitrogen are important limiting factors in an ecosystem. ● Increases or decreases of rainfall and temperature can impact population size. <p>Wonder:</p> <ul style="list-style-type: none"> ● Do plants or animals adapt to a

		ecosystem can influence abiotic nutrient availability.	habitat based on abiotic factors? Next steps: <ul style="list-style-type: none"> How do abiotic conditions guide the plant and animal communities of ecosystems?
<i>Can biodiversity be recovered after an ecosystem collapse?</i> <i>(1 block)</i>	<ul style="list-style-type: none"> Ecological Succession 	<ul style="list-style-type: none"> Use models to develop an explanation of how ecosystems can recover after collapse. 	Know: <ul style="list-style-type: none"> Ecological succession is the process by which an undisturbed ecosystem gradually recovers from a loss of biodiversity. <ul style="list-style-type: none"> Primary succession occurs when an ecosystem is devoid of all life and involves the formation of soil to support life. Secondary succession occurs when an event occurs that wipes out an ecosystem, but soil remains. Wonder: <ul style="list-style-type: none"> Does human activity interrupt succession, and can human damage be persistent in an ecosystem? Next steps: <ul style="list-style-type: none"> Are there actions that humans can take to preserve local biodiversity and prevent ecosystem collapse?
<i>How does human interaction affect</i>	<ul style="list-style-type: none"> Conservation Profiles Conservation Profile Organizer 	Learning Target: <ul style="list-style-type: none"> Given a human activity, 	Know: <ul style="list-style-type: none"> Biodiversity, the variety of life on Earth,

<p><i>biodiversity?</i> (2-3 Blocks)</p>	<ul style="list-style-type: none"> • HHMI Design a solution to biodiversity loss 	<p>predict the potential biological consequences for an ecosystem's Biodiversity.</p> <ul style="list-style-type: none"> • Use evidence to support the claim that changes in ecosystems have resulted from human activities. • Create and/or use models to design solutions that mitigate the adverse effects of a human-induced environmental change on the biodiversity of an ecosystem. 	<p>is important for both ecological processes and human communities.</p> <ul style="list-style-type: none"> • Human activities can threaten biodiversity through habitat loss, invasive species, pollution, population growth, and overharvesting (represented by the acronym HIPPO). • A variety of solutions can be designed to address biodiversity loss. • Designing a solution includes defining a specific problem, identifying potential partners, considering constraints, and refining based on feedback.
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Unit 8 Assessment (addresses all PEs)

Other Performance Assessments from Unit

1. [Population Trends & Ecosystem Dynamics Quiz](#)
2.  [HS-LS2-6 Assessment - The Big Biodiversity Experiment](#)

SOUTHINGTON HIGH SCHOOL

Unit 8: Ecology

Accelerated Biology



Unit Overview

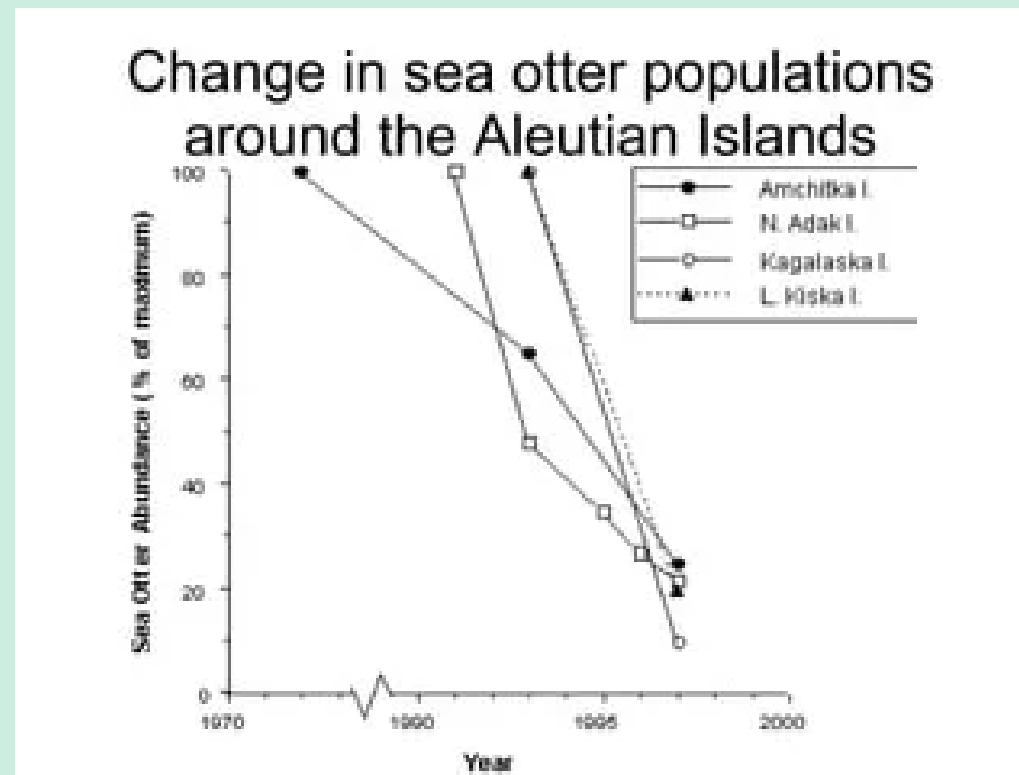
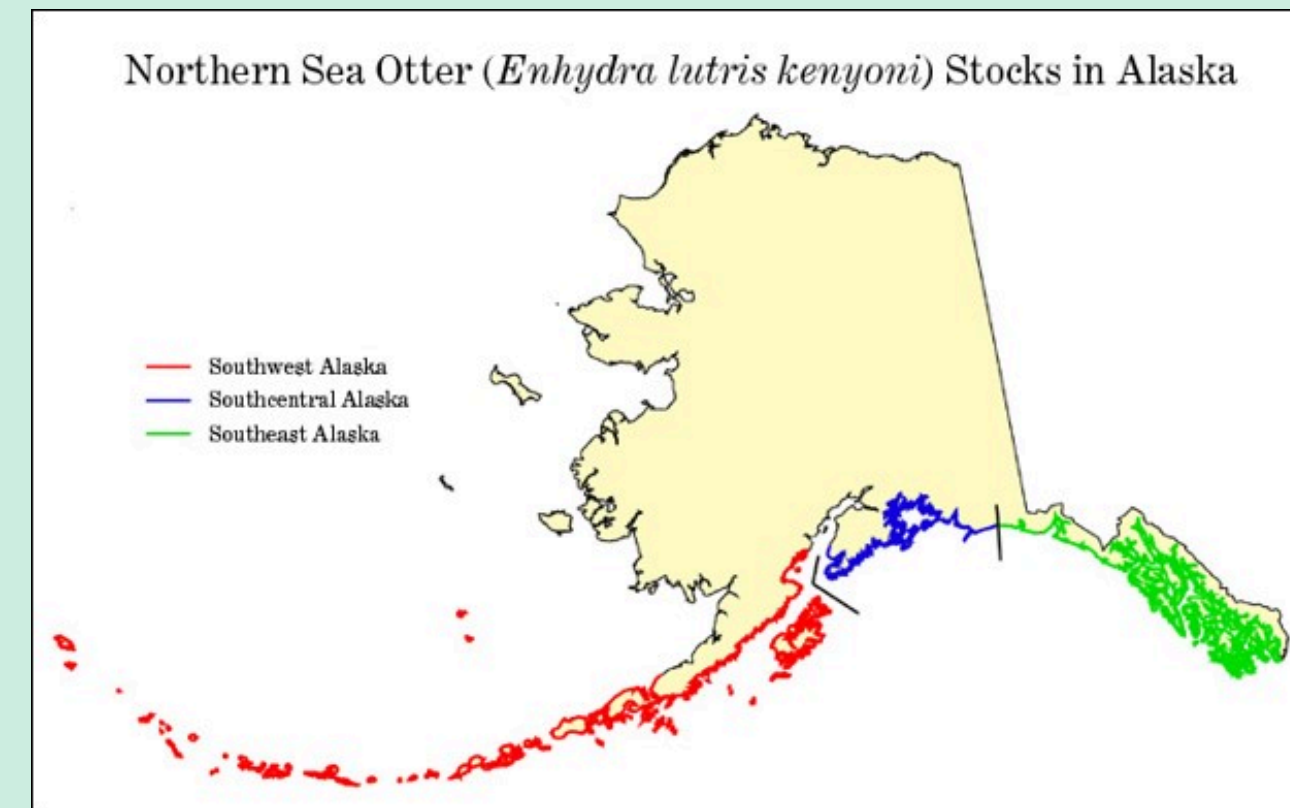
Students will...

- Examine the interconnectedness of biology across all levels of organization- from cells to organisms to ecosystems and beyond.
- Examine and investigate concepts such as energy transfer, matter cycling, community dynamics, biodiversity, and human impact on the living environment.
- Recognize that small changes in population biology can potentially have wide-ranging consequences within an ecosystem.
- Use what they have learned to develop conservation plans for other protected and/or declining ecosystems in an effort to maintain biodiversity, an important indicator of ecosystem health.

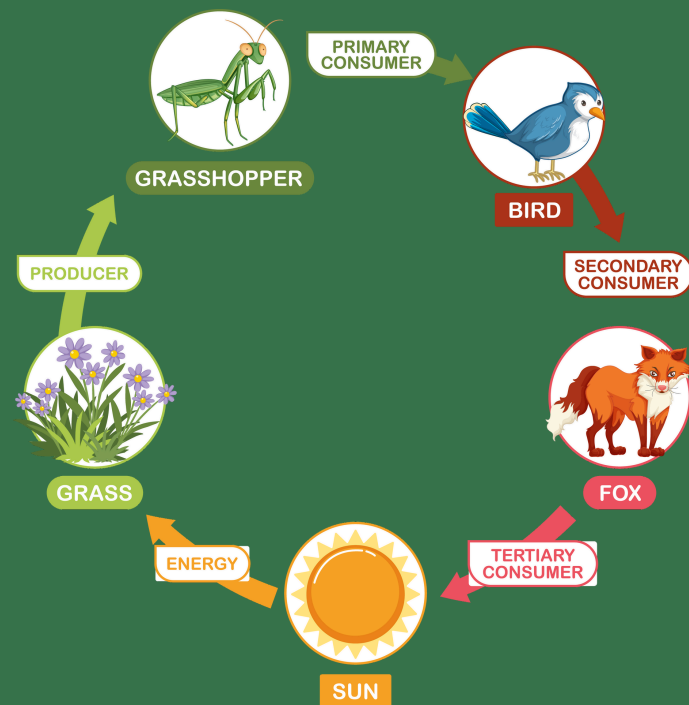


**WHY IS
DECLINING
BIODIVERSITY
A CONCERN
FOR THE
HEALTH OF
ECOSYSTEMS
ACROSS THE
GLOBE?**

Anchoring Phenomenon: *Sea Otter Decline*



Driving Questions & Learning Sequence



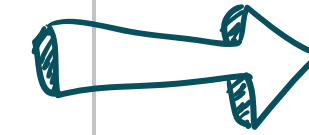
Acc Biology Unit 8

What is causing the population of Aleutian Island sea otters to decline?

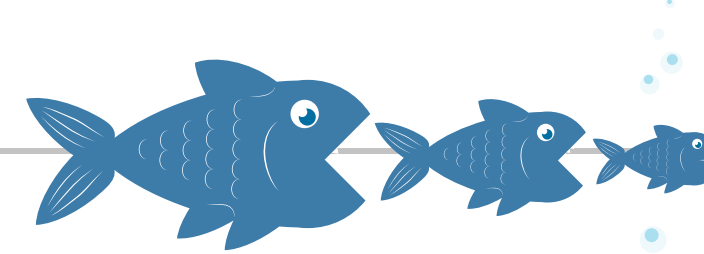


Did a lack of prey lead to the collapse of the otter population?

Did competition from another predator cause the sea otter population collapse?



Could another type of ecological interaction have caused the sea otter collapse?



How do abiotic factors influence an ecosystem?



Could a change in predator populations have caused the decline in sea otters?



How does human interaction affect biodiversity?



Can biodiversity be recovered after an ecosystem collapse?

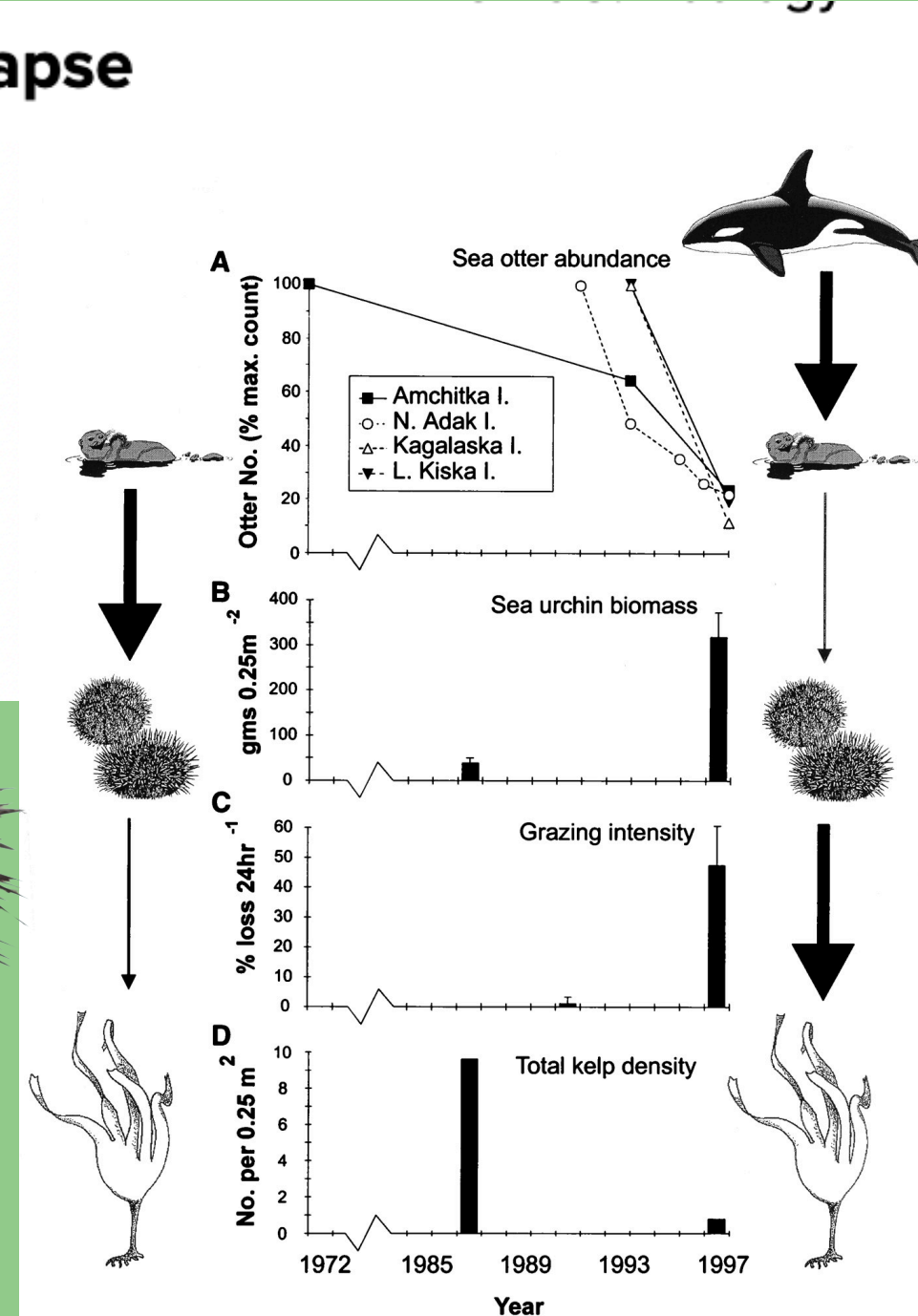


Can You Explain Why the Sea Otters Declined?

Collapse: Cause Report on Sea Otter Collapse

Using the ideas that you generated with your group, you will work **individually** to write a one page report explaining the initial cause of the sea otter collapse. Your report must:

- Clearly state your theory of the collapse.
- Create a story of the sea otter collapse that explains how the main and contributing causes led to the decline of the Aleutian sea otter population. You may do this with text or an annotated model.
- Use specific evidence gathered during classroom investigations to justify your argument.



Assessment Highlight:
Critical Thinking

Unit Overview	
Unit Title:	Unit 1: Goal Setting through Wellness
Grade Level/Course:	9th Grade Health I
Length/Dates:	8-10
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit is the first introduction to high school health that students will have. The skill being covered is goal setting. The content being covered is wellness. Students likely have never heard of a skills-based health approach, and therefore a little bit of time should be spent explaining this model. Basically: There are 7 health enhancing skills that we will teach you throughout high school (the first being goal setting).

Stage 1: Desired Results

Grade Level/Subject Standard(s)	
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address	
Standard 6: Use a goal-setting process to support health and well-being of self and others. <ul style="list-style-type: none"> 6.12.1 Assess personal health, well-being, and factors for engaging in a goal-setting process. 6.12.3 Develop a goal and analyze how it supports health and well-being. 6.12.5 Monitor progress and adjust the goal or plan as appropriate. 	
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. <ul style="list-style-type: none"> A: Examine the wellness continuum. B: Examine the controllable factors that contribute to optimal wellness and chronic diseases. 	

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.	

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	<ul style="list-style-type: none"> Goal setting is a habit of highly successful people. By following specific steps, you can achieve what you need in life. To be “healthy” means you work towards a balance of the 8 dimensions of wellness.
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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"> How can I apply goal setting to my life? How can I increase my chances of achieving/getting something I need/want? How can someone tell if they are healthy or not?
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What will students know...	What will students be able to do...
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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
<ul style="list-style-type: none"> ● Define goal setting definition and identify the steps ● Explain the word relevant ● Describe the 8 Dimensions of Wellness ● Explain what the term “Skill Cues” means ● Describe the term “Vision Board” 	<ul style="list-style-type: none"> ● Create a SMART Goal with short and long-term action steps ● Monitor progress toward an individualized goal ● Analyze the quality of a goal and make improvements to a poor goal ● Practice writing strong goals

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.

