

Regular BoE Meeting
Wednesday, July 14, 2021 7:00 PM

BOE Auditorium and via Zoom Meeting
Platform
129 Church Street
Bristol, CT 06010

Agenda

- I. CALL TO ORDER/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE
- II. STAFF and STUDENT RECOGNITION
- III. APPROVAL OF MINUTES - June 2, 2021 - Regular Meeting
- IV. COMMITTEE REPORTS
- V. CHAIR REPORT
- VI. SUPERINTENDENT REPORT
- VII. CONSENT AGENDA
 - A. PERSONNEL
 1. Administrative Resignation - Effective June 14, 2021
 2. Teacher Retirements
 3. Teacher Resignations
 4. New Teacher Hires - Effective August 24, 2021
 5. A-1 Hire - Effective August 30, 2021
 6. A-2 Resignation - Effective June 14, 2021
 7. A-3 Resignation - Effective June 14, 2021
 8. A-3 Hire - Effective August 30, 2021
 9. TEAM Mentors
- VIII. PUBLIC COMMENT
- IX. DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS
 - A. Report on Dress Down Days for 2020 – 2021 School Year
 - B. Request City Council to Form a Building Committee for the NEMS School Project
 - C. Office of the Superintendent - Deputy Superintendent Leadership Team Report
Presenter: Dr. Dietter
 - D. Special Services Leadership Team Report
Presenter: Kim Culkin
- X. CURRICULUM REVISION
 - A. Art K-5 Curriculum (Second Reading)
Presenter: Samantha Sarli, Ed.D.
 - B. Instrumental Music 6-8 Curriculum Revision (Second Reading)
Presenter: Samantha Sarli, Ed.D.
 - C. Community Vocational Education Curriculum (Second Reading)
Presenter: Amy Martino
 - D. ECE Introduction to Allied Health Professions (Second Reading)
Presenter: Jaime Rechenberg, Ed.D.
 - E. 7th Grade Social Studies Curriculum Revision (Second Reading)
Presenter: Leszek Ward
 - F. Health, Grade 11 (First Reading)

Presenter: Sara Hale

XI. NEW BUSINESS

XII. BUILDING REPORTS

Presenter: Dr. Dietter

XIII. INFORMATION/LIAISON REPORTS

Presenter: Commissioners

XIV. ADJOURNMENT

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
June 2, 2021 – Regular Meeting Minutes

The regular meeting of the Bristol Board of Education was held on Wednesday, June 2, 2021, at 7:00 p.m. in person at the Board of Education auditorium and via the Zoom Meeting Platform.

PRESENT: Commissioners: Eric Carlson, Jennifer Dube, Kristen Giantonio, Thomas O'Brien, Shelby Pons, John Sklenka (virtual), Karen Vibert, Allison Wadowski and Christopher Wilson; Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent, Jill Browne, Business Director, and Peter Kelley, Council Liaison (virtual)

CALL TO ORDER/PLEDGE OF ALLEGIANCE/ MOMENT OF SILENCE

Chair Jennifer Dube called the meeting to order at 7:01 p.m. and asked attendees to stand for the Pledge of Allegiance. A moment of silence was observed for Ann Marie Snyder a Special Education Teacher from 1978 to 2008 and Ora Massaro a Spanish Teacher at Bristol Eastern from 1962 to 1991.

MEETING NORMS

Commissioner Dube acknowledged the meeting norms and asked that they be adhered to throughout the meeting.

STAFF & STUDENT RECOGNITION

The Board recognized the following staff and students:

2022 BPS Teacher of the Year – Alissa Keane – Greene-Hills School

Carly Fortin presented the 2022 Bristol Public Schools Teacher of the Year. Alissa Keane from Greene-Hills School emerged as the top candidate from among the many nominated for recognition. There were seventy-nine nominations for teacher of the year, accounting for 17.5% of our total teaching faculty being nominated by colleagues, administrators, and our students' families. Mrs. Alissa Keane has emerged as the top candidate from among those educators who applied for recognition as the 2022 Bristol Teacher of the Year and she will represent Bristol's teachers in the statewide competition.

Mrs. Keane, a third-grade teacher, at Greene Hills School shared that while teaching in the pandemic was challenging, educators' resilience, perseverance, and creativity was inspiring. She feels a sense of gratitude and pride for just how well our students would fare after this year, witnessing how her fellow colleagues rose to the occasion and the impact their efforts have had on our students' learning. In her application, she wrote: "We, as Bristol's role models to our youth, need to be collective; we need to all believe in the impact we have together and we need to commit to supporting each other and holding each other accountable to being the best educators we can be. We must continue to inspire each other every day, even when we face challenges." These are not just words on a page for Mrs. Keane; she has embodied this idea in her work by continuing the learning and development of others and through her own continued professional growth. Mrs. Keane has been a TEAM mentor for the past ten years, supporting student teachers in their development. This past year, she has been one of our CREC Resident Mentors supporting a rising educator through to his graduation and certification. In addition to supporting others' learning, Mrs. Keane has continued her own professional growth and has been a Continuous Improvement Champion, a CCSU Teacher Leader Fellow, and a leader on the District Equity Team for the past several years. In her application, Mrs. Keane wrote, "Teachers can overcome anything together. This last year has taught us this more than ever. We have defied the odds in an educational environment that has never existed before. Teaching is a team sport and we truly are better together." We are better together, and we're certainly grateful that Mrs. Keane is a member of our team. We know that she will be representing Bristol well in the upcoming statewide competition!

2022 Paraeducator of the Year – Josephine Marino – South Side School

Carly Fortin presented the 2022 Paraeducator of the Year as Josephine Marino. Now more than ever, paraeducators play a vital role in the school setting. Collaborating with teachers and the instructional team, paraeducators provide

2022 Paraeducator of the Year – Josephine Marino – South Side School – cont'd

the much-needed academic and social/emotional support for the students in our schools. Mrs. Marino has been part of the team serving students at South Side School for the past fourteen years, more than half of her paraeducator career of twenty-three years, all within Bristol Public Schools. Within her application, Mrs. Marino wrote, “Students are like flowers growing a beautiful garden. They are very unique and no two are alike. Some bloom in early Spring and others take a different approach and bloom in their own time. As paraeducators, we must tend to our gardens by working diligently to support all students, academically, socially, and emotionally, while respecting their needs to ensure the optimal growth of reaching their potential.” Mrs. Marino is indeed a special gardener, a paraeducator who is worthy of the title of 2022 Bristol Public Schools Paraeducator of the Year.

2021 Staff Achievement Awards

Dr. Dietter announced the 2021 Staff Achievement Award winners. Each year the Board of Education selects staff members who go above and beyond the expectations of their job description to be honored with a Staff Award. A dinner in their honor was held on Tuesday, June 15, 2021. Several recipients joined the Zoom meeting to be recognized. The following is the list of the 2021 Staff Achievement Awards recipients.

Emily Gomes – Elementary Principal – Ivy Drive School
Karen Newman – Grade 2 Teacher – Ivy Drive School
Stephanie Jacques – 6-12 Math Coach - Office of Teaching and Learning
Dianne Laviero-Ward – Behavioral Interventionist – Northeast Middle School
Kelly McCabe – Math Teacher – Bristol Central High School

Dr. Carbone announced the Bristol All-Heart Leadership Awards to the two outgoing Board of Education Student Representatives. Both Madisons were present in the audience and stood to receive their certificate and All-Heart award.

Bristol All-Heart Leadership Award

Madison Laprise – Senior – Bristol Cental
Madison Turner – Senior – Bristol Eastern

Dr. Carbone announced the CAS Award, CT COLT Student Award for Excellence, and CAFE award winners from their schools. Student recipients are listed below and several appeared virtually to be recognized. Congratulations to all of our award winners.

CAS Awards

Chris Osuch – CAS/CIAC Scholar-Athlete – BCHS
Emma Quinterro – CAS/CIAC Scholar-Athlete – BCHS
Audrey Perry – CAS–CIAC Scholar-Athlete – BEHS
Jack Stavens – CAS–CIAC Scholar-Athlete – BEHS
Rosalie "Lee" Arre – CAS Outstanding Arts Award (Visual) – BCHS
Margaret "Maggie" Shapland – CAS Outstanding Arts Award (Performing) – BCHS
Brianna Kelley – CAS High School Arts Award – BEHS
Madison Chasse – CAS High School Arts Award – BEHS
Jenitza Aleman – CAS Scholar/Leader – GHS
Alex Lauzon – CAS Scholar/Leader – GHS
Nicholas Martino – CAS Scholar/Leader – WBS
Maura Waters – CAS Scholar/Leader – WBS

2. STAFF and STUDENT RECOGNITION – cont'd

Gabriel Ciralli – CAS Scholar/Leader – CHMS
Veronica Castro – CAS Scholar/Leader – CHMS
Jonathon Casarola – CAS Scholar/Leader – NEMS
Brendan Tartarelli – CAS Scholar/Leader – NEMS

CT COLT Student Award for Excellence

Sebastian Kostrezwski – Italian UConn ECE
Dominic Amara – Italian UConn ECE
Matthew Marcantonio – Italian UConn ECE
Yatzil Torres Valentin – Italian UConn ECE
Jalynn Gladden-Hinds – Italian UConn ECE

CABE Leadership Awards:

Nathaniel Gomez - Bristol Central H.S. - Gr. 12
Damani Hough - Bristol Central H.S. - Gr. 12
Ryley Plourde - Bristol Eastern H.S. - Gr. 12
Jeffrey Taillon - Bristol Eastern H.S. - Gr. 12
Peyton Hasler - Northeast M.S. - Gr. 8
Jonathan Casarola- Northeast M.S. - Gr. 8
Brooke Patnode - Greene-Hills - Gr. 8
Jordy Chacon - Greene-Hills - Gr. 8
Ruth Smith - West Bristol K-8 - Gr. 8
Grace Mazzone - West Bristol K-8 - Gr. 8
Darrek Griffith - Chippens Hill M.S. - Gr. 8
Aniyah James - Chippens Hill M.S. - Gr. 8

APPROVAL OF MINUTES

May 5, 2021 – Regular Meeting Minutes

Following a motion by Thomas O'Brien and a second by Eric Carlson.

Approval of the **May 5, 2021 – Regular Meeting Minutes PASSED UNANIMOUSLY** with nine (9) Commissioners in favor of the motion.

May 24, 2021 – Special BoE Workshop/Meeting Minutes

Following a motion by Shelby Pons and a second by Kristen Giantonio

Approval of the **May 24, 2021 – Special BoE Workshop/Meeting Minutes PASSED UNANIMOUSLY** with nine (9) Commissioners in favor of the motion.

COMMITTEE REPORTS

Finance – Commissioner Vibert reported shared April 30th snapshot in the 2020-21 fiscal year, in which the operational budget shows an available balance of \$2,165,652. At this time, the cafeteria fund is running a deficit of \$207,737, however, the State has said that monies allocated to the district through ESSR II funding may be used to offset the cafeteria deficit and there were very few transfers to report.

Operations – Commissioner Carlson reported that the committee met and discussed Reimaging BPS and the committee voted to approve the building of a new middle school and to turn Edgewood into a PreK building, but that will be delayed a year or two. The committee also heard complaints from neighbors about activities at Bristol Eastern High School, we will be looking into those matters.

Personnel – Commissioner O’Brien reported the committee met earlier today and a tentative agreement was established with Local 818, once it is ratified the committee will bring it to the Board for approval. The committee will work with Local 2267 and 3351 for the remainder of the month and will meet again for the day on June 10 for a negotiations meeting.

Policy – Commissioner Giantonio reported that the committee met on May 26 and was given information regarding the equity toolkit. There was a presentation from Bristol Eastern High School students regarding changes to the dress code. The committee discussed revisions to Policy 5132 - Student Dress and Grooming, 6114.81 - Emergencies and Disaster Preparedness, and 6172.8 - Distance Education, revisions made to each of these policies will be shared later in the agenda.

Student Achievement - Commissioner Wilson reported that they met on May 19th and reviewed the first reading of the school counseling curriculum, the second reading will appear on tonight's agenda. Community Vocational was discussed, it is a new course, so it will appear on tonight's agenda for a first reading. Dr. Rechenberg presented the ECE Introduction to Health curriculum and discussed the partnerships with Bristol Hospital and BPS, it will appear on the agenda for a first reading tonight. The 6th Grade Social Studies curriculum was reviewed, Mr. Ward went through the curriculum in detail. The status of remote learning for the 2021- 2022 school year was discussed; per the CSDE remote learning is not required, it will be provided in certain circumstances. We will provide remote learning on inclement weather days, and there will be two traditional snow days. The committee moved remote learning for a vote at this evening's meeting. The committee also received an overview of the Equity Leadership Team toolkit from Dr. Carbone. Mrs. Fortin gave an update on the Memorial Boulevard Intra-district Arts Magnet School.

STUDENT REPRESENTATIVE REPORTS

Bristol Central High School – Sydney Rodriguez – Junior Representative from Bristol Central shared activities from Bristol Central. Highlights of her report include: 5/12 BC saw a little COVID outbreak, students celebrated teachers appreciation; 5/20 - 25 students attended the State Student Advisory; 5/22 -5/23 saw a great performance of The 25th Annual Putnam County Spelling Bee; 5/27 Virtual Award Night; sports teams have done well this spring; a Rock/Paper/Scissors challenge will be held and Finals will take place Tuesday – Friday of next week.

Bristol Eastern High School – Trisha Mohan – Junior Representative from Bristol Eastern shared activities from Bristol Central. Highlights of her report include: finals will be next week as it is the end of 4th quarter; honor societies have selected new members; academic honor awards were held yesterday June 1; sports teams are closing up for the season; Bristol Eastern High School band and chorus will perform their final concert this evening; graduation will be held on June 14th from 5 to 7 p.m. at Muzzy Field and a grad party will be held at Sonny's place in Somers Connecticut.

CHAIR REPORT – Chair Jennifer Dube shared information regarding the Bristol Prep graduation that will be held on June 14, 2021, at 11:00 a.m. and the Bristol Adult Education graduation that will be held on June 15, 2021, at 6:00 p.m.

SUPERINTENDENT REPORT – Dr. Carbone presented the monthly Superintendent Report. District graduation information was shared: BPA Graduation will be held at 11:00 a.m. June 14, 2021, BEHS Graduation will be held at Muzzy Field at 5:00 p.m. June 14, 2021, BCHS Graduation will be held at Muzzy Field at 7:30 p.m. June 14, 2021. Dr. Carbone gave an update from the May 24th BoE workshop. Dr. Carbone shared the results of the recent Parents and Staff ThoughtExchange survey and the options presented at the Operations Committee and Workshops. The Operations Committee will consider all plan options, BoE Commissioner feedback and preferences, and option phasing and costs at its next meeting on May 26, 2021. The Operations Committee will make its recommendation to the full Board for discussion and action. In agreement with the Board of Education, the BPS Administration will seek community feedback. The Board of Education will make its recommendation for consideration by the City 10-Year Capital Improvement & Strategic Planning Committee.

CONSENT AGENDA

Chair Dube called for the approval of the Consent Agenda which includes Items 8.1.1 through 8.2.1. Commissioner Wilson asked that Items 8.1.6. A-2 Resignation and 8.1.7. A-3 Resignation be pulled out for discussion. The items will come under New Business. Commissioners will vote on all other Consent Agenda items.

Following a motion by Karen Vibert and a second by Shelby Pons

Approval of the **Consent Agenda PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

PERSONNEL

Teacher Retirements

Vaughan, William – BCHS – Special Education Teacher – effective June 14, 2021

Walling, Robert – NEMS – Technology Education Teacher – effective July 31, 2021

Following a motion by Karen Vibert and a second by Shelby Pons.

Acceptance of the **Teacher Retirements PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Teacher Resignations

Haas, Lauren – MTV – Special Education Teacher – Effective May 19, 2021

Habecker, Lisa – MTV – Literacy Coach – Effective May 14, 2021 (5/5 Agenda correction)

Jannetty, Kimberly – EPH – Grade 3 Teacher – Effective May 3, 2021

Kalfayan, Michelle – BEHS – Guidance Counselor – Effective August 1, 2022

Weiland, Peter – WB – Special Education Teacher – Effective June 14, 2021

Following a motion by Karen Vibert and a second by Shelby Pons.

Acceptance of the **Teacher Resignations PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

New Teacher Hires

Bourassa, Emily – EPH – Grade 5 Teacher – Effective August 24, 2021

Taylor, Kevin – EPH – Grade 5 Teacher – Effective August 24, 2021

Following a motion by Karen Vibert and a second by Shelby Pons.

Approval of the **New Teacher Hires PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

A-1 Resignations

DiFranco, Jennie – SSS – Science Leader – Effective May 1, 2021

Miller, Joseph – CHMS – Silver Team Leader – Effective June 14, 2021

Following a motion by Karen Vibert and a second by Shelby Pons.

Approval of the **A-1 Resignations PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

A-1 Hire

Cawley, Meghan – CHMS – Silver Team Leader – Effective August 24, 2021

Following a motion by Karen Vibert and a second by Shelby Pons.

Approval of the **A-1 Hire PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

GRANTS

SDE Primary Mental Health Grant (BOOST Grant)

Following a motion by Karen Vibert and a second by Shelby Pons.

Approval of the **SDE Primary Mental Health Grant (BOOST Grant) PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Dr. Galloway introduced the two new hires that were approved by the Board. Emily Bourassa and Kevin Taylor were both present and spoke briefly about joining the Bristol Board of Education.

PUBLIC COMMENT

No members of the public wished to address the board.

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

Remote Learning For Emergency Closures Due To Short-Term Inclement Weather Events

Carly Fortin presented Remote Learning For Emergency Closures Due To Short-Term Inclement Weather Events. The CSDE is allowing remote learning as a strategy for emergency-related closures such as those due to short-term inclement weather. In consultation with BAPS and the BFT after reviewing staff and parent feedback we gathered this winter, we would like to make the recommendation that after two days of weather-related closures, we use remote learning. By taking this approach, we will be able to maintain the consistency of learning, providing greater reliability and stability throughout months that often can be unpredictable due to weather conditions. The last day of school for the 2021-2022 school year is projected to June 8, 2022. With two days of closure, the last day of school would be Friday, June 10, 2022.

Following a motion by Christopher Wilson and a second by Kristen Giantonio.

Approval of the **Remote Learning For Emergency Closures Due To Short-Term Inclement Weather Events PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

New Construction Northeast Middle School and Renovate and Repurpose Edgewood School as a PreK Center (Reimagining BPS 2023) Vote

Dr. Carbone presented the New Construction Northeast Middle School and Renovate and Repurpose Edgewood School as a PreK Center (Reimagining BPS 2023) Vote. At the Operations Committee meeting held on Wednesday, May 26, 2021, the committee unanimously voted as part of Reimagining BPS 2023 to recommend constructing a new larger Northeast Middle School and to Renovate and Repurpose Edgewood School as a PreK Center and to forward the recommendation to the full Board for a vote.

Following a motion by Shelby Pons and a second by Karen Vibert

Approval of the **New Construction Northeast Middle School and Renovate and Repurpose Edgewood School as a PreK Center (Reimagining BPS 2023) PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

FY22 Recommended Budget Adjustments

Mrs. Brown presented the FY22 Recommended Budget Adjustments. At its May 25, 2021 meeting, the Joint Board approved the Board of Education FY22 budget in the amount of \$121,650,000. In anticipation of this approval, the Finance Committee at its regularly scheduled meeting on May 12, 2021, voted unanimously to approve the recommended budget adjustments resulting in a General Fund Budget of \$121,650,000 and to forward the recommended adjustments to the full board for a vote. Mrs. Browne shared slides with commissioners outlining the budget adjustments.

Following a motion by Karen Vibert and a second by Shelby Pons. Commissioners discussed the FY22 Recommended Budget Adjustments.

Commissioner O'Brien called for a motion to **Amend the budget recommendations, by terminating the CABE membership and services and allocating those funds to Maintenance.** Commissioner Giantonio seconded the motion. Following discussion,

Approval of **Termination of CABE membership and services and Allocating Funds to Maintenance FAILED** with three (3) Commissioners (Giantonio, O'Brien, Sklenka,) in favor of the motion and six (6) Commissioners (Carlson, Dube, Pons, Vibert, Wadowski, and Wilson) **OPPOSED.**

Approval of the **FY22 Recommended Budget Adjustments as presented PASSED** with seven (7) Commissioners (Carlson, Dube, O'Brien, Pons, Vibert, Wadowski, and Wilson) in favor of the motion and two (2) Commissioners (Giantonio and Sklenka) **OPPOSED.**

Special Services Leadership Team Report

Kim Culkin presented the monthly Special Services Leadership Team Report. Mrs. Culkin shared that as of May 1, 2021, 1,762 of 8,131 Bristol students were identified as students requiring Special Education programming. This enrollment number represents 21.67% of Bristol students. Of overall newly enrolled students in Bristol during the month of April 2021, 20.59% of newly enrolled students entered Bristol Schools already identified as eligible for special education programming and services. Since April of 2020, 8 newly registered students came to us already receiving their programs and services through out-of-district special education school programs. As of May 1, 2021, 114 of our 1,762 students require out-of-district placements at special education school programs and 73 students require special education programming services at other public out-of-district schools such as magnet schools.

Mrs. Culkin also shared the CSDE Guidance regarding Special Education Recovery with the Board.

CURRICULUM REVISION

6th Grade Social Studies Curriculum (Second Reading)

Leszek Ward presented the 6th Grade Social Studies Curriculum. Mr. Ward gave an overview of the presentation that was given at the Student Achievement Committee meeting.

Following a motion by Karen Vibert and a second by Shelby Pons

Approval of the **6th Grade Social Studies Curriculum PASSED** with seven (7) Commissioners (Carlson, Dube, O'Brien, Pons, Vibert, Wadowski, and Wilson) in favor of the motion and two (2) Commissioners (Giantonio and Sklenka) **OPPOSED.**

School Counseling (Second Reading)

Amy Martino presented the School Counseling Curriculum. The 6-12 School Counseling Curriculum was revised following the November 2020 release of the CSDE School Counseling Framework. The curriculum was presented at the May 19, 2021, Student Achievement Committee meeting, and the committee recommended moving the curriculum to the full board for a vote.

Following a motion by Kristen Giantonio and a second by Thomas O'Brien.

Approval of the **School Counseling Curriculum PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Community Vocational Education Curriculum – New (First Reading)

Amy Martino presented the Community Vocational Education Curriculum. The Vocational Education Program is offered to students who require Special Education. The program is designed for students who have completed a high school diploma and who require additional transitional services. The curriculum is centered around the CT 16 Core Transitional Skills to ensure that students who require Special Services master their transition service needs to successfully transition into adulthood.

At the May 19, 2021, Student Achievement Committee meeting, the committee approved the initial read and moved the curriculum to the full Board of Education for a first reading. The curriculum will appear on the July meeting agenda for a second reading. Please contact Mrs. Martino with any questions you may have in the intervening month.

ECE Introduction to Allied Health Professions – New (First Reading)

Jaime Rechenberg presented ECE Introduction to Allied Health Professions. Introduction to Allied Health Professions is a half-year course designed as an introduction to the field of Allied Health. The course will inform students about the five pathways in allied health fields, certifications, and post-secondary choices for careers in allied health. Students will explore therapeutics, health information, diagnostics, support services, and research and development. Guest speakers from diverse backgrounds will be invited from each of the pathways to share their experience in terms of education, training, and on-the-job experience. Students will also have the opportunity to experience each field in terms of activities, projects, presentations, and research. Students who successfully pass this course will receive 1.0 credits from the University of Connecticut.

At the May 19, 2021, Student Achievement Committee meeting, the committee approved the initial read and moved the curriculum to the full Board of Education for a first reading. The curriculum will appear on the July meeting agenda for a second reading. Please contact Dr. Rechenberg with any questions you may have in the intervening month.

TEXTBOOK RECOMMENDATION

Discovery Techbook (Second Reading)

Following a motion by Kristen Giantonio and a second by Allison Wadowski

Approval of the **Discovery Techbook PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O'Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

POLICY REVISION

Policy 5132 – Student Dress and Grooming (Revision)

Following a motion by Shelby Pons and a second by Karen Vibert

Approval of **Policy 5132 – Student Dress and Grooming PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O’Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Policy 6114.81 – Emergencies and Disaster Preparedness (Revision)

Following a motion by Kristen Giantonio and a second by John Sklenka. Commissioner Vibert asked for further discussion.

Approval of the **Policy 6114.81 Emergencies and Disaster Preparedness PASSED** with five (5) Commissioners (Carlson, Giantonio, Sklenka, Wadowski, and Dube) in favor of the motion and four (4) Commissioners (O’Brien, Pons, Vibert, and Wilson) **OPPOSED**.

Termination of Policy 6114.81 - Emergencies and Disaster Preparedness

Commissioner Giantonio called for a Termination of Policy 6114.81 - Emergencies and Disaster Preparedness effective the last day of school, June 14, 2021.

Following a motion by Kristen Giantonio and a second by John Sklenka. Commissioners discussed Termination of Policy 6114.81 - Emergencies and Disaster Preparedness.

Commissioner Giantonio called for an amendment to the motion, to state Termination of Policy 6114.81 be effective June 30, 2021. Commissioner Sklenka seconded the motion.

Following discussion, the original motion was withdrawn by Commissioner Giantonio.

Policy 6172.6 – Distance Education (Revision)

Following a motion by Kristen Giantonio and a second by Allison Wadowski

Approval of **Policy 6172.6 – Distance Education PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O’Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

NEW BUSINESS

Commissioner Wilson asked that items 8.1.6 and 8.1.7 be pulled out of the consent agenda for further discussion. Commissioner Wilson took a moment to acknowledge the work of Vince Jenetta as he steps down from his work as TSA/Robotics Club, Instructional Technology Coordinator, and Gifted Coach, Athletic Coordinator, M.S. Engineering and Tech Dept. Coordinator.

8.1.6. A–2 Resignation

Jenetta, Vince – NEMS – TSA/Robotics Club AND Instructional Technology Coordinator – Eff. June 14, 2021

8.1.7. A–3 Resignation

Jenetta, Vince – NEMS – Gifted Coach, Athletic Coordinator, M.S. Engineering and Tech Dept. Coordinator – Eff. June 14, 2021

Following a motion by Thomas O’Brien and a second by Christopher Wilson.

Approval of the **A–2 Resignation and A–3 Resignation PASSED UNANIMOUSLY** with nine (9) Commissioners (Carlson, Dube, Giantonio, O’Brien, Pons, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

BUILDING REPORTS

MBIAMS Update - Dr. Dietter presented the Memorial Boulevard Intradistrict Arts Magnet School Update. Dr. Dietter shared the following updates: Site work including parking, removal of pump houses, and pouring of the gym floor slab. Inside we are seeing progress from the top down with the installation of mechanicals and sheet rocking in specific locations. In addition, the rear of the building is taking shape with the larger gymnasium space taking shape. Lastly, restoration of the theater light fixture continues which is a substantial benchmark achieved, it has been fit in an aluminum frame which will allow for finishing, transporting, and positioning. The project continues on time and on budget.

INFORMATION/LIAISON REPORTS

Commissioner O'Brien reported that he met with Scott Gaudet and is embracing his new role as liaison.

VOTE TO CONVENE INTO EXECUTIVE SESSION *for the purpose of discussing:*

1. Superintendent's Contract

Following a motion by Karen Vibert and a second by Eric Carlson.

The Board of Education voted to **CONVENE INTO EXECUTIVE SESSION** for the purpose of discussing the Superintendent's Contract. (10:20 p.m.)