- **Goal:** For students to demonstrate effective goal setting through the “Assess, Identify, Create, Apply, Record” (AICAR) skill cues.
- **Role:** Students conduct the analysis and are in charge of the creation of a SMART Goal.
- **Audience:** The audience is the students themselves. The teacher reviews the goal and action plan, but the student is creating a goal for themselves.
- **Situation:** At the beginning of the unit, students will analyze how they are doing with each dimension of wellness. Based on data, students will pick a dimension that they want to improve upon. After learning the skill cues to goal setting, students will create an individualized and meaningful health related goal.
- **Product/Performance/Purpose:** Students will follow the AICAR skill cues and create a health-related goal. This will include action steps for completing the goal and progress monitoring. Students should give themselves the semester to complete the goal. In the middle of the semester, the teacher will have students complete a check-in, and at the end of the semester, students will evaluate the effectiveness of their efforts.
- **Standards and Criteria for Success:**
 - Standard 6:
 - 6.12.3 Develop a goal and analyze how it supports health and well-being.
 - 6.12.5 Monitor progress and adjust the goal or plan as appropriate.
 - See below Resources for Criteria for Success

Resources

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

1. [Creating Your Personal Goal](#)
2. [Checking In On Your Goal](#)
3. [Final Goal Setting Reflection](#)

Evaluative Criteria

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

The above assignments are graded on point value (see each assignment). The teacher is expected to grade each assignment in a timely fashion and include 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.

- Quiz on goal-setting skill cues
- [Dimensions of Wellness Self Assessment](#)
- [Self Assessment Analysis](#)
- [Goal Setting Vision Board](#)

Stage 3: Instructional Design

Learning Target:	Success Criteria:
<ul style="list-style-type: none">● <i>Describe how setting goals can affect my health</i>● <i>Explain how health is affected across a variety of dimensions</i>	<ul style="list-style-type: none">● <i>Define goal setting & wellness</i>● <i>Identify 8 dimensions of wellness</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.

[Unit Slide Deck Linked Here](#)

Hook: We are starting our first unit! The skill is goal setting. By the end of this unit, I hope you are convinced of the value of this skill. By the end of this unit, you will be able to set a quality goal.

Activity 1: What is goal setting?

- In small groups, talk to each other about what does that (goal setting) mean?

Activity 2: Create a definition

- In the same small groups, write down a definition of goal setting that you all can agree upon.
- When done, all groups share with the larger class
- Then compare to the teacher's definition

Activity 3: Large group relevancy discussion

- Teacher leads whole class discussion using the following prompts
 - Are there things you want to achieve?
 - Do you have "wishes"?
 - What are they? If realistic, they can be achieved

Activity 4: Think, Pair, Share - What is wellness?

- Individually, students complete the "[Do Now: Think, Pair, Share](#)" worksheet
 - Part 2 requires students to pair up, talk and reflect

Activity 5: Healthy behavior brainstorm

- Give each student a post-it note
- Write down two behaviors you try to do everyday to keep yourself healthy, and one behavior you think is important to do more often than you already do.

Brain Boost: 4-3-2-1 BLAST-OFF

- Firmly shake 4 different classmate’s hands and say HI
- Touch 3 different walls
- Give 2 compliments out (to different people than handshake)
- Do 1 set of 10 squats... get low!

Activity 6: Dimensions of wellness

- Instruction on the 8 dimensions of wellness (financial, occupational, environmental, spiritual, physical, intellectual, emotional, social)
- When done, circle back to the behaviors the students wrote. Ask them/discuss: what dimension do they belong in?

Closure: How can dimensions of wellness help us set goals?

Assessments

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

Collect and grade the “Do Now. Think, Pair, Share”

Learning Target:

- Describe 8 dimensions of wellness
- Assess my current health
- Identify areas of strength and improvement

Success Criteria:

- Define goal setting & wellness
- Describe 8 dimensions of wellness

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.

[Unit Slide Deck Linked Here](#)

Hook: Review this quote... what does it have to do with goal setting?

- “A goal without a plan is just a wish.”

Activity 1: Review, reteach

- Definition of goal setting
- Relevance of goal setting
- 8 Dimensions of Wellness

Activity 2: Dimensions of Wellness Group Brainstorm

- Chart paper will be hanging around the room with one dimension of wellness written on the top. You will rotate around the room to each paper, and list different health behaviors that fall under that dimension.

Activity 3: [Short story](#)

- Read a short story aloud that highlights some of the different dimensions of wellness. Students will work to identify the different dimensions within the story.

Assessments

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

Closure: to a partner or in small groups

- Define goal setting
- List & describe each of the 8 dimensions of wellness

Learning Target:

- *Remember the goal setting skill cues*
- *Assess my current health*
- *Identify areas of strength and improvement*

Success Criteria:

- *Self-Assessment & Analysis*

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.

[Unit Slide Deck Linked Here](#)

Hook: What are they?

- Picture representations of the 8 dimensions of wellness are displayed; students have to figure out what each category title is

Activity 1: Goal setting skill cues

- Provide instruction on what the term “skill cues” means
- Introduce the goal setting skill cues: AICAR (assess, identify, create, apply, record)
- Teacher AICAR acronym: All Individuals Care About Respect (or have students create own saying to remember AICAR)

Activity 2: Interactive activities for dimensions of wellness

- Suggested activities:
 - Physical Domain: Reaction test
 - Spiritual Domain: Meditation
 - Financial Domain: Money managing
 - Occupational Domain: Dream job

Activity 3: [Wellness self-assessment 7 analysis](#)

- Students complete a health related [self-assessment](#) based on the 8 dimensions
- Students then complete the [data analysis](#) piece in order to determine an area of need

Assessments

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

- [Wellness Self-Assessment](#)
- [Wellness Data Analysis](#)

Learning Target:

Success Criteria:

- Identify the goal setting skill cues
- Assess my current health/well-being
- Create a health related goal

- Turn your wish into a goal by creating a plan
- Students identify the style of goal setting that best suits them

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.

[Unit Slide Deck Linked Here](#)

Hook: Remember the skill cues!

- What's our trick for remembering them?
- What are they?
- Review the acronym and skill cues with the students

Activity 1: Styles of Goal Setting

- There are different styles of goal setting. Let's learn about some of the most effective:
 - SMART goals
 - Telescopes & Microscopes
 - Eisenhower Box
 - Forming Habits (Atomic Habits/James Clear)

Activity 1: What's Your Style?

- After learning about the different styles of goal setting, students reflect on which style best fits their personalities/wants/life
- Students then create a goal using that style
 - Provide students with a graphic organizer that matches their chosen style
 - Example: Students complete [SMART Goal Creation assignment](#)

Assessments

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

- [SMART Goal Creation Assignment](#)

Learning Target:

- Explain how to goal set
- Analyze the quality of a goal

Success Criteria:

- *Fist to Five: Improve my ability to create a strong goal*

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.

[Unit Slide Deck Linked Here](#)

Quiz: How to goal set

- On a post-it, piece of paper, or electronically have students explain how to goal set
- When done and completed/submitted, review the skill cues (correct answer) with the class

Activity 1: Good goal bad goal

- Provide examples of good and bad goals
- First individually and then in small groups, have students analyze and adjust the goals

Activity 2: Review your goal

- Have students go back into Canvas and look at the goal they set. Have them analyze their own goal and adjust it as necessary

Assessments

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

- Quiz on how to goal set
- Student-created goal assignment

Learning Target:

- Summarize my goal and plan through a vision board

Success Criteria:

- Vision Board

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.

[Unit Slide Deck Linked Here](#)

Hook: “A goal without a plan is just a wish.”

- What are some WISHES you had growing up?
- What are some wishes you know other people have?

Activity 1: [Vision board](#)

- Create a vision board that represents your goal through various pictures, words, or phrases. Your vision board should represent your chosen dimension of wellness (ex; physical, social, emotional, etc).

Closure: Be the light

- It's okay to work on your wellness. It's okay to talk about your wellness. No one is perfect in each dimension! Progress, not perfection.

Assessments

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

- [Vision board](#)

Learning Target:

- Reflect on and make adjustments to my health related SMART Goal

Success Criteria:

- SMART Goal Check-In

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.

This lesson should be taught half way through the semester. Using the [SMART Goal Check-In assignment](#), students will reflect on their progress in regards to their SMART Goal generated during the beginning of the course, and make any necessary adjustments to that goal.

Assessments

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

- [SMART Goal Check-In Assignment](#)

Learning Target:

- *Reflect on process and effectiveness of their health related SMART Goal*

Success Criteria:

- *SMART Goal Final Reflection*

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.

This lesson should be taught at the end of the semester. Using the [Goal Setting Final Reflection](#), students will reflect on the process and effectiveness of their health related SMART Goal generated during the beginning of the course and worked on throughout the semester.

Assessments

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

- [Goal Setting Final Reflection](#)

Alternative Learning Activities.

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.

- Core Values & Decision Making
 - These are covered in Health 2, but given the connection to Goal Setting, teachers may be inclined to run a few activities related to core values and decision making.

Unit Overview	
Unit Title:	Unit 2: Analyzing Influences Through ANOD
Grade Level/Course:	9th Grade Health I
Length/Dates:	8-10
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will develop the skill of analyzing factors that impact their health and the decisions they make. Students will learn about alcohol, nicotine and other drugs as they practice and improve the skill of analyzing influences.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>Standard 2: Analyze influences that affect health and well-being of self and others.</p> <ul style="list-style-type: none"> • 2.12.3 Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity. • 2.12.4 Formulate strategies to manage influences that impact health and well-being. <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <ul style="list-style-type: none"> • A: Examine situations that could lead to the use of alcohol and other drugs. • B: Examine the resiliency skills that empower people to remain alcohol- and drug-free.

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p>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).</p> <p>Creativity/Innovation Transdisciplinary Goal: Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p>

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	<ul style="list-style-type: none"> • We are constantly bombarded with influences all day and night. • Being aware of our influences greatly helps us to make the right choices. • Whatever the reason someone seeks out alcohol, nicotine or other drugs, there is a healthier and more effective outlet.
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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"> ● How do we know we are being influenced? ● In what ways does the skill of analyzing influences impact our day to day lives? ● How can someone overcome the pressure to use alcohol, nicotine, and other drugs?
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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
<ul style="list-style-type: none"> ● Describe what “analyzing influences” means. ● Explain the importance of analyzing influences. ● Reflect on real life scenarios where alcohol, nicotine, or other drugs may be used. ● Explore risky behavior data of Southington youth. ● Discuss why people choose to use alcohol, nicotine and other drugs. ● Explain the causes and impacts of addiction. 	<ul style="list-style-type: none"> ● Analyze influences: recognize what impacts my choices and actions. ● Follow healthy pursuits as an alternative to using alcohol, nicotine, or other drugs. ● Influence the health decisions of others.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence
<p>What will the student produce? Use the GRASPS model below to design your performance task.</p> <p>Two separate performance tasks will be completed by students.</p> <p>Performance Task 1: Natural High</p> <ul style="list-style-type: none"> ● Goal: For students to walk away from this task with a legitimate and healthy alternative to using alcohol, nicotine, and other drugs. ● Role: Developer and storyteller. First they decide on their healthy hobby and create a plan for participating in it. Then they share with others what their activity is and why. ● Audience: Students are sharing their natural high with each other. They are also encouraged to share it with friends and family outside of class. Ultimately, however, this performance task is being completed for themselves. It is an opportunity to learn about yourself, what you enjoy and look forward to, and to pursue that. ● Situation: After acknowledging the reasons people seek out alcohol, nicotine and other drugs, students will reflect on what they enjoy doing, research it, and develop a better, healthier, hobby/escape. ● Product/Performance/Purpose: Students can make a video, write an essay, or create a slideshow through which to share their natural high. ● Standards and Criteria for Success:

- B: Examine the resiliency skills that empower people to remain alcohol- and drug-free.
- 2.12.4 Formulate strategies to manage influences that impact health and well-being.
- **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).
- [Natural High Project Part 1](#)
- [Natural High Project Part 2](#)

Performance Task 2: Influence Others Infographic/Billboard

- **Goal:** Convince other teens to avoid drug use.
- **Role:** Graphic Designer. Students are responsible for creating an eye-catching and convincing infographic.
- **Audience:** Other teenagers that live in Southington.
- **Situation:** You are the Director of Health for the town of Southington. After looking at youth risk behavior data you become concerned about alcohol, nicotine, and other drug use by teenagers here in town. You decide to create an infographic or billboard to motivate/inspire teenagers to avoid ANOD.
- **Product/Performance/Purpose:** Students will use Canva to create the infographic/billboard.
- **Standards and Criteria for Success:**
 - 2.12.3 Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity.
 - 2.12.4 Formulate strategies to manage influences that impact health and well-being.
 - **Creativity/Innovation Transdisciplinary Goal:** Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.
 - [Influencing Others Infographic/Billboard assignment](#)

Resources

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

- <https://southingtonsteps.org/>
- kidshealth.org
- <https://www.ctclearinghouse.org/topics/fact-sheets/>
 - Choose from the fact sheet lists of topics that are relevant (articles and resources for students to use)
- [What Is Fentanyl? Infographic](#)
- [Fentanyl PSA](#)
- [Natural High - Storyteller](#)

Evaluative Criteria

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

Evaluative Criteria are included in the performance tasks below:

- [Natural High Project Part 1](#)
- [Natural High Project Part 2](#)
 - [Natural High Essay](#)
 - [Natural High Slideshow](#)
 - [Natural High Video](#)
- [Influencing Others Infographic assignment](#)

Other Evidence

Assessment Evidence

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

- [Analyzing Influences Formative Assessment](#)
- Blooket quiz to check for understanding of analyzing influences skill cues
- [Teenage Alcohol Use Story](#)
- [Small Group Scenario](#)
- 4 Station Rotation:
 - [Addiction Reflection](#)
 - [Vaping Infographic](#)
 - [Nicotine Influence Brain Storm](#)
 - Impaired Vision Station
- Video Discussions (see Stage 3)

Stage 3: Instructional Design

Learning Target:	Success Criteria:
<i>I can...</i> <ul style="list-style-type: none">● <i>Define the skill of analyzing influences</i>● <i>Discuss the relevance of this skill in your life</i>	<ul style="list-style-type: none">● <i>Identify the skill</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.

[Unit Slide Deck Linked Here](#)

Hook: What concert would you love to go to right now?

- Share with your group
- What type/genre of music is that?
- When did you start listening to them? When did you start listening to that type/genre?
- Why do you think you listen to that group/that type of music?

Introduction: We are starting a new unit today called “Analyzing Influences Through ANOD.” This skill is analyzing what influences us. I’ll teach that skill to you through the topic of ANOD. What’s ANOD? We’ll get to that. That’s the content.

Learning Card

Activity 1: Definitions

- In your small group, define “analyze”
 - Share with class
- In your small group, define “influence”
 - Share with class
- In your small group, define our new skill: “Analyzing influences”

- Share with the class
- Present correct definition: Analyzing influences is a health enhancing skill that gives us the ability to recognize what impacts our choices and actions.
 - Talk as a small group, how was your definition similar? What did you forget?
- What is ANOD?
- What are Gateway Drugs? Why are they called that?

Activity 2: Good or Bad?

- Project different alcohol/nicotine/drug situations and have students stand on one side of the room if it is a good idea/situation or the other side of the room if it is a bad idea/situation.
 - Example: parents giving their teenage children a small amount of wine with dinner during a holiday according to their culture
- EXTENSION: Each small group, on their whiteboards, must come up with a morally ambiguous scenario. The goal is to get some students on one side of the room and some on the other
 - Each group gets to lead the class.
- Debrief: ANOD use is not black and white. It's not as easy as "Just Say No"

Closure: Relevance

- What's important to you right now?
 - Large group/class brainstorms ideas from the students & teacher puts them on the board.
Examples: how you look, the music you listen to, sports you play, grades you get
 - Discuss what influences their choices/preferences
 - Make the point: you are influenced on a regular basis, and it impacts important things!

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> o Describe skill of analyzing influences & its relevance o Discuss different ANOD influences o Recall the trick to remembering the analyzing influences skill cues 	<ul style="list-style-type: none"> • Define analyzing influences • Recall mnemonic device

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.

[Unit Slide Deck Linked Here](#)

Hook: Women Can't Vote

- Prior to 1878, women could not vote in elections. In 1878, for the first time ever, an amendment was introduced in Congress to allow women to vote. It was not approved until 1920, 42 years later, and it's known as the 19th amendment. It took 42 years of INFLUENCE...
- About 50 years ago, many women weren't allowed to play sports. That changed in 1972 when Congress signed into law Title IX. How? INFLUENCE...
- Debrief: influence is relevant, it's important, for little things and big

Learning Card

Review: Definition of our new skill

- Analyzing influences is a health enhancing skill that gives us the ability to recognize what impacts our

choices and actions.

Activity 2: Good or Bad? PART II

- Project the same scenarios/situations from the previous lesson. For each one, have students discuss in small groups what the influences are in that situation. Discuss as a large group after each one.
- Debrief: there are so many influences in our lives. Many we can pinpoint, many we don't even realize.

Brain Blast/Boost of your choice

Instruction: ANOD use in our community

- Share STEPS data on ANOD use at school
- Is this relevant?! YES! Look at the data.

Instruction: Analyzing Influences Skill Cues

- First, what does the term "Skill Cues" mean?
- Analyzing Influences Skill Cues: IAEC
 - Identify the Influence
 - Analyze the Influence
 - Examine Factors and Impact
 - Consider an Action Plan
- Mnemonic device: "I Am Easily Convinced"

Assessments

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

- Informal assessment:
 - Can you identify the skill?
 - Can you define the skill?
 - What is the mnemonic device we use to remember the skill cues?

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> ● <i>Brainstorm reasons why people may start to and continue using alcohol.</i> ● <i>Summarize how our skill cues can be applied to alcohol use.</i> ● <i>Practice utilizing the 4 analyzing influences skill cues.</i> 	<ul style="list-style-type: none"> ● <i>Identify different influences related to alcohol use.</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.

[Unit Slide Deck Linked Here](#)

Hook: What does IAEC stand for?

- Possible answers: I Am Easily Convinced (our mnemonic device); skill cues (Identify, Analyze, Examine, Consider)
- Debrief: this is how we remember our skill cues

Review: Definition & Skill Cues

- Review definition of “analyzing influences”
 - Have students in small groups pretend their peers have never heard that term before and they are defining it for the first time (each person goes)
- Review analyzing influences skill cues (IAEC)

Activity 1: Why Alcohol? Brainstorm

- First, what are we talking about when we say “alcohol”?
- As a small group, brainstorm reasons people START to drink alcohol
 - Combine all responses to top half of one poster paper
- As a small group, brainstorm reasons people continue to drink alcohol
 - Combine all responses to bottom half of one poster paper
- Debrief: These are all different types of influences; are influences obvious or subtle? (answer: they can be either)

Brain Blast/Boost of your choice

Activity 2: Modeling

- Provide students with part one of a short story about someone their age being influenced to drink alcohol multiple times/ways in the span of a couple days. Individually students must read the story and write down all of the different influences they read.
 - Go over part one as a class. Share and discuss the different influences
- Teacher then reads part two of the story where the person goes through each of the skill cues to analyzing influences

Activity 3: Student Centered Scenarios

- In small groups of 3, students must create their own realistic scenarios depicting someone their age either drinking alcohol for the first time or drinking alcohol again. They will also prepare a list of the influence(s) in their scenario.
 - Round robin where each group sits with and reads their story to another group. The other group must try to identify the influences.

Assessments

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

- Blookey quiz to check for understanding of analyzing influences skill cues
- [Small Group Scenario](#)

Learning Target:

I can...

- Explore different influences that cause us to use drugs.
- Explore different ways drugs influence us.

Success Criteria:

- Share an aha moment or follow-up question

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.

[Unit Slide Deck Linked Here](#)

Learning Card

Quiz: identifying/recalling definition of analyzing influences & the skill cues

- After students take the quiz and it is collected, go over the answers to provide immediate feedback to students

Instruction: throughout today's lesson, think of either an "Aha moment" or a follow-up question; you will have to share this at the end of class

Activity: 4 Station Rotation (split class into 4 groups)

- Station 1: Infographic comparison
 - Students presented with 2 infographics on vaping & complete a the [vaping infographic worksheet](#); one worksheet per student
 - [Infographic "A"](#) (make 5 copies)
 - [Infographic "B"](#) (make 5 copies)
- Station 2: Vaping/Cigarette Influence Brainstorm
 - Students brainstorm why people would start and continue to vape; one [worksheet](#) per group
- Station 3: Impaired Vision Station
 - Students wear "beer goggles" and complete a set of tasks; [one station card](#) for the entire class
- Station 4: Addiction Reflection
 - Students complete reflection on addiction; one [worksheet](#) per student

Closure: Debrief

- Let students stay in their groups and ask the following questions letting them talk as a group, and then sharing with the entire class:
 - What station did you learn the most?
 - What station did you enjoy the most?
 - At which station did you explore different influences that cause us to use drugs? At which one did you explore different ways drugs influence us?
 - What was your "Aha moment" or follow-up question?

Assessments

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

- [Analyzing Influences Formative Assessment](#)

Learning Target:	Success Criteria:
<i>I can...</i> <ul style="list-style-type: none">• Discuss addiction with others despite its stigma.• Explain how addiction works.	<ul style="list-style-type: none">• Explain how addiction works through an elevator speech

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.

[Unit Slide Deck Linked Here](#)

Hook: Is there an adult in our school that you look up to/think is cool/interesting? Is there an adult in our

school that you feel close to? Is there an adult that you would feel comfortable asking for help if you were struggling?

Learning card

Addiction video: no words (5 mins)

Debrief (small groups - 5 mins)

- Was this an effective/compelling/powerful/influential video? Why or why not?
- What's the message? What is it teaching you about addiction?
- How come words aren't needed?

Brain Boost of your choice

The Science of Joy video (3 mins)

Debrief (small groups - 10 mins)

- What are some "fun" things in your life?
- What happens in our brain when we do something fun?
 - Dopamine released/want more/rank what you like
 - What you like, the combination of things you like, make you you, that makes you unique
- This happens in the part of the brain called the "reward center"; what is the "organized or working" part of the brain called? (prefrontal cortex)
 - This is the part of your brain that is still growing till age 25
- It's an oversimplification, but what are the 2 parts of the brain?
 - Reward center & decision maker

The Dark Side of Highs video (3 mins)

Debrief (small groups - 10 mins)

- Can alcohol, vaping and other drugs make you feel good? How so?
- In the brain, with the dopamine release, it's like a reward. What did you do to get that reward?
 - Artificial high; a fake high
- A ton more dopamine is released when using ANOD compared to other natural rewards. What does that do to the internal ranking of habits/fun things in your reward center/brain?
 - This is the beginning of addiction; body has trouble making dopamine on it's own or naturally & you crave it so you push everything else away to get it, but it's a fake high
- What's the part of the brain called that controls reasoning & planning & chooses between risk and reward?
 - Prefrontal cortex

Choosing Wisely video (3 mins)

Debrief (small groups - 10 mins)

- The video says drugs create an artificial dopamine "superhighway." What does this mean to you?
- The video says "regular use of even the most common drugs can cause structural damage to your developing brain." What are the common drugs they are referring to?
 - Alcohol, marijuana... any others? (nicotine)
- The damage to your developing brain can last long after you stop using. What functions does drug use impact/influence?
 - Regulating emotions; motivation; impulse control & decision making
 - Can impact you even after you quit
- Again: "with some drugs you need stronger and stronger doses to get the same feeling?" What does that mean again?
- Addiction replaces what your body naturally enjoys with the ever increasing focus on the ripoff of artificial/fake high

- Think about what influences us to use ANOD. What is the biggest or most common reason?
 - Peers; but we only see part of the picture
- How can some people seem to handle ANOD fine while others become addicts?
 - You don't know how it will go for you

Activity: Elevator Speech

- Give each student an index card. Using bullet points they need to explain what happens when someone gets addicted or how addiction happens
- Have students give their pitch to each other in their groups

Closure: Artificial highs can lead to addiction and isolation. How do you think nurturing natural highs and positive relationships can contribute to your health and happiness?

Assessments

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

- Addiction Elevator Speech

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> • Describe how to analyze influences in my life. • Explain the difference between a natural & artificial high. • Explore different natural highs & reflect on my own. 	<ul style="list-style-type: none"> • Outline/plan of how you will tell your natural high story

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.

[Unit Slide Deck Linked Here](#)

Hook: Ambiguous picture

- Write down on a post-it what you see. Describe the picture. Don't tell anyone.
- Raise your hand if you saw 1 lady; raise your hand if you saw 2 ladies
- Those who saw 1 lady, describe her
- Point: people can look at that and see different things. You have no idea what you'll see. Similarly, you have no idea how your brain/body will react to ANOD. Some people can handle it, and some can't

Learning Card

Review:

- Have small groups define the skill of analyzing influences
 - Show them the definition
- Show students the mnemonic device used to remember the skill cues and ask them: Based on that, what are the analyzing influences skill cues?
 - Students discuss in small groups, then show them the skill cues
- Have students in small groups try to recall the questions in each skill cue
 - Show them the questions

- Have small groups discuss whether or not the skill cues can be simplified to 3 instead of 4
- Ask the small groups to discuss the difference between a natural & artificial high.
 - Review as a large class
- Give each group an index card and have them explain using bullet points how addiction works
 - Show them the correct answer and ask them what comes next?
- Ask small groups to discuss why natural highs are so important for our health & wellbeing?
 - Discuss as a large group (to help us avoid and/or not be influenced to use ANOD)

Brain Boost of your choice

Activity: Natural High Project

- <https://www.naturalhigh.org/storyteller/>
- Have students type the link above into their browser. Explain: These are influential people, sharing their stories about their natural highs.
- Show the Jon Sundt story
 - Reinforce: We want YOU to find your natural high
 - Explain: We are working on the last skill cue; this will help you with the last analyzing influences skill cue (consider an action plan)
- “There are 40 videos on that page. Pick and watch 2 of them. Pick ones that truly seem interesting to you.”
- Students complete the “[Natural High Project: Part 1](#)” assignment in Canvas

Closure:

- Next class will be part 2. You will create a presentation and share your natural high.

Assessments

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

- [Natural High Project Part 1](#)

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> ● <i>Explore my natural high.</i> ● <i>Create a presentation to share my natural high with others.</i> 	<ul style="list-style-type: none"> ● Present your natural high!

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.

[Unit Slide Deck Linked Here](#)

Hook: (another) Ambiguous picture

- Don't tell anyone, but think about what you see!
- Raise your hand if you saw only a rabbit; raise your hand if you saw only a duck
- Point: people can look at that and see different things. You have no idea what you'll see. Similarly, you have no idea how your brain/body will react to ANOD. Some people can handle it, and some can't

Learning Card

Activity: Natural High Project Part 2

- “Last class you identified a natural high. Today you will complete part 2 of the project. First you will do research on your natural high. You will type your findings and reflections about your natural high. After your research is complete, you will pick how you want to share your natural high story. You can make a video, write an essay, or put a slideshow together. We will present these in class.”
 - The “Natural High Project: Part 2 Overview” is in Canvas
 - It may help to show students the “Modules” screen in Canvas
- Go through each presentation option, including how they will be graded:
 - Natural High Video
 - Natural High Essay
 - Natural High Slideshow
- Let students get started
- Extension:
 - Pair up students that finish early, and have them present to each other!
 - Video: students that created a video can simply play the video
 - Essay: students that wrote an essay can read their essay
 - Slideshow: students that created a slideshow can present it

Assessments

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

- [Natural High Project Part 2](#)
 - [Natural High Essay](#)
 - [Natural High Slideshow](#)
 - [Natural High Video](#)

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none">● <i>Explain what analyzing influences means and how to do it.</i>● <i>Share my natural high with others.</i>● <i>Research common drugs used in our community.</i>	<ul style="list-style-type: none">● <i>Awareness and sharing of your natural high</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.

[Unit Slide Deck Linked Here](#)

Hook: (another) Ambiguous picture

- What do you see!
- Talk to the people at your desk clump
- Point: people can look at that and see different things. You have no idea what you’ll see. Similarly, you have no idea how your brain/body will react to ANOD. Some people can handle it, and some can’t

Learning Card

Review:

- Have small groups define the skill of analyzing influences
 - Show them the definition
- Show students the mnemonic device used to remember the skill cues and ask them: Based on that, what are the analyzing influences skill cues?
 - Students discuss in small groups, then show them the skill cues
- Have students in small groups try to recall the questions in each skill cue
 - Show them the questions
- This unit is analyzing influences through ANOD. What other topics/content could this skill be transferred to and used with?

Activity: Double Circle

- Set desks up in a double circle
- Explain the activity: One partner presents their natural high (plays video or reads essay or goes through slideshow), then the other person goes
- Review class rules
- Teacher facilitates presentations; inside circle goes first, then outside, then rotate
 - Students present to half of the class.

Closure:

- Think about the classmates you were partnered with
- Similarities?
- Impressed?
- The more you learn...
- Be sure to hit submit!

Assessments

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

- [Natural High Project Part 2](#)
 - [Natural High Essay](#)
 - [Natural High Slideshow](#)
 - [Natural High Video](#)

Learning Target:

I can...

- *Research common drugs used in our community.*
- *Create an infographic to convince other teens to avoid ANOD use.*

Success Criteria:

- *Influential Infographic*

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.

[Unit Slide Deck Linked Here](#)

Hook: Think about this: have you ever influenced someone else before?

- Do not share with anyone
- Your influence may or may not be connected to ANOD
- Your influence might have been bad or good
- We aren't here to judge, simply make ourselves aware that we have the potential to influence others,

and in some cases we have already done that

Learning Card

Activity: Natural High Fentanyl PSA

- Debrief: students are already in small groups
 - Share with your group your initial impressions
 - Teacher asks students to share with the entire class
 - Share with your group what you learned or what your takeaway is
 - Teacher asks students to share with the entire class

Activity: Summative Project - Influential Infographic

- You learned how to recognize and analyze things that influence you. Now it's time to be an influence on others.
- You will create an infographic or billboard to influence others
 - What is an infographic? [Model this infographic on fentanyl](#)
- Go to [STEPS website](#) and look at school data on drug use
- Pick a common drug (alcohol, marijuana, vaping, etc.)
- Conduct more research at [kidshealth.org](#) or [CT Clearinghouse](#)
 - For CT Clearinghouse: Choose from the fact sheet lists of topics that are relevant (articles and resources for students to use)
- Develop an infographic or billboard on Canva to influence peers not to use that drug
 - [Influential others infographic/billboard grading](#)

Assessments

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

- [Influencing Others Infographic/Billboard assignment](#)

Alternative Learning Activities.

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.

- Justin's Story
 - Previously found in the "Health 2 - Addiction" unit
- Gateway to Heroin Video Clips
 - Previously found in the "Health 2 - Addiction" unit
- Vision of Addiction Poster
 - Previously found in the "Health 2 - Addiction" unit
- Fallen Stars
 - Previously found in the "Health 2 - OTC, Rx & Illegal Drugs" unit
- Guest Speaker
 - Police Officers

Unit Overview	
Unit Title:	Unit 3: Developing Healthy Relationships through Communication
Grade Level/Course:	9th Grade Health I
Length/Dates:	8-10
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit focuses on building student's communication skills. Communication is taught through the content of healthy relationships. This transferable skill is vital for student success now, and will be utilized throughout their lives.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
Standard 4: Use interpersonal communication skills to support health and well-being of self and others. <ul style="list-style-type: none"> ● 4.12.1 Apply effective communication skills across multiple modes of communication and media formats to support health and well-being of self and others. ● 4.12.9 Adapt strategies to communicate with others with different perspectives and values in various contexts.
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. <ul style="list-style-type: none"> ● A: Identify characteristics of healthy and unhealthy relationships. ● B: Connect styles of communication and power/control within a relationship. ● C: Explore effective strategies for handling challenges in relationships.

Transfer Goals (Vision of the Graduate)
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.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	<ul style="list-style-type: none"> ● Effective communication improves our quality of life. ● Nonverbal communication is equally important as verbal communication. ● We are social beings with a need for quality relationships.
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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"> ● Why should I strive to become a better communicator? ● How do people communicate? ● What impact does communication have on one's health?
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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
<ul style="list-style-type: none"> ● Identify characteristics of healthy and unhealthy relationships. ● Describe the difference between passive, assertive, and aggressive communication styles. ● Explain the “I TELL YOU” skill cues for effective communication. 	<ul style="list-style-type: none"> ● Apply the “I TELL YOU” skill cues when verbally communicating their thoughts and ideas with others. ● Demonstrate effective communication in a relationship scenario. ● Respectfully communicate with others with different perspectives and values.

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.

- **Goal:** For students to demonstrate effective communication in a relationship scenario through use of the “I TELL YOU” skill cues.
- **Role:** Develop and deliver a role-play skit. Students serve as producers, directors, and actors.
- **Audience:** Peers
- **Situation:** Romantic relationship conflict/issue
- **Product/Performance/Purpose:** Role play skit demonstrating effective communication in a realistic scenario.
- **Standards and Criteria for Success:** See evaluative criteria below.

Resources

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

Graphic Organizer- [linked here](#)

Evaluative Criteria

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

Relationship Role-Play Summative Assessment Rubric - [linked here](#)

Other Evidence

Assessment Evidence

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

- I TELL YOU skill cue quiz (exit ticket - list the skill cues)
- Communication Check-In- [linked here](#)
- Small Group Activity and Discussion: Qualities of a Healthy Relationship
- Closure: Fist to Five: How important is communication to you? Can you list the steps to sharing your feelings?

- Closure: Standing Spectrum - skill cues & social media importance

Stage 3: Instructional Design

Learning Target:	Success Criteria:
<i>I can...</i> <ul style="list-style-type: none"> • Define interpersonal communication • Identify effective communication 	<ul style="list-style-type: none"> • Create a definition for interpersonal communication • Identify effective vs ineffective communication
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>Unit Slide Deck Linked Here</p> <p>Hook: Students will respond to the question “How does communication affect health?”</p> <p>Activity 1: Students work in a small group to create a definition of “Interpersonal Communication” Give each group a different color dry erase marker & they write their definition on the white board; discuss similarities/differences.</p> <p>Activity 2: Ineffective vs Effective Communication Brainstorm</p> <p>Brain Boost Communication Activity: Traffic Jam</p> <p>Reflection/Discussion: Traffic Jam Discussion: Students respond to the following questions:</p> <ul style="list-style-type: none"> • What helped the group be successful in completing this challenge? What prevented the group from being successful? • Did it take multiple attempts to be successful? What strategies were successful? What strategies were not successful? Why do you think this was? • Did anyone in the group give up or become frustrated? How did your group manage to overcome those challenges? • Did all group members participate equally? In what ways did group members participate differently? In what way did each role contribute differently to the group’s success? 	
Assessments	
List any formative or summative assessments that should be administered within this learning sequence.	
<p>Closure: Turn and Talk: “What skill are we working on? How did we define interpersonal communication?”</p>	

Learning Target:	Success Criteria:

<p><i>I can...</i></p> <ul style="list-style-type: none"> • Explain the importance of communication. • Identify the skill cues for communication. 	<ul style="list-style-type: none"> • <i>Fist to Five: How important is communication to you? Can you list the steps to sharing your feelings?</i>
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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.

[Unit Slide Deck Linked Here](#)

Hook: Review the definition of interpersonal communication.

Activity 1 Center of the Universe: Students stand around an object at the center of the room. State different things and people move closer the more they like them and farther away the less. Finish with the statement I believe communication is extremely important.

Introduce Skill Cues: I TELL YOU

Activity 2 Listen and Look for Effective Communication: Students will listen and look for the skill cues within a skit performed by either the teacher and a volunteer student, or two students who want to act out the skit. See skit [linked here](#).

Follow Up Activity: Students will label each skill cue step they saw in the skit on the script provided to them with a small group.

Brain Boost Communication Activity Shape Shifters: Students work together as a team to make different shapes with a rope. Students discuss the non-verbal communication they noticed by their peers.

Activity 3 Skill Cue Check In: Students take turns quizzing each other on the skill cues. 1 person at a time, recite the cues out loud.

Assessments

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

Closure: Fist to Five

- How important is communication to you? (fist = not important, 5 = very important)
- You know the steps to communication. (fist = I have no idea, 5 = I know it!)

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> • Describe the skill cues for communication • Discuss important relationship qualities • Identify effective and ineffective communication in relationships scenarios 	<ul style="list-style-type: none"> • <i>Fist to Five:</i> <ul style="list-style-type: none"> ○ Skill Cues ○ Relationship Qualities

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.

[Unit Slide Deck Linked Here](#)

Hook Communication Skill Cues: Students list the skill cues for I TELL YOU on a sticky note and then discuss with a small group.

Activity 1 Life with the Wright Family: Students will grab a pen or pencil and stand in a circle. The teacher will read the story ([linked here](#)) to students. See the full directions in the story.

Debrief: Students will discuss with a small group the following questions:

- How much of the story can you remember?
- What does this activity tell us about communication?
- What does this activity tell us about teamwork?
- What does this activity tell us about listening skills?