EXECUTIVE SESSION

PRESENT: Commissioners: Eric Carlson, Jennifer Dube, Kristen Giantonio, Thomas O'Brien, Shelby Pons, Karen Vibert, Allison Wadowski, and Christopher Wilson

ABSENT: Commissioner John Sklenka

Executive Session was called to order at 10:30 p.m.

Commissioners discussed the Superintendent's Contract

RECONVENE INTO PUBLIC SESSION

The Board of Education should reconvene into Public Session to take any votes on matters discussed in Executive Session.

SUPERINTENDENT'S CONTRACT

Following a motion by Karen Vibert and a second by Allison Wadowski

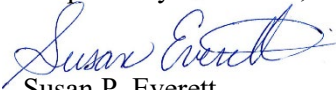
Approval of the **Superintendent's Contract PASSED** with seven (7) Commissioners (Carlson, Dube, O'Brien, Pons, Vibert, Wadowski, and Wilson) in favor of the motion and one (1) Commissioner (Giantonio) **OPPOSED**.

ADJOURNMENT

There being no other business to come before the board and

Following a motion by Eric Carlson and a second by John Sklenka, the Board of Education meeting was adjourned. (11:30 p.m.)

Respectfully Submitted,



Susan P. Everett

Executive Secretary to the Board of Education

Jessica Broggi

Objective:

I am a caring and dedicated special education pre-k teacher with a strong commitment to student development and learning, seeking a position in Early Childhood Education.

Education:

Southern Connecticut State University

Graduated: Dec 2015

Bachelors of Science: Early Childhood Education

Bachelors of Arts: Liberal Studies

Concentration: Psychology

Concentration: Interdisciplinary Studies (Math/Science)

Certifications:

CT State Certification Integrated Early Childhood/Special Ed., Nursery - K - Elem. 1-3

Student Teaching

Fall 2015

Student Teacher - Pre-K, Helene Grant, New Haven, CT

- Assisted cooperating teacher with coordination of daily activities and lesson planning
- Provided whole, individual, and group assistance to students using methods such as direct instruction and learning centers
- Created and implemented hands-on lessons in math, science, and literacy
- Created and implemented a mini unit teaching colors including hands-on lessons and a play "Brown Bear, Brown Bear, What Do You See?" open for family members to attend

Fall 2015

Student Teacher - Third Grade, Parker Farms, Wallingford, CT

- Assisted teacher with daily activities and lesson planning
- Provided whole, individual, and group assistance to students using methods, such as direct instruction and scaffolding
- Planned/implemented multiplication unit including manipulatives, diagrams, and games to engage students and facilitate learning
- Planned/implemented division math unit incorporating manipulatives, charts, and games to engage students and facilitate learning
- Planned/implemented short story writing unit that instilled skills in writing, grammar, and story structure.

Fieldwork:

Fall 2012

Pre-School - Westville Community Nursery School, New Haven, CT 06515

Fall 2013

Grades Prek-3 - Lincoln Basset School, New Haven, CT 06511

Spring 2014

Grade 2 - Wintergreen Interdistrict Magnet School, Hamden, CT 06514

Fall 2014

Grade 3 - Wintergreen Interdistrict Magnet School, Hamden, CT 06514

Children Related Experience:

Waterbury Public Schools

October 2019 - Present

Special Education Pre-k Teacher

- Plan and implement daily curriculum and instruction in the classroom setting.
- Collaborate with families, conduct parent teacher conferences, and communicate with families regarding their student's progress regularly.
- Case manager for student with disabilities, conducting PPT's, designing IEP's and maintaining records pertaining to special education services and progress.
- Collaborating with pupil support services personnel including, OT, SLP, PT, BCBA, and BT to ensure the success of students.
- Evaluate students using benchmark assessments, TS Gold standards and completing progress report cards.

West Hartford Public Schools

October 2018 - October 2019

Special Education Teaching Assistant

- Provide small group/ individual instruction to students
- Supporting students reach their goals stated in IEP's
- Assist classroom teachers in classroom management and completing classroom tasks
- Taken on additional role of **bus monitor**: riding the bus in the morning and afternoon and engaging students to keep conversations appropriate as well as encouraging safety and appropriate behaviors.

Manchester Public Schools March 2018- October 2018

Special Education Integrated Preschool Paraprofessional

- Provide support to the classroom teacher with daily duties including prepping materials, diapering/changing students, facilitating snack time, sending home daily notices.
- Assisting in classroom management
- Being able to manage the classroom when the teacher has PPT's to attend
- Assist the teacher with facilitating child learning and growth

Torrington Child Care Center

March 2016 - March 2018

Preschool Teacher

- Lead teacher in a preschool classroom of children ranging from ages 3-5 years old
- Provide instruction in literacy, science, social studies, and mathematics
- Facilitate discussions to aid in social/emotional development
- Plan instruction with a co-teacher to ensure all children's needs are being met

Canaan Child Care Center

Feb 2016-March 2016

Substitute Teacher

- Implemented the lead teacher's lessons plans for the day

Southern Berkshire Regional School District

Feb 2016-March 2016

Substitute Teacher

- Implemented teacher's lesson plans for the day as well as practiced classroom management skills

Canaan Child Care Center

Summer 2014, Summer 2015

Assistant Teacher

- Assisted with a pre-k class
- Provided small group instruction in literacy
- Aided in social/emotional development
- Assisted lead teachers in classroom management

Other Work Experience:

Stadium Systems

Summer 2012, Summer 2013

- Worked in the merchandise department packing and shipping orders
- Collaborated with co-workers to complete customer orders

Skills & Training:

- Adaptability
- Organizational skills
- Communication skills
- Classroom management
- Microsoft Word/Excel
- Google Drive
- Experience with CT ELDs
- Experience with TS Gold and Creative Curriculum
- Proficient with Google Classroom and Google Meet

References & Recommendations:

- Available per request

Anna Castles

OBJECTIVE

To effectively teach academic, social-emotional, and adaptive skills to elementary students in a self-contained classroom setting using data-driven instruction, research-based interventions, and positive behavior management while forming positive relationships with students, parents, and colleagues.

EDUCATION

University of Connecticut

Master of Arts in Educational Psychology

Waterbury, CT

May 2021

Pending Certification: 165 Comprehensive Special Education, K-12

GPA: 4.05, Wallace S. Moreland Memorial Scholarship recipient

Inquiry Project: "How Students with Autism Spectrum Disorder Learn Through Play in an Elementary Self-Contained Classroom"

Gordon College

Bachelor of Arts in Psychology, Cum Laude

Wenham, MA

May 2020

GPA: 3.57, Dean's List, Presidential Honors List, T. Leonard Lewis Scholarship recipient

CERTIFICATIONS & ENDORSEMENTS

Application pending for Connecticut Initial Educator Certificate

Pending Endorsements: Comprehensive Special Education (K-12)

Praxis and Other Tests: Received *Praxis I* Waiver, Passed *Praxis II* (Special Education, Core Knowledge and Mild to Moderate Applications: 5543), Passed Connecticut Foundations of Reading test

CLASSROOM EXPERIENCE

West District School

Farmington, CT

Specialized Learning Center Teacher- Grades K-4, Extended School Year Program

Commencing July 2021

- Continuing and implementing individual programs for students with autism, including Discrete Trial Instruction towards IEP goals and objectives, social-emotional skills, and unique behavior plans,
- Maintaining students' program books as well as communication with parents, paraprofessionals, and related service providers

Union School

Farmington, CT

Student Teacher- Grades K-4, Specialized Learning Center

January 2021-April 2021

- Developed and implemented Discrete Trial Instruction lessons for individual students with autism based on IEP goals and objectives, as well as on unique needs
- Executed individual and hybrid online instruction for students participating in distance learning, including preparation of instructional materials using Google resources
- Conducted small group instruction to teach appropriate behavior for a group setting as well as generalize and/or maintain relevant material, while adapting lessons to meet individual students' needs
- Executed group and individual behavior management techniques, rooted in Applied Behavioral Analysis
- Collaborated with related service providers and paraprofessionals to meet IEP-specific requirements, manage scheduling changes, and problem solve

Union School

Farmington, CT

Intern- Grades K-4, Specialized Learning Center

September 2020-December 2020

- Observed individual Discrete Trial Instruction lessons, as well as group instruction and behavior management strategies, taking notes for later reference and implementation

- Conducted action research regarding how students with autism learn through play in a self-contained classroom
- Worked with students on an individual and small group basis, using observed techniques for instruction towards individual goals and objectives as well as for behavior management
- Attended Planning and Placement Team meetings
- Assisted with preparing materials for student programs

West Woods Upper Elementary School

Farmington, CT
September 2020-November 2020

Long Term Substitute- Grades 5 & 6 Special Education

- Provided daily differentiated reading lessons for students receiving special education services in the general education classroom
- Supported students in grade-level math, science, and language arts courses in a co-taught environment, while modifying curriculum to support differentiated needs
- Presented math lessons for students receiving off-grade level interventions while utilizing available resources and assistive technology, including SMART Board technology
- Wrote IEP progress reports, using collected data to inform families of their students' progress towards individual goals and objectives
- Planned and exchanged ideas with general education co-teachers to provide inclusive and differentiated lessons
- Communicated with parents to discuss any concerns, support home learning, and create positive and open relationships

Tootin' Hills Elementary School

Simsbury, CT
July 2020-August 2020

Clinical Practicum, Grades K-1 Special Education

- Observed online summer instruction in math and reading, gaining exposure to virtual teaching and recording notes regarding teaching strategies
- Conferenced frequently with cooperating teacher regarding different teaching styles, connecting relevant course content to practicum observations, supporting students academically and emotionally in a distance learning environment, and gaining experience

Witchcraft Heights Elementary School

Salem, MA
January 2020-March 2020

Classroom Observations, Grade 2 Special Education

- Observed students with a variety of needs as well as staff in an inclusive 2nd grade classroom
- Assisted students in reading stations to develop instructional and classroom management skills

WORK EXPERIENCE

Camp Pinnacle

Voorheesville, NY
June 2016-August 2019

Summer Camp Counselor

- Mentored children ages 7-16 at an overnight camp, caring for a cabin of 5-8 girls each week and handling behavioral and personal issues with campers
- Led activities such as rock climbing and outdoor skills, as well as whole-camp games
- Collaborated with camp director and team of fellow counselors to solve problems and improve program design
- Served as praise band leader 2017-2019

Beverly Children's Learning Center

Beverly, MA
February 2019-April 2019

Intern

- Assisted in after-school center for children in grades 1-3 with developmental disabilities

Dover Saddlery*Product Advisor*Ridgefield, CT
October 2018-April 2019

- Aided diverse clientele in finding equestrian products suited for their individual lifestyles and purposes in a fast-paced, people-oriented environment

Windrush Farm*Intern*North Andover, MA
February 2018-April 2018

- Instructed youth and adult clients with a wide range of disabilities in mounted and unmounted horsemanship in a safe, therapeutic environment, monitoring both horse and rider during classes as well as helping the rider feel comfortable

Oceanwood Camp and Conference Center*Horseback Instructor*Old Orchard Beach, ME
June 2015-August 2015

- Planned and executed equestrian program at a summer camp for children, as well as for adults with disabilities, as part of the equestrian team
- Delivered mounted and unmounted lessons to campers, including the therapeutic horsemanship program for adult campers with wide range of disabilities

SKILLS

Classroom Technology: SMART Board, document camera, PowerSchool*Computer:* Google Classroom, Meets, Sheets, Slides; Microsoft Word, PowerPoint, Excel

Crystal Davis

CAREER OBJECTIVE

To obtain a position in the field of school counseling, or a counseling related field, grades K-12, in which my knowledge and skills can be used to give and maintain a positive learning environment.

EDUCATION

Western Connecticut State University, Danbury, CT

Masters in School Counseling, May 20, 2011 G.P.A 3.9

Southern Connecticut State University, New Haven, CT

Bachelor of Science in Exercise Science (Teacher Prep), Dec. 2006 G.P.A. 3.07 (Dean's List)

Passed Praxis Examination, May 25, 2007

TEACHER CERTIFICATION: Initial Educator Physical Education K-12(044), State of Connecticut, June 2007, State of Connecticut School Counselor K-12 (068) June 2011

ADDITIONAL CERTIFICATION

First Aid and CPR

CIAC coaching certificate

PROFESSIONAL EXPERIENCE

Thomas Edison Middle School, Meriden, CT

September '14- Present

- School Counselor Grades 6-8
- Implemented and created developmental guidance curriculum for all grade levels
- Coordinated and conducted 504 meetings
- Transition planning for incoming 6th graders and outgoing 8th graders
- Conducted individual and group counseling
- Communicated with parents, DCF, and outside providers
- Collaborated with teachers, administration, and staff in the building daily

Wheeler Clinic, Plainville, CT

November '12- September '14

MST-PSB Clinician

- Implemented intensive in-home counseling, working with children ages 10-18 on problem sexual behaviors.
- Assisted with helping children transition into the community and remain safe as well as keeping others safe.
- Maintained concurrent collaborative documentation on a daily basis.

Plainville High School, Plainville, CT

August '10-June '11

School counseling intern

- Implemented counseling in groups such as study skills and salvaging sisterhood
- Conducted individual counseling sessions grades 9-12 including post-secondary planning
- Maintained and updated scholarships on the website
- Assisted with AP administration, PSAT testing

Crystal Davis Pg 2

- Taught lessons on freshman topics such as bullying, learning styles, and acceptance as part of freshman academy
- Used PowerSchool to change students schedules, monitor grades, attendance, and log student contact

Southington Public School District, Southington, CT

January '07-March '08

- Substitute Teacher
- All grades and subjects, long-term at Alta (alternative school grades 9-12)

Sheehan High School, Wallingford, CT

October '06-December '06

- Planned and taught two units on volleyball and swimming to students grades 9-12
- Designated specific students to work together in groups, resulting in a more productive learning environment
- Created a syllabus which outlined the unit for the students to have a better understanding of what they were learning and why.
- Assisted with skill development in basketball and volleyball
- Provided instruction in dribbling techniques in Basketball
- Observed various teaching styles and techniques

South End & Hatton Elementary School, Southington, CT August '06-October '06

- Planned and taught lessons involving cooperative games
- Participated in monthly curriculum meetings with other elementary school teachers
- Developed lesson plans that fit each grade level's individual needs, helping them become more proficient in the skills being taught.

RELATED EXPERIENCE

Southington High School Cheerleading Coach June '02 –June '14

- Supervised stunting techniques that require knowledge and skill
- Planned daily activities and exercises to keep girls knowledgeable and fit.

Bristol Eastern High School Cheerleading Coach June '14- June '16

- Supervised stunting techniques that require knowledge and skill
- Planned daily activities and exercises to keep girls knowledgeable and fit.

MEMBERSHIPS

American Counseling Association (ACA)

American School Counseling Association (ASCA)

ACTIVITIES

President, Hall Council

Publicity, Inter-Residence Council

Member, Black Student Union

Member, Southern Connecticut State University All-Girl Cheerleading

Volunteer, Share Program reading to students in elementary school

Conducted, Hoops for Heart tournament, proceeds benefiting the American Heart Association

References Provided Upon Request

Kemani Hume

SUMMARY

Objective: Culturally aware, self-motivated, people-oriented, passionate Educational Psychology graduate looking to provide counseling, assessment, and expertise to the mental health field as a School Psychologist

EDUCATION

Bachelor of Art/Science American International College **Graduation Date:** May 2018

MAJOR: Psychology **GPA:** 3.77

HONORS:

- Dean's List (2014-2018)
- American International College's Outstanding Psychology Student (2014-2018)
- American International College's Lee Sirois Psychology Research Award (2018)
- Graduated Summa Cum Laude

Masters/6th Year License University of Connecticut **Graduation Date:** May 2021

Major: Educational Psychology **GPA:** 3.86 **Focus:** School Psychology

RELATED EXPERIENCE

Facility Supervisor/Assistant Director, Bloomfield, CT 07/15/2014- Present

- Supervised children all throughout the day from the ages of 4-15
- Ran various activities to stimulate their mind and encourage interaction
- Helped the community by ensuring that town events ran smoothly (setting up equipment, helping civilians with whatever they need during the function)
- Conducted first-aid on children who were injured and responsible for making various reports to parents
- Oversaw Program operations, making sure everything ran according to plan
- Dealt with numerous disciplinary situations involving parents and children
- Intervened with children showing red flags in regards to mental health

Supervisor: **Dave Melesko** **Number:** (860) 243 – 2923

School Psychologist Intern, East Windsor High School, East Windsor, CT 09/2018- 06/2019

- Counseled students who struggled socially, emotionally, and behaviorally
- Observed my supervisor administer intellectual assessments from the middle school level to the high school level
- Involved in PPTs and observed my supervisor deliver updated results and explain assessment results to parents and other staff
- Consulted with teachers on specific students and created different strategies that may help them overcome their issues.
- Co-implemented interventions for students who are emotionally unstable

Supervisor: **Brent Butler** **Number:** (860) 967 – 8773

School Psychologist Intern, Maple Street School, Vernon, CT 09/2019 – 05/2019

- Counseled students who struggle socially, emotionally, and behaviorally
- Administered intellectual assessments at the elementary school level
- Involved in PPTs and observed my supervisor deliver assessment results as well as observations

Kemani Hume

- Consulted with teachers on specific students and created different strategies together that may help them succeed
- Implemented multiple interventions and monitored data to determine the effectiveness of the treatment for the student

Supervisor: **Elizabeth Terrell**

Number: (203) 540 – 7711

School Psychologist Intern, Greene-Hills School, Bristol, CT 08/2020 – Present

- Counseled students who struggle socially, emotionally, and behaviorally for grades K-8 both individually and in groups
- Administered intellectual assessments from the elementary school level (K-5) to the middle school level (6-8)
- Involved in PPTs and delivered assessment results as well as observations, also added my recommendation from my results what classification would fit best for the student
- Consulted with teachers on specific students and created different strategies together that may help them succeed
- Implemented multiple interventions and monitored data to determine the effectiveness of the treatment for the student
- Held multiple restorative sessions with students and faculty including students returning from OSS

Supervisor: **Kristen Cicchetti**

Number: (203) 565 - 4589

Cognitive/Phonological Processing Assessments Administered:

Weschler Intelligence Scale for Children 5th Edition (WISC-V)

Woodcock Johnson Tests of Cognitive Abilities 4th Edition (WJ-IV)

Kauffman Assessment Battery for Children 2nd Edition (KABC-II)

Comprehensive Tests of Phonological Processing 2nd Edition – (CTOPP-2)

Social-Emotional-Behavioral Scales Administered:

Autism Spectrum Rating Scales – (ASRS)

Behavior Assessment Scales for Children 3rd Edition – (BASC-3)

Conners 3rd Edition – (Conners-3)

Behavior Rating Inventory of Executive Function – (BRIEF2)

Revised Children's Manifest Anxiety Scale 2nd Edition – (RCAMS-2)

Rachel Marlak

EDUCATOR



EDUCATION

MASTER OF ARTS
Literacy

University of St. Joseph
Anticipated: June 2022

BACHELOR OF ARTS
Collaborative Elementary
and Special Education
*Southern Connecticut
State University*
2015

CONTENT CERTIFICATION

Elementary K-6
Comprehensive Special
Education K-12

SKILLS

Collaboration

Organization

Differentiation of
Instructional Materials

TEACHING PHILOSOPHY

The basis of my teaching philosophy is simple: students need to know that they are respected and loved as individuals before learning can happen. I believe that students need to feel that they are a valued member of a classroom community in order to truly become invested in their own educational experiences. My primary goal every school year is that my classroom is a safe place for students to make mistakes, to engage in cooperative explorations with peers, and to grow together as a classroom family.

WORK EXPERIENCE

SPECIAL EDUCATION TEACHER: GRADES 9-12 & 3-5

OXFORD PUBLIC SCHOOLS | OXFORD, CT | JANUARY 2016-PRESENT

- Designed and implemented lesson plans for special education instruction consistent with IEP goals and objectives.
- Managed caseload by writing IEPs, facilitating PPT meetings, communicating with both students and parents, and data collection related to individual student progress.
- Used technology to aid in the delivery of instruction.
- Successfully established collaborative relationships with teachers of shared students.
- Taught various subjects cooperatively with classroom teachers in a co-taught inclusionary model.
- Performed standardized, peer-referenced testing for triennial eligibility testing and wrote comprehensive reports.

A.B.A. THERAPIST

INSTITUTE OF PROFESSIONAL PRACTICE | MERIDEN, CT | 10/2006-1/2012

- Implemented educational and behavioral programs as determined by IEPs of assigned students.
- Provided direct instruction to students through 1:1 instruction and group activities.
- Worked cooperatively with classroom teachers and service providers regarding instruction, group activities, social opportunities, and reinforcement systems.
- Successfully reduced adverse behaviors to significantly increase amount of student inclusion in general education setting.



WORK EXPERIENCE *continued*



KINDERGARTEN CLASSROOM PARAPROFESSIONAL

ROTELLA INTERDISTRICT MAGNET SCHOOL | WATERBURY, CT |
1/2002-10/2006



- Assisted students with varying abilities in daily routines.
- Maintained organization of classroom materials.
- Assisted classroom teacher in the execution of lesson plans.
- Led various small group activities.
- Designed and helped to implement visual and performance art consistent with curriculum.

EXTRAS

Received first 30 hour training in Orton-Gillingham approach to reading instruction.

Strong knowledge of inclusion strategies.

PROFESSIONAL DEVELOPMENT

PHYSICAL & PSYCHOLOGICAL MANAGEMENT TRAINING

PMT Associates, Inc. | Middletown, CT | May 2018: renewed yearly

ORTON-GILLINGHAM CLASSROOM EDUCATOR COURSEWORK

Blueprint Shoreline Reading Specialists | Madison, CT | June 2019: 30 hours

REFERENCES

Heath Hendershot
Principal
Oxford Center School
203-721-8072
hendershoth@oxfordpublicschools.org

Laura Jeffries
School Psychologist
Oxford Center School
203-721-8072
jeffriesl@oxfordpublicschools.org

Shannen Sharkey
Third Grade Teacher
2020 Oxford T.O.Y.
Oxford Center School
203-812-8326
sharkeys@oxfordpublicschools.org

Megan McPartlin

TEACHING CERTIFICATIONS

Connecticut Elementary Grades 1-6 (Nonrenewable Interim Provisional)	Earned: December 2019
New Jersey K-6th Certificate of Eligibility with Advanced Standing Elementary Education	Earned: July 2017
New Jersey Preschool - Grade 3 Certificate of Eligibility Early Childhood	Earned: May 2013

EDUCATION

Drexel University, Philadelphia, PA Masters in Teaching, Learning & Instruction (Preschool – 4 th Grade)	Online Masters Program Graduation Date: May 2015 GPA – 4.0
Pennsylvania State University Bachelor of Science in Spanish Education & Bachelor of Arts in Spanish	University Park, Pennsylvania Graduation Date: May 2009 GPA – 3.32
IES Madrid Study Abroad Program Madrid, Spain Universidad Complutense de Madrid (UCM)	Jan. – May 2008

EDUCATION RELATED EXPERIENCE

Chatham Day School STEM Coordinator- Middle School Chatham, NJ	Sept. 2017- June 2018
<ul style="list-style-type: none">• Researched and developed opportunities to integrate STEM activities into curricula• Collaborated with teachers in order to organize and plan STEM projects• Organized and lead STEM brainstorm sessions with various groups of teachers	
Chatham Day School – 4th Grade Math and Science Teacher Chatham, NJ	Dec. 2013 – June 2018
<ul style="list-style-type: none">• Promoted to lead 4th Grade Math and Science Teacher• Created integrated lesson plans in accordance with established curricula• Collaborated with parents, staff, and administration• Incorporated Chrome books in daily activities in order to enhance lessons	
Chatham Day School – 5th Grade Spanish Teacher Chatham, NJ	Nov. 2013 – Dec. 2013
<ul style="list-style-type: none">• Accepted position to become lead Spanish Teacher to fill a teacher's leave of absence• Developed lesson plans for Pre-K through 5th Grade• Utilized latest technology to enhance learning experience for all students• Tutored students to extend understanding of all Spanish content	
Chatham Day School – 1st Grade Teaching Assistant Chatham, NJ	August 2013 – Nov. 2013
<ul style="list-style-type: none">• Assisted lead teachers with reading comprehension and classroom management• Integrated Ipad applications into daily reading practice• Handled all grading of assignments• Interacted with parents on a daily basis to ensure strong communication	
Child and Family Resources Mt. Arlington, NJ	July 2013 – August 2013
<ul style="list-style-type: none">• Coordinated Diaper Bank fundraiser for local residents and preschools	

- Worked directly with parents in developing their parenting techniques

Castle Academy – Lead Preschool Teacher
Harleysville, PA

Oct. 2012 – March 2013

- Differentiated learning activities for students
- Organized lessons for students' curriculum
- Interacted with parents providing feedback on the progress of their children

CHALK Preschool – Lead Preschool Teacher
Los Angeles, CA

May 2011 – Sept. 2012

- Created energizing activities for the students to promote learning
- Developed monthly lesson plans to prepare children for advancement
- Collaborated with administration and other colleges to improve instruction
- Provided guidance to parents to stimulate learning outside of the classroom

Brittany Micari

"...Brittany is one of the most capable teachers I have evaluated in my 12 years of working with at least 24 teachers a year. She has demonstrated her intelligence, warm personality, flexibility, creativity, high expectations, and most of all her ability to connect with adolescents."

Maureen Reed
Assistant Principal
Cheshire High School

"...From day one Brittany excelled not only as a teacher but as a collaborator sharing her past experience with all teachers at Cheshire High School. She is a dedicated teacher that expects high quality work from her students and is willing to give them extra assistance to help them achieve it."

Lynn Taillon
Business Teacher
Cheshire High School

PROFESSIONAL PROFILE

Enthusiastic and passionate business educator with over 8 years of experience in secondary education. Thrilled to mentor students to gain skills and experiences in the disciplines of finance, marketing, management, and entrepreneurship. Dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of learning in both traditional and online learning environments. Providing every student the stepping-stones to success in the ever changing business and economic landscape.

TEACHING CERTIFICATIONS

CT State (105) Department Chairperson. September, 2017
CT State (010) Secondary Business Education. December, 2013
CT State (089) Marketing Education. December, 2013
Level 2 Google Certified Educator. June, 2016

DEGREES AND CERTIFICATES

Masters of Art in Teaching - Secondary Business Education
Sacred Heart University Fairfield, CT December, 2013

Certificate in Educational Technology
Sacred Heart University Fairfield, CT December, 2013

Bachelor of Science Business Marketing – Magna Cum Laude
Roger Williams University Bristol, RI May, 2010
Gabelli School of Business (AACSB Accredited)

CONTINUING EDUCATION

University of Phoenix
Masters of Business Administration courses taken

Central Connecticut State University
Courses taken in Educational Leadership to earn 6th year certificate equivalent in Department Chairperson CT certificate (105)

EMPLOYMENT

Business and Finance Education Teacher, August 2014- Present
Cheshire High School, Cheshire CT

- Courses Taught: Personal Finance, Advanced Personal Finance, Marketing I and II International Business, Business Ownership, Computer Essentials.
- Certified College Career Pathways Teacher with Tunxis Community College.
- Worked with the local business community to develop a simulated advertising agency to create authentic learning experiences for advanced marketing students.
- Led whole school professional development workshops in educational technology and hybrid learning acceleration instructional techniques.
- Frequently worked directly with Superintendent and Marketing students to design community based special projects including logo design, school slogan and press releases.
- Founding DECA club advisor. The club focuses on developing emerging business leaders and entrepreneurs. Mentored hundreds of students to compete at both the state and national level over the past 6 years.

Brittany Micari

"She has the ability to work with students and guide them through the learning process in a fun, creative and engaging way. She brings her classroom to life using different types of media, technology, and dynamic teaching methods that engage students in their learning."

Leslie Paier
Business Department Chairperson
Cheshire High School

"Brittany demonstrated a high level of competence and professionalism. She has all the attributes of a fine teacher: strong academic credentials; command of the subject; excellent writing and speaking skills; rapport with students; and continuously mastering pedagogical techniques."

Kenneth G. Tavares
Supervisor of Student Teachers
Sacred Heart University

- Cooperating teacher for student teacher, Spring 2021.
- Class of 2018 Co-Advisor. Responsible for organizing class fundraisers, prom and a variety of senior activities.

Business Education Teacher Interim, January 2013 - June 2014 *Southington High School, Southington CT*

- Courses taught: Business Law and Microsoft Office II
- Designed and implemented units of study to reach state CTE curriculum standards.
- Organized and created online Personal Finance course pilot in partnership with school administration to provide all students access to relevant financial information.
- Organized the 2013 CTE testing materials and data collection
- Assisted in College Career Pathways data collection and organization in collaboration with Tunxis Community College

BUSINESS RELATED POSITIONS

Account Executive / Marketing Associate, May 2010 – April 2013 *John Medeiros Jewelry Collections, E. Providence RI*

- Developed corporate marketing campaigns using both traditional & new media platforms.
- Managed relationships with vendors, sales force and consumers.
- Collaborated with senior management team to execute new product launches to effectively reach target audience.
- Responsible for the management and planning of marketing schedules to increase traffic, conversation, and overall sales.

Marketing Assistant Internship, January 2010 – May 2010 *Grace Ormonde Wedding Style Magazine*

- Assisted fashion editor in marketing and event promotions.
- Developed and maintained the database of vendors and clients in multiple markets.
- Utilized search engine optimization techniques to further company web presence.

Marketing Intern / Sales Associate, July 2008-May 2010 *Green River Silver Co. Bristol, RI*

- Designed and implemented a charity campaign to benefit local animal shelter using multiple new media and traditional marketing techniques.
- Worked as a shift leader and sales associate for jewelry store and art gallery.

Assistant to the President September 2005 – August 2007 *Century 21 A-Gold Realty Bristol, CT*

- Maintained company database of clients and appointments.
- Worked closely with sales team to produce and schedule mailings using advanced word processing applications.
- Utilized effective oral and written communication skills with a strong customer service orientation.

COMPUTER SKILLS

- **Software (PC and MAC environments):** All Microsoft Office applications, Google Education Suite and WeVideo.

Kenneth James Smith Jr.

OBJECTIVE

I am an Exercise Science graduate currently pursuing a Physical Education & Health degree, with a passion for teaching, coaching, and continuing my professional growth. I have a background in exercise science, strength and conditioning, coaching, teaching, mentoring, event management, customer service, and data entry. These experiences make me a unique and ideal candidate for the Bristol Eastern Health position.

EDUCATION

Central Connecticut State University

- Bachelor of Science in Exercise Science, Psychology Minor (December 2018)
 - Cum Laude
- Bachelor of Science in Physical Education & Health (Expected December 2021)

RELEVANT WORK EXPERIENCE

Substitute Teacher, Kelly Services Farmington, CT (January 2018-Present)

- Long-term substitute for Special Education, co-teaching Math, Science, History and English
- Applying and executing the classroom teachers' lesson plans, grading, and providing feedback
- Exhibiting control over the classroom and conducting conflict resolution
- Summer school paraprofessional

Area Supervisor, RECentral at Central Connecticut State University, New Britain, CT (2015-Present)

- Ensuring safety of fitness centers by monitoring that workers and guests adhere to gym rules
- Promoting recreation by helping with campus events through marketing and supervision
- Maintaining order while keeping a clean and organized work environment

Assistant Football & Track Coach, Bristol Eastern High School (September 2020-Present)

- Motivating student athletes to improve performance on the field, in the classroom and in the community
- Improving student athlete performance
- Game planning, practice installation, play calling
- Covid-19 player symptom tracking

SKILLS

Awards	National Football Foundation & College Hall of Fame, INC. Northern CT, Chapter Scholar Athlete Award-May 2019, National Football Foundation Northern Connecticut Scholar Athlete (2018), Dean's List (2014-Present), Presidents List (Spring 2016)
Volunteer	Ana Grace Project (2016- Present), P.A.R.C. (2013-Present), Relay for Life (2013-Present), CCSU Football team Leadership Council (2017-2018), CCSU Day of Giving (2014-2018), Smalley Academy (2017), Bristol Eastern Track Volunteer Coach (2015-Present)
Certifications	Certified Strength and Conditioning Specialist (2018), First Aid, CPR, AED (2020), Certified CT Security Officer (2016)
Competencies	Peer Educator with Bristol Youth Services (2013-2014), Management experience, Leadership skills, Teamwork
Software	Microsoft Office, SPSS, TeamBuildr

NINA ZETTERGREN

PROFESSIONAL CERTIFICATIONS

Provisional Educator Certificate: Elementary K- 6 – (013)

PROFESSIONAL EXPERIENCE

HARTFORD PUBLIC SCHOOLS - HARTFORD, CT

KINSELLA MAGNET SCHOOL OF PERFORMING ARTS, KINDERGARTEN TEACHER

JULY 2018 – PRESENT

BURR ELEMENTARY SCHOOL, KINDERGARTEN TEACHER

NOVEMBER 2013 – JUNE 2018

- Remote learning for the school year 2020-2021, which consisted of live streaming literacy, math, and small group lessons through Google Meet, creating Google Slides to make a Bitmoji Classroom to summarize lessons and post anchor charts for students to use, and utilizing jamboard and whiteboard chat to keep students engaged throughout lessons.
- Teach academic core subjects and apply differentiated instruction to a diverse cultural and socioeconomic classroom population consisting of 23 students, about a quarter/half of which are ELL
- Achieved consistent score improvement on standardized tests in literacy and math
- Increased number of students reading at grade-level from 0% to over 50% amongst full-year students
- Cultivate classroom environment conducive to learning and growth through creation of anchor charts, organization, trust, clear communication and positive student/teacher relationships.
- Incorporate varied technology on regular basis including iReady, Lexia, Myon, Zearn, Epic books, and SmartBoard lessons/activities to promote interactive learning.
- Encourage parents to be active participants in their child's education through monthly newsletters, parent activities, regular phone communication and face-to-face meetings.
- Implement multiple curricula including Balanced Literacy Curriculum for Read Aloud/Shared Reading, Flyleaf, Mondo, and Waterford for Guided Reading, Foundations and Imagine for Foundational Skills, Benchmark for Writing, and Engage NY (Eureka) for Math.
- Administer F&P (Fountas and Pinnell Benchmark Assessment), DRA (Developmental Reading Assessment), Quick Phonics Screener, DIBELS NEXT 8; analyze data to plan instruction accordingly (progress monitor every 4-6 weeks).
- Collaboration with grade level team during weekly data teams along with administrators, Literacy Coach, ELL coach, and Math coach. Participated in literacy and EL coaching cycles to further support the different academic levels in the classroom.

WATERBURY PUBLIC SCHOOLS - WATERBURY, CT

CHASE ELEMENTARY SCHOOL, BUILDING SUBSTITUTE (K-5)

SEPTEMBER 2012 – JUNE 2013

- Implemented common core aligned lessons to grades K-5 and executing classroom management skills while classroom teachers were absent.
- Provided classroom management support when all teachers were present.
- Provided support for teachers whom needed coverage for PPTs.
- Assumed roles of paraprofessionals while they were absent and work one-on-one with students assigned a paraprofessional.

WATERBURY PUBLIC SCHOOLS – WATERBURY, CT

WASHINGTON ELEMENTARY SCHOOL, LONG-TERM SUBSTITUTE GRADE 1

APRIL 2012 – JUNE 2012

- Implemented common core aligned lessons to grade 1 and executing classroom management skills.
- Administered NWEA assessment, Dolch word assessment, Developmental Reading Assessments.
- Implemented RTI/SRBI
- Provided differentiated instruction for all core subjects.
- Collaborated weekly with grade level team during Common Planning Time (CPT).

OTHER EXPERIENCE

THE VILLAGE FOR FAMILIES AND CHILDREN - HARTFORD, CT

BURR ELEMENTARY SCHOOL, AFTERSCHOOL PROGRAM TEACHER (K-6)

MARCH 2019 – PRESENT

- Support a diverse cultural and socioeconomic group of students after school with homework and target areas where support is needed such as sight words, reading fluency, phonics, and mathematics.

BURR ELEMENTARY SCHOOL, AFTERSCHOOL PROGRAM KINDERGARTEN TEACHER

FEBRUARY 2015 – MAY 2015 | FEBRUARY 2014 – MAY 2014

- Support students after school with homework and target areas where support is needed such as letter names/letter sounds, phonemic awareness (CVC words, phonemic segmentation, nonsense word fluency), reading fluency, Kindergarten sight words along-side two other kindergarten teachers.

HARTFORD PUBLIC SCHOOLS - HARTFORD, CT

KINSELLA MAGNET SCHOOL OF PERFORMING ARTS, EARLY START/ SUMMER SCHOOL KINDERGARTEN TEACHER

JULY 2018 – AUGUST 2018

BURR ELEMENTARY SCHOOL, EARLY START/SUMMER SCHOOL KINDERGARTEN TEACHER

JULY 2017 – AUGUST 2017 | JULY 2016 – AUGUST 2016 | JULY 2015 – AUGUST 2015 | JULY 2014 – AUGUST 2014

- Planned and implemented Engage NY (Eureka Math) curriculum and Balanced Literacy curriculum to below grade level students.
- Established rapport with behaviorally challenging group of students by executing positive reinforcement.
- Collaborated with instruction coach to reassess and modify lesson plans based on prior-week data in order to position students for success.

EDUCATION

M.S. ELEMENTARY EDUCATION, UNIVERSITY OF BRIDGEPORT

MAY 2011

B.A. EARLY CHILDHOOD EDUCATION/HUMAN DEVELOPMENT & FAMILY STUDIES, UNIVERSITY OF CONNECTICUT

DECEMBER 2009

To Whom it May Concern

Re: Letter of application to become a TEAM Mentor

May 18, 2021

Dear TEAM Coordinating Committee,

It is with a great sense of excitement that I write this letter applying to become a TEAM mentor. My name is Anya Rochester and as the 2020–2021 school year approaches its end, I am coming up on the end of 17 years as a public school teacher, the last 13 of which have been at Bristol Central High School. I hold the following teaching endorsements: 018 (French, 7–12), 023 (Spanish, 7–12) and 105 (Department Chairperson). I currently teach French levels 1 through 4, both academic and accelerated.

My career within the field of public school education somewhat skipped the student teaching aspect. In 2004, I stepped into a classroom of middle school students under a Durational Shortage Area Permit with very little experience in the setting and without the prerequisite weeks under the tutelage of an experienced teacher. While I didn't have the privilege of having a professional with me in my classes, I fully believe that I wouldn't have made it very far without having supportive colleagues to whom I could turn for advice, starter activities and overall classroom management ideas. Making the decision to transition from the middle school classroom to the high school classroom was another point in time where I greatly appreciated the fact that the teaching population is like a family; a nurturing family. In fact, it was at the start of this teaching assignment where I found myself teaching Spanish 1, Spanish 2, Spanish 3 and French 1 that a colleague of mine told me to adopt a new philosophy: it is easier to edit than to create. I learned the true value of sharing knowledge and using the shared knowledge in ways that worked for me and my learners. These, my own personal experiences, delineate for me the importance of sharing what I have learned over the years with individuals who have chosen to help guide the future of our children.

Well, what do I have to offer a student or a beginning teacher you may ask? One of the key elements that is important in helping to shape a new teacher is the ability to model effective teaching. Not only does this include imparting academic knowledge in ways that reach all learners but also modeling classroom management techniques, relationship building skills, many of which cannot be taught in a college classroom setting. Similar to teaching my students, learning and producing work can become a lot easier if an individual sees it being done first.

One of the aspects of teaching that can easily become overwhelming is the amount of planning that goes into being responsible for delivering content and using feedback to then adjust said plans. As a mentor, I would use the skills that I have developed over the years to guide a new teacher towards effective use of time and towards the concept of adjusting lessons to meet the needs of the learners. This I would do through a combination of co-teaching lessons and more importantly, co-planning lessons and finally, reflecting on the success (or not) of the lesson after the teaching process. During the teaching process and through the reflection piece, I would seek to incorporate relevant and appropriate feedback frequently to ensure a successful experience. In ways that are similar to how I am formally evaluated by my administrator, I would also seek to ensure that a new teacher knows what the expectations are prior to starting and follow up by

being honest. In the big picture, my students' learning would still be sitting on my shoulders so it would behoove me to ensure that the teaching process is benefiting them across the 5 Cs that govern World Language learning.

As every teacher, veteran or otherwise knows, there is no stopping when it comes to learning how to teach. Society changes almost daily, which means that the people who look to us for their education are not the same as how they were 5 years ago, 2 years ago or even last week. As such, partaking in programs such as those offered by CT COLT and AATF on the latest trends in language teaching and learning are a part of my continuous growth as a language teacher.

Probably one of the most enjoyable aspects of my career as a teacher is introducing my students to education beyond the 4 walls of Bristol Central High School. Not only do I get the luxury of being the first person to formally teach them French, I get the chance to take them into a world that they have seen on TV shows and on the Internet. Planning to take students out of the country to experience the French culture requires careful attention to detail and the ability to work with colleagues who share the same passion for education. To be able to effectively and safely provide authentic experiences to these students, I learned from my experienced colleagues. As the current person in charge of planning these experiences currently, I guide and work alongside colleagues who provide the support needed. I say this to highlight the importance of being able to work collaboratively with other adults for the success of students while at the same time preparing students "to live in a diverse 21st Century world."

To conclude, I believe that years of being a successful classroom teacher have taught me skills associated with educating and guiding the learners with whom I work. As a teacher, I believe that making connections through communication will foster an environment of growth and development and I consider myself to be good at interpersonal communication. Being a mentor within the Bristol Public Schools would provide a way to share what I have learned and what I continue to learn. I welcome the opportunity to apply for this position and would be happy to meet with you to further discuss my qualifications.

Sincerely,

Anya Rochester

860-680-1401

anyarochester@bristol12.org

May 26, 2021

Julia Darcy
Greene Hills School
Grade 5

This past January, I was in a dark place. I was anxious. I was exhausted. I felt defeated. I had trouble coping with the challenges of this school year both professionally and personally. Luckily, I dragged myself into a path forward when given the opportunity to write and reflect as part of the Teacher Leader Fellowship Program. Dr. Betty Sternberg asked me to write a reflection of my experience teaching during the pandemic which turned into part of a published monograph. As I reflected, I didn't want to sit in the dark any longer. I wanted to use the darkness to identify lessons that can drive our path forward. The reflection process brought me into the light of positivity and I realized that I was letting myself focus on what isn't instead of what could be! I see the path forward as continuing to be a lifelong learner and continuing to seek opportunities to positively impact the future. I realized that my voice matters. Being a TEAM mentor and cooperating teacher would continue my path of continuous learning while allowing me to use my voice to impact future generations of teachers and students. This year I was lucky enough to be able to learn with CCSU interns. I worked hard to make their experience valuable. Unexpectedly, I learned just as much from them.

My strive to be a continuous learner is also why I believe I would be an effective TEAM mentor and cooperating teacher. My participation in the Teacher Leader Fellowship Program has kept me on the forefront of current educational practices. I have formed connections with colleagues around the state and continue to learn with them. In addition, this year I led a Professional Book Study with my colleagues at Greene Hills using the book, "Cultivating Genius," by Gholdy Muhammed. These two examples, from this year, highlight that continuous learning is not just a desire but a priority for me.

In addition to being a continuous learner, collaboration is another imperative priority for me. You cannot teach from an island. Future teachers need to see the power of collaboration. If you walked into any 5th grade classroom at Greene Hills, you would find all classes engaged in the same learning experience. That is evidence of our strong collaborative team and using the Continuous Improvement Cycle to identify best practices. We use data to reflect and inform. We keep students at the forefront of our decision making. We believe that ALL students can achieve at high levels. Most importantly, we trust and value each other.

Lastly, relationships have always been a priority of education, but the pandemic has shown they are paramount. My goal would be to instill in future teachers the importance of relationships while providing the experience to learn how to build them naturally and effectively. Building relationships can't be limited to ice breakers during the first week of school. We need to learn our student's histories and give them the chance to explore their own identities. Relationships enable a culturally responsive environment, allow students to feel valued, and create a safe space for risk taking. It's important to not just get to know your students but really see them. We need to show our students, through love and care, that they matter. Their culture

matters. Their race matters. Their identity matters. Their families matter. Their strengths matter. Their needs matter. They are seen and they are valued. Relationships are fostered through connection and understanding. It's not about isolated "get to know you" activities as much as giving our students a voice, allowing them to see themselves in their learning, and creating experiences in all content areas to highlight student identity. Building relationships can't be taught or googled. It's an experience.

My hope is that future teachers, under my tutelage, leave with the understanding that we have the profound responsibility as elementary teachers to not just build a strong academic foundation but to instill a love of school and learning. Students may not remember individual lessons, but will remember the way they felt in your classroom - the moments of success and the moments of laughter. It is our responsibility to give students a love of learning that creates a bright future of exploration, motivation, and creativity.

Thank you for your consideration,
Julia Darcy

Sara Wodatch
Grade 7 Science - Northeast MS
June 1, 2021
Letter of Application

Team Coordinating Committee,

My name is Sara Wodatch. I have been teaching in the Bristol Public Schools for the past five years. I started my career at my alma mater, Chippens Hill Middle School, where I taught 8th grade science from 2016-2020. This past year was my first teaching 7th grade science at Northeast Middle School. Throughout the beginnings of my career in Bristol, I have met many high quality teachers that have inspired me to apply to be a TEAM Mentor.

I want to be a TEAM Mentor because I want to provide the same support and guidance to new teachers that I received myself from my colleagues and mentors. Starting out as a first year teacher, I became overwhelmed with the minutiae of the everyday and struggled to make connections to the big picture goals I had for myself and my students. My own TEAM Mentor, veteran 8th grade team teachers, and my science department colleagues provided advice and support every step of the way. Using their prep time to reflect on my lessons, staying after school to answer all my questions, and even welcoming me into their rooms so I could observe their suggestions firsthand. I learned and grew from all our interactions. Now, as a teacher with a bit of experience, I feel I have the confidence and understanding to provide a new teacher with the same level of support and guidance I received from my colleagues. I strongly believe that teachers need other teachers; we cannot do this profession alone.

As a mentor, I will provide a student or beginning teacher with constructive feedback on strategies in the classroom, examples of high quality lesson plans and assessments, and advice to help navigate the beginnings of their teaching career. One of my favorite things about working at the middle school level is the time I have to collaborate with my colleagues. I have spent countless prep periods with teachers in all content areas. Either working to make connections between different curriculums, reviewing assessment data and planning for our next steps in the learning sequence, or sharing anecdotal evidence of different strategies we've tried in class. I find great value in cooperative teaching and planning and know this would be of benefit to a new teacher mentee. Another benefit I could share with a new teacher is my learning from professional development activities that I participate in each year. Most recently, I've taken part in professional learning in the instruction and intersectionality of the NGSS and Universal Design of Learning. Continuing my own professional learning is a benefit to myself, my students, and to my collaborators. A final quality I have is the ability to relate to a student or new teacher. I was a student teacher six years ago, a new teacher five years ago, and I consider myself now to be in only the beginnings of my career. I have recently been where new teachers are.

Although curriculums and programs have changed, much is still the same. During my student teaching, I was learning about the Next Generation Science Standards and helping my own cooperating teacher navigate the change in curriculum. As a first year teacher, I helped pilot NGSS lessons, and helped write Bristol's 8th grade science curriculum the following year. Even today my colleagues and I are working to create assessments aligned to the curriculum we created a few years ago. I understand what new teachers are experiencing; walking into an ever-changing career like teaching is stressful at times, but it helps to know others have gone through similar experiences.

Thank you for the opportunity to apply to become a TEAM Mentor. I hope I can make a difference to new teachers in the same way others have made a difference in this profession for me.

List of Charities and Donations for the 20-21 SY

The Henry Bernard Memorial Fund	\$1,790.00
Main Street Community Foundation	\$1,648.00
The Agape House	\$427.50
Hillside Necessities Pantry	\$427.50
Meals for the Needy	\$427.50
Asbury United Methodist Soup Kitchen	\$427.50
Bristol Business Ed Foundation	\$1,334.00
Kids in the Middle	\$382.50
FRC's	\$382.50
Unified Arts & Sports Program	\$1,945.00
BARC	\$1,831.80
Wade's World Foundation	\$1,810.00
United Way	\$1,999.00
BCHS - Maroon & White Scholarship	\$750.00
BEHS - Blue & Silver Scholarship	\$750.00
BPA - BPA Scholarship	\$500.00
CHMS - My Cousin's Closet	\$422.00
BCHS - My Cousin's Closet	\$422.50
BEHS - My Cousin's Closet	\$422.50
Indian Rock Preserve - Summer Camp	\$571.50
Bristol Boys & Girls Club - Summer Camp	\$571.50
Imagination Museum - Summer Camp	\$571.50
Grand Total of Donations for 20-21 SY	\$21,117.30



Bristol Public Schools
Office of Teaching & Learning

Department	Visual Arts
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Art
Course Description for Program of Studies	N/A
Grade Level	1
Pre-requisites	N/A
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Line	Shape and Form	Space	Color	Printmaking	Assemblage/Sculpture (2D)	Clay (3D)
Creating							
VA:Cr1.1 Investigate, Plan, Make	P	P	S		P		
VA:Cr2.1 Organize and develop artistic ideas and work	S	S		P	S	P	P
VA:Cr3.1 Refine and complete artistic work.		S	S	S			
Presenting							
VA:Pr4.1 Select, analyze and interpret artistic work for presentation.			P				
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.							S
VA:Pr6.1 Convey meaning through the presentation of artistic work.					S		

Responding							
VA:Re7.1 Perceive and analyze artistic work.					S		
VA:Re8.1 Interpret intent and meaning in artistic work.					S		
VA:Re9.1 Apply criteria to evaluate artistic work.	S			S			
Connecting							
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.							S
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.							S

UNIT 1: Line

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
VA: Cr1.2.1	Use observation and investigation in preparation for making a work of art.		Content Knowledge	wavy, broken, diagonal, spiral, vertical, horizontal, thick, thin	line
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
		X	Product Development		
			Learning Behavior		
VA: Cr2.1.1	Explore uses of materials and tools to create works of art or design.		Content Knowledge		
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
VA: Cr2.3.1	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	X	Content Knowledge		
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		

UNIT ESSENTIAL QUESTIONS

VA:Cr1.2.1: How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?

VA:Cr2.1:How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.3.1: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

UNIT ENDURING UNDERSTANDING

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

UNIT DESCRIPTION

Students will learn that line is an element of art. Students will continue to explore different types of line using various media. They will learn to identify drawing tools and materials used in making lines.

Activities will include observing and recognizing lines in art and the environment. Students will create artwork exploring lines in a variety of media, techniques and processes. Students will continue to use art vocabulary when describing artwork. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify line as an element of art
- Identify wavy, broken, diagonal, spiral, vertical, horizontal, thick, and thin lines in art and the environment.
- Draw wavy, broken, diagonal, spiral, vertical, horizontal, thick, and thin lines
- Use wavy, broken, diagonal, spiral, vertical, horizontal, thick, and thin lines to create my own work of art.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

Lines have many directions and design styles

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

line, straight, zig-zag, curve

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.
Drawing materials, pencils, paper etc.

UNIT 2: Shape and Form

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA: Cr1.2.1a	Use observation and investigation in preparation for making a work of art.		Content Knowledge	organic, geometric, portrait/self portrait
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
VA: Cr2.2.1a	Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.		Content Knowledge	organic, geometric, portrait/self portrait
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
		X	Learning Behavior	
VA: Cr3.1.1a	Use art vocabulary to describe choices while creating art.	X	Content Knowledge	organic, geometric, portrait/self portrait
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr1.2.1a: How do artists determine what resources and criteria are needed to formulate artistic investigations?

VA:Cr2.2.1a: How do artists and designers care for and maintain materials, tools, and equipment?

VA:Cr3.1.1a: How do artists grow and become accomplished in art forms?

UNIT ENDURING UNDERSTANDING

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

UNIT DESCRIPTION

Students will learn that shape is an element of art. They will begin to identify different kinds of shapes including organic and geometric. Students will observe, describe and explore shapes artists use to create artwork, as well as shapes found in the environment and the figure (portrait and self portrait).

Activities will include observing and recognizing shapes in art, the environment and the figure. Students will continue to create artwork utilizing shapes in a variety of media, techniques and processes. Students will continue to use art vocabulary when describing artwork. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify shape as an element of art
- Identify organic and geometric shapes
- Recognize the difference between a portrait and a self portrait
- Observe and recognize organic and geometric shapes in art, environment and the figure
- Create a portrait and self portrait using organic and geometric shapes

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

What a portrait is (shoulder up)
Difference between portrait and self portrait.

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

shape, square, rectangle, triangle, circle, oval

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 3: Space

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA: Cr1.2.1a	Use observation and investigation in preparation for making a work of art.		Content Knowledge	near/far, front/foreground, back/background
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
VA: Cr3.1.1a	Use art vocabulary to describe choices while creating art.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Pr4.1.1a	Explain why some objects, artifacts, and artwork are valued over others.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr1.2.1a: How do artists determine what resources and criteria are needed to formulate artistic investigations?

VA:Cr3.1.1a: How do artists grow and become accomplished in art forms?

Pr4.1.1a: Why do people value objects, artifacts, and artworks, and select them for presentation?

UNIT ENDURING UNDERSTANDING

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

UNIT DESCRIPTION

Students will explore spatial relationships. They will identify spatial relationships in artwork such as near/far, front/foreground, back/background.

Activities will include drawing objects within the environment that occupy space. Students will continue to use art vocabulary in describing artwork. Students will continue to apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Understand what space means in art
- Identify the spatial relationship in art of near/far
- Identify the spatial relationship in art of front/foreground
- Identify the spatial relationship in art of back/background
- Create a work of art within the environment that occupy space

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

What space is (i.e. outer space vs. spatial relations)

overlapping, size, above, below, left, right

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 4: Color
TITLE: Painting

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr 2.1.1a	Explore uses of materials and tools to create works of art or design.		Content Knowledge	Primary, secondary, color wheel
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr 2.2.1a	Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Cr 3.1.1a	Use art vocabulary to describe choices while creating art.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.1a: How do artists and designers learn from trial and error?

VA:Cr2.2.1a: What responsibilities come with the freedom to create?

VA:Cr3.1.1a: How do artists grow and become accomplished in art forms?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

UNIT DESCRIPTION

Students will learn that color is an element of art and will be introduced to the color wheel. Students will identify the primary and secondary colors. They will understand that secondary colors are created by mixing two primary colors together. They will recognize and describe colors in artworks and the environment. Students will observe how artists use color to represent things from real life as well as their imagination. Students will continue to distinguish between the lightness and darkness of a color. They will continue to learn how to properly hold and clean brushes.