Activity 2: Relationship Qualities Cup Stack: Working in a small group, students will have 15 post-it notes to write different qualities that they think are important in a romantic relationship. When they finish writing the qualities, they will stack them in a pyramid of importance (bottom being least important, top is most important) Students will then compare theirs with other groups and write down 5 things they notice, see, or question.

Activity 3: [Do You See What I See?](#)

- Hang [QR codes](#) around the room with links to each video. With a small group or partner, students will rotate through each “station” by scanning the QR code and watching the video that is linked there.
- After they watch the video, they will answer the questions that follow. Students will refer to the skill cues to discuss what is happening in the clip.

Assessments

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

Closure: Quiz Yourself

- Students will quiz themselves on the skill cues for communication

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> ○ <i>Reflect on how I give & receive love</i> ○ <i>Describe 3 characteristics of an unhealthy or abusive relationship</i> ○ <i>Explain 1 thing a person in an unhealthy or abusive relationship can do to leave</i> 	<ul style="list-style-type: none"> • <i>Sign language ‘yes’ or ‘no’ - I know my love language; awareness of power and abuse within relationships; what to do if I am in an abuse relationship or worried about someone else</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.

[Unit Slide Deck Linked Here](#)

[Activity 2 & 3 pulled from a 3 R’s [Lesson Linked Here](#)]

Hook: [Love Is \(video\)](#)

Activity 1: Love Languages: What does the term “Love Languages” mean? [Watch a short video on the topic](#), then give students the Love Language Quiz. Students analyze and reflect on the results.

Activity 2: Power & Control within a Relationship: Have students [watch a short video on the topic](#). Provide students with questions to look/listen for at the start of the video. Students answer the questions in small groups. Finish activity with larger group discussion.

Activity 3: Power & Control within a Relationship, Part 2: In the same small groups, have each group read a scenario (one of two) and determine what they would tell the person in that situation. Come together as a class to debrief and share responses.

Closure:

- Further guidance - podcast to listen to; phone number to call/text for help; website to checkout
- Success Criteria/informal formative assessment (sign language)

Assessments

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

- **Informal Formative Assessment:** Sign language ‘yes’ or ‘no’ - I know my love language; awareness of power and abuse within relationships; what to do if I am in an abuse relationship or worried about someone else

Learning Target:	Success Criteria:
I can... <ul style="list-style-type: none"> • Describe the skill cues for communication • Identify my current communication style • Identify effective and ineffective communication in relationships scenarios 	<ul style="list-style-type: none"> • Standing Spectrum: <ul style="list-style-type: none"> ○ Skill Cues ○ Types of Communication

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.

[Unit Slide Deck Linked Here](#)

Hook: Turn and Talk: Think of a celebrity relationship where there was a negative power dynamic.

Activity 1: Types of Communication Quiz: Students will have a blank piece of paper and will number their paper 1-8. For each of the questions, students will choose the answer that best describes what they would do in each situation. See questions in slide deck. After all questions are answered, students will tally the amount of A’s they have, B’s they have, and C’s they have.

Instruction: Types of Communication

Activity 2: [Fishing for Healthy Relationships](#): Students will work in small groups and take turns choosing various cards ([linked here](#)) with a relationship’s quality or personal characteristic on it.

Students will then read the card out loud to their group and decide where it belongs on their healthy relationship characteristics worksheet. Students need to decide as a group where it belongs, not individually. Students should be working to use the skill cues within this activity!

Reflection: Students will answer the following questions in complete sentences:

- How does this activity resemble real-life relationships?
- What do you think are the two most important qualities to having a successful healthy relationship? Why?
- What are two qualities you are missing from your current list?
- Was it easy or challenging to decide where to place the characteristics? Did you often agree or disagree as a group?

Brain Boost Communication Activity: Paper Folding Activity: This exercise requires listening to and following directions. Read the instructions to students and then students will perform the task. Students may not ask questions! Fold your sheet of paper in half; Tear off the upper right corner; Fold your paper in half again; Tear off the lower right corner; Fold your paper in half; Tear off the upper left corner; Fold in half a final time; Tear off the lower left corner; Unfold your paper and hold it up; Open your eyes, look at your product and compare it with the other student's.

Assessments

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

Types of Communication Quiz- [linked here](#)

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> • Describe the skill cues for communication • Discuss how social media plays a role in communication • Describe why someone may sext. 	<ul style="list-style-type: none"> • Reflection on the use of social media in my life

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.

[Unit Slide Deck Linked Here](#)

[3Rs Lesson Plan Materials Linked Here](#)

Hook: Brainstorm “What types of social media do you use (if any)?” Write them on the board.

Activity 1: Social Media Spectrum: One side of the room: you think social media is awesome. Nothing but positives. Other side of the room: You think social media is horrible. Nothing but negatives. Discuss as a class responses and rationales.

Video Clip 1: [Dr. Omer Awan Talks Social Media](#)

Discussion: Challenge Your Thinking: Students respond to the following questions:

- How can social media be good?
- How can social media be bad?

- How can social media make communication easier/more effective AND harder/less effective?

Video Clip 2: [Senator Chris Murphy Talks Social Media](#)

Repeat Activity 1: Social Media Spectrum

Activity 2: Sexting & Power: Play “Can Sexting Improve Your Relationship” video. Prompt students with 2 questions prior to watching:

- Why do some people sext?
- What are some potential risks of sexting?

Discuss as a class. Show scenario #1 on sexting and have students discuss what they should do in small groups. Show scenario #2 and in the same small groups have students finish the scenario by writing what could happen next.

Assessments

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

Closure: Quiz Yourself Skill Cues (write them down)

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> • Explain the skill cues to communication • Demonstrate my communication skills 	<ul style="list-style-type: none"> • You can answer the question - How can I be a good communicator?

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.

[Unit Slide Deck Linked Here](#)

Hook: Back to Back Drawing Activity: Students pair up with someone and sit back to back. One person is the drawer, the other is the describer. The describer will describe how to draw an object (ice cream cone, house, dog, etc) to their partner.

Summative Assessment Introduction

- Students will work with a small group to create a 2 scene skit demonstrating both poor communication and effective communication.
- They will be creating a realistic scenario of two people communicating who are in a romantic relationship. You will create two scenes. The first scene will show poor communication. The second scene will show the same scenario, but with effective communication. The second scene will show characters following the steps to effective communication to problem solve through the issue.
- Students will complete the graphic organizer with their group. All groups need to get their graphic organizer approved prior to moving on to writing their scripts.
- Students will perform their skits as part of their summative assessment.

Assessments

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

Relationship Role Play Graphic Organizer- [linked here](#)
Relationship Role Play Rubric- [linked here](#)

Alternative Learning Activities:

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.

- Acronym Activity - Types of Communication
 - Previously found in the “Health 1 - Relationships” unit
- Love is... (Heart)
 - Previously found in the “Health 1 - Relationships” unit
- Other Activities:
 - Conversation Starters
 - Relationship Obstacles
 - Relationship Bingo

Unit Overview	
Unit Title:	Unit 4: Accessing Information through Human Growth and Development & Disease Prevention
Grade Level/Course:	9th Grade Health I
Length/Dates:	8-10
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	<p>The focus of the final unit is the skill of accessing valid and reliable health information. Students will practice identifying health resources and analyzing them for quality. Accessing valid and reliable information will be taught through the following topics: human growth & development, disease prevention, cancer awareness, AIDS/HIV, and sexual health. By contacting the teacher, parents or legal guardians may opt their child out of the AIDS/HIV and/or sexual health instruction. The teacher should alert parents of the content and opt-out option at least a month in advance:</p> <ul style="list-style-type: none"> - Copy this letter to parents before using - Copy this Google form to parents before using

Stage 1: Desired Results

Grade Level/Subject Standard(s)	
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address	
<p>Standard 3: Access valid and reliable resources to support health and well-being of self and others.</p> <ul style="list-style-type: none"> ● 3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources. ● 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <ul style="list-style-type: none"> ● A: Describe reproductive body parts and their functions. ● B: Summarize ways to reduce the risk of pregnancy, HIV, and other STDs (e.g., abstinence, avoiding alcohol and other drugs, limiting sexual partners, using protection). ● C: Summarize important health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health including breast and testicular self-exams. ● D: Differentiate between communicable and noncommunicable diseases. 	

Transfer Goals (Vision of the Graduate)	
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.	

Enduring Understanding(s): What are the big picture understandings that are	
	<ul style="list-style-type: none"> ● Seek out valid and reliable health information to improve your quality of life. ● There are tools you can use to help determine if information is correct or incorrect.

transferable across contexts, places, and times?

- You have one body; you are in charge of taking care of that body; know how it works.
- You can minimize sexual behavior risk through proven and tested strategies.

Essential Question(s):

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

- How can I find answers to health questions and concerns that arise?
- How can I tell if the information I consume is accurate?
- What is the value in knowing how the body works?
- How can I avoid unintended pregnancy, HIV, and other STDs?

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

- TRAAP Test: timeliness, relevance, authority, accuracy, purpose
- Vocabulary: valid, reliable, acronym, database, curated, keyword search, domain
- Types of development humans experience: physical, intellectual, emotional, social
- Stages of human development: early childhood, adolescence/middle childhood, adulthood
- Male reproductive system parts & functions: vas deferens, bladder, penis, urethra, scrotum, testicle, epididymis, seminal vesicle, ejaculatory duct, prostate
- Female reproductive system parts & functions: fallopian tube, ovary, uterus, cervix, vagina, labia majora, labia minora, vaginal opening, clitoris, urethral opening
- Reproductive system diseases & disorders
- Strategies to maintain the health of the reproductive system: practice hygiene, awareness & self-examinations, visit the doctor regularly
- 5 strategies to reduce sexual behavior risks: abstinence is best, condoms, talking with partner, contraception methods, if having sex get tested
- Communicable vs Noncommunicable diseases (including AIDS/HIV)

- Apply the TRAAP Test when determining the quality of health resources and information
- Conduct targeted searches on Google to solicit specific domain results
- Utilize a database to search for valid and reliable health information

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 Title: Accessing Info - Top 10 Project

- **Goal:** For students to apply their newly acquired skill of accessing valid and reliable health information to research common communicable & noncommunicable diseases, analyzing and categorizing them by similarities.
- **Role:** You (student) are the director of Health for the town of Southington. As the director, you are playing the role of researcher. In this role you will gather and analyze information related to communicable and noncommunicable diseases.
- **Audience:** In this scenario, the audience includes people that live in the town of Southington. The teacher, however, will be the only one viewing the work of the students.
- **Situation:** As the director of Health for the town of Southington, you want to spread awareness of common diseases and share correct information with the people in town. You will gather and analyze information related to communicable and noncommunicable diseases, and create an infographic to spread awareness throughout town.
- **Product/Performance/Purpose:** ([Accessing Info: Top 10 Project](#)) Four part project. Part 1 includes creating a list of 10 different common diseases and completing research on each one. Part 2 requires students to analyze the diseases on their list and develop categories based on similarities. Part 3 is the creation of an infographic using Canva. Lastly, part 4, students participate in a “speed dating” activity where they present their infographic to a peer. The teacher rotates the class allowing students to present their work multiple times.
- **Standards and Criteria for Success:**
 - 3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources.
 - 3.12.4 Use valid and reliable sources of health information, products, services, and other resources.
 - D: Summarize important health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health including breast and testicular self-exams.
 - E: Differentiate between communicable and noncommunicable diseases.
 - Part 4 of the project aligns with the communication transdisciplinary goal of listening.

Resources

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

- [Accessing Info: Top 10 Project](#)
 - [Part 4: Share & Listen](#)

Evaluative Criteria

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

- The summative assessment is worth 60 points total, and counts in the gradebook towards the Performance Assessments category. Part 4 of the project aligns with the communication transdisciplinary goal of listening. Please view the assessment linked in the “Resources” section above for grading specifics.
- The teacher is expected to grade each assignment in a timely fashion and include feedback. Comments and feedback will be provided on the actual assignment either electronically or handwritten.

Comments

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

- It is suggested to use a “round robin tournament” organization model for part 4 of the project, which includes giving each student a number and using the numbers to aid with generating their partners. This will help with a random assignment and rotation of students as they share their infographic.

Other Evidence

Assessment Evidence

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

Formative Assessments:

- [Lesson 1 Exit Slip - MAKE A COPY & SAVE TO YOUR DRIVE BEFORE USING](#)

Learning Activities:

- [Accessing Information Practice](#)
- [Male Reproductive System Diseases](#)
- [Female Reproductive System Diseases](#)
- [Accessing Info Right](#)

Performance Activity:

- [Accessing Info Checklist](#)

Stage 3: Instructional Design

Learning Target:	Success Criteria:
I can... <ul style="list-style-type: none"> ● Find and use valid and reliable information about health and wellness ● Determine which sources are more reliable than others 	<ul style="list-style-type: none"> ● Exit Slip: Utilize the TRAAP test to determine usefulness of source

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.

[Lesson Slide Deck Linked Here](#)

*Contact the Library Media Specialist to co-teach this first lesson. After attendance, take the students on a mini field trip to the library. Have the students bring their book bags

Hook: Where do you get information from? Where do you learn info from?

- Have students sit in small groups at the tables
- Class brainstorms; write on whiteboard for later in the lesson

Learning Card

Activity: Is it reliable?

- Hand out a different resource to each group (book, magazine, instagram post, website, etc.)
- Each group exams it and determines if is a reliable source of information
- Debrief as a class going over each resource

Instruction: TRAAP Test

- Go through our skill cues for accessing valid information: TRAAP (timeliness, relevance, authority, accuracy, purpose)
- Have all students walk up to the board to view a website article and ask if the source passes the test
- Review the sources they already evaluated & re-evaluate using the TRAAP test & prepare a 30 second presentation on which part/s fail the test

Brain Boost/Blast

Instruction: Transference

- In their small groups, have students brainstorm why it is important to access valid, reliable, current information on health and wellness
- Discuss large group
- Tie it back into the brainstorm from the hook

Instruction: Databases

- What is a database? Why use a database?
- Using ClassLink to find databases
 - Students explore the Health & Science section of ResearchIT CT

Closure:

- People can be resources, too
- What to take into consideration when getting information from a person

Assessments

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

- [Lesson 1 Exit Slip - MAKE A COPY & SAVE TO YOUR DRIVE BEFORE USING](#)

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> • <i>Explain the TRAAP test</i> • <i>Explore health databases for quality information</i> 	<p><i>Stand Up If: you can...</i></p> <ul style="list-style-type: none"> • <i>Explain the TRAAP test</i> • <i>Access a health database</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.

[Unit Slide Deck Linked Here](#)

Instant Activity: No talking, if your birthday month is Jan-March stand at the north wall; April-June south wall; July-Sep west wall; Oct-Dec east wall

Learning Card

Instruction: reteach skill cues (TRAAP)

- Self-Assessment: after going through each part of the TRAAP test, have students try to recall the information by writing it down on a scrap piece of paper, index card, or post-it note

Brain Boost of your choice

Instruction: getting information from a person

- What information are THEY utilizing to answer your questions?
- Which people are best qualified to answer your health questions?
- 5 Levels of information

Small Group Activity: Exploring Databases

- Why use a database
- Where/how to find databases
- Assign each group a database and have them explore it
 - Pair them up with another group with the same database
 - Have them compare experiences

Brain Boost (again; same one)

Instruction: [health misinformation](#)

Assessments

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

Formative: informal observation

Learning Target:	Success Criteria:
<i>I can...</i> <ul style="list-style-type: none">• rank domains by their quality• refine a Google search for better results	<i>Sign Language Yes/No:</i> <ul style="list-style-type: none">• Rank the common domains by quality?• Refine a Google search for better results?

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.

[Unit Slide Deck Linked Here](#)

Instant Activity: Which child (picture) best describes your mood right now?

Learning Card

Instruction: Good and Bad Websites

- Which domains offer quality information and which ones don't
- How to refine a Google search so only quality domains/websites are shown
 - Trust it or Trash it website as alternate resource

Brain Boost of your choice

Activity: Accessing Information Practice

- First review the TRAAP test
- Students work on [Accessing Information Practice](#) worksheet

Assessments

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

- [Accessing Information Practice](#)

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> • <i>run a Google search by a specific domain</i> • <i>access valid information on male reproductive system diseases</i> 	<ul style="list-style-type: none"> • <i>Graphic organizer demonstrating how you conduct your Google searches</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.

[Unit Slide Deck Linked Here](#)

Instant Activity:

- On your post-it:
 - List the 4 most common URL domains
 - Rank them 1-4 with 1 being the best when searching for quality information & 4 being the worst

Learning Card

Activity: Review Domains

- On the small whiteboard provided, in small groups, answer the following questions:
 - Write what you would type into Google to filter a search on vaping so you only get results from a .gov
 - Write what you would type into Google to filter a search on nutrition so you only get results from a .edu
 - Write what you would type into Google to filter a search on mental health to get results from a .org
 - Why not get information from a .com or .net?

Instruction: Stages of Human Development

- Types of Development: physical, intellectual, emotional, social
- Stages of Development: early childhood, middle childhood, adulthood

Instruction: Male Reproductive System

- Show the class an unlabeled diagram of the male reproductive system
- In small groups, using their whiteboards, they must add labels to as many parts as they can
- Check students' work and discuss as a large group
- Discuss the different purpose/function of each part

Activity: [Male Reproductive System Diseases](#)

- Students practice using Google w/ refined searches to look up 3-5 different male reproductive system diseases
 - Students fill out the graphic organizer

Closure: Taking care of the male reproductive system

- 3 Strategies to maintain the health of the male reproductive system:
 - Practice Hygiene
 - Perform Testicular Self-Examinations
 - Visit the Doctor

Assessments

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

- [Male Reproductive System Diseases](#)

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> • run a Google search by a specific domain • access valid information on the female reproductive system diseases 	<ul style="list-style-type: none"> • <i>Graphic organizer demonstrating how you conduct your Google searches</i> • <i>Discuss similarities of caring for the male & female reproductive systems</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.

[Unit Slide Deck Linked Here](#)

Hook: Skills or Habits?

- The skills and habits that we aim to instill are life-long and valuable to the future of our students.
- What we've covered so far in this course: goal setting, analyzing influences, communication, accessing info
- Discuss: are these skills OR habits?

Learning Card

Instruction: Review TRAAP skill cues

- Timeliness, relevance, authority, accuracy, relevance

Instruction: Female Reproductive System

- Show the class an unlabeled diagram of the female reproductive system
- In small groups, using their whiteboards, they must add labels to as many parts as they can
- Check students' work and discuss as a large group
- Discuss the different purpose/function of each part

Activity: [Female Reproductive System Diseases](#)

- Students practice using Google w/ refined searches to look up 5-7 different female reproductive system diseases
 - Students fill out the graphic organizer

Closure: Taking care of the female reproductive system

- 3 Strategies to maintain the health of the male reproductive system:
 - Practice Hygiene
 - Practice Breast Awareness
 - Visit the Doctor - general or obstetrician/gynecologist

Assessments

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

- [Female Reproductive System Diseases](#)

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> • Utilize databases more effectively to find quality health related information • Save and cite health information found online 	<ul style="list-style-type: none"> • Complete a checklist for progress

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.

[Unit Slide Deck Linked Here](#)

Hook: Health Question

- In your small groups, think of a legitimate health question a freshman might have & write it on your whiteboard.

Learning Card

Instruction: Database Review

- [Play video](#) made by students from Ellington HS on how to use researchIT CT
- Why use databases?
- Which databases should you use?
- How to find databases in ClassLink
- Using researchIT CT

Activity: Practice Accessing Valid & Reliable Information

- Look at the question you came up with at the start of class
- Each person take a different database:
 - MedlinePlus
 - Green File
 - Science Reference Center
- Find understandable information about your question using that database. Write what you find down on post-its.
- In your small groups, share:
 - State which database you used
 - Share the words you used to search
 - Summarize what you found

Brain Boost of your choice

Instruction: Infotrek

- Teach students how to Bookmark a website; have them bookmark <https://www.infotrek.info/>
- This is another database. It is a good place to start any research. It's wise to build up some knowledge on your topic before proceeding.
 - Go to the website and show students how to search
 - Demonstrate a search for "diets" & discuss how .com sites pop up; emphasize need to still put information through the TRAAP test

Activity: Using Infotrek

- Each person in your group, try to find valid & understandable information about your question using the "infotrek.info" database.
- Work individually at first; quietly
 - Write on post-it: words used to search; website found; summary of the info
- Now share:
 - Share the words you used to search
 - State the website you checked out
 - Summarize the info you found

Instruction: Chromebook extensions "Google Keep" & "Cite This For Me"

- Aren't the post-its annoying?!
- Using "Google Keep" to save what you find!
 - Chromebook Extension - let's download it!
- Using "Cite This For Me" to generate a proper citation!
 - Chromebook Extension - let's download it!

Closure: Checklist

- Can you:
 - Access a database?
 - Find health related information in language I can understand?
 - Save information on my computer to quickly find again?
 - Correctly cite information for a research paper?

Assessments

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

Informal Formative Assessment - Checklist (see "Closure" for this lesson)

Learning Target:	Success Criteria:
<i>I can...</i> <ul style="list-style-type: none">● Practice finding and using valid and reliable health information● Save and cite health information found online	<ul style="list-style-type: none">● Share your process and product in a small group 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.

[Unit Slide Deck Linked Here](#)

Learning Card

Instruction: Review & Demonstration

- Search marijuana vs alcohol;
<https://sph.lsuhscc.edu/press/alcohol-damaging-brain-health-marijuana/>
- Demonstrate how to use Google Keep and Cite This For Me

Activity: [Accessing Info Right](#)

- Purpose: practice accessing valid & reliable information
- Students are in groups of 3; each picks a different topic and question:
 - Topic: Nutrition
 - Question: Are diets safe for teenagers?
 - Topic: Mental Health
 - Question: How can I help someone that I worry might be suicidal?
 - Topic: Injuries
 - Question: My knee hurts really badly, what should I do?
- Students research that topic/question and complete the worksheet
- When done, each person “presents” the answer to their question to the other 2 members of their small group

Assessments

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

Learning Activity:

- [Accessing Info Right](#)

Learning Target:

I can...

- *Discuss strategies to reduce STD risks*
- *List reasons why someone would and would not get tested*
- *Identify where teens can go to get tested and/or treated for STDs*

Success Criteria:

- *Fist to Five: how to reduce STD risks; where to go to get tested*

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.

[Sexual Health Slide Deck Linked Here](#)

Hook: Terminology

- What is the proper term: STDs (sexually transmitted diseases) OR STIs (sexually transmitted infections)
- Students discuss in small groups & decide on a term
 - While students are talking in small groups, teacher hands out pre-made index cards to each student for upcoming activity: On the non-lined side, in the bottom right-hand corner, write lightly and in pencil, an “S” on three cards, and at least 4 of each of the following: a “U”, “A”, “C” and “P.” Leave the remaining cards blank.
- Each small group shares with class
- Discuss

Learning Card

Activity: How STIs Spread

- Call it a Brain Boost to purposefully misguide the students
- [Follow the "Procedure" on this document](#) from Step 1 through Step 3. It starts on the first page of the document
- Have students sit and debrief with the class using the information in Step 3

Instruction: AIDS/HIV

- What do you recall from middle school?
- Review difference between AIDS & HIV, prevalence, and prevention

Instruction: 5 Strategies to Reduce STD Risk

- Abstinence is the safest choice
- Condoms (& other latex barriers) are a must for reducing STD risk
- Talking with your partner is a must
- Contraceptive methods like the pill are great for pregnancy prevention, but don't protect against STDs
- If you are having sex, it is a good idea to get tested and to ask your partner(s) to get tested, too.

Activity: STD Prevention Commercial

- Have students get into a group of 5/make 5 groups; "it's great to recognize that these 5 points are important, but it's another thing altogether to remember them or put them into practice."
- Assign each group a strategy from above
- Each group will make a 30-45 second commercial for their strategy (10 mins to plan, then present)
 - [See Steps 4-5 on this document](#)
- Debrief: 1 in 4 teens will end up with an STD once they start having some kind of sex.

Instruction: Where to get tested

- First have students in small groups brainstorm why someone would and would not get tested
 - Discuss as large group
- Share with students where they can get tested for STDs in our community
- Show students [video on doctor confidentiality](#)

Closure: Fist to Five

- Strategies to reduce risk
- Know where to go to get tested

Assessments

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

Informal Formative Assessment:

- Fist to Five
 - Strategies to reduce risk
 - Know where to go to get tested

Learning Target:

Success Criteria:

<p><i>I can...</i></p> <ul style="list-style-type: none"> • <i>Identify 5 strategies for reducing STD risk</i> • <i>Practice finding and using valid and reliable health information</i> • <i>Describe 3 characteristics of a good parent</i> 	<ul style="list-style-type: none"> • <i>Discuss where a young parent can go to for resources and support</i>
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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.

[Sexual Health Slide Deck Linked Here](#)

Do Now: On your post-it, write down the “5 Strategies to Reduce STD Risk” that we learned last class.

- Hint: we created a commercial for each one
- After students are done, show them the 5 strategies for a self-check

Learning Card

Hook: Get Tested

- Show students a [funny commercial](#) about getting tested for STDs
- Discuss commercial

Activity: [Accessing Info Checklist](#)

- Purpose: practice accessing valid & reliable information
- Part 1: Individually, students think of a health question and then research that question; students complete the worksheet
- Part 2: Partner up. One person at a time reads through their work. First read your question, then explain your process and how you went about finding an answer. The other partner listens and answers the questions in part 2 of the worksheet. When they are done, give them feedback.

Activity: Wanted - Qualified Parent

- [Follow Steps 1-4 in the linked document](#), and give each small group the last page of the document as a handout

Closure: Where to get help

- Share: Resources & Support for Young Parents

Assessments

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

Performance Activity:

- [Accessing Info Checklist](#)

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> • <i>Demonstrate my ability to access and use valid and reliable health information</i> 	<ul style="list-style-type: none"> • <i>Accessing Information Summative Assessment</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.

[Unit Slide Deck Linked Here](#)

Learning Card

Activity: Summative Assessment

- [Accessing Info: Top 10 Project](#)
- 4 Parts:
 - Part 1 create a list of 10 different common diseases and complete research on each one
 - Part 2 analyze the diseases on their list and develop categories based on similarities
 - Part 3 create an infographic using Canva
 - [Part 4 participate in a “speed dating” activity where they present their infographic to a peer](#)

Assessments

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

Performance Assessment:

- [Accessing Info: Top 10 Project](#)
 - [Part 4: Share & Listen](#)

Alternative Learning Activities.

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.

- Rap, Snap, Recap
 - Previously found in the “Human Growth & Development” unit
- Baby Project/ challenges w/ teen pregnancy
 - Previously found in the “Human Growth & Development” unit
- “The Announcement” Magic Johnson Movie
 - Only play clips, not the entire movie
 - Previously found in the “HIV/AIDs” unit
- The Dutch Destroyer Make a Wish video clip
 - Previously found in the “Lifetime Conditions” unit
- Lifetime Conditions Project
 - Previously found in the “Lifetime Conditions” unit

SHS Health Ed. Curriculum

SPS Curriculum & Instruction Committee - January '25



What is a Skills-Based Health model?

- Quality curriculum begins with standards
- The National Health Ed. Standards were recently updated (January '24)
 - CT State Health Ed. Standards are aligned with the National Standards (May '22)

The Standards Driving Our Curriculum:

- Standard 1: Concepts/topics/functional health info
- Standard 2: Analyzing Influences
- Standard 3: Accessing Valid & Reliable Information
- Standard 4: Interpersonal Communication
- Standard 5: Decision Making
- Standard 6: Goal Setting
- Standard 7: Self-Management
- Standard 8: Advocacy



What is a Skills-Based Health model?

Health Skills (standards 2-8)

- 2.) Analyzing Influences
- 3.) Accessing Information
- 4.) Interpersonal Communication
- 5.) Decision Making
- 6.) Goal Setting
- 7.) Self-Management
- 8.) Advocacy



Required Content (standard 1)

- **DRUG EDUCATION**
- Human Growth & Development
- Nutrition
- First Aid
- CPR
- Accident Prevention
- Disease Prevention
- Cancer Awareness
- Community and Consumer Health
- Physical, Mental and Emotional Health
- Youth Suicide Prevention
- Safety (social media)
- AIDS/HIV*
- Sexual Abuse & Assault Awareness & Prevention*

What is a Skills-Based Health model?

_1 Skill units not content-based units

One skill per unit... one or more topics/content per unit



_2 Skill development is the FOUNDATION of each unit

Spend the majority of time during the unit having students practice that skill

_3 Content is the CONTEXT for teaching skills

The skill is taught through that topic/content. As was discussed... the content is the vehicle. The skill can be applied to a variety of topics. It is transferable.



At-a-Glance: HS Health Program

Health I: 9th Grade

- Unit 1: Goal Setting through Wellness
- Unit 2: Analyzing Influences through ANOD
- Unit 3: Developing Healthy Relationships through Communication
- Unit 4: Accessing Information through Human Growth & Development & Disease Prevention

Health II: 11th Grade

- Unit 1: Self-Management through Mental Health
- Unit 2: Analyzing Influences through Nutrition
- Unit 3: Decision Making through ANOD
- Unit 4: Advocating for Health

Health I: Unit 1 - Goal Setting through Wellness

Overview: The skill being covered is goal setting. The content being covered is wellness. Students will explore various goal setting models and develop an individualized health related goal based on their needs/wants. Students will revisit this goal throughout the semester. Students likely have never heard of a skills-based health approach, and therefore a little bit of time should be spent explaining this model. Basically: There are 7 health enhancing skills that we will teach you throughout high school.

Performance Assessments:

- Creating Your Personal Goal
- Checking In On Your Goal
- Final Goal Setting Reflection



Health I:

Unit 2 - Analyzing Influences through ANOD

Overview: In this unit, students will develop the skill of analyzing factors that impact their health and the decisions they make. Students will learn about alcohol, nicotine and other drugs as they practice and improve the skill of analyzing influences.

Performance Assessments:

- Natural High Project
- Influential Infographic/Billboard



Health I: Unit 3 - Developing Healthy Relationships through Communication



Overview: This unit focuses on building student's communication skills. Communication is taught through the content of healthy relationships. This transferable skill is vital for student success now, and will be utilized throughout their lives.

Performance Assessments:

- Communication Check-In
- Relationship Role-Play Summative Assessment

Health I: Unit 4 - Accessing Information through H.G.D. & Disease Prevention

Overview: The focus of the final Health I unit is the skill of accessing valid and reliable health information. Students will practice identifying health resources and analyzing them for quality. Accessing valid and reliable information will be taught through the following topics: human growth & development, disease prevention, cancer awareness, AIDS/HIV, and sexual health. By contacting the teacher, parents or legal guardians may opt their child out of the AIDS/HIV and/or sexual health instruction.

Performance Assessments:

- Accessing Info - Top 10 Project
 - Research, categorize, infographic, share



Health II: Unit 1 - Self-Management through Mental Health

Overview: Self Management refers to the skill of practicing health-promoting habits to avoid or reduce risky behaviors. During this unit students will practice this skill through the concept of mental health. Students will learn about different mental health diseases and disorders while discovering and building their own resiliency factors.

Performance Assessments:

- Self-Care Plan
- Self-Care Reflection
- Self-Care Resolutions



Health II: Unit 2 - Analyzing Influences through Nutrition

Overview: Analyzing influences is a health enhancing skill, giving us the ability to recognize what impacts our choices and actions. This skill is taught during Health I, but the content through which it is taught has changed. The topic of nutrition will be used to help students learn about and practice this skill.

Performance Assessments:

- Nutrition Influence Cube
- Group Nutrition Research Project
- Nutrition Media Analysis
- Grocery Store Vision



Health II:

Unit 3 - Decision Making through ANOD

Overview: Decision making is the process of choosing a course of action or selecting an option among various alternatives based on available information, values, and potential outcomes. Decision making is a health enhancing skill that can be practiced and improved. Students will learn about and practice this skill through the topics of alcohol, nicotine, and other drugs (ANOD).

Performance Assessments:

- Decision-Making Comic Strip
- DECIDE method steps/skill cues quiz



Health II: Unit 4 - Advocating for Health

Overview: The final Health 2 unit, and likely final instruction on health education during their public school experience, teaches students how to advocate for their health and/or the health of others. The advanced skill of advocacy will be taught using the content or topic of sexual abuse and sexual assault awareness and prevention. By contacting the teacher, parents or legal guardians may opt their child out of the sexual abuse and sexual assault awareness and prevention instruction.

Performance Assessments:

- Advocacy Project



Unit Overview	
Unit Title:	Unit 1: Self Management through Mental Health
Grade Level/Course:	11th Grade Health 2
Length/Dates:	8-10
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Self Management refers to the skill of practicing health-promoting habits to avoid or reduce risky behaviors. During this unit students will practice this skill through the concept of mental health. Students will learn about different mental health diseases and disorders while discovering and building their own resiliency factors.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.</p> <ul style="list-style-type: none"> 7.12.2 Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being. 7.12.4 Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being. <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <ul style="list-style-type: none"> A: Determine when to seek help for mental and emotional health problems and the barriers to doing so, including stigma. B: Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others (suicide prevention awareness). C: Evaluate effective strategies for dealing with stress (e.g., avoidance, active problem solving, emotion focused [reframing problem], self-care). D: Identify trusted adults and resources for assistance.

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p>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).</p>

Enduring Understanding(s):	<ul style="list-style-type: none"> I am responsible for my actions and habits, but there are times when it is okay and necessary to seek out help.
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What are the big picture understandings that are transferable across contexts, places, and times?

- Being aware of my emotions and my triggers, and having effective coping strategies is vital to successfully navigating adulthood.
- Talking about and working on my mental health is a sign of strength; not something to hide or be embarrassed about.

Essential Question(s):

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

- How do you grow healthy habits?
- How is one's mental health developed?
- Why are there barriers to working on your mental health?

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

- Define self management and state the skill cues.
- Explain Stress: definition, common stressors, types of stress, the body's response to stress, coping strategies.
- Discuss Mental Health: definition, common MH conditions, stigma, getting help/treatment.
- Identify and analyze protective factors in relation to the 40 developmental assets.

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

- Act when concerned about someone else thinking about or committing suicide.
 - Identify suicide warning signs
- Create and follow a self-care plan.
- Explore coping strategies for addressing mental health struggles.

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.

- **Goal:** For students to walk away from this unit with a self care plan. An effective self care plan is followed/practiced regularly so that when you are struggling coping strategies are more easily accessible and impactful.
- **Role:** Students play the role of social scientist, with themselves being the subject of study. Students will participate in and reflect on a variety of coping strategies. Through this exploration, students will determine which strategies are most applicable and effective for themselves. These strategies become the core of the self care plan.
- **Audience:** Students are doing this work for themselves. The teacher will see the self care plan, but it is written for that one person.
- **Situation:** After exploring and reflecting on a variety of mental health coping strategies, students will determine which strategies are most applicable and effective for themselves.

- **Product/Performance/Purpose:** One page [“Self Care Plan”](#) that students are encouraged and able to keep once graded.
- **Standards and Criteria for Success:**
 - C: Evaluate effective strategies for dealing with stress (e.g., avoidance, active problem solving, emotion focused [reframing problem], self-care).
 - 7.12.4 Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being.
 - The Self Care Plan assignment will be graded with total points.

Resources

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

- [Self Care Plan assignment](#)
- [Self Care Plan model](#)
- [Mental Health Webinar Notes](#)

Evaluative Criteria

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

- The Self Care Plan assignment will be graded with total points. Comments and feedback will be provided on the actual assignment either electronically or handwritten.

Comments

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

- Regarding such a sensitive topic as “mental health,” much consideration has gone into what we should actually grade. Students will not be graded on how stable their mental health is at the current moment. One of the goals of the unit is to normalize discussion around mental health and encourage students to work on their mental health and seek help if they or someone else may be struggling. Therefore, students are graded on the skill, self management, and whether or not they have a quality, evidence based plan in place.

Other Evidence

Assessment Evidence

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

- I AM skill cue quiz (exit ticket - list the skill cues)
- [Stress Management Worksheet](#)
- [Mental Health Flyer](#)
- [Music Analysis](#)

Stage 3: Instructional Design

Learning Target:	Success Criteria:
<i>I can...</i> <ul style="list-style-type: none"> ● Define the skill of self management ● Discuss the relevance of self management ● Analyze personal protective factors 	<ul style="list-style-type: none"> ● Define self management ● Identify protective factor strengths & areas of need

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.

[Unit Slide Deck Linked Here](#)

Hook: What are common health issues or concerns that students your age might have?

Learning Card

Activity 1: Self Management Definition

- Write down your own definition for what you think “Self Management” means
- Share with the person next to you. Compare definitions.
- Introduce and discuss the teacher’s definition of “Self Management”

Activity 2: Brain Boost

- Choose your own brain boost/team building activity to facilitate with the class
- Suggestions: Peak-a-Who or Commonality Tower

Activity 3: Developmental Assets

- Frontload activity: something else we have in common... STEPS program/40 developmental assets, what are they?
 - Students put name on worksheet and complete [40 Developmental Asset checklist](#)
 - Debrief: what area do you think is a strength? Weakness? We will return to these!