Activities will include mixing two primary colors to create a secondary color; create works of art in a variety of media such as watercolors, liquid watercolors, tempera, tempera cakes, paint sticks, etc. Techniques could include brush, sponge application, resist. Students will continue to use art vocabulary when describing their artwork and the work of others. Students will continue to apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify color as an element of art
- Identify the primary and secondary colors
- Describe how secondary colors are created
- Recognize and describe color in artwork and the environment
- Distinguish the difference between the lightness and darkness of a color
- Create a work of art using primary and secondary colors.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	red, orange, yellow, green, blue, violet/purple, black, brown, white, painting, paint brush, light, dark

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 5: Stamping

TITLE: Printmaking

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA: Cr1.1.1	Engage collaboratively in exploration and imaginative play with materials.		Content Knowledge	Alternating pattern (AB)
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		x	Learning Behavior	
VA: Cr1.2.1	Use observation and investigation in preparation for making a work of art.		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA: Cr2.2.1	Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	
VA: Re7.2.1	Compare images that represent the	x	Content Knowledge	

	same subject.	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA: Re8.1.1	Interpret art by categorizing subject matter and identifying the characteristics of form.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr1.1.1: How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?

VA:Cr1.2.1: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.2.1: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA:Re7.2.1: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

VA:Re8.1.1: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

UNIT ENDURING UNDERSTANDING

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

People gain insights into meanings of artworks by engaging in the process of art criticism.

People evaluate art based on various criteria.

UNIT DESCRIPTION

Students will expand their knowledge of printmaking by using found objects to stamp. They will recognize and describe alternating patterns (AB) in artwork and the environment. Students will observe how artists use printmaking and pattern to represent things from real life as well as their imagination.

Activities will include creating stamped alternating patterns (AB) with a variety of found objects. This includes both natural and man-made objects. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify what a found object is, both natural and man-made
- Use a found object to stamp
- Identify and describe alternating AB pattern in artwork and the environment
- Create a work of art using stamping and alternating AB pattern

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Pattern, print, stamp

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 6: 2D/3D Fine Motor Skills

TITLE: Assemblage/Sculpture

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA: Cr2.1.1	Explore uses of materials and tools to create works of art or design.		Content Knowledge	folding, cutting shapes (square, rectangle, triangle, circle, oval), collage
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
VA: CR2.2.1	Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.1: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:CR2.2.1: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

UNIT DESCRIPTION

Students will continue to develop fine motor skills using various media. They will review scissor skills and safety including knowing how to hold a pair of scissors properly with their hands and fingers, being able to open and close the scissors using one hand and know how to carry scissors safely from one location to another. Students will be able to cut shapes (square, rectangle, triangle, circle, oval) and fold paper. Students will learn that a collage is artwork created by gluing materials to a flat surface.

Activities will include folding, cutting and gluing various materials. Students will create a collage. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Demonstrate proper scissor skills to cut shapes (square, rectangle, triangle, circle, oval)
- Demonstrate how to fold my paper to cut square, rectangle, triangle, circle, oval
- Identify and describe what a collage is
- Create my own collage using cut shapes

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	straight, zig-zag, curved, cut, tear, glue, scissor

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 7: 3D Fine Motor Skills

TITLE: Clay

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.		Texture (smooth, hard, soft), Form (cube, cylinder) 2-D versus 3-D, roll, coil
		x	
VA:Cr2.2	Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.		Texture (smooth, hard, soft), Form (cube, cylinder) 2-D versus 3-D, roll, coil
		x	

UNIT ESSENTIAL QUESTIONS

Priority: VA:Cr2.1: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Supporting: VA:Cr2.2: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

UNIT DESCRIPTION

Students will continue to develop 3D fine motor skills through manipulation of clay. They will continue to learn about form and the idea of 2-D versus 3-D. They will begin to use vocabulary to describe texture (smooth, bumpy, hard, soft).

Activities will include rolling to create a coil. Students will also be able to create a cube and a cylinder. Students will learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Describe smooth, bumpy, hard, and soft texture.
- Demonstrate how to roll clay
- Identify and create a coil by using the roll technique
- Identify and create a cube and cylinder with clay

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.



Bristol Public Schools
Office of Teaching & Learning

Department	Visual Arts
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Art
Course Description for Program of Studies	N/A
Grade Level	2
Pre-requisites	N/A
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Line	Shape and Form	Space	Color	Printmaking	Assemblage/Sculpture (2D)	Clay (3D)
Creating							
VA:Cr1.1 Investigate, Plan, Make		P		P		P	S
VA:Cr2.1 Organize and develop artistic ideas and work	S	S	P	S	P	S	P
VA:Cr3.1 Refine and complete artistic work.	P						
Presenting							
VA:Pr4.1 Select, analyze and interpret artistic work for presentation.	S			S			
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.							S
VA:Pr6.1 Convey meaning through the presentation of artistic work.		S					

Responding							
VA:Re7.1 Perceive and analyze artistic work.					S		
VA:Re8.1 Interpret intent and meaning in artistic work.				S			
VA:Re9.1 Apply criteria to evaluate artistic work.			S				
Connecting							
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.	S		S				
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.							S

UNIT 1: Drawing

Title: Line

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr3.1.2	Discuss and reflect with peers about choices made in creating artwork.	x	Content Knowledge	Horizon line, ground line
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn10.1.2	Create works of art about events in home, school, or community life.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr2.2.2	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr3.1.2: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

VA:Cn10.1.2: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

VA:Cr2.2.2:

UNIT ENDURING UNDERSTANDING

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

UNIT DESCRIPTION

Students will learn that lines can be found within their environment. Students will continue to explore line as an element of art and expand their line vocabulary. They will learn how to identify and draw environmental lines within a composition.

Activities will include observing and recognizing lines in art and the environment. Students will draw lines within a composition that describe their environment. Students will create artwork exploring lines in a variety of media, techniques and processes. Students will continue to use art vocabulary when describing artwork. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify what a horizon line and ground line are within our environment (environmental lines)
- Draw horizon line and ground lines within a composition
- Create artwork exploring environmental lines in a variety of media, techniques, and processes.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

N/A

wavy, broken, spiral, diagonal, vertical, horizontal, thick, thin

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.
Drawing materials, pencils, paper etc.

UNIT 2: Shape and Form

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.1.2	Brainstorm collaboratively multiple approaches to an art or design problem.		Content Knowledge	complex geometric shapes, trapezoid
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Cr2.1.2	Experiment with various materials and tools to explore personal interests in a work of art or design.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr1.1.2: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

VA:Cr2.1.2: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.2.2: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

UNIT ENDURING UNDERSTANDING

Creativity and innovative thinking are essential life skills that can be developed.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

UNIT DESCRIPTION

Students will learn that shape is an element of art. They will begin to identify different kinds of shapes including organic and geometric. Students will observe, describe and explore shapes artists use to create artwork, as well as shapes found in the environment and the figure. They will explore the relationship of shapes (size and placement) in the figure.

Activities will include observing and recognizing shapes in art, the environment and the figure. Students will continue to create artwork utilizing shapes in a variety of media, techniques and processes. Students will continue to use art vocabulary when describing artwork. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify shape as an element of art
- Identify complex geometric shapes, trapezoid, and organic
- Observe and describe complex geometric shapes, trapezoid, and organic found within our environment and the figure.
- Create artwork using relationships of shapes in the figure.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	organic, geometric, portrait, self portrait

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.
Drawing materials, pencils, paper etc.

UNIT 3: Space

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:2.1.2	Experiment with various materials and tools to explore personal interests in a work of art or design.		Content Knowledge	Middleground
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cn10.1.2	Create works of art about events in home, school, or community life.		Content Knowledge	Middleground
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr2.2.2	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.		Content Knowledge	Middleground
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:2.1.2: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cn10.1.2: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

VA:Cr2.2.2: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

UNIT DESCRIPTION

Students will explore spatial relationships. They will identify spatial relationships in artwork such as near/far, front/foreground, back/background and middle/middleground. They will identify the illusion of depth in 2D artwork and continue to use size relationships and overlapping.

Activities will include drawing objects within the environment that occupy space. Students will continue to use art vocabulary in describing artwork. Students will continue to apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Target: I CAN

- Identify what middle/middleground spatial relationship is in artwork
- Identify and describe the illusion of depth in 2D artwork
- Create artwork utilizing spatial relationships and objects within the environment

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	near/far, front/foreground, back/background

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.
Drawing materials, pencils, paper etc.

UNIT 4: Painting

TITLE: Color

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.1.2	Brainstorm collaboratively multiple approaches to an art or design problem.		Content Knowledge	Warm, cool
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Re8.1.2	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.2.2	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr1.1.2: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

VA:Re8.1.2: What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

VA:Cr2.2.2: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

UNIT ENDURING UNDERSTANDING

Creativity and innovative thinking are essential life skills that can be developed.

People gain insights into meanings of artworks by engaging in the process of art criticism.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

UNIT DESCRIPTION

Students will continue to learn that color is an element of art. Students will identify the warm and cool color theories. They will understand that both warm and cool colors evoke feelings in artwork. Students will learn where warm and cool colors are located on the color wheel. They will recognize and describe colors in artwork and in the environment. Students will observe how artists use color to represent things from real life as well as their imagination. They will continue to learn how to properly hold and clean brushes.

Activities will include creating works of art with warm and cool colors in a variety of media such as watercolors, liquid watercolors, tempera, tempera cakes, paint sticks, etc. Techniques could include brush, sponge application, resist. Students will continue to use art vocabulary when describing their artwork and the work of others. Students will continue to apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify that color is an element of art
- Identify the warm and cool color theories
- Describe the feelings that warm and cool colors bring and how artists use color to bring out the emotion
- Create my own work of art using warm and cool colors

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Primary, secondary, color wheel

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.
Drawing materials, pencils, paper etc.

UNIT 5: Stamping

TITLE: Printmaking

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr 2.1.2	Experiment with various materials and tools to explore personal interests in a work of art or design.		Content Knowledge	Variety, design
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.2: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.1.2: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

UNIT DESCRIPTION

Students will continue to explore printmaking by using either found objects, natural objects, or both, to stamp. They will recognize and understand how pattern variety relates to design in an artwork and the world around them. Students will discover how artists use printmaking, pattern, and design to convey their ideas.

Activities will include creating artwork with a variety of patterns and designs using found objects, natural objects, or both, to stamp. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Target: I CAN

- Recognize and describe how pattern variety connects to design in artwork and the world
- Identify and describe how artists use printmaking, pattern, and design to convey their ideas
- Create my own artwork with a variety of patterns and designs using found objects and natural objects to stamp

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Alternating pattern (AB)
RESOURCES	
Common Resource Google Document which highlights <i>diverse</i> : culture, art history, artists, and environment. Drawing materials, pencils, paper etc.	

UNIT 6: 2D/3D Fine Motor Skills

TITLE: Assemblage/Sculpture

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.1.2	Brainstorm collaboratively multiple approaches to an art or design problem.		Content Knowledge	sculpture, crumpling, rolling, folding
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Cr2.1.2	Experiment with various materials and tools to explore personal interests in a work of art or design.		Content Knowledge	sculpture, crumpling, rolling, folding
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr2.2.2	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.		Content Knowledge	sculpture, crumpling, rolling, folding
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr1.1.2: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

VA:Cr2.1.2: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.2.2: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

UNIT ENDURING UNDERSTANDING

Creativity and innovative thinking are essential life skills that can be developed.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

UNIT DESCRIPTION

Students will continue to develop and expand fine motor skills using various media. Students will review collage, cutting shapes (square, rectangle, triangle, circle, oval) and folding paper to create a collage. Students will begin to explore 2D and 3D concepts and learn that form is an element of art. Students will learn about sculpture. They will distinguish the difference between form(3D) and shape(2D). Students will recognize and describe form in artworks and in the environment.

Activities will include creating a form using a variety of materials. Techniques will include crumpling, rolling and folding. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Target: I CAN

- Identify that form is an element of art
- Identify what a sculpture is
- Identify and describe the difference between form (3D) and shape (2D)
- Demonstrate the techniques of crumpling, rolling, and folding
- Create a form using a variety of materials and applying the techniques of crumpling, rolling, and folding

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	folding, cutting shapes (square, rectangle, triangle, circle, oval), collage

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.
Drawing materials, pencils, paper etc.

UNIT 7: 3D Fine Motor Skills

TITLE: Clay

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.2	Experiment with various materials and tools to explore personal interests in a work of art or design.		Content Knowledge	pinch, pinch pot, texture (stippling and scratching)
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr1.2.2	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr2.2.2	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.2: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr1.2.2: How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?

VA:Cr2.2.2: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

UNIT DESCRIPTION

Students will refine 1st grade 3D fine motor skills through the manipulation of clay. They will continue to explore form and create 3D work with an emphasis on pinching. In addition, texture will be further explored and applied to this pinched form using techniques such as stippling and scratching to alter the surface.

Activities will include pinching to create a pinch pot, incorporating texture such as stippling and scratching into the surface. Students will also begin to explore the clay tools and/or found objects to create such texture(s) in their work. Students will learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Target: I CAN

- Identify pinch, pinch pot, texture (stippling and scratching)
- Demonstrate pinching to create a pinch pot
- Create a pinch pot and apply the technique of stippling and scratching to create texture
- Identify and use clay tools and found objects to create texture in my clay project

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	texture (smooth, bumpy, hard, soft), form (cube and cylinder), 2D vs 3D

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.
Drawing materials, pencils, paper etc.



Bristol Public Schools
Office of Teaching & Learning

Department	Visual Arts
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Art
Course Description for Program of Studies	N/A
Grade Level	3
Pre-requisites	N/A
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Line	Shape and Form	Space	Color	Printmaking	Assemblage/Sculpture (2D)	Clay (3D)
Creating							
VA:Cr1.1 Investigate, Plan, Make					S		
VA:Cr2.1 Organize and develop artistic ideas and work	S		S	S	P	P	P
VA:Cr3.1 Refine and complete artistic work.	P	S					
Presenting							
VA:Pr4.1 Select, analyze and interpret artistic work for presentation.						S	
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.							S
VA:Pr6.1 Convey meaning through the presentation of artistic work.							S

Responding							
VA:Re7.1 Perceive and analyze artistic work.		S	S		S		S
VA:Re8.1 Interpret intent and meaning in artistic work.	S		P	P	S		
VA:Re9.1 Apply criteria to evaluate artistic work.						S	
Connecting							
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.		P					
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.				S			

UNIT 1: Line
TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.3	Create personally satisfying artwork using a variety of artistic processes and materials.		Content Knowledge	texture lines, movement lines, expressive line
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr3.1.3	Elaborate visual information by adding details in an artwork to enhance emerging meaning.		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re8.1.3	Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.3:How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr3.1.3:What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

VA:Re8.1.3: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

People gain insights into meanings of artworks by engaging in the process of art criticism.

UNIT DESCRIPTION

Students will learn that lines can be used to describe texture, movement and expressions. Students will explore and expand their line vocabulary. They will learn to identify texture lines, movement lines and expressive lines within a composition and in the world around them.

Activities will include observing and recognizing texture lines, movement lines and expressive lines in art and the environment. Students will draw lines within a composition that emphasize an object's texture and/or movement. They will draw faces that use line to describe expressions. Students will create artwork using lines in a variety of media, techniques and processes. Students will continue to use art vocabulary when describing artwork. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify texture lines, movement lines, and expressive line in artwork and the environment
- Describe how line can be used to describe texture, movement and expression
- Create a composition with lines that emphasize an object's texture and/or movement.
- Draw faces that use lines and describe the expression I create.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Horizon line, ground

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.
Drawing materials, pencils, paper etc.

UNIT 2: Shape and Form

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr3.1.3	Elaborate visual information by adding details in an artwork to enhance emerging meaning.		Content Knowledge	silhouette, shadow
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re7.1.3	Speculate about processes an artist uses to create a work of art.		Content Knowledge	silhouette, shadow
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn10.1.3	Develop a work of art based on observations of surroundings.		Content Knowledge	silhouette, shadow
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr3.1.3: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

VA:Re7.1.3: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Priority-VA:Cn10.1.3:

How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

UNIT ENDURING UNDERSTANDING

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

UNIT DESCRIPTION

Students will learn that shape is an element of art. They will continue to identify different kinds of basic and complex geometric shapes. Students will be introduced to the idea of a silhouette/ shadow. Students will observe, describe and explore shapes artists use to create artwork. The artworks explored will describe shapes in the environment, as well as figures showing movement and expression.

Activities will include observing and recognizing shapes in art, along with creating silhouettes of shapes and objects from the environment and/or the figure. Students will continue to create artwork utilizing shapes in a variety of media, techniques and processes. Students will continue to use art vocabulary when describing artwork. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify that shape is an element of art
- Identify and describe what a silhouette and shadow are in artwork and the environment
- Create silhouettes of shapes and object from the environment and/or figure

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Complex geometric shapes, trapezoid
RESOURCES	
Common Resource Google Document which highlights <i>diverse</i> : culture, art history, artists, and environment. Drawing materials, pencils, paper etc.	

UNIT 3: Space
TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.3.3	Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.		Content Knowledge	landscapes, still life, positive, negative, open space, detail
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Re7.2.3	Determine messages communicated by an image.		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VARe8.1.3	Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.3.3:How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA:Re7.2.3: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Priority-VA:Re8.1.3: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

UNIT ENDURING UNDERSTANDING

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Visual imagery influences understanding of and responses to the world.

People gain insights into meanings of artworks by engaging in the process of art criticism.

UNIT DESCRIPTION

Students will explore spatial relationships. They will understand and continue to use size relationships and overlapping by exploring how foreground, middle ground and background affects an objects' size and position within the space. Detail will also be introduced and studied to help define the understanding of layers.

Activities will include drawing objects within the environment that occupy space including, but not limited to, landscapes and still life arrangements. Positive, negative and open space will be explored through abstract applications. Students will continue to use art vocabulary in describing artwork. Students will continue to apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Target: I CAN

- Identify and describe a landscapes, still life, positive, negative, open space, and detail
- Define what detail is and how it relates to layers
- Create my own artwork that uses objects within the environment that occupy space within my landscape and still life arrangement

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Middleground
RESOURCES	
Common Resource Google Document which highlights <i>diverse</i> : culture, art history, artists, and environment. Drawing materials, pencils, paper etc.	

UNIT 4: Color
TITLE: Painting

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.2.3	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.		Content Knowledge	complementary, contrast
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Re8.1.3	Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn11.1.3	Recognize that responses to art change depending on knowledge of the time and place in which it was made.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.2.3: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

Priority- VA:Re8.1.3: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

VA:Cn11.1.3: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

UNIT ENDURING UNDERSTANDING

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

People gain insights into meanings of artworks by engaging in the process of art criticism.

People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

UNIT DESCRIPTION

Students will continue to learn that color is an element of art. Students will identify complementary colors. They will understand that complementary colors are contrasting colors, opposite each other on the color wheel. They will recognize and describe colors in artwork and in the environment. Students will observe how artists use color to represent things from real life as well as their imagination.

Activities will include creating works of art with complementary colors with a variety of media such as watercolors, liquid watercolors, tempera, tempera cakes, paint sticks, etc. Techniques could include brush, sponge application, resist. Students will continue to use art vocabulary when describing their artwork and the work of others. Students will continue to apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify that color is an element of art
- Identify and apply complementary and contrasting colors.
- Identify complementary colors.
- Recognize and describe colors in artwork and in the environment.
- Create works of art with complementary colors with a variety of media such as watercolors, liquid watercolors, tempera, tempera cakes, paint sticks, ect.

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	warm, cool, color wheel
RESOURCES	
<p>Common Resource Google Document which highlights <i>diverse</i>: culture, art history, artists, and environment. Drawing materials, pencils, paper etc.</p>	

UNIT 5: Printmaking

TITLE: Stamping

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.1.3	Elaborate on an imaginative idea.		Content Knowledge	Stencil, positive space, negative space, monoprint
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr2.1.3	Create personally satisfying artwork using a variety of artistic processes and materials.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr2.2.3	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Re7.2.3	Determine messages communicated by an image		Content Knowledge	

		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re8.1.3	Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr1.1.3: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

VA:Cr2.1.3 How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.2.3 How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

VA:Re7.2.3: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re8.1.3: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

UNIT ENDURING UNDERSTANDING

Creativity and innovative thinking are essential life skills that can be developed.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Visual imagery influences understanding of and responses to the world.

People gain insights into meanings of artworks by engaging in the process of art criticism.

UNIT DESCRIPTION

Students will continue to explore printmaking and use a stamping technique to create an original piece of artwork. They will recognize and understand how to create a stencil to create both positive and negative space in an artwork. Students will discover how artists can create a stencil to help them convey the idea of positive (filled) space and negative (empty) space.

Activities will include creating a stencil and using various media to stamp a print which conveys both positive and negative space. Students will create a stencil to stamp one or more prints onto a background of negative space. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply stencil, positive space, negative space, and monoprint.
- Create a piece of artwork using a stamping technique.
- Create a stencil to create both positive and negative space in an artwork.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Variety, design

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 6: 2D/3D Fine Motor Skills

TITLE: Assemblage/Sculpture

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.3	Create personally satisfying artwork using a variety of artistic processes and materials.	Content Knowledge	Mobile, stabile
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x Physical Skill	
		x Product Development	
		Learning Behavior	
VA:Cr2.2.3	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x Physical Skill	
		Product Development	
		x Learning Behavior	
VA:Cr2.3.3	Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		x Product Development	
		Learning Behavior	

VA:Pr.4.1.3	Investigate and discuss possibilities and limitations of spaces, including electronics, for exhibiting artwork.		Content Knowledge
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior

UNIT ESSENTIAL QUESTIONS

Priority- VA:Cr2.1.3: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.2.3: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

VA:Cr2.3.3: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA:Pr.4.1.3: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

UNIT DESCRIPTION

Students will develop fine motor skills using various media. They will be introduced to art and artists who create mobile and stabile sculptures. Students will understand the principle of art balance, and how it is applied in the creation of these sculptures.

Activities will include creating a mobile or stabile. Students will demonstrate proper scissor safety skills, proper use of a variety of adhesives, as well as proper methods of attachment.

Learning Targets: I CAN

- Identify and apply the terms mobile and stabile to artwork.
- Demonstrate knowledge of the principle of art balance, and how it is applied to sculptures.
- Create a mobile or stabile.

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Sculpture
RESOURCES	
Common Resource Google Document which highlights <i>diverse</i> : culture, art history, artists, and environment.	

UNIT 7: 3D Fine Motor Skills

TITLE: Clay

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.3	Create personally satisfying artwork using a variety of artistic processes and materials.		Content Knowledge	Coil, slip, score, smooth, attach
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr2.2.3	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Pr5.1.3	Identify exhibit space and prepare works of art including artists' statements, for presentation.		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re7.1.3	Speculate about processes an artist uses to create a work of art.		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

		Physical Skill	
		Product Development	
		Learning Behavior	

UNIT ESSENTIAL QUESTIONS

Priority: VA:Cr2.1.3: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.2.3: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

VA:Pr5.1.3: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Re7.1.3: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

UNIT DESCRIPTION

Students will develop and advance their manipulation skills using this medium. They will continue exploring form and texture as it relates to clay and sculpture. Activities will include an emphasis on rolling coils and constructing using this technique. Correct attachment techniques including slipping, scoring, and smoothing will be explored. Manipulation skills such as pinching and incorporating texture will be reviewed. Students will learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply coil, slip, score, smooth and attach in relation to clay.
- Demonstrate how to roll coils with clay.
- Create a piece of art using attachment techniques including slipping, scoring, and smoothing.
- Create a piece of artwork using manipulation techniques such as pinching and incorporating texture.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Pinch, form, texture

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.



Bristol Public Schools
Office of Teaching & Learning

Department	Visual Arts
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Art
Course Description for Program of Studies	N/A
Grade Level	4
Pre-requisites	N/A
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Line	Shape and Form	Space	Color	Printmaking	Assemblage/Sculpture (2D)	Clay (3D)
Creating							
VA:Cr1.1 Investigate, Plan, Make				S			S
VA:Cr2.1 Organize and develop artistic ideas and work	P	P	S	S	P	P	P
VA:Cr3.1 Refine and complete artistic work.				P			
Presenting							
VA:Pr4.1 Select, analyze and interpret artistic work for presentation.					S		S
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.						S	
VA:Pr6.1 Convey meaning through the presentation of artistic work.							

Responding							
VA:Re7.1 Perceive and analyze artistic work.	S	S	S		S		S
VA:Re8.1 Interpret intent and meaning in artistic work.			P				S
VA:Re9.1 Apply criteria to evaluate artistic work.							
Connecting							
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.							S
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		S					

UNIT 1: Line

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.4	Explore and invent art-making techniques and approaches.		Content Knowledge	parallel, perpendicular, intersecting, contour, visual texture
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Re7.2.4	Analyze components in visual imagery that convey messages.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.4: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Re7.2.4: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Visual imagery influences understanding of and responses to the world.

UNIT DESCRIPTION

Students will learn that lines can be described using visual and mathematical knowledge. Students will explore and expand their line vocabulary. They will learn to identify parallel, perpendicular, intersecting and contour lines within a composition.

Activities will include observing and recognizing mathematical lines in art and the environment. Students will draw lines within a composition that are parallel, perpendicular, intersecting. Students will also identify and create artwork exploring contour lines. Students will use lines to create visual texture. Students will create artwork using lines in a variety of media, techniques and processes. Students will continue to use art vocabulary when describing artwork. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply parallel, perpendicular, intersecting and contour lines within a composition.
- Identify and apply visual texture within a composition.
- Demonstrate knowledge of mathematical lines in art and the environment.
- Create artwork with lines that are parallel, perpendicular, and intersecting.
- Create artwork exploring contour lines.
- Create artwork using lines in a variety of media, techniques and processes.
- Create artwork using lines to create visual texture.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	texture lines, movement lines, expressive lines

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 2: Shape and Form

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.4	Explore and invent art-making techniques and approaches.		Content Knowledge	complex geometric shapes, parallelogram
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Re7.2.4	Analyze components in visual imagery that convey messages.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.4: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Re7.2.4: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Visual imagery influences understanding of and responses to the world.

UNIT DESCRIPTION

Students will review that shape is an element of art. They will continue to identify different kinds of basic and complex geometric shapes. Students will recognize parallelograms within their own artwork. Students will observe, describe and explore shapes artists use to create artwork, as well as shapes found in the environment.

Activities will include observing and recognizing shapes in art, along with creating shapes within their compositions. Students will continue to create artwork utilizing shapes in a variety of media, techniques and processes. Students will continue to use art vocabulary when describing artwork. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply complex geometric shapes- parallelograms.
- Identify parallelograms within my own artwork.
- Describe shapes artists use to create artwork, as well as shapes found in the environment.
- Create artwork using parallelograms.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	silhouette, shadow

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 3: Space
TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Re8.1.4	Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.		Content Knowledge	Realism
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re7.2.4	Analyze components in visual imagery that convey messages.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.3.4	Document, describe, and represent regional constructed environments.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Re8.1.4: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

VA:Re7.2.4: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Cr2.3.4: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

UNIT ENDURING UNDERSTANDING

People evaluate art based on various criteria.

Visual imagery influences understanding of and responses to the world.

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

UNIT DESCRIPTION

Students will explore spatial relationships in order to achieve realistic drawings. They will understand and continue to use size relationships and overlapping. Students will also explore how value, focus and color helps to achieve realism in an artwork.