Activity 4: Behavior Brainstorm

- In small groups students are assigned to brainstorm either risky behaviors or healthy behaviors on poster board. Students tape theirs to the wall and then rotate to the opposite topic. They may add any missed items to their classmates’ posters.

Activity 5: Protective Factors

- Instruction: what are protective factors?
- [Healthy Behaviors & Protective Factors worksheet](#): Give the students the 8 categories of developmental assets (Internal: commitment to learning, positive values, social competencies, positive identity; External: support, empowerment, boundaries & expectations, constructive use of time), and as a class they must put each healthy behavior brainstormed previously into the appropriate category.
- Answer the following questions on the back of your paper:
 - What assets are you strongest in? Why/How do you know?
 - Can you change/modify any of the assets that you don’t have? Why or why not?
 - How do assets relate to our unit of self-management? What might the connection be?

Learning Target:	Success Criteria:
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<p><i>I can...</i></p> <ul style="list-style-type: none"> ● <i>Identify the skill cues for self management</i> 	<ul style="list-style-type: none"> ● <i>Explain the skill cues to self management to a partner</i>
<p>Learning Activities</p> <p>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>	
<p>Unit Slide Deck Linked Here</p> <p><i>Hook: Question of the day</i></p> <p><i>Instruction: Introduce the skill cues</i></p> <ul style="list-style-type: none"> ● I - identify health enhancing behaviors ● A - awareness of risk factors & protective factors ● M - my responsibility to make moves <p><i>Activity: Skill Cue Introduction</i></p> <ul style="list-style-type: none"> ● Split the class into three equal sized groups assign each group one skill cue (IAM) the group then needs to come up with same number kids in each group and each member is in charge to teach the group what their letter (skill cue) means ● Jigsaw <p><i>Activity: Modeling</i></p> <ul style="list-style-type: none"> ● Teacher will identify a health enhancing behavior that they practice. They will go through the skill cue steps about their health enhancing behavior. <ul style="list-style-type: none"> ○ Ex. Practicing Gratitude <ul style="list-style-type: none"> ■ I- Practicing gratitude ■ A- If I don't practice gratitude then I will experience more negativity in my life, etc. ■ M- I will practice gratitude by putting a journal on my nightstand and will journal for a set period of time. <p><i>Activity: IAM...</i></p> <ul style="list-style-type: none"> ● Each individual student will pick their own health enhancing behavior from either the class list or the 40 developmental assets. ● Using that behavior, students complete a worksheet similar to what the teacher <p><i>Closure: Quiz Yourself</i></p> <ul style="list-style-type: none"> ● Could you explain skill cues to self management? ● Have students try to do just that with a partner. The partner that is more confident goes first. 	

<p>Learning Target:</p>	<p>Success Criteria:</p>
<p><i>I can...</i></p> <ul style="list-style-type: none"> ● <i>Define stress</i> ● <i>Identify stressors in my own life</i> ● <i>Identify physical, social, and emotions reactions to stress</i> 	<ul style="list-style-type: none"> ● <i>Complete a stress management worksheet about their current stressors and create a list of 3 stress management strategies that work for them.</i>
<p>Learning Activities</p> <p>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>	
<p>Unit Slide Deck Linked Here</p>	

Hook: [Mental Health Days for Students](#)- students will read an article about mental health days for students and will choose a position on the topic.

Instruction: What is Stress?

- Ask students...
 - What is stress?
 - Good vs bad stress
 - Is stress only emotional?
 - What emotions do you feel when you are stressed?
 - What are some physical signs that you are stressed?
 - How much stress do you think you experience?
 - What events or situations cause the most stress for you
- Our body’s response to stress (fight, flight, or freeze)
- Effects of long term stress
- What do you currently do (healthy or not) to try to cope with stress?

Activity 1: [Stress Management Worksheet](#)

- Students will complete a worksheet about their current stress levels and management of that stress.

Instruction: Coping Skills and Strategies

Activity 2: Coping Strategies Stations

- Students will rotate through a variety of stations with different coping strategies at each station.
- Station ideas: music, exercise, meditation, coloring, puzzles, deep breathing, gratitude/journaling

Closure: Coping Strategies Reflection

- Students will complete a reflection about the coping strategies stations and create a list of their top 5 coping strategies that they feel worked best for them and why.

Assessments

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

- [Stress Management Worksheet](#)

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> ● <i>Understand what mental health is and why it is important.</i> ● <i>Identify ways in which music impacts our mental health.</i> 	<ul style="list-style-type: none"> ● <i>Understand mental health</i> ● <i>Choose a mental health disorder to research</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.

[Unit Slide Deck Linked Here](#)

Hook: Turn and Talk- How is mental health different from physical health? Why are some messages about health better than others?

Instruction: What is Mental Health?

- Begin with a brief discussion about health, emphasizing that mental health is an essential component of overall well-being.
- Definition of Mental Health
 - "Mental health refers to emotional, psychological, and social well-being, affecting how we think, feel, and act."
 - Discuss the factors that contribute to good mental health (e.g., healthy relationships, coping skills, self-esteem).
- Common Mental Health Issues:
 - Introduce common mental health issues: anxiety disorders, depression, bipolar disorder, and eating disorders.
 - Briefly explain the symptoms and potential impacts of each disorder.
 - Use real-life examples or videos to help students relate to these conditions.
- Reducing Stigma:
 - Discuss the stigma associated with mental health issues and how it can discourage people from seeking help.
 - Facilitate a conversation on the importance of reducing stigma and promoting open discussions about mental health.
 - Share examples of public figures who have spoken openly about their mental health struggles.

Activity 1: [Mental Health Flyer](#)

- Students will be in small groups and will be assigned a mental health condition to research and become an expert on. Each member of the group will have their own role in the research process (symptoms, treatment options, etc) and they will present their information to the class. A [graphic organizer](#) will be offered to guide students through the assignment.

Activity 2: [Music Analysis](#)

- Divide students into small groups and provide each group with a set of song lyrics that address mental health. You can choose songs beforehand or ask students to bring in their own suggestions. Instruct the groups to read and analyze the lyrics, paying attention to the themes, emotions, and messages conveyed. Ask them to discuss how the lyrics relate to mental health and what impact the song might have on listeners. Encourage them to consider the lyrics in the context of the artist's personal experiences or the broader societal issues surrounding mental health.
- Reflection Questions:
 1. How can music serve as a tool for expressing and addressing mental health issues?
 2. Why is it important to discuss mental health openly and without stigma?
 3. How did the songs you analyzed relate to mental health themes or experiences?
 4. In what ways do you think music can impact individuals who are struggling with mental health?
 5. Reflect on your own experience with music and mental health. Has a particular song ever helped you through a difficult time? Explain why.

Assessments

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

- [Mental Health Flyer](#)
- [Music Analysis](#)

Learning Target:

Success Criteria:

I can...

- Describe the warning signs of suicidal ideation
- Help someone that may be suicidal

- Explain which suicide prevention strategy I prefer through the "Compare & Contrast" worksheet

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.

***Be sure to alert the school counseling department 3 days prior to giving this lesson. Suggested email language:**

Hi Director School Counseling,

Next Tuesday, October 1st, during blocks 1A and 2A my Health 2 course (juniors) will participate in a lesson on suicidal ideation. Can you pass this along to the school counselors to give them a heads up?

- This content is required by the state of CT
- The emphasis is on using QPR and/or ACT to help others
- Amy Zappone has reviewed and approved the lesson
- Megan Albanese from the STEPS Program has reviewed/approved the lesson (we use some STEPS data)
- Despite our caring and careful approach, we recognize it may be a trigger for some students which is why we allow them to visit support staff if need be.

Please don't hesitate to contact me if you have any questions.

Respectfully,

[Unit Slide Deck Linked Here](#)

Hook: [Kyle's Story](#)

Learning Card

Instruction: Suicide Awareness & Prevention

- Review STEPS data
- Teach warning signs/recognition
- Teach 2 different strategies for what to do when you are concerned someone you know might be considering suicide
 - QPR vs. ACT

Activity: Compare & Contrast

- Students answer the following questions:
 - Which strategy do you prefer? Which will you be more likely to use? Why?

Activity: Checking On The Students

- Each student is given an index card and tells them to write their name on the top
- The teacher then directs students to answer the following questions:
 - Are you currently struggling with suicidal thoughts? Write Yes or No
 - Are you worried about someone else? Write Yes or No. If "yes", write their name.
- The teacher collects them and shares: I care about you. I've alerted school counselors about this lesson. I'm going to look through these the first chance I get today, and like you've been taught, go to the properly trained people to get help.

Closure: End lesson with a positive, inspirational message

- For example: "Fall down seven times, stand up eight" - Japanese proverb

Assessments

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

- The "Compare & Contrast" worksheet may be graded for completion

Learning Target:	Success Criteria:
<i>I can...</i> <ul style="list-style-type: none"> • Explain the importance of self care • Create a self care plan 	<ul style="list-style-type: none"> • Self Care Plan
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>Unit Slide Deck Linked Here</p> <p>Hook: Would you rather?</p> <p><i>Learning Card</i></p> <p>Instruction: Self Care</p> <ul style="list-style-type: none"> - What it means, the importance of it, etc. <p>Activity: Create your own Self Care Plan</p> <ul style="list-style-type: none"> - Model a plan - Students create their own <p>Activity: The Happiness Challenge</p> <ul style="list-style-type: none"> - Success is the key to happiness. It is the other way around. - Try the Happiness Challenge 	
Assessments List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
<ul style="list-style-type: none"> - Self Care Plan 	

Alternative Learning Activities.

Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.
<ul style="list-style-type: none"> • Mental Health & Stress Management Mini Research Paper <ul style="list-style-type: none"> ○ Mental Health Research Questions ○ Part 1 ○ Part 2 • Create Your Own Emotion Character <ul style="list-style-type: none"> ○ Come up with an emotion for your character (think “Inside Out”). Draw a picture of your character. Give a brief description or explanation of that emotion (can be serious or funny). • Stress Scenarios <ul style="list-style-type: none"> ○ Previously found in the “Health 2 - Stress Management” unit • Nail/Balance Activity <ul style="list-style-type: none"> ○ Previously found in the “Health 2 - Stress Management” unit

Unit Overview	
Unit Title:	Unit 2: Analyzing Influences through Nutrition
Grade Level/Course:	11th Grade Health 2
Length/Dates:	8-10
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Analyzing influences is a health enhancing skill, giving us the ability to recognize what impacts our choices and actions. The topic of nutrition will be used to help students learn about and practice this skill.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>Standard 2: Analyze influences that affect health and well-being of self and others.</p> <ul style="list-style-type: none"> • 2.12.1 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being. • 2.12.2 Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity. <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <ul style="list-style-type: none"> • A: Define and describe the benefits of a holistic diet (increasing the amount of whole foods that one eats and decreasing the amount of processed foods). • B: Explore factors that influence food choices (e.g., food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.).

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p>Creativity/Innovation Transdisciplinary Goal:</p> <p>Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p>

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	<p>Each EU listed should correspond to at least 1 or more EQ below.</p> <ul style="list-style-type: none"> • Nutrition simple: Eat food. Not too much. Mostly plants. • Internal and external influences have enormous power to impact our decisions and actions. • Being aware of potential and actual influences is the first step towards managing them properly.
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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.

- How can I navigate the complex world of diet and nutrition?
- Why do good people make bad choices?
- How can I minimize the impact of negative influences and maximize the impact of positive ones?

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

- Describe the 4 skill cues to analyzing influences: Identify, Analyze, Examine, Consider.
- Reflect on the various influences in their lives.
- Identify factors that influence their eating habits.
- Explain how different types of media influences our food choices.
- Summarize the 6 essential nutrients.
- Analyze ingredients and know what to look for when choosing food.
- Examine the pros and cons of sodium and sugar.

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

- Recognize what impacts their choices and actions; another way to put it: analyze influences.
- Make a decision or choice with full knowledge of what is influencing them one way or another.
- Create a nutrition cube as a healthy reminder of what influences their nutritional choices.

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 Title: Nutrition Influence Cube

- **Goal:** For students to reflect on why they eat a certain way, and to be aware of internal and external forces manipulating their nutritional choices. Students will walk away from this unit with a physical representation of their nutrition influences to potentially serve as an aid when picking out what to eat.
- **Role:** You (student) are a creative genius whose task it is to build a Nutrition Influence Cube.
- **Audience:** The students are building a Nutritional Influence Cube for themselves.
- **Situation:** Students need to reflect on and identify 5 things that influence their nutritional choices. Once 5 influences are identified, they will complete an extensive analysis of each one.
- **Product/Performance/Purpose:** Students will be given an [“Influence Cube” template](#). They will write their name in one square of the cube. Each of the other sides must then be decorated by an influence.
- **Standards and Criteria for Success:**
 - B: Explore factors that influence food choices (e.g., food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.).
 - 2.12.3 Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity.
 - The Nutrition Influence Cube will be graded with total points.

Resources

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

- [Nutrition Influence Cube](#)
- [Blank Cube Template](#)

Evaluative Criteria

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

- The Nutrition Influence Cube assignment will be graded with total points. Comments and feedback will be provided on the actual [assignment/direction page](#) found in Canvas either electronically or handwritten.

Comments

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

- It is important to recognize that our students have very little say in the food that gets placed on the table in front of them. We hope this assessment and this unit leads to students thinking before they eat. We want them to ask questions such as:
 - Why am I eating right now? Because I need sustenance? Because I'm stressed? Because everyone else is?

- What am I eating? Is it healthy for me? Do I like it? How much do I really need of this (portion size)?

Other Evidence

Assessment Evidence

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

Performance Assessments

- Group Nutrition Research Project
- [Nutrition Media Analysis](#)
- [Grocery Store Vision](#)

Learning Activities

- Influence Map & Reflection
- Analyzing Influences Skill Cues quiz
- [Web of Influence](#)
- [Current Events Jigsaw](#)

Stage 3: Instructional Design

Design EACH activity for the unit.

Lesson 1

Learning Target:	Success Criteria:
I can... <ul style="list-style-type: none">Describe how influences affect health behaviorsDefine the skill of analyzing influencesList influences in their own lives	Fist to five: defining the skill of analyzing influences
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>Unit Slide Deck Linked Here</p> <p>Hook: Influences in My Life: Students will have 4 sticky notes on their desk. They will write one influence on each sticky note that they feel is in their life. It can be anything! Students will post their sticky note on chart paper labeled internal or external, and they will identify if this influence is a positive one or negative one.</p> <p>Instruction: Internal vs External Influences</p> <p>Hook Continued: Students will put their 4 sticky notes onto chart part labeled “internal” or “external”</p> <p>Activity 1: Create a Definition: Students will come up with a definition for analyzing influences in their own words.</p> <p>Activity 2: Influences Map: Students will create an influence map of influences in their own life. They will write their name in the center of a blank piece of paper and create a diagram or word map that shows the influences (internal and external) in their own life. (see slide deck for examples)</p> <p>Activity 3: Influences Map Group Brainstorm Reflection: Students will answer questions about how different influences impact them or their life.</p> <ul style="list-style-type: none">How do peers and peer pressure influence our relationships with others?How do personal values and beliefs influence our relationships with others?How does technology influence our relationships with others?How do life events influence our relationships with others?How might influences change during our lifetime?What influences do our families have on our lives? <p>Closure: Fist to Five: defining the skill</p>	
Assessments List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)	
Informal Formative Assessment <ul style="list-style-type: none">Fist to Five: Understanding the definition of the skill	

Learning Target:	Success Criteria:
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I can... <ul style="list-style-type: none"> List influences in my own life Create a mnemonic device to help me remember skill cues Analyze influences on two health behaviors related to nutrition through a web of influence activity 	<i>Yes/No: create own acronym for skill cues</i>
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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.

[Unit Slide Deck Linked Here](#)

Hook: Turn and Talk: Students ask someone near them what they ate for breakfast this morning? They discuss why they made that choice.

Instruction: Skill Cues

- I- Identify
- A- Analyze
- E- Examine
- C- Consider

Activity 1: Create a Mnemonic Device: Students will create a mnemonic device to help them remember the skill cues.

Activity 2: [Web of Influence](#): Students will create a web of influence using an example from nutrition.

- On the outside of the web, have 3-5 categories: values/beliefs, social media, technology, etc
- In smaller circles/shapes around those things identified in step 2, analyze how those influences impact you as an individual---how you act, feel, think, etc.
- Use a variety of colors!
- Write a small message that you receive from this influence. Messages may not always be easy to recognize and might not be told to you directly!
- See slides for example

Closure: Yes/No: Skill Cue Check-In

Assessments

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

Informal Formative Assessment

- Yes/No: Skill Cue Check-In

Learning Target:	Success Criteria:
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I can... <ul style="list-style-type: none"> Explore factors that influence food choices Analyze media messages related to nutrition 	<i>Media Analysis Project</i>
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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.

[Unit Slide Deck Linked Here](#)

Hook: What are the Skill Cues?

Activity 1: [Current Events Jigsaw](#): Open the document named “Current Events Jigsaw” Follow the instructions in the document. Working with a partner, choose 1 video to watch together and 1 article to read together. You will become the expert on these two topics discussed. Answer the questions that follow.

Activity 2: [Nutrition Media Analysis](#): Find an ad from the media advertising nutrition. Include your ad within your analysis sheet. Using the questions, analyze the advertisement you found.

- See model [here](#)

Closure: What influences us to eat the foods that we eat?

Assessments

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

- [Current Events Jigsaw](#)
- [Nutrition Media Analysis](#)

Learning Target:	Success Criteria:
I can... <ul style="list-style-type: none"> • Research a topic of interest related to nutrition with a small group 	<i>Nutrition Research Project</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.

[Unit Slide Deck Linked Here](#)

Hook: Question of the Day

- What is the most exotic/different/unique food that you have ever tried?

Activity 1: [Nutrition Research Project](#)

- Students will work in small groups (3-4 people) on researching a particular topic related to nutrition. The group can choose the topic, but must get approval before starting. Some examples of topics include: food deserts, portion size vs serving size, cost of food, how culture relates to nutrition, school lunches, etc. Students will analyze the influences of society norms on these topics OR how these topics influence society. Students will incorporate the skill cues. Once research is complete, students will create some sort of presentation to educate their peers about their chosen topic.
- Students will work in class on this for 2 days!
- Graphic Organizer Linked [Here](#)

Assessments

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

- [Nutrition Research Project](#)

Learning Target:	Success Criteria:
I can... <ul style="list-style-type: none"> • Research a topic related to nutrition and complete a graphic organizer 	<i>Complete graphic organizer and begin presentation</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.