Activities will include drawing objects within the environment that occupy space including, but not limited to, landscapes and still life arrangements. Students will continue to use art vocabulary in describing artwork. Students will continue to apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply realism in artwork.
- Create artwork using spatial relationships to achieve realistic drawings.
- Demonstrate how value, focus and color help to achieve realism in artwork.
- Create a drawing with objects within an environment that occupy space including, but not limited to, landscapes and still like arrangements.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	landscapes, still life, positive, negative, open space, detail

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 4: Color
TITLE: Painting

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr3.1.4	Revise artwork in progress on the basis of insights gained through peer discussion.		Content Knowledge	Tint, shade, value, scale, mixing, blending
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr1.1.4	Brainstorm multiple approaches to a creative art or design problem.		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.2.4	When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr3.1.4: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

VA:Cr1.1.4: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

VA:Cr2.2.4: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

UNIT ENDURING UNDERSTANDING

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Creativity and innovative thinking are essential life skills that can be developed.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

UNIT DESCRIPTION

Students will continue to learn that color is an element of art. Students will identify tints and shades. They will understand that a value scale is made up of various tints and shades of a single color. They will recognize and describe colors in artwork and in the environment. Students will observe how artists use color to represent things from real life as well as their imagination.

Activities will include creating works of art with tints and shades with a variety of media such as watercolors, liquid watercolors, tempera, tempera cakes, paint sticks, etc. Students will also be introduced to mixing and blending colors. Techniques could include brush, sponge application, resist. Students will continue to use art vocabulary when describing their artwork and the work of others. Students will continue to apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify tints and shades in artwork and the environment.
- Explain that a value scale is made up of various tints and shades of a single color.
- Describe colors in artwork and the environment.
- Create work of art with tints and shades with a variety of media such as watercolors, liquid watercolors, tempera, tempera cakes, paint sticks, etc.
- Create artwork using mixed and blended colors.

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Complementary, contrast
RESOURCES	
Common Resource Google Document which highlights <i>diverse</i> : culture, art history, artists, and environment.	

UNIT 5: Printmaking

TITLE: Printmaking

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.4	Explore and invent art-making techniques and approaches.		Content Knowledge	Monoprint, pull
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr2.2.4	When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Cr2.3.4	Document, describe, and represent regional constructed environments.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Pr.4.1.4	Analyze how past, present, and emerging technologies have	x	Content Knowledge	

	impacted the preservation and presentation of artwork.		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re7.2.4	Analyze components in visual imagery that convey messages.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.4: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.2.4: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

VA:Cr2.3.4: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA:Pr4.1.4: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

VA:Re7.2.4: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Visual imagery influences understanding of and responses to the world.

UNIT DESCRIPTION

Students will continue to explore printmaking using a variety of media to create an original artwork. They will recognize and understand the concept of a monoprint, and how it is quite different from a stencil print. A variety of media as well as printing methods will be explored further. They will recognize and understand the term mixed-media and how artists often use more than one media to convey their ideas.

Activities will include creating a monoprint using a variety of media which may include paint, ink, and marker. Students will pull an original print from a plate which can include paper, jelly, foam, tile, and/or acetate. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply monoprint and pull.
- Compare and contrast monoprint and stencil print.
- Explain the term mixed media and how artists often use more than one media to convey their ideas.
- Create a monoprint using a variety of media which may include paint, ink, and marker.
- Create artwork pulling an original print from a plate which can include paper, jelly, foam, like and/or acetate.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Stencil, positive space, negative space

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 6: 2D/3D Fine Motor Skills

TITLE: Assemblage/Sculpture

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.4	Explore and invent art-making techniques and approaches.		Content Knowledge	Weaving, loom, warp, weft, actual texture
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr2.2.4	When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Pr5.1.4	Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.4: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.2.4: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

VA:Pr5.1.4: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

UNIT DESCRIPTION

Students will develop fine motor skills using various media. They will be introduced to the weaving technique, and understand the concepts of weaving over and under to create a finished piece of art. Students will deepen fine motor skills by tying and knotting yarn. Students will begin to compare actual texture to visual texture. Students will also demonstrate advancement in cutting techniques, and begin cutting more intricate shapes from a variety of materials.

Activities will include creating a weaving using yarn or paper etc. Students will create a loom, out of various materials for example a plate, and weave over and under to produce a finished product. Students will begin to use found objects and materials to create actual texture. Students will also create a piece of art using advanced cutting skills, such as cutting notches, slits, and tabs.

Students will demonstrate proper scissor safety skills, as well as proper use of a variety of adhesives.

Learning Targets: I CAN

- Identify and apply the weaving technique, loom, warp, weft, actual texture
- Create a piece of artwork using the weaving technique of over and under.

- Create a piece of artwork using tying and knotting yarn.
- Compare and contrast actual texture to visual texture.
- Demonstrate advancement of cutting techniques and begin to cut more intricate shapes from a variety of materials.
- Create a piece of artwork using a weaving of yarn or paper.
- Create a loom out of various materials ,for example a plate, and weave over and under in order to produce a finished product.
- Create a piece of art using advanced cutting skills, such as cutting notches, slits, and tabs.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Mobile, stabile, sculpture

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 7: 3D Fine Motor Skills

TITLE: Clay

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.1.4	Brainstorm multiple approaches to a creative art or design problem.		Content Knowledge	Slab, functional, nonfunctional
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.1.4	Explore and invent art-making techniques and approaches.		Content Knowledge	Slab, functional, nonfunctional
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Pr.4.1.4	Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.	x	Content Knowledge	Slab, functional, nonfunctional
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re7.1.4	Compare responses to a work of art	x	Content Knowledge	Slab, functional, nonfunctional

	before and after working in similar media.	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re8.1.4	Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn10.1.4	Create works of art that reflect community cultural traditions.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr1.1.4: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

VA:Cr2.1.4: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Pr4.1.4: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

VA:Re7.1.4: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn

from our responses to art?

VA:Re8.1.4: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

VA:Cn10.1.4:How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

UNIT ENDURING UNDERSTANDING

Creativity and innovative thinking are essential life skills that can be developed.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

People gain insights into meanings of artworks by engaging in the process of art criticism.

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

UNIT DESCRIPTION

Students will continue to refine and expand their 3D fine motor skills through manipulation of clay. They will be introduced to the slab technique, and apply texture to the surface of the slab. Activities may include bowls,tiles etc. Students will learn the difference between functional and nonfunctional as it applies to clay.

Students will apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply slab, and functional vs nonfunctional.
- Demonstrate use of the slab technique, and apply texture to the surface of a slab.
- Compare and contrast functional and nonfunctional as they apply to clay.
- Create a bowl, tile, ect using the slab technique.

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Coil, slip, score, smooth, attach
RESOURCES	
Common Resource Google Document which highlights <i>diverse</i> : culture, art history, artists, and environment.	



Bristol Public Schools
Office of Teaching & Learning

Department	Visual Arts
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Art
Course Description for Program of Studies	N/A
Grade Level	5
Pre-requisites	N/A
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Line	Shape and Form	Space	Color	Printmaking	Assemblage/Sculpture (2D)	Clay (3D)
Creating							
VA:Cr1.1 Investigate, Plan, Make		S	S				
VA:Cr2.1 Organize and develop artistic ideas and work	P	P	P	P	P	P	P
VA:Cr3.1 Refine and complete artistic work.	S						S
Presenting							
VA:Pr4.1 Select, analyze and interpret artistic work for presentation.						S	
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.				S	S		
VA:Pr6.1 Convey meaning through the presentation of artistic work.		S					

Responding							
VA:Re7.1 Perceive and analyze artistic work.	S						
VA:Re8.1 Interpret intent and meaning in artistic work.					S		
VA:Re9.1 Apply criteria to evaluate artistic work.							S
Connecting							
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.	S		S			S	
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.							S

UNIT 1: LINE

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.5	Experiment and develop skills in multiple art-making techniques and approaches through practice.		Content Knowledge	Converging lines
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr3.1.5	Create artist statements using art vocabulary to describe personal choices in art-making.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn10.1.5	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

PRIORITY: VA:Cr2.1.5: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr3.1.5: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

VA:Cn10.1.5: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

UNIT DESCRIPTION

Students will continue to learn that lines can be found within their environment. Students will continue to explore line as an element of art and expand their line vocabulary. They will learn how to draw converging lines that create the illusion of space.

Activities will include observing and recognizing lines in art and the environment. Students will draw in one point perspective with converging lines that create the illusion of space. Students will create artwork exploring lines in a variety of media, techniques and processes. Students will continue to use art vocabulary when describing artwork. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Draw in one point perspective with converging lines to create the illusion of space.
- Create artwork exploring lines in a variety of media, techniques and processes.
- Identify and apply converging lines.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	parallel, perpendicular, intersecting, contour
RESOURCES	
Common Resource Google Document which highlights <i>diverse</i> : culture, art history, artists, and environment.	

UNIT 2: SHAPE AND FORM

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.5a	Experiment and develop skills in multiple art-making techniques and approaches through practice		Content Knowledge	Complex geometric shapes, trapezoid
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.3.5a	Identify, describe, and visually document places and/or objects of personal significance.		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr1.1.5a	Combine ideas to generate an innovative idea for art-making.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.5a: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.3.5a: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA:Cr1.1.5a: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Creativity and innovative thinking are essential life skills that can be developed.

UNIT DESCRIPTION

Students will continue to identify different kinds of shapes including organic and complex geometric. Students will continue to observe, describe and explore shapes artists use to create artwork, as well as shapes found in the environment. Students will learn how to transform two-dimensional shapes into three-dimensional shapes using a one-point perspective.

Activities will include observing and recognizing shapes in art and the environment. Students will continue to create artwork utilizing shapes in a variety of media, techniques and processes. Students will continue to use art vocabulary when describing artwork. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply complex geometric shapes- the trapezoid.
- Transform two-dimensional shapes into three-dimensional shapes using one-point perspective.
- Create a work of art utilizing complex geometric shapes.

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Organic and geometric
RESOURCES	
Common Resource Google Document which highlights <i>diverse</i> : culture, art history, artists, and environment.	

UNIT 3: SPACE

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr 2.1.5	Experiment and develop skills in multiple art-making techniques and approaches through practice		Content Knowledge	Perspective, proportion
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn 10.1.5	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr 1.1.5	Combine ideas to generate an innovative idea for art-making.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.5: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cn10.1.5 : How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of the lives of their communities through art-making?

VA:Cr1.1.5: What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches.

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge and experience.

Creativity and innovative thinking are essential life skills that can be developed.

UNIT DESCRIPTION

Students will explore spatial relationships. With three dimensional art, the space things occupy is real as is the space around objects. Two dimensional art exists on a flat surface, so if something looks three dimensional- it is an illusion and can be enhanced through the use of size, shading, placement and perspective. Students will continue to use size relationships and overlapping.

Activities will include drawing objects within the environment that occupy space. Students will continue to use art vocabulary in describing artwork. Students will continue to apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply perspective and proportion
- Create a drawing that shows objects occupying space.
- Create artwork demonstrating the use of spatial relations.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

N/A

Realism

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 4: COLOR

TITLE: Painting

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.5	Experiment and develop skills in multiple art-making techniques and approaches through practice.		Content Knowledge	Monochromatic, analogous
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.2.5	Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Pr5.1.5	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.5: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.2.5:How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

VA:Pr5.1.5:What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

UNIT DESCRIPTION

Students will continue to learn that color is an element of art. Students will identify monochromatic and analogous colors. They will understand that monochromatic colors are various tints and shades of a single color. They will understand that analogous colors are groups of three colors that are next to each other on a twelve part color wheel; being made up of a primary, secondary, and tertiary color. They will recognize and describe colors in artwork and in the environment. Students will observe how artists use color to represent things from real life as well as their imagination.

Activities will include creating works of art with monochromatic and analogous colors with a variety of media such as watercolors, liquid watercolors, tempera, tempera cakes, paint sticks, etc. Techniques could include brush, sponge application, resist. Students will also continue their practice of mixing and blending with monochromatic and analogous colors. Students will continue to use art vocabulary when describing their artwork and the work of others. Students will continue to apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply monochromatic and analogous colors to artwork.

- Create artwork with monochromatic and analogous colors with a variety of media such as watercolors, liquid watercolors, tempera, tempera cakes, paint sticks, etc.
- Demonstrate techniques including brush, spine application, resist.
- Explain that analogous colors are groups of three colors that are next to each other on a twelve part color wheel: being made up of primary, secondary, and tertiary colors.
- Describe colors in artwork and the environment.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Tint, shade, value scale, mixing/blending

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 5: PRINTMAKING

TITLE: Printmaking

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.5	Experiment and develop skills in multiple art-making techniques and approaches through practice.		Content Knowledge	Mixed-media
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.2.5	Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.		Content Knowledge	Mixed-media
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Pr5.1.5	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.	x	Content Knowledge	Mixed-media
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re8.1.5	Interpret art by analyzing characteristics of form and	x	Content Knowledge	Mixed-media

structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
	Physical Skill
	Product Development
	Learning Behavior

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.5: How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break.

VA:Cr2.2.5:How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

VA:Pr5.1.5: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Re8.1.5: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

UNIT ENDURING UNDERSTANDING

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

People gain insights into the meaning of artworks by engaging in the process of art criticism.

UNIT DESCRIPTION

Students will continue to explore printmaking using a variety of media to create original artwork.They will recognize and understand the term mixed-media and how artists often use more than one media to convey their ideas.

Activities will include creating a printed artwork using a variety of media and tools which may include paint, ink, marker, brayer and plate . Students will pull an original print. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply mixed-media to artwork.
- Recognize and understand the term mixed media and how artists use more than one media to convey their ideas.
- Create a printed artwork using a variety of media and tools which may include paint, ink, marker, brayer and plate.
- Create an original print.

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Monoprint, pull
RESOURCES	
Common Resource Google Document which highlights <i>diverse</i> : culture, art history, artists, and environment.	

UNIT 6:2D/3D FINE MOTOR SKILLS

TITLE: Assemblage/Sculpture

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.5	Experiment and develop skills in multiple art-making techniques and approaches through practice.		Content Knowledge	Origami, optical illusion
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.2.5	Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Cn10.1.5	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.5: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.2.5: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

VA:Cn10.1.5: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

UNIT DESCRIPTION

Students will continue to refine and develop fine motor skills using various media. They will understand and demonstrate a difference between relief sculpture and sculpture in the round.

Students will understand how artists select media, techniques and processes and analyze and what makes them effective in communicating ideas.

Students will create artwork using computers or other technology. Activities will include advanced paper folding techniques to create a symmetrical or radially symmetrical paper sculpture (origami). Students will also create a 3 dimensional sculpture out of various materials (i.e. foil, fabric, cardboard, foam etc.).

Students will demonstrate proper scissor safety skills, as well as proper use of a variety of adhesives.

Learning Targets: I CAN

- Identify and apply origami and optical illusion to artwork.
- Demonstrate a difference between relief structure and sculpture in the round.
- Explain how artists select media, techniques and processes.
- Analyze what makes the media effective in communicating ideas.

- Create artwork using computers or other technology.
- Create artwork including paper folding techniques to create a symmetrical or radially symmetrical paper sculpture (origami).
- Create a 3 dimensional sculpture out of various materials (i.e. foil, fabric, cardboard, foam etc.)
- Demonstrate proper scissor safety skills, as well as proper use of a variety of adhesives.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Weaving

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 7: 3D FINE MOTOR SKILLS

TITLE: Clay

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.2.5	Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.		Content Knowledge	Slip & score, functional, nonfunctional
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr3.1.5	Create artist statements using art vocabulary to describe personal choices in art-making.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.2.5: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

VA:Cr3.1.5: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

UNIT ENDURING UNDERSTANDING

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

UNIT DESCRIPTION

Students will continue to refine and expand their 3D fine motor skills through manipulation of clay. Emphasis will be on proper attachment of clay pieces (slip & score). Students will review the difference between functional and nonfunctional as it applies to clay. Activities may include functional or nonfunctional pieces that incorporate proper attachment of slip and score.

Students will learn the difference between functional and nonfunctional as it applies to clay. Texture - introduce texture rollers and/or molds while expanding upon use of clay tools. Students will apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply slip and score.
- Identify and apply the difference between functional and nonfunctional as it applies to clay.
- Demonstrate proper attachment of clay pieces (slip and score).
- Create pieces of artwork using slip and score.
- Explain the difference between functional and nonfunctional tools as they apply to clay.
- Demonstrate proper safety procedures

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Slab, functional, nonfunctional

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.



Bristol Public Schools
Office of Teaching & Learning

Department	Music
Department Philosophy	<p>Music is a vital component in developing the whole child. Music education offers a unique learning opportunity to explore individual creativity, artistic expression and in-depth understanding of past and present cultures in our diverse world.</p> <p>A comprehensive music education will enable students to develop their musical abilities through self-discipline and focus, leading to increased confidence in learning across the entire curriculum.</p> <p>We believe that all students should have a comprehensive, balanced, and sequential curriculum of in-school instruction in music education in accordance with national, state and local standards, and that an education in music will develop the lifelong learning abilities and aesthetic skills necessary to contribute to a more cultured, educated society.</p>
Course	Band
Course Description for Program of Studies	N/A
Grade Level	6
Pre-requisites	N/A
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; S indicates a supporting standard

District Learning Expectations and Standards	Time Signature	Tempo	Rhythm	Identifying in the text	Scales	Rudiments	Intonation	Tonging/Stroke	Embouchure/Grip
Creating									
MU:Cr1.1 Generate and conceptualize artistic ideas and work.			S						
MU:Cr2.1 Organize and develop artistic ideas and work.			S						
MU:Cr3.1 Refine and complete artistic work.			S						
Performing									
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.	P	P		P	P	P		S	P
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.			P						
MU:Pr6.1 Convey meaning through the presentation of artistic work.		S	P	S	S	S	P	P	
Responding									

UNIT 1: $\frac{3}{4}$ Time Signature

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E.	<ul style="list-style-type: none"> Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. 	X	Content Knowledge	Time Signature, measure, beat
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use $\frac{3}{4}$ time

Lesson Targets: I CAN

- Identify $\frac{3}{4}$ time
- Count basic rhythms in $\frac{3}{4}$ time
- Perform simple melodies in $\frac{3}{4}$ time

Learning Activities:

- Exercises from method book in $\frac{3}{4}$
- Differentiate between $\frac{3}{4}$ and $\frac{2}{4}$ and $\frac{4}{4}$ in examples
- Review what the top and bottom numbers of time signatures mean
- Learn and/or perform a band piece in $\frac{3}{4}$
- Write in the counting of a rhythm in $\frac{3}{4}$

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
That there is a fourth beat	Quarter note value, $\frac{2}{4}$, $\frac{4}{4}$

RESOURCES

- Lesson Book
- Rep in $\frac{3}{4}$
- Rhythm worksheets in $\frac{3}{4}$

UNIT 2: Basic Tuning

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr6.1.E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	Flat, sharp, push in, pull out
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and execute basic tuning (pushing in and pulling out) while using a tuner

Lesson Targets: I CAN

- Explain the difference between sharp and flat in reference to the pitch on my instrument

- Pull out or push in based on whether I am flat or sharp
- Adjust my instrument accordingly.

Learning Activities:

- Exercises from method book (chords)
- Various exercises and games using a tuner
- Playing with a drone

RESOURCES

Chromatic tuners and/or tuner apps
Lesson books
Ensemble repertoire

UNIT 3: Multiple Measure Rest

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Rest, measure, time signature, beat,
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1.E.	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use multi measure rests

Lesson Targets: I CAN

- Identify multi measure rests in music.
- Count multi measure rests in the context of the music.
- Perform multi measure rests in the context of the music.

Learning Activities:

- Exercises from method book or other sources with multi measure rests.
- Learn and/or perform a band piece with multi measure rests.
- Various exercises and games with multi measure rests

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
Everything is in 4, only notes are part of music,	Whole rests, time signature
RESOURCES	
Lesson Book Rep with multi measure rests Rhythm worksheets with multi measure rests	

UNIT 4: Intro of dotted quarter and single eighth notes

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr6.1.E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	Dotted quarter note, single eighth note, composition, composer, composing, to compose, subdivide
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
MU:Cr3.1	Refine and complete artistic work.		<input type="checkbox"/> Content Knowledge <input type="checkbox"/> Skill <input type="checkbox"/> Physical Skill <input checked="" type="checkbox"/> Product Development <input type="checkbox"/> Learning Behavior	
MU:Re9.1	Apply criteria to evaluate artistic work.		<input checked="" type="checkbox"/> Content Knowledge <input type="checkbox"/> Skill <input type="checkbox"/> Physical Skill <input type="checkbox"/> Product Development <input type="checkbox"/> Learning Behavior	
MU:Cn10.0	Synthesize and relate knowledge and personal experiences to make art.		<input type="checkbox"/> Content Knowledge <input type="checkbox"/> Skill <input type="checkbox"/> Physical Skill <input type="checkbox"/> Product Development <input checked="" type="checkbox"/> Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?
- When is creative work ready to share?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?

UNIT ENDURING UNDERSTANDING

- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and execute dotted quarter eighth note rhythms

Lesson Targets: I CAN

- Identify dotted quarter and single eighth notes in the music
- Count dotted quarter and single eighth note rhythms
- Perform dotted quarter and single eighth note rhythms

Learning Activities:

- Exercises from method book
- Various exercises and games using this rhythm (variations on familiar tunes, counting sheets with this rhythm, sight reading exercises with this rhythm)
- Learn and/or perform a band piece with dotted quarter and single eighth notes

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
Just 2 quarter notes, the dot doesn't exist, the eighth is a pick up,	Ability to dissect the beat (subdivision), quarter notes, eighth notes, dotted half notes,
RESOURCES	
Lesson books Ensemble repertoire	

UNIT 5: Intro of Ritardando and Accelerando

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
MU:Pr4.2. E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Ritardando, accelerando,, tempo, beat, gradual, conductor,	gradual
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
		X	Product Development		
			Learning Behavior		
MU:Pr4.3. E	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.(P)	X	Content Knowledge		
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and execute tempo changes appropriately

Lesson Targets: I CAN

- Identify ritardando (“rit”) in the music
- Define ritardando
- Identify accelerando (“accel”) in the music
- Define accelerando
- Perform tempo changes by following a conductor

Learning Activities:

- Exercises from method book
- Various exercises and games following the conductor through tempo changes (internal pulse, follow conductor, variations on familiar tunes)
- Marking the text (glasses, arrows)
- Learn and/or perform a band piece with rit. and/or accel.

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
You don't need to watch your conductor, lack of knowledge about conductor's purpose, ignore musical directions,	Tempo meanings, feeling the beat,
RESOURCES	
Lesson Book Ensemble repertoire	

UNIT 6: Music Literacy - Rudiments

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Rudiments, sticking, stroke, 9 stroke roll,
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1.E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use the 9 stroke rolls.

Lesson Targets: I CAN

- Identify 9 stroke rolls
- Read 9 stroke rolls
- Perform 9 stroke rolls in the context of the music.

Learning Activities:

- Exercises from method book or other sources with 9 stroke rolls.
- Learn and/or perform with the 9 stroke rolls
- Various exercises and games with the 9 stroke rolls.

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
Hit it hard and fast,	Subdivision of beat,
RESOURCES	
Lesson Book Rep with 9 stroke rolls Worksheets with 9 stroke rolls	

UNIT 7: F Major Scale and Arpeggio

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Scale, arpeggio, key signature, major, ascending, descending,
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1.E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use the F Major Concert Scale

Lesson Targets: I CAN

- Identify the F Major Concert Scale.
- Read the F Major Concert Scale.
- Perform the F Major Concert Scale one octave ascending and descending.

Learning Activities:

- Exercises from method book or other sources with the F Major Concert Scale.
- Learn and/or perform with the F Major Concert Scale.
- Various exercises and games with the F Major Concert Scale

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

Playing 'the scale',

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

Pitches in F Major,

RESOURCES

Lesson Book
Rep with the F Major Concert Scale
Worksheets with the F Major Concert Scale

UNIT 8: Instrument Technique - Grip

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Grip, timpani, mallet,
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re7.2.E	Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- How does understanding the structure and context of the music influence a response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and execute correct timpani mallet grip

Lesson Targets: I CAN

- Identify timpani mallets
- Compare and contrast timpani grip to matched stick grip
- Demonstrate correct timpani grip on the mallets

Learning Activities:

- Exercises from method book
- Various exercises and games using timpani
- Learn and/or perform a band piece on the timpani

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
All grip is the same,	Correct snare grip,
RESOURCES	
Various sheet music Lesson books Fundamentals Studies for Timpani by Garwood Whaley	

UNIT 9: Articulation

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
MU:Pr6.1.E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Legato, staccato, accent, slur
		X	
MU:Pr4.1.E	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.	X	
MU:Re7.2.E	Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Content Knowledge <input type="checkbox"/> Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) <input checked="" type="checkbox"/> Physical Skill <input type="checkbox"/> Product Development <input type="checkbox"/> Learning Behavior 	

UNIT ESSENTIAL QUESTIONS

- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?
- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How does understanding the structure and context of the music influence a response?

UNIT ENDURING UNDERSTANDING

- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and execute basic articulation (legato, staccato, accent and slur)

Lesson Targets: I CAN

- Identify basic articulation notation (legato, staccato, accent and slur)
- Explain basic articulation notation (legato, staccato, accent and slur)
- Demonstrate basic articulation on my instrument (legato, staccato, accent and slur)

Learning Activities:

- Exercises from method book
- Various exercises and games using these articulations (variations on familiar tunes, sight reading and other exercises with these articulations)

- Learn and/or perform a band piece with these articulations

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

Ties and slurs are the same, ignore the symbols,

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

What is a tie? How to tongue.

RESOURCES

Various sheet music
Lesson books

Ensemble repertoire

Suggested pieces:

Shine by Rob Grice



Bristol Public Schools
Office of Teaching & Learning

Department	Music
Department Philosophy	<p>Music is a vital component in developing the whole child. Music education offers a unique learning opportunity to explore individual creativity, artistic expression and in-depth understanding of past and present cultures in our diverse world.</p> <p>A comprehensive music education will enable students to develop their musical abilities through self-discipline and focus, leading to increased confidence in learning across the entire curriculum.</p> <p>We believe that all students should have a comprehensive, balanced, and sequential curriculum of in-school instruction in music education in accordance with national, state and local standards, and that an education in music will develop the lifelong learning abilities and aesthetic skills necessary to contribute to a more cultured, educated society.</p>
Course	Band
Course Description for Program of Studies	N/A
Grade Level	7
Pre-requisites	N/A
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; S indicates a supporting standard

District Learning Expectations and Standards	Time Signature	Tempo	Rhythm	Identifying in the text	Scales	Rudiments	Intonation	Tonging/Stroke	Embouchure/Grip
Creating									
MU:Cr1.1 Generate and conceptualize artistic ideas and work.			S						
MU:Cr2.1 Organize and develop artistic ideas and work.			S						
MU:Cr3.1 Refine and complete artistic work.			S						
Performing									
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.	P	P		P	P	P		S	P
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.			P						
MU:Pr6.1 Convey meaning through the presentation of artistic work.		S	P	S	S	S	P	P	
Responding									

UNIT 1: Intro of '*a tempo*'

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Re7.2.E	Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	X	Content Knowledge	' <i>a tempo</i> ' , accelerando, ritardando, fermata,
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
MU:Pr4.2.E	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3.E	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of the music influence a response?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?

UNIT ENDURING UNDERSTANDING

- Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and execute a tempo

Lesson Targets: I CAN

- Identify a tempo in the music
- Define a tempo
- Perform tempo changes by following a conductor

Learning Activities:

- Exercises from method book
- Various exercises and games following the conductor through tempo changes (internal pulse, follow conductor, variations on familiar tunes)
- Marking the text (glasses, arrows, etc.)
- Learn and/or perform a band piece with an a tempo

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
Go fast!	Accelerando, ritardando, fermata, allegro, moderato, andante
RESOURCES	
Lesson books Ensemble repertoire	

UNIT 2: Alla breve time signature (AKA “Cut Time”)

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Cut time, subdivision,
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use cut time

Lesson Targets: I CAN

- Identify cut time (2/2 or symbol)
- Count basic rhythms in 2/2 time
- Perform simple melodies in 2/2 time

Learning Activities:

- Exercises from method book in 2/2
- Differentiate between 2/2 and 4/4 in examples
 - Intro music in 4/4, transition into 2/2
- Review what the top and bottom numbers of time signatures mean
- Learn and/or perform a band piece in 2/2
- Write in the counting of a rhythm in 2/2

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

Just fast 4/4,

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

How to read in 4/4, how to subdivide,

RESOURCES

Lesson Book
Rep in 2/2

UNIT 3: Divisi

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Divisi, a2
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1.E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use divisi

Lesson Targets: I CAN

- Identify divisi in music.
- Read divisi parts.
- Perform using divisi in the context of the music.

Learning Activities:

- Exercises from method book or other sources with divisi.
- Learn and/or perform a band piece with divisi.
- Various exercises and games with divisi
- Marking the text (glasses, arrows, etc.)

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
Top part is better, bottom part is easier,	N/A
RESOURCES	
Lesson Book Rep with divisi Worksheets with divisi	

UNIT 4: 1st and 2nd ending

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
MU:Pr4.2.E	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	First and second endings Repeat sign	Implied
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
		X	Product Development		
			Learning Behavior		
MU:Pr6.1.E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge		
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		X	Physical Skill		
			Product Development		
			Learning Behavior		

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use 1st and 2nd endings

Lesson Targets: I CAN

- Identify 1st and 2nd endings in music.
- Read 1st and 2nd ending.
- Perform using 1st and 2nd endings in the context of the music.

Learning Activities:

- Exercises from method book or other sources with 1st and 2nd endings.
- Learn and/or perform a band piece with 1st and 2nd endings.
- Various exercises and games with 1st and 2nd endings
 - o Familiar tunes that can be modified to have 1st and 2nd endings.
- Marking the text (glasses, arrows, etc.)

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

On 2nd ending, play the first ending again
Playing straight through

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

Repeat sign

RESOURCES

Lesson Book
Rep with 1st and 2nd endings
Worksheets with 1st and 2nd endings

UNIT 5: Roadmaps

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Da Capo
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Del segno
			Physical Skill	Al fine
		X	Product Development	Al coda
			Learning Behavior	
MU:Pr6.1.E.	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use Da Capo/Dal Segno with al Fine/al Coda.

Lesson Targets: I CAN

- Identify Da Capo/Dal Segno with al Fine/al Coda in music.
- Navigate Da Capo/Dal Segno with al Fine/al Coda in music.
- Perform using Da Capo/Dal Segno with al Fine/al Coda in the context of the music.

Learning Activities:

- Exercises from method book or other sources with Da Capo/Dal Segno with al Fine/al Coda.
- Learn and/or perform a band piece with Da Capo/Dal Segno with al Fine/al Coda.
- Various exercises and games with Da Capo/Dal Segno with al Fine/al Coda.
- Marking the text (glasses, arrows, etc.)

ADDITIONAL CONSIDERATIONS**COMMON MISCONCEPTIONS**

DC and DS are the same

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

N/A

RESOURCES

Lesson Book

Rep with Da Capo/Dal Segno with al Fine/al Coda.

Worksheets with Da Capo/Dal Segno with al Fine/al Coda.

UNIT 6: Basic Tuning

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr6.1.E.	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	Tuner
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and execute basic tuning (pushing in and pulling out) while using a tuner

Lesson Targets: I CAN

- Use a tuner with teacher help to identify basic tuning
- Use a tuner with teacher help to know whether the pitch is sharp, flat, or in tune.
- Adjust my instrument accordingly.

Learning Activities:

- Exercises from method book (chords)
- Various exercises and games using a tuner
- Playing with a drone

Assessment of Learning:

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
Blowing harder will change your pitch	Flat sharp

RESOURCES

Chromatic tuners and/or tuner apps
Lesson books

UNIT 7 :Intro of 4 beamed sixteenth notes

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary	
MU:Pr6.1. E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. (P)		Sixteenth notes	
				Content Knowledge
				Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
		X		Physical Skill
				Product Development
	Learning Behavior			
MU:Pr5.1. E	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. (P)		Sixteenth notes	
				Content Knowledge
				Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
				Physical Skill
		X		Product Development
	Learning Behavior			
MU:Cr1.1. E	Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal. (S)		Sixteenth notes	
				Content Knowledge
		X		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
				Physical Skill
		X		Product Development
	Learning Behavior			
MU:Cr2.1. E	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding		Sixteenth notes	
				Content Knowledge
		X		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
	Physical Skill			

	of characteristic(s) of music or text(s) studied in rehearsal.(S)	X	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?
- How do musicians improve the quality of their performance?
- How do musicians generate creative ideas?
- How do musicians make creative decisions?

UNIT ENDURING UNDERSTANDING

- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.

UNIT DESCRIPTION

Objectives: Students will demonstrate their ability to...

- Understand and execute 4-beamed sixteenth note rhythms

Lesson Targets: I CAN

- Identify sixteenth notes in the music
- Count sixteenth note rhythms
- Perform sixteenth note rhythms

Learning Activities:

- Exercises from method book
- Various exercises and games using this rhythm (variations on familiar tunes, counting sheets with this rhythm, sight reading exercises with this rhythm,
- Basic composition using sixteenth notes
- Learn and/or perform a band piece with sixteenth notes

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
Have to be fast Same as eighth notes	subdivision

RESOURCES

Resources:

Lesson books
 Ensemble repertoire

Suggested pieces:

Fanfare for a Galactic Empire

UNIT 8: 5 Stroke rolls

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	5 stroke roll
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1. E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Objectives: Students will demonstrate their ability to...

- Understand and use 5 stroke rolls.

Lesson Targets: I CAN

- Identify 5 stroke rolls
- Read 5 stroke rolls
- Perform 5 stroke rolls in the context of the music.

Learning Activities:

- Exercises from method book or other sources with 5 stroke rolls.
- Learn and/or perform with the 5 stroke rolls
- Various exercises and games with the 5 stroke rolls.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

Move sticks really fast

Same as a 9 stroke roll

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

Roll technique

16th notes

9 stroke roll

RESOURCES

Lesson Book

Rep with 5 stroke rolls

Worksheets with 5 stroke roll

UNIT 9: Drag

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Drag
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1.E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Objectives: Students will demonstrate their ability to...

- Understand and use drag technique.

Lesson Targets: I CAN

- Identify drags
- Read drags
- Perform drags in the context of the music.

Learning Activities:

- Exercises from method book or other sources with drags.
- Learn and/or perform with the drags
- Various exercises and games with drags.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

Same as a flam

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

Flam

Double bounce

RESOURCES

Lesson Book
Rep with drags
Worksheets with drags

UNIT 10: Flam tap

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Flam tap
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1.E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Objectives: Students will demonstrate their ability to...

- Understand and use flam tap technique.

Lesson Targets: I CAN

- Identify flam tap
- Read flam tap
- Perform flam tap in the context of the music.

Learning Activities:

- Exercises from method book or other sources with flam tap.
- Learn and/or perform with the flam tap
- Various exercises and games with flam tap.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

Sticking doesn't matter

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

Alternate sticking

Flam

RESOURCES

Lesson Book
Rep with flam tap
Worksheets with flam tap

UNIT 11: Eb Major Scale and Arpeggio

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Eb Major
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1. E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Objectives: Students will demonstrate their ability to...

- Understand and use the Eb Major Concert Scale

Lesson Targets: I CAN

- Identify the Eb Major Concert Scale.
- Read the Eb Major Concert Scale.
- Perform the Eb Major Concert Scale one octave ascending and descending.

Learning Activities:

- Exercises from method book or other sources with the Eb Major Concert Scale.
- Learn and/or perform with the Eb Major Concert Scale.
- Various exercises and games with the Eb Major Concert Scale

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
Same as Bb Bb is 'the scale' Key signature does not exist	How to play an arpeggio

RESOURCES

Lesson Book
Rep with the Eb Major Concert Scale
Worksheets with the Eb Major Concert Scale

UNIT 14: Articulation, Tenuto & Staccato

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr6.1.E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	Tenuto, staccato
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
MU:Pr4.1.E	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MU:Pr4.2.E	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

MU:Pr4.3.E	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MU:Re7.2.E	Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?
- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How does understanding the structure and context of the music influence a response?

UNIT ENDURING UNDERSTANDING

- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.

- Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and execute the different lengths of staccato and tenuto

Lesson Targets: I CAN

- Identify the different lengths of staccato and tenuto
- Explain the different lengths of staccato and tenuto
- Demonstrate the different lengths of staccato and tenuto on my instrument

Learning Activities:

- Exercises from method book
- Various exercises and games using these articulations (variations on familiar tunes, sight reading and other exercises with these articulations)
- Learn and/or perform a band piece with these articulations

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
That the staccato dot is the same as a dotted note	Staccato
Don't tongue the 'smooth' notes	

RESOURCES

Various sheet music
Lesson books



Bristol Public Schools
Office of Teaching & Learning

Department	Music
Department Philosophy	<p>Music is a vital component in developing the whole child. Music education offers a unique learning opportunity to explore individual creativity, artistic expression and in-depth understanding of past and present cultures in our diverse world.</p> <p>A comprehensive music education will enable students to develop their musical abilities through self-discipline and focus, leading to increased confidence in learning across the entire curriculum.</p> <p>We believe that all students should have a comprehensive, balanced, and sequential curriculum of in-school instruction in music education in accordance with national, state and local standards, and that an education in music will develop the lifelong learning abilities and aesthetic skills necessary to contribute to a more cultured, educated society.</p>
Course	Band
Grade Level	8
Course description	N/A
Pre-requisites	N/A
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; S indicates a supporting standard

District Learning Expectations and Standards	Time Signature	Tempo	Rhythm	Identifying in the text	Scales	Rudiments	Intonation	Tonging/Stroke	Embouchure/Grip
Creating									
MU:Cr1.1 Generate and conceptualize artistic ideas and work.			S						
MU:Cr2.1 Organize and develop artistic ideas and work.			S						
MU:Cr3.1 Refine and complete artistic work.			S						
Performing									
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.	P	P		P	P	P		S	P
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.			P						
MU:Pr6.1 Convey meaning through the presentation of artistic work.		S	P	S	S	S	P	P	

UNIT 1: 6/8 time

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Compound meter
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use cut time

Lesson Targets: I CAN

- Identify 6/8
- Count basic rhythms in 6/8 time
- Perform simple melodies in 6/8 time

Learning Activities:

- Exercises from method book in 6/8
- Differentiate between 6/8 and 2/4 in examples
 - Start in 6, transition to 2 (usually)
- Review what the top and bottom numbers of time signatures mean
- Learn and/or perform a band piece in 6/8
- Write in the counting of a rhythm in 6/8

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
It's just like 4/4, ¾, 2/4,...	How to read a time signature

RESOURCES

Lesson Book
 Rep in 6/8
 Rhythm worksheets in 6/8

Suggested Repertoire:
 Pegasus
 March of the Arachnids
 Fright Night
 Washington Post March
 Air Force March

UNIT 2: Woodwind Trills

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	trill
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1. E.	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use trills (woodwinds only)

Lesson Targets: I CAN

- Identify trills (woodwinds only) in music.
- Read trills (woodwinds only).
- Perform using trills (woodwinds only) in the context of the music.

Learning Activities:

- Exercises from method book or other sources with trills (woodwinds only).
- Learn and/or perform a band piece with trills (woodwinds only).
- Various exercises and games with trills (woodwinds only)

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

N/A

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

Fingerings

RESOURCES

Lesson Book
Rep with trills (woodwinds only)
Worksheets with trills (woodwinds only)

Suggested Rep
 Skygazer Fanfare

UNIT 3: Intro of eighth note triplets

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr6.1.E.	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	Eighth note triplets
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
MU:Re7.1.E.	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.		Content Knowledge	Eighth note triplets
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?
- How do individuals choose music to experience?

UNIT ENDURING UNDERSTANDING

- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and execute eighth note triplet rhythms (in simple meter)

Lesson Targets: I CAN

- Identify eighth note triplets in the music
- Count eighth note triplets rhythms
- Perform eighth note triplets rhythms

Learning Activities:

- Exercises from method book
- Standard arpeggios following major scales
- Various exercises and games using this rhythm (variations on familiar tunes, counting sheets with this rhythm, sight reading exercises with this rhythm)
- Learn and/or perform a band piece with triplet eighth notes

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

2 eighths and a quarter (uneven distribution of the notes)

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

N/A

RESOURCES

Lesson books

Ensemble repertoire

Suggested pieces:

Finale from the New World -Dvorak arr. Roszell

Fright Night arr. James Kazik

Star Wars (main theme)

UNIT 4: 17 Stroke rolls

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	17 stroke roll
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1.E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use 17 stroke rolls.

Lesson Targets: I CAN

- Identify 17 stroke rolls
- Read 17 stroke rolls
- Perform 17 stroke rolls in the context of the music.

Learning Activities:

- Exercises from method book or other sources with 17 stroke rolls.
- Learn and/or perform with the 17 stroke rolls
- Various exercises and games with the 17 stroke rolls.

ADDITIONAL CONSIDERATIONS**COMMON MISCONCEPTIONS**

N/A

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

5 stroke roll

9 stroke roll

RESOURCES

Lesson Book

Rep with 17 stroke rolls

Worksheets with 17 stroke rolls

UNIT 5: Flam Paradiddle

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Flam paradiddle
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1.E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use flam paradiddle technique.

Lesson Targets: I CAN

- Identify flam paradiddle
- Read flam paradiddle
- Perform flam paradiddle in the context of the music.

Learning Activities:

- Exercises from method book or other sources with flam paradiddle.
- Learn and/or perform with the flam paradiddle
- Various exercises and games with flam paradiddle.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

Sticking doesn't matter

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

Flam

paradiddle

RESOURCES

Lesson Book

Rep with flam paradiddle

Worksheets with flam paradiddle

UNIT 6: Bb Chromatic Scale one octave

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Chromatic Enharmonic Half step
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1.E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use the Bb Chromatic Scale one octave

Lesson Targets: I CAN

- Identify chromatic scales
- Read chromatic scales up to one octave
- Perform the Bb Chromatic Scale one octave ascending and descending.

Learning Activities:

- Exercises from method book or other sources with Bb Chromatic Scale one octave.
- Learn and/or perform with the Bb Chromatic Scale one octave.
- Various exercises and games with the Bb Chromatic Scale one octave

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
Up and down are different	Ability to read a fingering chart
RESOURCES	
Lesson Book Rep with the Bb Chromatic Scale one octave Worksheets with the Bb Chromatic Scale one octave	

UNIT 7: C Major Concert scale and arpeggio

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
MU:Pr4.2. E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	C Major	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
		X	Product Development		
			Learning Behavior		
MU:Pr6.1. E.	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	C Major	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		X	Physical Skill		
			Product Development		
			Learning Behavior		

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use the C Major Concert Scale

Lesson Targets: I CAN

- Identify the C Major Concert Scale.
- Read the C Major Concert Scale.
- Perform the C Major Concert Scale one octave ascending and descending.

Learning Activities:

- Exercises from method book or other sources with the C Major Concert Scale.
- Learn and/or perform with the C Major Concert Scale.
- Various exercises and games with the C Major Concert Scale

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

It is still B-flat
Key signature has no meaning

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

Key signature

RESOURCES

Lesson Book
Rep with the C Major Concert Scale
Worksheets with the C Major Concert Scale

UNIT 8: Intro of adagio

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. (P)	X	Content Knowledge	adagio
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.(P)	X	Content Knowledge	adagio
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MU:Re8.1. E.	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	adagio
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MU:Pr6.1. E.	Demonstrate attention to technical accuracy and expressive qualities in prepared		Content Knowledge	adagio
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

and improvised performances of a varied repertoire of music.	X	Physical Skill
		Product Development
		Learning Behavior

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How do we discern the musical creators' and performers' expressive intent?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and execute adagio

Lesson Targets: I CAN

- Identify adagio in the music
- Define adagio
- Perform tempo changes by following a conductor

Learning Activities:

- Exercises from method book
- Various exercises and games following the conductor through tempo changes (internal pulse, follow conductor, variations on familiar tunes)
- Marking the text (glasses, arrows, etc.)
- Learn and/or perform a band piece with an adagio tempo

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
Thinking it's allegro	Following a conductor Keep a steady beat

RESOURCES

Lesson books
Ensemble repertoire

UNIT 9: Intro of cesura

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. (P)	X	Content Knowledge	Cesura 'Railroad tracks'
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.(P)	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MU:Pr6.1. E.	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and execute cesura

Lesson Targets: I CAN

- Identify cesura in the music
- Define cesura
- Perform cesura by following a conductor

Learning Activities:

- Exercises from method book
- Various exercises and games following the conductor through tempo changes (internal pulse, follow conductor, variations on familiar tunes)
- Marking the text (glasses, "railroad tracks," etc.)
- Learn and/or perform a band piece with cesura

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
Keep going!	Follow a conductor
RESOURCES	
Lesson books Ensemble repertoire	

UNIT 10: Using a metronome

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. (P)	X	Content Knowledge	metronome
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.(P)	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and demonstrate how to use a metronome in a group and individually.

Lesson Targets: I CAN

- Set a metronome tempo
- Play my instrument with a metronome at varying tempos

Learning Activities:

- Exercises from method book
- Various exercises and games following a metronome through tempo changes (internal pulse and subdivision, variations on familiar tunes)
- Setting metronome markings
- Learn and/or perform a band piece with metronome marking

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

Don't have to play with the metronome

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

Curricular time signatures and tempi

Subdivision

'Feeling' the beat

RESOURCES

Lesson books

Ensemble repertoire

UNIT 11: Articulation Marcato

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr6.1. E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	marcato
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
MU:Pr4.1. E.	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.2. E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

MU:Pr4.3.E	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MU:Re7.2.E	Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?
- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How does understanding the structure and context of the music influence a response?

UNIT ENDURING UNDERSTANDING

- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.

- Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and execute the use of marcato

Lesson Targets: I CAN

- Identify marcato
- Explain marcato
- Demonstrate marcato on my instrument

Learning Activities:

- Exercises from method book
- Various exercises and games using this articulation (variations on familiar tunes, sight reading and other exercises with this articulation)
- Learn and/or perform a band piece with this articulation

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

Just an accent

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

Accent

RESOURCES

Various sheet music
Lesson books

Suggested Repertoire
Most Marches



Bristol Public Schools
Office of Teaching & Learning

Department	Special Services
Department Philosophy	The Community Vocational Education Program prepares young adults who require special services with the skills necessary to become active contributors within their communities. Instruction, vocational and employment opportunities focus on increasing functional academic skills, employability skills, independent living skills, strengthening peer relationships and establishing leisure activities in a safe environment. Supporting students with post-secondary goals and living the best quality of life into adulthood is a primary focus to ensure students meet Bristol Public School's Vision of the Graduate.
Course	N/A
Course Description	N/A
Grade Level	12+
Pre-requisites	<ol style="list-style-type: none"> 1. The young adult is eligible for Special Services 2. The young adult has completed their high school academic requirements 3. The young adult requires additional transition programming as recommended by his/her IEP (Individualized Education Plan) to meet one or more of the CSDE Core Transition Skills.
Credit (if applicable)	N/A

UNIT 1: Independent Living Skills

Unit description and timing: (9 weeks) Young adults will learn skills for creating schedules for work, leisure activities, and medical appointments. Young adults will learn skills for completing required documents for appointments and work as well as self-care skills. Learners will focus on conversational skills necessary for engagement in employment opportunities, work settings, or when attending personal appointments.

CT CORE TRANSITION SKILLS addressed in this unit

A. Explain his/her disability including individual strengths, needs, preferences, and interests.

X B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal-setting, communication, and self-advocacy.

C. Strengthen his/her self-esteem and social-emotional awareness by analyzing his/her strengths and challenges in order to implement personal/vocational goals.

D. Assist with the development of his/her Individualized Education Program (IEP).

E. Attend, participate in, and/or facilitate his/her Planning and Placement Team (PPT) meeting.

F. Demonstrate leadership skills to affect positive social change by guiding or directing others on a course of action and/or influencing the opinion and behavior of others.

G. Describe his/her rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA).

X H. Demonstrate and accept responsibility for his/her independence and activities of daily living.

X I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.

X J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.

X K. Demonstrate skills to access community resources and participate in the community by establishing support networks.

L. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.

M. Demonstrate skills to access appropriate employment to meet his/her individual needs.

N. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.

X O. Demonstrate skills needed to access appropriate transportation (both public and private).

P. Demonstrate the ability to use technology to enhance employment, learning, and community involvement.

UNIT ESSENTIAL QUESTIONS

What are the essential daily living skills necessary for employment, living in the community, and engaging in leisurely activities?

LEV EL	Learning Target(s):	Evaluation	Success Criteria	Common Learning Experiences	Potential Post-School Outcome Goal Statements																
1	<ul style="list-style-type: none"> ● <i>I can create daily, weekly or monthly schedules and calendars for appointments and work schedules.</i> ● <i>I can complete paperwork required for medical, leisurely activities and employment opportunities.</i> ● <i>I can engage in conversations with peers, doctors, and employers using basic conversational skills.</i> ● <i>I can practice daily self-care skills that are required for employment, community engagement and social activities.</i> 	<table border="1"> <tr> <td align="center" data-bbox="573 363 611 431">X</td> <td data-bbox="611 363 936 431">Pre/Post Baseline Data</td> </tr> <tr> <td align="center" data-bbox="573 431 611 500">X</td> <td data-bbox="611 431 936 500">Skills Assessment</td> </tr> <tr> <td data-bbox="573 500 611 602"></td> <td data-bbox="611 500 936 602">Student Self-Assessment/Rubric</td> </tr> <tr> <td data-bbox="573 602 611 704"></td> <td data-bbox="611 602 936 704">Project/Experiment/Portfolio</td> </tr> <tr> <td data-bbox="573 704 611 807"></td> <td data-bbox="611 704 936 807">Behavior/Performance Rating Scale</td> </tr> <tr> <td align="center" data-bbox="573 807 611 907">X</td> <td data-bbox="611 807 936 907">Work Samples, Job Performance, or Products</td> </tr> <tr> <td data-bbox="573 907 611 1010"></td> <td data-bbox="611 907 936 1010">Other</td> </tr> <tr> <td data-bbox="573 1010 611 1502"></td> <td data-bbox="611 1010 936 1502"></td> </tr> </table>	X	Pre/Post Baseline Data	X	Skills Assessment		Student Self-Assessment/Rubric		Project/Experiment/Portfolio		Behavior/Performance Rating Scale	X	Work Samples, Job Performance, or Products		Other			<ul style="list-style-type: none"> ● Young adults will complete a schedule or calendar of school/work site opportunities or work schedule (if employed) that includes medical appointments, leisurely activities or important dates. ● Young adults will complete two applications, one medical form, and one leisurely activity consent form (if required) with correct information. ● Young adults will score proficient on a conversational skills rubric from two locations observed. ● Young adults will maintain daily self-care skills by scoring 90% on the self-care assessment rubric/subdomain scale by the end of the school year. 	<ul style="list-style-type: none"> ● Developing personal schedules and calendars of appointments and activities ● Contacting service providers to make and schedule appointments ● Completing mock medical and employment paperwork ● Modeled and practiced peer conversational skills ● Lessons on hygiene, healthy sleep habits and healthy eating habits ● Social Media/online safety ● Choosing appropriate attire for various settings (work, 	<p>Young adults will be able to independently demonstrate functional daily living skills to access employment, medical and leisurely activities.</p>
X	Pre/Post Baseline Data																				
X	Skills Assessment																				
	Student Self-Assessment/Rubric																				
	Project/Experiment/Portfolio																				
	Behavior/Performance Rating Scale																				
X	Work Samples, Job Performance, or Products																				
	Other																				

					<ul style="list-style-type: none"> social, home). Choosing leisure activities, how to schedule with others, and transportation 																
2	<ul style="list-style-type: none"> <i>I can understand supported and independent living arrangements and decide what best meets my needs.</i> <i>I can create a budget of weekly and monthly expenses for living in a supported or independent setting.</i> <i>I can plan meals and grocery shop based on store sales.</i> <i>I can launder my clothing and understand how and when items of clothing require specialized treatment (i.e. dry cleaning, hand washing).</i> <i>I can practice daily self-care skills that are required for employment, community engagement and social activities.</i> <i>I can understand and practice healthy personal safety habits.</i> 	<table border="1"> <tr> <td>X</td> <td>Pre/Post Baseline Data</td> </tr> <tr> <td>X</td> <td>Skills Assessment</td> </tr> <tr> <td>X</td> <td>Student Self-Assessment/Rubric</td> </tr> <tr> <td></td> <td>Project/Experiment/Portfolio</td> </tr> <tr> <td></td> <td>Behavior/Performance Rating Scale</td> </tr> <tr> <td>X</td> <td>Work Samples, Job Performance, or Products</td> </tr> <tr> <td></td> <td>Other</td> </tr> <tr> <td></td> <td></td> </tr> </table>	X	Pre/Post Baseline Data	X	Skills Assessment	X	Student Self-Assessment/Rubric		Project/Experiment/Portfolio		Behavior/Performance Rating Scale	X	Work Samples, Job Performance, or Products		Other			<ul style="list-style-type: none"> Young adults will develop a short-term and long-term living arrangement plan that includes a monthly budget of expenses. Young adults will review a variety of bills (electric, cable, cell phone etc) to identify key information and discounts. Young adults will be able to create a weekly and monthly budget based upon a selected income. Young adults will be able to create a weekly meal plan and develop a shopping list using a set budget and incorporating discounts and sale items. Young adults will maintain daily self-care skills by scoring 95% on the self-care assessment rubric/subdomain scale by the end of the school year. Young adults will demonstrate personal 	<ul style="list-style-type: none"> Search supported and independent living arrangements Search cost of different living arrangements Bill analysis Budgeting lessons How to search sales and apply for store discount cards Lesson on couponing Meal planning lessons and activities Laundering with special care lessons and activities Lesson on hygiene, mental health, healthy living (sleep/exercise) Lesson on Personal safety (in-person and the digital world) 	<p>Young adults will be able to live in a supported or independent setting completing basic daily living skills.</p>
X	Pre/Post Baseline Data																				
X	Skills Assessment																				
X	Student Self-Assessment/Rubric																				
	Project/Experiment/Portfolio																				
	Behavior/Performance Rating Scale																				
X	Work Samples, Job Performance, or Products																				
	Other																				

				safety knowledge by scoring 90% of the personal safety domain of the LCE assessment.																	
3	<ul style="list-style-type: none"> • <i>I can independently plan a weekly meal plan and budget.</i> • <i>I can safely prepare and cook meals for myself.</i> • <i>I understand methods for simple and complex laundering needs.</i> • <i>I understand how to maintain a clean and healthy living environment.</i> • <i>I have an understanding of how to access public transportation or alternative modes of transportation.</i> • <i>I understand and practice safe sexual health.</i> • <i>I have an understanding of how to access community and state resources.</i> 	<table border="1"> <tr> <td>X</td> <td>Pre/Post Baseline Data</td> </tr> <tr> <td>X</td> <td>Skills Assessment</td> </tr> <tr> <td>X</td> <td>Student Self-Assessment/Rubric</td> </tr> <tr> <td></td> <td>Project/Experiment/Portfolio</td> </tr> <tr> <td></td> <td>Behavior/Performance Rating Scale</td> </tr> <tr> <td>X</td> <td>Work Samples, Job Performance, or Products</td> </tr> <tr> <td></td> <td>Other</td> </tr> <tr> <td></td> <td></td> </tr> </table>	X	Pre/Post Baseline Data	X	Skills Assessment	X	Student Self-Assessment/Rubric		Project/Experiment/Portfolio		Behavior/Performance Rating Scale	X	Work Samples, Job Performance, or Products		Other			<ul style="list-style-type: none"> • Young adults will independently plan weekly meals using a set budget with 90% accuracy by the end of the school year. • Young adults will prepare simple and complex meals twice per week with 90% accuracy according to the skills rubric. • Young adults will learn and practice a variety of simple and complex laundering skills (washing, drying, ironing, air drying, dry cleaning etc.) with 90% proficiency. • Students will learn and practice using various forms of transportation and be familiar with schedules, fees, and how to access transportation with 90% proficiency. • Students will complete a sexual health series. • Students will engage in lessons around medication management. • Students will actively engage in one meeting 	<ul style="list-style-type: none"> • Meal planning using set budgets, lessons and activities • Simple meal prep • Complex meal preparations and storage • Laundering, ironing, dry cleaning orders, tailoring needs lessons and activities • Bus schedule lessons • Accessing/practice using public transportation, ordering a taxi or uber • Meeting with community and state agency representatives 	<p>Young adults will be able to live in a supported or independent setting, complete basic daily living skills.</p> <p>Young adults will be able to access employment or post-secondary opportunities using functional skills within the community.</p>
X	Pre/Post Baseline Data																				
X	Skills Assessment																				
X	Student Self-Assessment/Rubric																				
	Project/Experiment/Portfolio																				
	Behavior/Performance Rating Scale																				
X	Work Samples, Job Performance, or Products																				
	Other																				

				with community and/or state agencies prior to graduation (BRS, DDS, BEBS, DMHAS etc.).		
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RESOURCES

Next Up Curriculum Lessons
 Life Centered Curriculum Lessons
 Unique Curriculum Lessons

UNIT 2: Pre-Employment Skills

Unit description and timing: (8 weeks) Young adults will learn skills required for searching for employment opportunities. Young adults will build skills in their ability to use a variety of technology platforms, complete simple and complex forms to obtain employment, and complete documents such as resumes and cover letters. Young adults will learn to request letters of recommendation and/or required documents from local and state agencies that are required for employment settings.