[Unit Slide Deck Linked Here](#)

Work Day 1:

- Choose a group to work with
- Choose a topic to research
- Open graphic organizer on Canvas
- Share graphic organizer with your group members
- Determine who is responsible for what part of your research
- Begin your research using ACCESS!
 - Cite all your sources!

Brain Boost of your choice

Closure: Check In with Groups

Assessments

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

- [Nutrition Research Project](#)

Learning Target:	Success Criteria:
I can... <ul style="list-style-type: none">● Research a topic related to nutrition and complete a graphic organizer	<i>Finished presentation</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.

[Unit Slide Deck Linked Here](#)

Hook: Skill Cue Check In

Work Day 2: Goals for Today

- Continue working on your research
- Once done, begin building your slides.
- Reminder! Make them interesting and organized!
- Practice your presentation with your group members to be prepared to present the next class!

Reminders for Students:

- Remember to Include:
 - Influences!
 - Analyze the influences of societal norms on these topics OR how these topics influence society
 - What influences that topic area?
- Skill Cues!
 - Identify
 - Analyze
 - Examine
 - Consider

Brain Boost

Assessments

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

- [Nutrition Research Project](#)

Learning Target:

I can...

- Present my research to my peers in an engaging way.
- Learn about a variety of topics related to nutrition from my peers.
- Describe how grocery stores influence our food choices.

Success Criteria:

Grocery Store Vision

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.

[Unit Slide Deck Linked Here](#)

Hook: Check In with Groups

Group Presentations of Projects

- Students present their projects to the class. While students present, others answer a few questions.
 - Peer Reflection: While you watch the other presentations, answer the following:
 - What is something you found interesting about the presentation?
 - How did the presentation address influences on the food we eat?
 - What is a follow-up question for the group that presented?

Activity 1: [Grocery Store Analysis](#)

- Watch the video linked in the slides as a class, students answer the questions as they watch.

Part 2: [Infographic](#)

- Students look at the infographic and answer the questions.

Debrief: Discuss the video and infographic with students

Brain Boost

Activity 3: [Grocery Store Vision](#)

- Students will design a grocery store layout and policies to influence shoppers to eat healthy. They will use what they have learned in the video and infographic to support healthy eating.
- Links: [Grocery Store Analysis](#) , [Grocery Store Graph Paper](#) , [Grocery Store Vision](#)

Closure: Discuss with a partner one aspect of your grocery store that you created.

Assessments

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

- [Grocery Store Vision](#)

Learning Target:

Success Criteria:

<p>I can...</p> <ul style="list-style-type: none"> • Describe how grocery stores influence our food choices. • Analyze the influences in my own life that impact my nutrition habits. 	<p><i>Grocery Store Vision and Influence Cube</i></p>
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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.

[Unit Slide Deck Linked Here](#)

Hook: Turn and Talk: In what ways do grocery stores influence us?

Activity 1: Finish Grocery Store Vision

Activity 2: Grocery Store Presentations Double Circle

- Create two circles that face each other.
- Share with your partner the following information as you present your grocery store:
 - What are 5 of your key elements and why did you choose them?
 - What are 2 of your store policies and why did you choose them?
 - Show them your store layout
 - Explain it in detail!

Activity 3: Summative Assessment

- [Nutrition Influence Cube](#)
- To demonstrate their skill and ability to analyze influences, students will create a Nutrition Influence Cube. Students will analyze 5 things that influence their nutritional choices. Once this is complete, they will be given an “Influence Cube” template. Students will first write their name in one square of the cube. Each of the other sides must then be decorated by an influence. Be creative!
- Links:
 - [Nutrition Influence Cube](#) , [printable cube outline](#)

Assessments

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

Summative Assessment - [Nutrition Influence Cube](#)

Alternative Learning Activities.

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.

- Wellness- what is your favorite meal?
 - Reported as being found in the “Health 2 - Nutrition/Wellness” unit
- Meal Prep - Planning a Healthy Meal
- Restaurant Meal Analysis
 - Previously found in the “Nutrition/Wellness” unit.

Resources

Any materials and resources related to Stage 3 learning activities.

Resources are linked throughout the document

Unit Overview	
Unit Title:	Unit 3: Decision Making through ANOD
Grade Level/Course:	11th Grade Health 2
Length/Dates:	8-10
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Decision making is the process of choosing a course of action or selecting an option among various alternatives based on available information, values, and potential outcomes. Decision making is a health enhancing skill that can be practiced and improved. Students will learn about and practice this skill through the topics of alcohol, nicotine, and other drugs (ANOD).

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>Standard 5: Use a decision-making process to support health and well-being of self and others.</p> <ul style="list-style-type: none"> ● 5.12.2 Determine when and why health-related situations require the application of a thoughtful decision-making process. ● 5.12.3 Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being. ● 5.12.4 Analyze a variety of options based on priorities and potential outcomes when making a health-related decision. ● 5.12.5 Analyze the potential impact of a decision on the health and well-being at individual, interpersonal, community, societal, and environmental levels. ● 5.12.6 Develop a plan of action to implement a health-related decision. ● 5.12.8 Evaluate the effectiveness of health-related decisions. <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <ul style="list-style-type: none"> ● A: Differentiate between proper use and abuse of over-the-counter (OTC) and prescription medicines. ● B: Examine situations that could lead to the use of alcohol and other drugs. ● C: Examine the resiliency skills that empower people to remain alcohol- and drug-free.

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p>Creativity/Innovation Transdisciplinary Goal:</p> <p>Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p>

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	<p>Each EU listed should correspond to at least 1 or more EQ below.</p> <ul style="list-style-type: none"> ● We make thousands of decisions each single day, of which most are inconsequential, but a few are very important. ● Following a proven decision-making process helps you navigate tough choices and increases your chances at picking the right/best option. ● If you are using ANOD there is some other healthier way to get what you want/need, and if you want to stop but can't there is help available now.
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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>Each EQ listed should correspond to at least 1 or more EU above.</p> <ul style="list-style-type: none"> ● Why is it necessary to learn/know a proven decision-making process? ● How do I increase my chances at making the right/best decision? ● Why do people use ANOD, and how can resist the temptation?
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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
<ul style="list-style-type: none"> ● Define the skill of decision making. ● Identify and explain the steps/skill cues for how to make a responsible decision. ● Differentiate between types of decisions. ● Analyze the process taken and quality of a decision made. ● Reflect on personal values that influence our decisions. ● Summarize the differences between ANOD use, misuse, and abuse. ● Research different types of drugs, their purposes and effects. <ul style="list-style-type: none"> ○ Including “Designer Drugs,” OTC, and Rx 	<ul style="list-style-type: none"> ● Determine when to use the decision making steps. ● Carefully and thoughtfully make a tough health related decision. ● Follow the D.E.C.I.D.E. method when faced with an important choice.

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence
<p>What will the student produce? Use the GRASPS model below to design your performance task.</p> <p>Title of performance task: Decision-Making Comic Strip</p> <ul style="list-style-type: none"> ● Goal: For students to demonstrate how well they can make a thoughtful and responsible decision. ● Role: The student plays the role of cartoonist; they are the creative artist. ● Audience: The comic strip should be created for other teenagers, their peers.

- **Situation:** Students will be creating a comic strip that depicts the decision-making process. The comic strip will show a character facing a dilemma, and going through the decision-making process to make a health enhancing choice.
- **Product/Performance/Purpose:** A colorful comic strip with at least 6 “boxes” that demonstrates the D.E.C.I.D.E. method/model/process for decision-making. Students may draw the comic or create one electronically.
- **Standards and Criteria for Success**
 - B: Examine situations that could lead to the use of alcohol and other drugs.
 - 5.12.2 Determine when and why health-related situations require the application of a thoughtful decision-making process.
 - 5.12.3 Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.
 - 5.12.4 Analyze a variety of options based on priorities and potential outcomes when making a health-related decision.
 - 5.12.5 Analyze the potential impact of a decision on the health and well-being at individual, interpersonal, community, societal, and environmental levels.
 - 5.12.8 Evaluate the effectiveness of health-related decisions.
 - The Decision-Making Comic Strip will be graded with total points.

Resources

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

- Large paper (17”x24”), markers, colored pencils, ruler, chromebook
- [Comic Strip Planning Sheet](#)
- [Comic Strip Self-Checklist](#)

Evaluative Criteria

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

- The Decision-Making Comic Strip will be graded with total points and belongs in the “Performance Assessments” category.
- [Decision-Making Comic Strip Rubric](#)

Other Evidence

Assessment Evidence

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

Learning Activities

- Informal Formative Assessment: Exit Slip - List the steps/skill cues on a piece of paper
- Formative Assessment: [Values Worksheet](#)
- Formative Assessment: [Ethical Tests and Hypothetical Worksheet](#)
- Webquest
 - [Option 1 Link](#)
 - [Option 2 Link](#)
- 3-2-1 Reflection
- [ANOD Categories](#)

- [Advertisements Impact Decisions](#)

Performance Assessments

- DECIDE method steps/skill cues quiz
- Comic Strip
 - [Rubric](#)
 - [Planning Sheet](#)
 - [Self-Checklist](#)

Stage 3: Instructional Design

Learning Target:	Success Criteria:
I can... <ul style="list-style-type: none"> • Define the term decision making • Discuss the relevance of decision making 	<i>Participation, engagement, social interaction</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.	
<p>Unit Slide Deck Linked Here</p> <p>Hook: On the post it...</p> <p>“What decisions do you make everyday?” Flip it over. Write down future decisions you will have to make. For example, “what i’m going to do after high school.” Now STAR decisions that impact your health</p> <p>Activity 1: Small Group Discussion</p> <ul style="list-style-type: none"> • In small groups, share your list of decisions from the do-now activity <ul style="list-style-type: none"> ○ Identify 3 decisions that relate to your health and discuss: ○ Was it easy or difficult to make this choice? ○ Are there any decisions on your list that took more thought than others? Why or why not? ○ What types of health decisions take thought? Why? • Write answer to last question on the board <p>Brain Boost Activity: Decision Continuum</p> <ul style="list-style-type: none"> • Students will be in a line horizontally across the room. They are on a continuum of 1-10 with 1 being an easy choice, and 10 being a decision that takes a lot of thought and consideration. Teacher will read a variety of statements and students will move to a place on the continuum where they would view that statement or decision • Statements can be anything from brushing teeth to engaging in sexual behaviors or drinking alcohol at a party <p>Activity 2: What is Decision Making</p> <ul style="list-style-type: none"> • Students come up with their own definition of decision making, and then share with a small group. Each small group will come up with one definition; lastly together as a class we will come up with one definition for decision making. <p>Instruction: 3 Types of Decisions</p>	

Activity 3: Decisions, Decisions

- For each category, identify either past decisions you have made or decisions you anticipate will come up in the future and sort them into categories: impulsive, everyday, responsible
- Next read various scenarios about decisions made to students and they must determine what type of decision that is.

Brain Blast

Closure: Review Definition

Assessments

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

Informal

Learning Target:

I can...

- identify the steps to making a thoughtful or responsible decision
- explain when to use the decision making steps

Success Criteria:

Exit slip: list the steps

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.

[Unit Slide Deck Linked Here](#)

Hook: Turn and Talk: “What steps are important when making a responsible or thoughtful decision?”

Activity 1: [Dan the Man’s Party Story](#)

- Read the story to students. They decide if they are going to go to the party or not based on what they know from the story.

Instruction: What is important when making a decision?

- Return to the hook, get student’s ideas

Instruction: Skill Cues

- Introduce the skill cues to students (DECIDE)

Activity 2: Reexamine Dan’s Story

- Students read the story again and outline the DECIDE skill cues they notice within the story

Instruction: Discuss Social Host Law from STEPS

Activity 3: Create Your Own Story

- Students write their own social story similar to Dan the Man’s Party Story. Be sure to include each step of the DECIDE model within your story.

Closure: Review Short Stories

Assessments

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

Exit slip: list the steps

Learning Target:

I can...

- List the steps of the DECIDE model
- Discuss effective application of the DECIDE model
- Examine the role that values play in decision making

Success Criteria:

Identify and reflect on values and how they impact our choices

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.

[Unit Slide Deck Linked Here](#)

Hook: On the index card, write down the decision making steps/cues.

Instruction: Values

Activity 1: [Values Worksheet](#)

- Students identify their own values and beliefs through this worksheet. Answer the questions that follow

Instruction: Update on Dan the Man's Party

- Read the updates learned about Dan's party

Activity 2: [Ethical Tests and Hypothetical Worksheet](#)

Closure: Turn and Talk

- "Did you revise your decision to go or not go to the party? Why did you change your mind?"

Assessments

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

- Values Worksheet
- Ethical Tests & Hypothetical Worksheet

Learning Target:

I can...

- describe the differences between use, misuse, and abuse.
- practice making a thoughtful and responsible decision regarding drugs and alcohol

Success Criteria:

Completed webquest

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.

[Unit Slide Deck Linked Here](#)

Hook: Write Your Own Definition for the following terms:

- Drug Use
- Drug Misuse
- Drug Abuse

Instruction: Define the Terms

Activity 1: Let's See What You Know

- Legal vs Illegal. Give students various statements about prescription and over the counter drugs
 - Ex. Can you use someone else's prescription for the same condition you are experiencing?

Activity 2: Webquest

- [Option 1 Link](#)
- [Option 2 Link](#)
- Each group will be responsible for each part of the webquest.
- You will research to complete each section of the webquest.
- After you complete the research slide, you will read the scenario and complete the decision making steps that follow.

Brain Boost

Closure: On the back of the index card used at the beginning of class, reflect on what you learned using the 3-2-1 method:

- Write 3 things you learned as a result of the webquest
- Write 2 things you still have questions about
- Write 1 thing you will do differently as a result of your learning

Assessments

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

- Webquest
- 3-2-1 Reflection

Learning Target:

I can...

- explain the different types of drugs, their purposes and effects.
- describe the difference between Rx and OTC drugs.
- discuss how knowledge of drugs fits into the decision making process.

Success Criteria:

*Own Resource- ANOD categories, Names & Effects
You can explain the difference between OTC & Rx*

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.

[Unit Slide Deck Linked Here](#)

Hook: Write the Skill Cues (DECIDE)

Activity 1: On the post-it...

Write down as many examples of OTC drugs and Rx drugs as you can.

Instruction: OTC vs Rx Drugs

- Similarities and differences, labels, dosing, directions, etc
- [Resource Link](#)

Activity 2: [ANOD Categories](#)

Closure: Review OTC vs Rx with students

Assessments

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

- [ANOD Categories](#)
- Explain the difference between OTC & Rx

Learning Target:	Success Criteria:
I can... <ul style="list-style-type: none">• describe the steps/skill cues to making a thoughtful and responsible health decision.• analyze how the media affects a health-related decision.• examine situations that could lead to the use of alcohol, nicotine and other drugs.	<i>DECIDE method quiz</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.

[Unit Slide Deck Linked Here](#)

Hook: Review Learning Card and Previous Lesson Ideas

Activity 1: [Advertisements Impact Decisions](#)

- Students work in groups, each group chooses one of the three advertisements given to them. (see slides for the 3)
- Have students jigsaw and pair up with people who had different advertisements

Brain Boost

Activity 2: Analyzing Advertisements

- [Video Link 1](#)
- [Video Link 2](#)

Activity 3: On the post-it, write down reasons people use ANOD.

Discuss

Closure: Write down the steps/skill cues to making a thoughtful decision

Assessments

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

- DECIDE method quiz
- Advertisements Impact Decisions

Learning Target:

I can...

- demonstrate my ability to make a thoughtful and responsible health-related decision.

Success Criteria:

Comic Strip!

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.

[Unit Slide Deck Linked Here](#)

Hook: How would you explain decision making to a peer who has never had a health class? What would you include and why?

Summative Assessment: Comic Strip

- To prove what you know, to measure your skill level, to demonstrate your ability to make a thoughtful and responsible health decision, you will create a comic strip that shows a character going through each step of our process.
- Student Packet Includes:
 - [Rubric](#)
 - [Planning Sheet](#)- this must be completed before you can move on!
 - [Self-Checklist](#)
- Provide students with 2 classes to work on this project!

Summative Assessment: Comic Strip Gallery Walk

Assessments

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

- Comic Strip

Alternative Learning Activities.

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.

- Addiction: The Dangers & Consequences
 - Currently taught in Health 1; a refresher in Health 2 may be beneficial to students

Resources

Any materials and resources related to Stage 3 learning activities.

Resources are linked throughout the document

Unit Overview	
Unit Title:	Unit 4: Advocating for Health
Grade Level/Course:	11th Grade Health 2
Length/Dates:	6-8
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	<p>The final Health 2 unit, and likely final instruction on health education during their public school experience, teaches students how to advocate for their health and/or the health of others. The advanced skill of advocacy will be taught using the content or topic of sexual abuse and sexual assault awareness and prevention. By contacting the teacher, parents or legal guardians may opt their child out of the sexual abuse and sexual assault awareness and prevention instruction. The teacher should alert parents of the content and opt-out option at least a month in advance:</p> <ul style="list-style-type: none"> - Copy this letter to parents before using - Copy this Google form to parents before using

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>Standard 8: Advocate to promote health and well-being of self and others.</p> <ul style="list-style-type: none"> ● 8.12.2 Advocate for health issues either collaboratively or individually to promote health and well-being. ● 8.12.5 Demonstrate advocacy skills and strategies to promote health and well-being at interpersonal, community, societal, and environmental levels. <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <ul style="list-style-type: none"> ● A: Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault and should not be blamed. ● B: Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent.

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p>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).</p> <p>Creativity/Innovation Transdisciplinary Goal: Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p>Communication Transdisciplinary Goal: Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p>

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. <ul style="list-style-type: none"> ● We all have important needs, and we all deserve to have our needs met. ● It is okay to speak up and ask for what you need. You may be the only one aware that something is missing. ● Success is directly proportional to one’s ability to ask for help. ● Only yes means yes. ● Advocating for others is a form of service. “Everybody can be great because everybody can serve.” - Martin Luther King, Jr.
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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. <ul style="list-style-type: none"> ● Why do we need to advocate for health? ● If you don’t speak up for yourself and your needs, who will? ● Why are some people hesitant to ask for help? ● How can I advocate for health? ● When is sex consensual? ● “Life’s most persistent and urgent question is: What are you doing for others?” – Martin Luther King, Jr.
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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
<ul style="list-style-type: none"> - Define advocacy. - Identify basic needs through Maslow’s Hierarchy of Needs. - Summarize how to advocate for an issue using skill cues. - Describe how consent works. - Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault and should not be blamed. - Identify date rape drugs. - Review relationship abuse. 	<ul style="list-style-type: none"> - Practice the steps to advocacy. - Explore different ways to advocate for important causes. - Advocate for a topic that is important to me.