CT CORE TRANSITION SKILLS addressed in this unit

X	A. Explain his/her disability including individual strengths, needs, preferences and interests.
	B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal-setting, communication and self-advocacy.
X	C. Strengthen his/her self-esteem and social-emotional awareness by analyzing his/her strengths and challenges in order to implement personal/vocational goals.
	D. Assist with the development of his/her Individualized Education Program (IEP).
	E. Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.
	F. Demonstrate leadership skills to affect positive social change by guiding or directing others on a course of action and/or influencing the opinion and behavior of others.
X	G. Describe his/her rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA).
	H. Demonstrate and accept responsibility for his/her independence and activities of daily living.

X	I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.
	J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.
	K. Demonstrate skills to access community resources and participate in the community by establishing support networks.
	L. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.
X	M. Demonstrate skills to access appropriate employment to meet his/her individual needs.
X	N. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.
	O. Demonstrate skills needed to access appropriate transportation (both public and private).
X	P. Demonstrate the ability to use technology to enhance employment, learning, and community involvement.

UNIT ESSENTIAL QUESTIONS

How do I secure an employment opportunity that I enjoy and know that I have the skills to be successful?

LEV EL	Learning Target(s):	Evaluation	Success Criteria	Common Learning Experiences	Potential Post-School Outcome Goal Statements
1	<ul style="list-style-type: none"> <i>I can complete skills assessments and surveys to determine my strengths and weaknesses as well as my employment interest areas.</i> <i>I can search and choose employment opportunities based upon my interest areas.</i> <i>I can use various technology tools and media to find employment opportunities.</i> 	X Pre/Post Baseline Data	<ul style="list-style-type: none"> Young adults will complete one strengths/weaknesses assessment and two interest inventories. Young adults will select three employment opportunities that he/she would be interested in pursuing based upon the assessment results. Young adults will use at least two technology platforms and one alternative method for searching for an 	<ul style="list-style-type: none"> Completion of Interest Inventories Completion of Transition/ Vocational assessments Employment searches using various medias Practicing prerequisite skills required of individual employment opportunities 	<p>Young adults will be able to choose employment opportunities that are matched to their strengths and interest areas.</p> <p>Young adults will be able to use a variety of methods to search for employment opportunities based upon their strengths and interests.</p> <p>Young adults will be able to complete required documentation for</p>
		X Skills Assessment			
		X Student Self-Assessment/Rubric			
		Project/Experiment/Portfolio			
		Behavior/Performance Rating Scale			
		X Work Samples, Job Performance, or Products			
Other					

	<ul style="list-style-type: none"> • <i>I can learn the prerequisite skills that are needed for the selected employment opportunity based upon my strengths and interests.</i> • <i>I can complete all documents required by the employer; agency or state for employment opportunities.</i> 			<p>employment opportunity.</p> <ul style="list-style-type: none"> • Young adults will search the prerequisite skills required for each selected job and self-assess their skills. This will be compared to a transition skills assessment. • Once an employment opportunity has been secured, the young adult will complete all required forms. 	<ul style="list-style-type: none"> • Completion of various employment, state and federal forms. 	employment.																
2	<ul style="list-style-type: none"> • <i>I can complete employment applications based upon my interest area and strengths.</i> • <i>I can complete a cover letter and resume to submit to employers with my applications.</i> • <i>I can make follow-up phone calls regarding my applications.</i> • <i>I can participate in supported paid work experiences.</i> 	<table border="1"> <tr> <td>X</td> <td>Pre/Post Baseline Data</td> </tr> <tr> <td>X</td> <td>Skills Assessment</td> </tr> <tr> <td></td> <td>Student Self-Assessment/Rubric</td> </tr> <tr> <td></td> <td>Project/Experiment/Portfolio</td> </tr> <tr> <td></td> <td>Behavior/Performance Rating Scale</td> </tr> <tr> <td>X</td> <td>Work Samples, Job Performance, or Products</td> </tr> <tr> <td></td> <td>Other</td> </tr> <tr> <td></td> <td></td> </tr> </table>	X	Pre/Post Baseline Data	X	Skills Assessment		Student Self-Assessment/Rubric		Project/Experiment/Portfolio		Behavior/Performance Rating Scale	X	Work Samples, Job Performance, or Products		Other				<ul style="list-style-type: none"> • Young adults will complete three employment applications in their area of interest. • Young adults will complete a cover letter and resume. • Once employment applications have been submitted, young adults will follow-up with employers regarding the status of the applications. • Young adults will participate in one paid employment opportunity. 	<ul style="list-style-type: none"> • Completion of employment applications • Development of resume • Creation of a cover letter • Practicing of phone skills to employers • Multiple employment opportunities for skill-building 	<p>Young adults will be able to choose employment opportunities that are matched to their strengths and interest areas.</p> <p>Young adults will be able to apply for employment and submit resumes, cover letters and required documents. They will be able to follow-up regarding their applications.</p>
X	Pre/Post Baseline Data																					
X	Skills Assessment																					
	Student Self-Assessment/Rubric																					
	Project/Experiment/Portfolio																					
	Behavior/Performance Rating Scale																					
X	Work Samples, Job Performance, or Products																					
	Other																					
3	<ul style="list-style-type: none"> • <i>I can use appropriate social skills (reciprocity, tone,</i> 	<table border="1"> <tr> <td>X</td> <td>Pre/Post Baseline Data</td> </tr> <tr> <td>X</td> <td>Skills Assessment</td> </tr> </table>	X	Pre/Post Baseline Data	X	Skills Assessment		<ul style="list-style-type: none"> • Young adults will complete an interview and score a 90% on the 	<ul style="list-style-type: none"> • Social skills training lessons • Development of 	Young adults will be able to participate in employment interviews to												
X	Pre/Post Baseline Data																					
X	Skills Assessment																					

<p><i>eye-contact, demeanor and level of positivity) during an interview.</i></p> <ul style="list-style-type: none"> • <i>I can answer interview questions accurately and give examples</i> • <i>I can ask follow-up questions during an interview.</i> • <i>I can share my personal needs/accommodations with an employer or ask questions related to accommodations that the organization has available.</i> • <i>I can end an interview appropriately.</i> 	X	Student Self-Assessment/Rubric	<p>interview skills assessment rubric.</p> <ul style="list-style-type: none"> • Young adults will have a written list of questions prepared to present to employers. • Young adults will create an individual list of accommodations that they may require on a job site for discussion during an interview. 	<p>questions to pose to employers during interviews</p> <ul style="list-style-type: none"> • Development of accommodation needs to present to employers/ questions for employers regarding accommodations. • Mock interviews • Mock telephone skills. • Video interview tips • Job shadows 	<p>obtain competitive employment. Young adults can advocate for their individual needs and accommodations that are required to be competitively employed.</p>
		Project/Experiment/Portfolio			
		Behavior/Performance Rating Scale			
	X	Work Samples, Job Performance, or Products			
		Other			

RESOURCES

Next Up Curriculum Lessons
 Life Centered Curriculum Lessons
 Unique Curriculum Lessons

UNIT 3: Employment Skills

Unit description and timing: (8 weeks) Young adults will learn hard and soft skills required for their individual job sites. Young adults will focus on developing a plan for continued growth, self-evaluating goals, addressing challenging situations and accepting or declining assignments. Additionally, students will learn banking skills and tax information for later tax preparation.

CT CORE TRANSITION SKILLS addressed in this unit

A. Explain his/her disability including individual strengths, needs, preferences and interests.

B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal-setting, communication and self-advocacy.

	C. Strengthen his/her self-esteem and social-emotional awareness by analyzing his/her strengths and challenges in order to implement personal/vocational goals.
	D. Assist with the development of his/her Individualized Education Program (IEP).
	E. Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.
X	F. Demonstrate leadership skills to affect positive social change by guiding or directing others on a course of action and/or influencing the opinion and behavior of others.
X	G. Describe his/her rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA).
	H. Demonstrate and accept responsibility for his/her independence and activities of daily living.
X	I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.
	J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.
	K. Demonstrate skills to access community resources and participate in the community by establishing support networks.
	L. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.
X	M. Demonstrate skills to access appropriate employment to meet his/her individual needs.
X	N. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.
	O. Demonstrate skills needed to access appropriate transportation (both public and private).
	P. Demonstrate the ability to use technology to enhance employment, learning, and community involvement.

UNIT ESSENTIAL QUESTIONS

How do I secure an employment opportunity that I enjoy and know that I have the skills to be successful?

LEV EL	Learning Target(s):	Evaluation	Success Criteria	Common Learning Experiences	Potential Post-School Outcome Goal Statements				
1	<ul style="list-style-type: none"> <i>I can complete employment training</i> 	<table border="1"> <tr> <td>X</td> <td>Pre/Post Baseline Data</td> </tr> <tr> <td>X</td> <td>Skills Assessment</td> </tr> </table>	X	Pre/Post Baseline Data	X	Skills Assessment	<ul style="list-style-type: none"> Young adults will complete employee 	<ul style="list-style-type: none"> Employee trainings 	Young adults will be able to engage in employment
X	Pre/Post Baseline Data								
X	Skills Assessment								

	<p><i>and ask related questions so that I am clear of my duties and expectations.</i></p> <ul style="list-style-type: none"> <i>I can develop a goal for each of my employment sites that I self-monitor specific skills.</i> <i>I can develop a plan for addressing challenging situations (angry customers, completed tasks and not sure what to do next etc).</i> <i>I can read and understand my paycheck including deductions, insurance, and tax).</i> <i>I can understand how to open a bank account and the different transactions I can make (deposit, withdrawal etc.).</i> <i>I can understand how to pay bills online or by check, and how to balance my checkbook.</i> 	<table border="1"> <tr> <td data-bbox="573 95 611 196">X</td> <td data-bbox="611 95 936 196">Student Self-Assessment/Rubric</td> </tr> <tr> <td data-bbox="573 196 611 297"></td> <td data-bbox="611 196 936 297">Project/Experiment/Portfolio</td> </tr> <tr> <td data-bbox="573 297 611 397"></td> <td data-bbox="611 297 936 397">Behavior/Performance Rating Scale</td> </tr> <tr> <td data-bbox="573 397 611 498">X</td> <td data-bbox="611 397 936 498">Work Samples, Job Performance, or Products</td> </tr> <tr> <td data-bbox="573 498 611 599">X</td> <td data-bbox="611 498 936 599">Other</td> </tr> <tr> <td data-bbox="573 599 611 1232"></td> <td data-bbox="611 599 936 1232"></td> </tr> </table>	X	Student Self-Assessment/Rubric		Project/Experiment/Portfolio		Behavior/Performance Rating Scale	X	Work Samples, Job Performance, or Products	X	Other			<p>training (as required).</p> <ul style="list-style-type: none"> Young adults will develop a personal goal with specific behaviors or skills to monitor or engage in at each job site and monitor daily. Students will compare their self-assessments to a weekly employer assessment of skills. Students will debrief with their job coach each day and develop a plan to address any challenging situation that occurred. Students will analyze a variety of pay stubs to identify key elements. 	<p>(dependent on site)</p> <ul style="list-style-type: none"> Personal goal development Student self-monitoring/ self-assessment of skills. Scenarios to discuss and problem-solve a variety of workplace situations Development of strategies and plans to assist with on-the job dilemmas. Pay stub reviews Opening bank accounts, withdrawals, deposits, online bill pay, checkbooks and balancing. Mock tax preparations. 	<p>training opportunities.</p> <p>Young adults will be able to self assess their skills, develop plans for growth and problem-solve work-place situations as they occur.</p>
X	Student Self-Assessment/Rubric																
	Project/Experiment/Portfolio																
	Behavior/Performance Rating Scale																
X	Work Samples, Job Performance, or Products																
X	Other																
2	<ul style="list-style-type: none"> <i>I can understand when I am personally able to accept more responsibility or not at my workplace.</i> <i>I understand the ways that I can ask for</i> 	<table border="1"> <tr> <td data-bbox="573 1232 611 1300">X</td> <td data-bbox="611 1232 936 1300">Pre/Post Baseline Data</td> </tr> <tr> <td data-bbox="573 1300 611 1369">X</td> <td data-bbox="611 1300 936 1369">Skills Assessment</td> </tr> <tr> <td data-bbox="573 1369 611 1511"></td> <td data-bbox="611 1369 936 1511">Student Self-Assessment/Rubric</td> </tr> </table>	X	Pre/Post Baseline Data	X	Skills Assessment		Student Self-Assessment/Rubric	<ul style="list-style-type: none"> Young adults will identify conditions that allow them to take on additional responsibilities or that would not be suitable. Young adults will 	<ul style="list-style-type: none"> Lessons on accepting additional responsibility/pay raises Lessons on how to decline a job 	<p>Young adults will be able to choose employment opportunities that are matched to their strengths and interest areas.</p> <p>Young adults will be able</p>						
X	Pre/Post Baseline Data																
X	Skills Assessment																
	Student Self-Assessment/Rubric																

	<p><i>support, training and/or assistance at my workplace.</i></p> <ul style="list-style-type: none"> • <i>I understand appropriate ways that I can decline employment opportunities.</i> • <i>I understand the ways that I can decline peer pressure or make different suggestions when at my workplace.</i> • <i>I understand the use of leave time offered by my employer and the processes that are required.</i> 	<table border="1"> <tr> <td></td> <td>Project/Experiment/Portfolio</td> </tr> <tr> <td></td> <td>Behavior/Performance Rating Scale</td> </tr> <tr> <td>X</td> <td>Work Samples, Job Performance, or Products</td> </tr> <tr> <td></td> <td>Other</td> </tr> <tr> <td></td> <td></td> </tr> </table>		Project/Experiment/Portfolio		Behavior/Performance Rating Scale	X	Work Samples, Job Performance, or Products		Other			<p>identify and have a scripted plan developed for seeking support when on a job site or when additional long-term supports are required.</p> <ul style="list-style-type: none"> • Young adults will identify and practice ways to decline employment opportunities and peer related offers in a socially appropriate manner by scoring 90% on the assessment rubric for each setting. 	<p>offer</p> <ul style="list-style-type: none"> • Modeling/mock situations • Mock and actual submission of leave requests (personal day/sick time) 	<p>to apply for employment and submit resumes, cover letters and required documents. They will be able to follow-up regarding their applications.</p>						
	Project/Experiment/Portfolio																				
	Behavior/Performance Rating Scale																				
X	Work Samples, Job Performance, or Products																				
	Other																				
3	<ul style="list-style-type: none"> • <i>I understand the behaviors and performance standards that lead to continued employment, promotion, and termination.</i> • <i>I know how I can seek another job if I want to switch to another opportunity.</i> • <i>I understand why it is needed and how to provide two weeks notice before leaving a job.</i> • <i>I know how to access state resources for support with employment (if</i> 	<table border="1"> <tr> <td>X</td> <td>Pre/Post Baseline Data</td> </tr> <tr> <td>X</td> <td>Skills Assessment</td> </tr> <tr> <td>X</td> <td>Student Self-Assessment/Rubric</td> </tr> <tr> <td></td> <td>Project/Experiment/Portfolio</td> </tr> <tr> <td></td> <td>Behavior/Performance Rating Scale</td> </tr> <tr> <td>X</td> <td>Work Samples, Job Performance, or Products</td> </tr> <tr> <td></td> <td>Other</td> </tr> <tr> <td></td> <td></td> </tr> </table>	X	Pre/Post Baseline Data	X	Skills Assessment	X	Student Self-Assessment/Rubric		Project/Experiment/Portfolio		Behavior/Performance Rating Scale	X	Work Samples, Job Performance, or Products		Other			<ul style="list-style-type: none"> • Young adults self-assess their behaviors, social skills and performance each day on the job site. Students will compare their self-assessments to a weekly employer assessment of skills. • Young adults will demonstrate the ability to transition from one job site to another by submitting a two week notice prior to transitioning to another job site. • Young adults will meet with Bristol's BRS representative or the student's DDS case 	<ul style="list-style-type: none"> • Training lessons on social skills, behavioral standards at the workplace • Development of two week notice letters • How to seek or re-engage with state agencies for support • Ensuring that all required documents are completed (Medicaid C) if applicable • Visits to Group home settings or 	<p>Young adults will be able to monitor and maintain performance standards to continue and progress in competitive employment opportunities.</p> <p>Young adults will be able to access state services for future needs.</p>
X	Pre/Post Baseline Data																				
X	Skills Assessment																				
X	Student Self-Assessment/Rubric																				
	Project/Experiment/Portfolio																				
	Behavior/Performance Rating Scale																				
X	Work Samples, Job Performance, or Products																				
	Other																				

	<i>needed).</i>		manager prior to or at the last PPT meeting to plan for additional state support after graduation.	supported employment settings (if appropriate)	
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RESOURCES

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UNIT 4: Leisure Skills/Community Involvement & Citizenship

Unit description and timing: (8 weeks). Young adults will search and coordinate a variety of social and leisure activities. Young adults will practice planning, negotiation and problem-solving skills while also learning to coordinate times and transportation. Young adults will volunteer within the community, engage in support groups, community agency activities and learn about their civic rights.

CT CORE TRANSITION SKILLS addressed in this unit

	A. Explain his/her disability including individual strengths, needs, preferences and interests.
X	B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal-setting, communication and self-advocacy.
X	C. Strengthen his/her self-esteem and social-emotional awareness by analyzing his/her strengths and challenges in order to implement personal/vocational goals.
	D. Assist with the development of his/her Individualized Education Program (IEP).
	E. Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.
X	F. Demonstrate leadership skills to affect positive social change by guiding or directing others on a course of action and/or influencing the opinion and behavior of others.
	G. Describe his/her rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA).
X	H. Demonstrate and accept responsibility for his/her independence and activities of daily living.
X	I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.

	J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.
X	K. Demonstrate skills to access community resources and participate in the community by establishing support networks.
	L. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.
	M. Demonstrate skills to access appropriate employment to meet his/her individual needs.
	N. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.
X	O. Demonstrate skills needed to access appropriate transportation (both public and private).
	P. Demonstrate the ability to use technology to enhance employment, learning, and community involvement.

UNIT ESSENTIAL QUESTIONS

What are all of the skills that I need to have if I want to spend free time with my friends?
 What are the community events or supports that exist in my community and how do I participate?
 What are my civic rights and do I have to participate?

LEV EL	Learning Target(s):	Evaluation	Success Criteria	Common Learning Experiences	Potential Post-School Outcome Goal Statements														
1	<ul style="list-style-type: none"> I can invite a peer for a leisure activity. I can discuss and research a variety of activities based upon my own interest and the interest of my peer(s). I can use appropriate social skills when negotiating choices with my peers. 	<table border="1"> <tr> <td></td> <td>Pre/Post Baseline Data</td> </tr> <tr> <td>X</td> <td>Skills Assessment</td> </tr> <tr> <td>X</td> <td>Student Self-Assessment/Rubric</td> </tr> <tr> <td></td> <td>Project/Experiment/Portfolio</td> </tr> <tr> <td></td> <td>Behavior/Performance Rating Scale</td> </tr> <tr> <td>X</td> <td>Work Samples, Job Performance, or Products</td> </tr> <tr> <td></td> <td>Other</td> </tr> </table>		Pre/Post Baseline Data	X	Skills Assessment	X	Student Self-Assessment/Rubric		Project/Experiment/Portfolio		Behavior/Performance Rating Scale	X	Work Samples, Job Performance, or Products		Other	<ul style="list-style-type: none"> Young adults will be able to contact a peer and invite them to one leisure activity per month. Young adults will use a script or rubric to research and propose possible leisure activities to a peer. Young adults will use a script and self-assessment when planning and negotiating leisure choices with peers. 	<ul style="list-style-type: none"> Lessons on social pragmatic skills Practicing telephone skills Learning and practicing texting skills Lessons and practicing mock negotiation skills Researching leisure activities 	Young adults will be able to research and choose leisure activities and invite peers.
	Pre/Post Baseline Data																		
X	Skills Assessment																		
X	Student Self-Assessment/Rubric																		
	Project/Experiment/Portfolio																		
	Behavior/Performance Rating Scale																		
X	Work Samples, Job Performance, or Products																		
	Other																		

2	<ul style="list-style-type: none"> • <i>I can invite peers or accept invitations from peers for leisure activities.</i> • <i>I can coordinate aspects of leisure activities such as: purchasing advanced tickets and securing transportation.</i> • <i>I can develop a plan for support if a problem arises when I am out with a peer.</i> 		Pre/Post Baseline Data	<ul style="list-style-type: none"> • Young adults will invite a peer to accept an invitation to a leisure activity or decline appropriately. • Young adults will ensure that all aspects of the activity have been planned (transportation, cost, attire) with 90% accuracy according to the developed checklist. • Young adults will have a developed plan or script to assist them with issues that might arise (flat tire, ran out of money, disagreement with peer etc.). 	<ul style="list-style-type: none"> • Social skills training and practicing of social skills-accepting and declining invitations or suggestions for revision to invite • Researching various leisure activities and critical items to plan ahead of time • Scenarios for situations that might arise and ways to address the situation • Developing plans of support or emergency plan (written or noted in phone) 	<p>Young adults will be able to accept or decline leisure activities and when in attendance, they will have a plan to address situations that might require support.</p>
X	Skills Assessment		Student Self-Assessment/Rubric			
	Project/Experiment/Portfolio		Behavior/Performance Rating Scale			
X	Work Samples, Job Performance, or Products		Other			
3	<ul style="list-style-type: none"> • <i>I can volunteer within my community and become an active member.</i> • <i>I can join support groups that I might need or be interested in.</i> • <i>I can participate in community activities.</i> • <i>I can vote as part of my</i> 		Pre/Post Baseline Data			
	Skills Assessment		Student Self-Assessment/Rubric			
	Project/Experiment/Portfolio		Behavior/Performance			

	<i>civic duty.</i>		Rating Scale	voting (as appropriate).	<ul style="list-style-type: none"> Lesson on civic rights and civic duty 	
		X	Work Samples, Job Performance, or Products			
			Other			

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UNIT 5: Post-Secondary/Vocational Training

Unit description and timing: (6 weeks). Young adults will search and apply to postsecondary programs based upon their strengths and interest areas. Learners will research the various supports offered at postsecondary institutions to ensure that their individualized needs can be met. Young adults will learn their rights regarding ADA accommodations and learn to advocate for their rights and educational needs within the post-secondary setting.

CT CORE TRANSITION SKILLS addressed in this unit

X	A. Explain his/her disability including individual strengths, needs, preferences and interests.
X	B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal-setting, communication and self-advocacy.
X	C. Strengthen his/her self-esteem and social-emotional awareness by analyzing his/her strengths and challenges in order to implement personal/vocational goals.
X	D. Assist with the development of his/her Individualized Education Program (IEP).
X	E. Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.
	F. Demonstrate leadership skills to affect positive social change by guiding or directing others on a course of action and/or influencing the opinion and behavior of others.
X	G. Describe his/her rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA).

	H. Demonstrate and accept responsibility for his/her independence and activities of daily living.
	I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.
	J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.
	K. Demonstrate skills to access community resources and participate in the community by establishing support networks.
X	L. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.
	M. Demonstrate skills to access appropriate employment to meet his/her individual needs.
X	N. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.
	O. Demonstrate skills needed to access appropriate transportation (both public and private).
	P. Demonstrate the ability to use technology to enhance employment, learning, and community involvement.

UNIT ESSENTIAL QUESTIONS

How do I select a post-secondary program or vocational training site that meets my unique needs as a learner?