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.

Title of performance task: Advocacy Project

- **Goal:** For students to demonstrate how well they can advocate for a topic that is meaningful and important to them.
- **Role:** The student plays the role of the advocate. They identify, research, and present on a health related topic that is meaningful and important.
- **Audience:** The audience is dependent upon the topic the student chooses to advocate for. The students have the autonomy to pick their audience.
- **Situation:** Students will choose a health issue and create a health enhancing position/message supported by facts and evidence geared towards a specific audience.
- **Product/Performance/Purpose:** Students will deliver their position/message through a presentation, PSA, brochure, infographic, flier, or poster. Similarly, students have the autonomy to choose their advocacy medium.
- **Standards and Criteria for Success**
 - 8.12.2 Advocate for health issues either collaboratively or individually to promote health and well-being.
 - 8.12.5 Demonstrate advocacy skills and strategies to promote health and well-being at interpersonal, community, societal, and environmental levels.
 - The Advocacy Project will be graded with total points.

Resources

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

Students may benefit from previous learning:

- Skill of [Accessing Valid & Reliable Information](#)
- Skill of [Analyzing Influences](#)

Evaluative Criteria

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

- The Advocacy Project will be graded with total points and belongs in the “Performance Assessments” category.
- [Advocacy Project](#)

Other Evidence

Assessment Evidence

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

Formative Assessments:

- Informal:

- First to Five: How well can you define advocacy? Can you give examples?
- Talk to a friend: Explain how consent works.
- Formal:
 - Self-Assessment: Write down the acronym we use to remember the Advocacy Skill Cues. What does each letter stand for?

Learning Activities:

- [Exploring Advocacy worksheet](#)
- [YRBS Data Analysis worksheet](#)
- [Advocacy Practice I & C](#)

Stage 3: Instructional Design

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> ● Define advocacy. ● Explore different ways teenagers can advocate for important causes. 	<ul style="list-style-type: none"> ● <i>Exploring Advocacy worksheet</i> ● <i>First to Five: How well can you define advocacy? Can you give examples?</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.

[Unit Slide Deck Linked Here](#)

Learning Card

Hook: Students answer the prompt: “What does it mean to advocate for something?”

Activity: Create a definition

- Students will create a definition for advocacy

Instruction: Our Definition

- “Any action that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others.”
- “Advocacy for Self or Others helps students build the capacity to promote their healthy behaviors and to encourage their peers to develop and maintain their own healthy behaviors.” (RMC Health)
 - Advocacy and being an advocate for something is as much about having the knowledge and passion to persuade someone to believe in your cause as it is about being knowledgeable about the cause itself. (Essentials Book)
 - Recognizing the value of taking a stand for something that is important to you!

Activity: Exploring Advocacy- [Website](#)

- Students will explore a variety of advocacy efforts/projects from their own community or in the world around them
- Teachers will provide numerous examples of advocacy posters, commercials, videos, print media, etc) for students to examine.
- Students will rotate around the room to the different examples and answer questions on a [worksheet](#) (ex. What is the example trying to do? Is it trying to get a person to take action?)

Change a behavior? Think differently? Why are they advocating for this topic?)

- Debrief after students have rotated to all stations

Instruction: Maslow's Hierarchy of Needs

- Have students access slide deck through Canvas; students go to slide 9, click the link, and explore the website on Maslow's Hierarchy of Needs
- Debrief:
 - what's it all mean? Share some of the EU's
 - We all have important needs, and we all deserve to have our needs met.
 - It is okay to speak up and ask for what you need. You may be the only one aware that something is missing.
 - Success is directly proportional to one's ability to ask for help.

Instruction: Advocacy & Relationships

- Love & Belonging are part of our needs; if we need something, that can be used as leverage against us
 - In a small group, explain that
 - Answer/debrief: If we need love, or are desperate for love, someone can use that and fulfill or provide that in our lives in order to get us to do things we are not comfortable doing.

Activity: Brainstorm

- Students will brainstorm three characteristics of effective advocacy or being an effective advocate

Instruction: Skill Cues

- I CARE
 - Identify and research a relevant and meaningful health issue
 - Create a health enhancing position or message supported by facts and evidence and geared towards a specific audience
 - Act passionately and with conviction
 - Relay your health-enhancing message to your audience
 - Examine the effectiveness of the advocacy effort

Assessments

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

- [Exploring Advocacy worksheet](#)
- First to Five: How well can you define advocacy? Can you give examples?

Learning Target:	Success Criteria:
<i>I can ...</i> <ul style="list-style-type: none">● Explain how to advocate for an issue I am passionate about using skill cues.● List the skill cues to Advocacy.	<ul style="list-style-type: none">● <i>Self-Assessment: Write down the acronym we use to remember the Advocacy Skill Cues. What does each letter stand for?</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.

[Unit Slide Deck Linked Here](#)

Hook: What holiday tradition(s) will you continue as an adult?

Learning Card

Instruction: Review Advocacy Skill Cues

- I CARE
 - Identify and research a relevant and meaningful health issue
 - Create a health enhancing position or message supported by facts and evidence and geared towards a specific audience
 - Act passionately and with conviction
 - Relay your health-enhancing message to your audience
 - Examine the effectiveness of the advocacy effort

Activity: Modeling of Skill Cues

- Model the skill cues using the slides to show an example of an advocacy effort.

Instruction: Sexual Violence

- Share statistics regarding sexual violence among teens
- Share Youth Risk Behavior Survey (YRBS) results RE: sexual violence
 - Students complete the [YRBS Data Analysis worksheet](#)

Instruction: Review Advocacy Skill Cues

- I CARE
- Have students close their eyes and picture the skill cues

Activity: [Advocacy Practice I & C](#)

- You have learned the skill cues for advocacy and now it's time to practice them. First we will only practice the "I" and "C" of our skill cues. Pick a health issue related to sexual abuse/assault. Then create a health enhancing position/message supported by facts & evidence & geared towards a specific audience.

Closure: Self-Assessment

- Write down the acronym we use to remember the Advocacy Skill Cues. What does each letter stand for?

Assessments

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

Learning Activities:

- [YRBS Data Analysis worksheet](#)
- [Advocacy Practice I & C](#)

Learning Target:

Success Criteria:

I can ...

- Summarize how to advocate for an issue using skill cues.
- Practice the steps to advocacy.
- Explain how consent works.

- Talk to a friend: Explain how consent works.

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.

[Unit Slide Deck Linked Here](#)

Hook: You can only watch one show/movie for the rest of your life, what is it?

Learning Card

Do Now: Skill Cue Review

On the post-it note, list the advocacy skill cues. Include what each letter means.

Instruction: Review Advocacy Skill Cues

- I CARE
 - Identify and research a relevant and meaningful health issue
 - Create a health enhancing position or message supported by facts and evidence and geared towards a specific audience
 - Act passionately and with conviction
 - Relay your health-enhancing message to your audience
 - Examine the effectiveness of the advocacy effort

Activity: Continue [Advocacy Practice I & C](#)

- You have learned the skill cues for advocacy and now it's time to practice them. First we will only practice the "I" and "C" of our skill cues. Pick a health issue related to sexual abuse/assault. Then create a health enhancing position/message supported by facts & evidence & geared towards a specific audience.

Brain Boost: Stump the Expert

- How to stretch major muscle groups without getting on the ground (don't use the nasty mats at the gym!)

Instruction: Consent

- What does "Consent" mean?
- [Video: consent explained through a cup of tea](#)
- Debrief/discuss
 - How is consent connected to sexual abuse & sexual assault?
 - How is consent connected to advocacy?

Instruction: Date Rape Drugs

- In small groups, come up with a question regarding date rape drugs
- Try to find the answer
 - Have students explore US Dept. of Health & Human Services website: [Date Rape Drugs](#)

- Large group discussion. Talking points:
 - Alcohol is a date rape drug
 - Club drugs & their shifting names
 - You might not know you've been drugged
 - Tips for being safe
 - What to do if it happens

Closure: Consent

- Talk to a friend: Explain how consent works.

Assessments

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

Informal Formative Assessment:

- Talk to a friend: Explain how consent works.

Learning Activities:

- [Advocacy Practice I & C](#)

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> ● <i>I can advocate for a topic that is important to me.</i> 	<ul style="list-style-type: none"> ● <i>Summative Assessment: Advocacy Project</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.

[Unit Slide Deck Linked Here](#)

Hook: Share with your cluster your midterm/final schedule.

Instruction: Advocacy Skill Cues

- This is what it's all about:
 - I CARE
 - Identify and research a relevant and meaningful health issue
 - Create a health enhancing position or message supported by facts and evidence and geared towards a specific audience
 - Act passionately and with conviction
 - Relay your health-enhancing message to your audience
 - Examine the effectiveness of the advocacy effort

Brain Boost of you choice

[Summative Assessment Advocacy Project:](#)

- Students will pick any topic they want to advocate for (it can be related to sexual abuse/assault or it can be something different). Students will research their chosen topic and develop a clear position/message supported by facts & evidence. Next, students will choose how to act passionately and relay their message. Lastly, students will measure how effective

their advocacy effort was.

Assessments

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

- [Summative Assessment Advocacy Project](#)

Alternative Learning Activities:

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.

- All activities previously found in the “Relationships” unit
 - Reviving Ophelia Movie
 - Understanding Warning Signs
 - Relationship Abuse Scenarios
 - Promoting Safe Dating Practices

SHS Health Ed. Curriculum

SPS Curriculum & Instruction Committee - January '25



What is a Skills-Based Health model?

- Quality curriculum begins with standards
- The National Health Ed. Standards were recently updated (January '24)
 - CT State Health Ed. Standards are aligned with the National Standards (May '22)

The Standards Driving Our Curriculum:

- Standard 1: Concepts/topics/functional health info
- Standard 2: Analyzing Influences
- Standard 3: Accessing Valid & Reliable Information
- Standard 4: Interpersonal Communication
- Standard 5: Decision Making
- Standard 6: Goal Setting
- Standard 7: Self-Management
- Standard 8: Advocacy



What is a Skills-Based Health model?

Health Skills (standards 2-8)

- 2.) Analyzing Influences
- 3.) Accessing Information
- 4.) Interpersonal Communication
- 5.) Decision Making
- 6.) Goal Setting
- 7.) Self-Management
- 8.) Advocacy



Required Content (standard 1)

- **DRUG EDUCATION**
- Human Growth & Development
- Nutrition
- First Aid
- CPR
- Accident Prevention
- Disease Prevention
- Cancer Awareness
- Community and Consumer Health
- Physical, Mental and Emotional Health
- Youth Suicide Prevention
- Safety (social media)
- AIDS/HIV*
- Sexual Abuse & Assault Awareness & Prevention*

What is a Skills-Based Health model?

_1 Skill units not content-based units

One skill per unit... one or more topics/content per unit



_2 Skill development is the FOUNDATION of each unit

Spend the majority of time during the unit having students practice that skill

_3 Content is the CONTEXT for teaching skills

The skill is taught through that topic/content. As was discussed... the content is the vehicle. The skill can be applied to a variety of topics. It is transferable.



At-a-Glance: HS Health Program

Health I: 9th Grade

- Unit 1: Goal Setting through Wellness
- Unit 2: Analyzing Influences through ANOD
- Unit 3: Developing Healthy Relationships through Communication
- Unit 4: Accessing Information through Human Growth & Development & Disease Prevention

Health II: 11th Grade

- Unit 1: Self-Management through Mental Health
- Unit 2: Analyzing Influences through Nutrition
- Unit 3: Decision Making through ANOD
- Unit 4: Advocating for Health

Health I: Unit 1 - Goal Setting through Wellness

Overview: The skill being covered is goal setting. The content being covered is wellness. Students will explore various goal setting models and develop an individualized health related goal based on their needs/wants. Students will revisit this goal throughout the semester. Students likely have never heard of a skills-based health approach, and therefore a little bit of time should be spent explaining this model. Basically: There are 7 health enhancing skills that we will teach you throughout high school.

Performance Assessments:

- Creating Your Personal Goal
- Checking In On Your Goal
- Final Goal Setting Reflection



Health I:

Unit 2 - Analyzing Influences through ANOD

Overview: In this unit, students will develop the skill of analyzing factors that impact their health and the decisions they make. Students will learn about alcohol, nicotine and other drugs as they practice and improve the skill of analyzing influences.

Performance Assessments:

- Natural High Project
- Influential Infographic/Billboard



Health I: Unit 3 - Developing Healthy Relationships through Communication



Overview: This unit focuses on building student's communication skills. Communication is taught through the content of healthy relationships. This transferable skill is vital for student success now, and will be utilized throughout their lives.

Performance Assessments:

- Communication Check-In
- Relationship Role-Play Summative Assessment

Health I: Unit 4 - Accessing Information through H.G.D. & Disease Prevention

Overview: The focus of the final Health I unit is the skill of accessing valid and reliable health information. Students will practice identifying health resources and analyzing them for quality. Accessing valid and reliable information will be taught through the following topics: human growth & development, disease prevention, cancer awareness, AIDS/HIV, and sexual health. By contacting the teacher, parents or legal guardians may opt their child out of the AIDS/HIV and/or sexual health instruction.

Performance Assessments:

- Accessing Info - Top 10 Project
 - Research, categorize, infographic, share



Health II: Unit 1 - Self-Management through Mental Health

Overview: Self Management refers to the skill of practicing health-promoting habits to avoid or reduce risky behaviors. During this unit students will practice this skill through the concept of mental health. Students will learn about different mental health diseases and disorders while discovering and building their own resiliency factors.

Performance Assessments:

- Self-Care Plan
- Self-Care Reflection
- Self-Care Resolutions



Health II: Unit 2 - Analyzing Influences through Nutrition

Overview: Analyzing influences is a health enhancing skill, giving us the ability to recognize what impacts our choices and actions. This skill is taught during Health I, but the content through which it is taught has changed. The topic of nutrition will be used to help students learn about and practice this skill.

Performance Assessments:

- Nutrition Influence Cube
- Group Nutrition Research Project
- Nutrition Media Analysis
- Grocery Store Vision



Health II:

Unit 3 - Decision Making through ANOD

Overview: Decision making is the process of choosing a course of action or selecting an option among various alternatives based on available information, values, and potential outcomes. Decision making is a health enhancing skill that can be practiced and improved. Students will learn about and practice this skill through the topics of alcohol, nicotine, and other drugs (ANOD).

Performance Assessments:

- Decision-Making Comic Strip
- DECIDE method steps/skill cues quiz



Health II: Unit 4 - Advocating for Health

Overview: The final Health 2 unit, and likely final instruction on health education during their public school experience, teaches students how to advocate for their health and/or the health of others. The advanced skill of advocacy will be taught using the content or topic of sexual abuse and sexual assault awareness and prevention. By contacting the teacher, parents or legal guardians may opt their child out of the sexual abuse and sexual assault awareness and prevention instruction.

Performance Assessments:

- Advocacy Project



PROPOSED COURSE/PROGRAM CHANGE FORM

Southington Public Schools
Southington, Connecticut

School: Southington High School

Department: Mathematics

Please check appropriate item:

New Course:

Revised Course:

Course Title: An Introduction to Artificial Intelligence

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

A one semester (half year) course that introduces students to Artificial Intelligence.

The Introduction to Artificial Intelligence course teaches students important programming concepts that enable the use of Artificial Intelligence in computer science and society at large. Students will learn how to incorporate basic Artificial Intelligence algorithms in their own work, and consider the social and ethical implications of how Artificial Intelligence is used, and how it plans to be used. Students will develop a series of projects that illustrate the variety of ways Artificial Intelligence can be used to optimize and predict information and processes.

<https://codehs.com/uploads/66ee0baf6d4c2c004c70fbf5bee16ca7>

https://codehs.com/course/intro_ai/overview

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

Computer Science is one of the main career pathways in the Program of Studies and this would allow us to expand opportunities for students interested in this field.

Our current computer science pathway offers two years worth of courses that are taught below the AP level (VB Programming and Accelerated Computer Science Principles). This change would allow us to lengthen the pathway for a non AP student. For the students leaving Principles, this would act as a stepping stone before moving to an AP course.

Further, AI is rapidly changing the world around us, and will continue to have a profound impact on the future.

PROPOSED COURSE/PROGRAM CHANGE FORM

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

Grade 10-12 students that have previously been successful in a computer science course at SHS. The course is proposed to be taught at the ACC level.

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

Course enrollment and student success rates on assessments will be used to assess the implementation.

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

CodeHS.com offers a free semester long course curriculum. The enrollment for next year is expected to be a single section of a semester which we anticipate the SHS math department being able to absorb during the scheduling process.

	YEAR		
	I	II	III
Staff	\$ 0	\$ 0	\$ 0
Textbooks	\$ 0	\$ 0	\$ 0
Materials	\$ 0	\$ 0	\$ 0
Other	\$ 0	\$ 0	\$ 0
TOTAL	\$ 0	\$ 0	\$ 0

Comments: _____

Principal: Approved Denied

Signature 

PROPOSED COURSE/PROGRAM CHANGE FORM

Southington Public Schools Southington, Connecticut

School: Southington High School

Department: Math Department

Please check appropriate item:

New Course:

Revised Course:

Course Title: Video Game Design

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

A one semester (half year) course that introduces students to Video Game Design.

The CodeHS video game design curriculum teaches the foundations of creating video games. Its curriculum teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills. Once students complete the course, they will have learned material equivalent to a semester college introductory course in Computer Science and be able to program.

The Video Game Design course is designed for complete beginners with no previous background in computer science, but does teach advanced topics. The course is highly visual, dynamic, and interactive, making it engaging for new coders.

<https://codehs.com/course/videogamedesign/overview>

<https://codehs.com/syllabus/20517>

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

Computer Science is one of the main career pathways in the Program of Studies and this would allow us to expand opportunities for students interested in this field.

Our current computer science pathway offers two years worth of courses that are taught below the AP level (VB Programming and Accelerated Computer Science Principles). This change would allow us to lengthen the pathway for a non AP student. For the students leaving Principles, this would act as a stepping stone before moving to an AP course.

Further, Video Game Design aligns to a common interest for these students and could serve as an engaging way to learn valuable skills.