LEVEL	Learning Target(s):	Evaluation	Success Criteria	Common Learning Experiences	Potential Post-School Outcome Goal Statements
1	<ul style="list-style-type: none"> <i>I can identify a post-secondary program of study to pursue based upon my strengths and interest areas.</i> <i>I can complete applications to post-secondary/training programs that I am interested in pursuing.</i> <i>I can request letters of recommendation or</i> 	X Pre/Post Baseline Data	<ul style="list-style-type: none"> Young adults will complete surveys and skills assessments to determine strengths and interest areas for post-secondary training. Young adults will contact two post-secondary/training programs to determine the level of support they offer to students with disabilities. Young adults will 	<ul style="list-style-type: none"> Completion of skills assessments Completion of Interest inventories Career explorer activities Research regarding post-secondary or training programs. Completion of post-secondary 	<p>Young adults will be able to select a post-secondary program based upon their strengths and interest areas.</p> <p>Young adults will know the steps they need to take to advocate for their rights as a student with a disability who may require accommodations at a post-secondary setting.</p>
		Skills Assessment			
		X Student Self-Assessment/Rubric			
		Project/Experiment/Portfolio			
		Behavior/Performance Rating Scale			
X Work Samples, Job Performance, or Products					

	<ul style="list-style-type: none"> complete a Portfolio. I know the steps I need to take to access supports or accommodations at the post-secondary level. 	Other	complete 1 application to a post-secondary or training program (if interested) based upon their assessment data.	applications.	
2	<ul style="list-style-type: none"> I can complete an application and send all required documents to a post-secondary program. I can tour post-secondary programs of interest. I can meet with the Office of Accessibility at elected post-secondary programs to discuss my individual needs as a potential student. 	<input checked="" type="checkbox"/> Pre/Post Baseline Data <input type="checkbox"/> Skills Assessment <input type="checkbox"/> Student Self-Assessment/Rubric <input type="checkbox"/> Project/Experiment/Portfolio <input type="checkbox"/> Behavior/Performance Rating Scale <input checked="" type="checkbox"/> Work Samples, Job Performance, or Products <input type="checkbox"/> Other	<ul style="list-style-type: none"> Young adults will complete an application for a post-secondary program based upon his/her strengths and interests. Young adults will complete a Portfolio Young adults will request 2 letters of recommendation. Young adults will complete 1 tour of a post-secondary program. Young adults will contact or meet with the Office of Accessibility for 1 post-secondary program. 	<ul style="list-style-type: none"> Completion of a college application(s) Completion of required documents for post-secondary programs Scheduling appointments for post-secondary programs (local or one applied to) Meet with and/or explore supports and services offered at various post-secondary or training programs 	<p>Young adults will be able to apply to the post secondary program of their choosing and submit all required documents.</p> <p>Young adults will be about to tour and meet with the Office of Accessibility to discuss services that are available to potential students.</p>
3	<ul style="list-style-type: none"> I can submit all documentation to my selected post-secondary or training program once I have been accepted. I can assist with the completion of my Summary of Performance. I will attend my Exit 	<input checked="" type="checkbox"/> Pre/Post Baseline Data <input checked="" type="checkbox"/> Skills Assessment <input checked="" type="checkbox"/> Student Self-Assessment/Rubric <input type="checkbox"/> Project/Experiment/Portfolio <input type="checkbox"/> Behavior/Performance Rating Scale	<ul style="list-style-type: none"> Young adults will submit all required documentation to the selected post-secondary program. Young adults will assist with completing his/her Summary of Performance. Young adults will attend their Exit PPT and 	<ul style="list-style-type: none"> Completion of required documents for various programs Lesson on accessing forms, transcripts, records Lesson on student files, records and right of student 	<p>Young adults will be able successfully facilitate his/her Exit PPT and review the Summary of Performance while sharing their future plans and needs.</p> <p>Young adults will be able to successfully transition to a Post-secondary</p>

	<p><i>PPT, review my Summary of Performance, discuss my future plans and needs.</i></p> <ul style="list-style-type: none"> <i>I will meet with state representatives before or during my PPT to ensure that they can collaborate with a plan after graduation.</i> 	X	Work Samples, Job Performance, or Products	<p>review their Summary of Performance.</p> <ul style="list-style-type: none"> Young adults will share their post-HS plan and discuss needs and services that will be provided by state agencies at their Exit PPT. 	<ul style="list-style-type: none"> Completion of the Summary of Performance Contacting and meeting with BRS, DDS, BESB, DMHAS etc. (As applicable) 	<p>training program with or without state assistance.</p>
			Other			

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Bristol Public Schools
Office of Teaching & Learning

Department	Career and Technical Education (CTE)
Department Philosophy	Bristol schools believe in providing students with rich opportunities to ensure career and college readiness. These opportunities include development of skills, practices, and exploration within several career clusters and pathways. Each CTE curriculum enables students to acquire and strengthen leadership, literacy, numeracy, decision-making, computer skills, and technology skills through 11 career clusters and pathways: (1) architecture and construction, (2) business management, (3) education and training, (4) finance, (5) health science, (6) hospitality and tourism, (7) information technology, (8) manufacturing, (9) marketing, (10) transportation, distribution and logistics, and (11) STEM. Each career cluster provides students with access to hand-on experiences that will allow for students development of skills that will support successful transition to their post secondary experiences.
Course	ECE Introduction to Allied Health Professions
Course Description for Program of Studies	Introduction to Allied Health Professions is a half year course designed as an introduction to the field of Allied Health. The course will inform students about the five pathways in allied health fields, certifications and post-secondary choices for careers in allied health. Students will explore therapeutics, health information, diagnostics, support services , and research and development. Guest speakers from diverse backgrounds will be invited from each of the pathways to share their experience in terms of education, training, and on the job experience. Students will also have the opportunity to experience each field in terms of activities, projects, presentation and research. Students who successfully complete this course with a “D” or better will receive 1.0 credits from the University of Connecticut.
Grade Level	11-12
Pre-requisites	Beginning 2022-23, Students must have completed a Grade 9 or 10 Health professions introductory course.
Credit (if applicable)	BPS 0.5/UConn 1.0

[UNIT 1: Introduction to Allied Health Careers](#)

[UNIT 2: Therapeutic Pathway](#)

[UNIT 3: Diagnostic Pathway](#)

[UNIT 4: Health Informatics Pathway](#)

[UNIT 5: Support Services Pathway](#)

[UNIT 6: Biotechnology Research and Development Pathway](#)

UNIT 1: Introduction to Allied Health Careers

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
HL 2.4: Identify and explain key systems of the health care delivery system.	<ul style="list-style-type: none"> ● Develop a definition of allied health 	Students will develop a working definition of allied health including key systems involved	Allied Health, five pathways, healthcare systems, JCAHO, AMA, DPH, ONC, USDHHS, PPACA, Medicare, health insurance
HL 3.2: Demonstrate personal safety practices.	<ul style="list-style-type: none"> ● Manage a personal exposure incident in compliance with OSHA regulations. ● Apply principles of body mechanics and ergonomics. 	<ul style="list-style-type: none"> ● Minimize exposure to safety hazards ● OSHA compliance in a healthcare setting 	OSHA, ergonomics, personal protective equipment, MSDS, chemical hygiene, OSHA standards
HL 5.2: Describe legal practices employed by health care workers.	<ul style="list-style-type: none"> ● Manage clients' rights according to the Patients' Bill of Rights. ● Manage confidentiality according to the Health Information Portability Access Act (HIPAA). 	<ul style="list-style-type: none"> ● HIPAA compliance ● Patient's rights 	Patient Bill of Rights, HIPAA, CLIA, CDC, informed consent, DNR, living will, malpractice
<p><u>HLC01</u> ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.</p>	<ul style="list-style-type: none"> ● Use a knowledge of human structure and function to conduct health care roles. ● Use a knowledge of diseases and disorders to conduct health care roles. 	<ul style="list-style-type: none"> ● Analyze the interdependence of the body systems as they relate to wellness, disease, disorders, therapies, and care rehabilitation. ● Relate to Allied Health Professions 	

UNIT 1: ESSENTIAL QUESTIONS

In this unit, students will learn practices common to all allied health careers.

- What is allied Health and how do people and systems work together to support patients?
- What is HIPAA and why is it important to all healthcare settings?
- What legal rights do patients have?
- Why is OSHA important in a healthcare setting?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
HL 2.4	<ul style="list-style-type: none"> ● I can collaborate with peers and develop a definition of allied health, including the key systems of health care delivery involved. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td>Selected Response</td> </tr> <tr> <td></td> <td>Constructed Response</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table>		Selected Response		Constructed Response	x	Performance (P)		Observation	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● <i>The students will work together to define allied health.</i> 	<ul style="list-style-type: none"> ● Students will collaborate on a working definition of allied health
	Selected Response											
	Constructed Response											
x	Performance (P)											
	Observation											
HL 3.2 HL 5.2	<ul style="list-style-type: none"> ● I can identify potential safety hazards in an allied health setting. ● I can design an appropriate response to a safety scenario. ● I can design an allied health space that meets ergonomic standards. ● I can identify and explain the major components of the HIPAA. ● I can work with my peers to develop a patient Bill of Rights. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td>Selected Response</td> </tr> <tr> <td></td> <td>Constructed Response</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table>		Selected Response		Constructed Response	x	Performance (P)		Observation	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● <i>The students will use OSHA standards to design a healthcare setting of their choice ie;doctor office, patient room, nursing station</i> ● <i>The students will unpack and make sense of HIPAA components and standards.</i> 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● Design of a healthcare setting ● Chemical exposure scenario ● HIPAA Scenarios ● Develop Patient Bill of Rights
	Selected Response											
	Constructed Response											
x	Performance (P)											
	Observation											
Pacing:	3 blocks		<p>CCSS Connections:</p> <p><i>CCSS.ELA-LITERACY.SL.11-12.6</i></p> <ul style="list-style-type: none"> ● Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.) 	<p>Assessments:</p> <ul style="list-style-type: none"> ● Poster depicting allied health definition ● Students will be able to identify a potential hazard 								

				<p>situation and identify ways of mitigating risk</p> <ul style="list-style-type: none"> • Students will design a healthcare setting of their choice that mitigates safety risks • Students will develop “HIPAA scenarios” that will demonstrate HIPAA compliance 								
HL1	<ul style="list-style-type: none"> • I can converse with allied healthcare professions, so I can better understand their career/profession. • I can reflect on a career path in terms of education, training and certification. 	<table border="1"> <tr> <td></td> <td>Selected Response</td> </tr> <tr> <td></td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td>x</td> <td>Observation</td> </tr> </table>		Selected Response		Constructed Response		Performance	x	Observation	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • <i>A guest from health care administration will discuss their career pathway and the students will complete a reflection of the discussion</i> • <i>Introduction of culminating project to include an emergency room visit for a disease of the students choice and encounters with staff from each of the five pathways</i> • <i>Begin digital health science career portfolio. Students will use “Google Sites”, Portfolio to collaborate with peers</i> 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Guest Speaker • Begin digital portfolio using google sites
	Selected Response											
	Constructed Response											
	Performance											
x	Observation											
Pacing:	3 block		<p>CCSS Connections:</p> <ul style="list-style-type: none"> • <i>CCSS.ELA-LITERACY.SL.11-12.1</i> <i>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i> 	<p>Assessments:</p> <ul style="list-style-type: none"> • Guest speaker reflection • “Begin Health Career Portfolio” • UConn Quiz 								

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT

RESOURCES

<https://cte.careertech.org/sites/default/files/CCFrame-HealthScience.pdf>

<https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf>

<https://cte.careertech.org/sites/default/files/HL-CCTC-PerformanceElements.pdf>

<http://www.hosa.org/>

<https://www.g-wonlinetextbooks.com/introduction-health-science-2016/1>

UNIT 2: Therapeutic Pathway

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
HL-THR 1.1: Employ effective oral communication techniques when responding to patient questions and concerns.	<ul style="list-style-type: none"> ● Demonstrate empathy for patients/clients. ● How is empathy tied to patient outcomes? 	<ul style="list-style-type: none"> ● Compare and contrast empathy vs sympathy ● How are empathy and sympathy important for patient outcomes in a therapeutic setting 	Empathy, sympathy, patient outcomes, motivational interview, patient history, patient communication ,
HL-THR 3.1: Monitor patient/client using protocols for assessing, monitoring and reporting health status	<ul style="list-style-type: none"> ● Analyze and assess patient/client response. ● Assess vital signs and determine if results are normal ● Assess the need for follow-up and alternative care to treatment plan. 	<ul style="list-style-type: none"> ● Vital signs as a way to triage, measure,monitor patient status 	Vital Signs;respirations, pulse, blood pressure, temperature,pain, oxygen saturation, triage
<p><u>HLC01</u></p> <ul style="list-style-type: none"> ● ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and ● skills required to pursue the full range of career and postsecondary education opportunities within a career cluster. 	<ul style="list-style-type: none"> ● Use a knowledge of human structure and function to conduct health care roles. ● Use a knowledge of diseases and disorders to conduct health care roles. 	<ul style="list-style-type: none"> ● Therapeutic pathway basics ● Students will learn the requirements for a career in the therapeutic pathway as well as participate in a discussion with a guest speaker from this pathway 	ROM(range of motion), therapeutic, audiologist, massage therapist, athletic trainer, respiratory therapist, speech-language pathologist, CNA Certificate, associates degree, bachelor's degree, doctoral degree

UNIT 2: Therapeutic Pathway

In this unit students will learn about the therapeutic pathway for allied health fields. Students will perform routine procedures to an allied health setting. Students will have had the opportunity to engage with a guest speaker who currently works in the field.

- What allied health careers fall within the therapeutic pathway?
- Why is empathy essential to the therapeutic pathway?
- Why is it so important to get a good patient history?
- What skills are common throughout the therapeutic pathway?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
HL-THR 1.1	<ul style="list-style-type: none"> ● I can recognize the difference between empathy and sympathy. ● I research the connection between empathy and improved patient outcomes. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td>Selected Response (SR)</td> </tr> <tr> <td></td> <td>Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Selected Response (SR)		Constructed Response (CR)	x	Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● Students will develop a definition of empathy after watching Brene Brown video ● Students will reflect on why empathy leads to improved patient outcomes ● Student will research empathy in healthcare and write a brief paragraph on the connection between empathy and patient outcomes 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● Brene Brown empathy/sympathy video
	Selected Response (SR)											
	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
Pacing:	2 block		<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	<p>Assessments:</p> <ul style="list-style-type: none"> ● Students create and perform patient scenarios illustrating empathy ● Empathy research assignment 								
HL-THR 3.1	<ul style="list-style-type: none"> ● I can evaluate and appraise appropriateness of information. ● I can evaluate patient and other client responses to treatment and/or procedure. ● I can document test results accurately and appropriately. ● I can interpret patient test data and recognize abnormalities. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● Students will learn how to perform and record vital signs and rotate through stations to practice their skills ● Students will recognize abnormal values ● Students will record results accurately 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● Vital signs stations-pulse, blood pressure, temp, O₂ saturation, respirations
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
Pacing:	4 Blocks		<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RST.11-12.3 	<p>Assessments:</p> <ul style="list-style-type: none"> ● Students will be assessed by 								

			Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	the instructor for accuracy and proper recording of results.								
HL1-	<ul style="list-style-type: none"> I can identify and investigate careers in the therapeutic pathway. I can converse with allied healthcare professions, so I can better understand their career/profession. I can reflect on a therapeutic career path in terms of education, training and certification. 	<table border="1"> <tr> <td></td> <td>Selected Response</td> </tr> <tr> <td></td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td>x</td> <td>Observation</td> </tr> </table>		Selected Response		Constructed Response		Performance	x	Observation	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> A guest from this pathway will discuss their career pathway and the students will complete a reflection of the discussion Students will choose a therapeutic field and complete a project detailing skills, education, training, certificates required for the field. 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> Prepare questions for a Guest speaker from therapeutic pathway Continue work on culminating project (Portfolio) Therapeutic Pathway Presentation
	Selected Response											
	Constructed Response											
	Performance											
x	Observation											
Pacing:	1.5 blocks		<p>CCSS Connections:</p> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 	<p>Assessments:</p> <ul style="list-style-type: none"> UConn Quiz Guest Speaker Reflection Presentation of therapeutic pathway field of choice Completion of part 2 Health Science Portfolio 								

ADDITIONAL CONSIDERATIONS

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RESOURCES

<https://cte.careertech.org/sites/default/files/CCFrame-HealthScience.pdf>

UNIT 3: Diagnostic Pathway

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
HL-DIA 5.1: Perform specific procedures to create diagnostic results.	<ul style="list-style-type: none"> ● 1-Recognize scope of practice to be employed. ● 2-Perform procedure competently within scope of practice. ● 3-Perform procedure according to protocol. 	Students will perform diagnostics tests <ul style="list-style-type: none"> ● Simulated clinical microscopy ● Simulated Blood Typing ● Simulated endoscopy 	Urinalysis, blood glucose, clinical laboratory, x-ray, endoscopy, radiologic technologist, ultrasound, diagnostic, scope of practice, blood chemistry, blood typing, Rh factor, MRI, nuclear medicine, histotechnologist, fluoroscopy, phlebotomy Differential diagnosis, precision, accuracy, troubleshooting
HL-DIA 5.2: Document diagnostic results.	<ul style="list-style-type: none"> ● 1-Summarize diagnostic results. ● 2-Communicate diagnostic results to a health care team. ● 3-Interpret diagnostic results and offer a differential diagnosis 	<ul style="list-style-type: none"> ● Students will interpret a variety of diagnostic results and offer a possible diagnosis that makes sense based on diagnostic values 	Normal values, urinalysis, blood chemistry, CBC, MRI, nuclear medicine, differential diagnosis, pathology, appendicitis, urinary tract infection, diabetes mellitus, sepsis, parasites
HLC01 ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.	<ul style="list-style-type: none"> ● Use a knowledge of human structure and function to conduct health care roles. ● Use a knowledge of diseases and disorders to conduct health care roles. 	<ul style="list-style-type: none"> ● Students will learn the basics of diagnostic pathway ● Students will learn the requirements for a career in the diagnostic pathway as well as participate in a discussion with a guest speaker from this pathway 	Laboratory Technician, Radiology, Histologist, Cytotechnologist, Geneticist

UNIT 3: ESSENTIAL QUESTIONS

In this unit, students will learn about the diagnostic pathway for allied health fields. Students will perform hands on simulations of typical diagnostic procedures done in an allied health setting. Students will have had the opportunity to engage with a guest speaker who currently works in the field.

- What is the diagnostic health pathway?
- How does someone in the diagnostic pathway work with other healthcare workers to diagnose diseases?
- What do people do that work in the diagnostic pathway?
- What education and certifications do I need to work in the diagnostic pathway?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
5.1	<ul style="list-style-type: none"> ● I can perform diagnostic procedures with precision and accuracy. ● I can record diagnostic results and communicate findings to fictional doctors. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 30px;"></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Selected Response (SR)	X	Constructed Response (CR)	X	Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● <i>Students will perform simulated procedures that would be typical in the diagnostic pathway</i> 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● <i>Paxton Patterson lab rotations. Students will perform simulated diagnostic tests</i> <ul style="list-style-type: none"> ○ <i>Urinalysis</i> ○ <i>Endoscopy</i> ○ <i>X-Ray</i> ○ <i>Blood typing</i>
	Selected Response (SR)											
X	Constructed Response (CR)											
X	Performance (P)											
	Observation (O)											
Pacing:	4 blocks		<p>CCSS Connections:</p> <p><i>CCSS.ELA-LITERACY.RST.11-12.3</i></p> <ul style="list-style-type: none"> ● <i>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</i> 	<p>Assessments:</p> <ul style="list-style-type: none"> ● <i>Simulated diagnostic tasks and communication.</i> 								
5.2	<ul style="list-style-type: none"> ● I can interpret diagnostic results and offer a plausible differential diagnosis. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 30px;"></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Performance (P)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● <i>Students will be presented with a case and will offer differential diagnosis and communicate diagnostic tests that would confirm or rule out diagnosis</i> 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● <i>Case histories using diagnostic information from different fields</i> 		
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
Pacing:	2 Blocks		<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● <i>CCSS.ELA-LITERACY.RST.11-12.9</i> ● <i>Synthesize information from a range of</i> 	<p>Assessments:</p> <ul style="list-style-type: none"> ● <i>Case history completion</i> 								

		<table border="1"> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Observation (O)	<i>sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</i>							
	Observation (O)											
HL1	<ul style="list-style-type: none"> I can identify and investigate careers in the diagnostic pathway. I can converse with allied healthcare professions, so I can better understand their career/profession. I can reflect on a career path in terms of education, training and certification 	<table border="1"> <tr> <td></td> <td>Selected Response</td> </tr> <tr> <td></td> <td>Constructed Response</td> </tr> <tr> <td>X</td> <td>Performance</td> </tr> <tr> <td>x</td> <td>Observation</td> </tr> </table>		Selected Response		Constructed Response	X	Performance	x	Observation	Lesson Progression and Standards Connection: <ul style="list-style-type: none"> A guest from this pathway will discuss their career pathway and the students will complete a reflection of the discussion Students will choose a diagnostic field and complete a project detailing skills, education, training, certificates required for the field. 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> Prepare questions for a Guest Speaker from Diagnostic Pathway Continue work on culminating project (portfolio) Diagnostic Pathway addition to Portfolio
	Selected Response											
	Constructed Response											
X	Performance											
x	Observation											
Pacing:	1.5 blocks		CCSS Connections: <ul style="list-style-type: none"> CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 	Assessments: <ul style="list-style-type: none"> UConn Quiz Guest Speaker Reflection Presentation of diagnostic pathway field of choice Completion of part 3 Health Science Portfolio 								

ADDITIONAL CONSIDERATIONS

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UNIT 4: Health Informatics Pathway

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
<p>HL 2.2: Explain the concept of system change as it applies to the healthcare environment.</p>	<ul style="list-style-type: none"> ● 1-Analyze the cause and effect on health care system change based on the influence of technology, epidemiology, bioethics, socio-economics and various forms of complimentary (nontraditional) medicine. 	<ul style="list-style-type: none"> ● Students will be exposed to the field of epidemiology in terms of health determinants. ● Students will explore racism in healthcare systems and provide a plan to address an area of their choice (ie. fetal/maternal health). 	<p>Medical literacy, epidemiology, statistics, health determinants, health disparities, cultural competence, medical coding, public health, EHR(electronic health record),institutional racism</p>
<p>HLC01 ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.</p>	<ul style="list-style-type: none"> ● Use a knowledge of human structure and function to conduct health care roles. ● Use a knowledge of diseases and disorders to conduct health care roles. 	<ul style="list-style-type: none"> ● Students will learn the requirements for a career in Health Informatics ● Students will learn the requirements for a career in the health informatics pathway as well as participate in a discussion with a guest speaker from this pathway 	<p>Admitting clerk, epidemiologist, health educator, medical illustrator, medical coder</p>

UNIT 4: ESSENTIAL QUESTIONS

In this unit students will learn about the health informatics pathway for allied health fields. Students will analyze health informatics to identify barriers in access to health services. Students will have had the opportunity to engage with a guest speaker who currently works in the field.

- What allied health careers fall within the health informatics pathway?
- Why did the CDC declare racism a public health issue?
- Does local healthcare data support the CDC declaration?
- How can we mitigate the inequities in the healthcare system locally/nationally?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
HL 2.2	<ul style="list-style-type: none"> ● I can analyze public health data to identify racial disparities related to access to healthcare. ● I can collaborate with community groups to determine a course of action to raise awareness about the issue. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td></td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> </table>		Selected Response (SR)		Constructed Response (CR)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● <i>Students will access data/informatics that showcase racial disparities in health care.</i> ● <i>Students will design a plan to mitigate this issue raised by the healthcare data analyzed.</i> 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● <i>Health care access data analysis project</i> ● <i>Community Awareness Project</i> 				
	Selected Response (SR)											
	Constructed Response (CR)											
Pacing:	4 blocks	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Performance (P)		Observation (O)	<p>CCSS Connections: CCSS.ELA-LITERACY.RST.11-12.9</p> <ul style="list-style-type: none"> ● <i>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</i> 	<p>Assessments:</p> <ul style="list-style-type: none"> ● <i>Completion of Community awareness Project</i> ● <i>Presentation to Bristol Public Health</i> 				
	Performance (P)											
	Observation (O)											
HL1	<ul style="list-style-type: none"> ● I can identify and investigate careers in the health informatics pathway. ● I can converse with allied healthcare professions, so I can better understand their career/profession. ● I can reflect on a career path in terms of education, training and certification 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td style="text-align: center;">Selected Response</td> </tr> <tr> <td></td> <td style="text-align: center;">Constructed Response</td> </tr> <tr> <td></td> <td style="text-align: center;">Performance</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Observation</td> </tr> </table>		Selected Response		Constructed Response		Performance	x	Observation	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● <i>A guest from this pathway will discuss their career pathway and the students will complete a reflection of the discussion</i> ● <i>Students will choose a “Community Awareness Project” based on epidemiologic data from the DPH about Bristol and surrounding towns</i> 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● <i>Community Awareness Project</i> ● <i>Prepare questions for a Guest Speaker from the health informatics pathway.</i>
	Selected Response											
	Constructed Response											
	Performance											
x	Observation											
Pacing:	1.5 blocks		<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● <i>CCSS.ELA-LITERACY.SL.11-12.1</i> <p><i>Initiate and participate effectively in a range of</i></p>	<p>Assessments:</p> <ul style="list-style-type: none"> ● <i>UConn Quiz</i> 								

			<p><i>collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i></p> <ul style="list-style-type: none"> ● <i>CCSS.ELA-LITERACY.W.11-12.4</i> <p><i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</i></p>	<ul style="list-style-type: none"> ● <i>Guest Speaker Reflection</i> ● <i>Presentation of Community Awareness Project</i> ● <i>Completion of part 4 Health Science Portfolio</i>
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ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
RESOURCES			
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UNIT 5: Support Services Pathway

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
<p>HL-SUP 2.1: Perform cleaning and decontamination tasks using best practices for eliminating pathogenic organisms.</p>	<ul style="list-style-type: none"> ● Demonstrate various decontamination techniques and procedures. ● Demonstrate knowledge of standard precaution guidelines. ● Select procedures and precautions to be followed when using chemicals. ● Demonstrate techniques for mechanical and manual cleaning procedures. ● Evaluate potential causes and methods of transmitting infection. ● Integrate infection control standards with relevant activities and procedures. 	<ul style="list-style-type: none"> ● Chain of infection in allied health fields ● Appropriate PPE for likely exposure ● Differentiate environments in a healthcare setting in terms of exposure to pathogens ● Demonstrate appropriate cleaning for situation 	<p>Chain of infection, causative agent, mode of transmission, reservoir, portal of entry, portal of exit, susceptible host, aseptic, sterile, clean, autoclave, spores, nosocomial, hospital acquired infection, universal precautions, sterile technique, blood borne pathogens, personal protective equipment, asepsis, sterile,</p>
<p>HLC01 ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.</p>	<ul style="list-style-type: none"> ● Use a knowledge of human structure and function to conduct health care roles. ● Use a knowledge of diseases and disorders to conduct health care roles. 	<ul style="list-style-type: none"> ● Students will learn the requirements for a career in support services as well as participate in a discussion with a guest speaker from this pathway 	<p>Environmental Services, Facilities manager</p>

UNIT 5: ESSENTIAL QUESTIONS

In this unit, students will learn about the support services pathway for allied health fields. Students will use the chain of infection phenomenon to understand the role of support services in preventing an outbreak. Students will have had the opportunity to engage with a guest speaker who currently works in the field.

- What allied health careers fall within the support services pathway?
- How is the chain of infection relevant to every health care field?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
HL-SUP 2.1	<ul style="list-style-type: none"> ● I can practice infection control procedures. ● I can investigate and practice appropriate cleaning, disinfecting and sterilizing processes. ● I can compare and contrast medical and surgical asepsis. 	<table border="1" style="width: 100%;"> <tr><td style="width: 20px;"></td><td>Selected Response (SR)</td></tr> <tr><td></td><td>Constructed Response (CR)</td></tr> <tr><td></td><td>Performance (P)</td></tr> <tr><td></td><td>Observation (O)</td></tr> </table>		Selected Response (SR)		Constructed Response (CR)		Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● <i>Students will be able to identify the chain of infection in terms of cholera.</i> ● <i>Students will design a village in terms of breaking the chain of infection for cholera</i> ● <i>Students will demonstrate proper technique in terms of donning and doffing gloves</i> ● <i>Students will demonstrate proper handwashing technique and describe how this can decrease nosocomial infections</i> 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● “The Story of Cholera” ● Glo-germ laboratory ● Donning and Doffing gloves with shaving cream
	Selected Response (SR)											
	Constructed Response (CR)											
	Performance (P)											
	Observation (O)											
Pacing:	4 blocks		<p>CCSS Connections: CCSS.ELA-LITERACY.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Assessments:</p> <ul style="list-style-type: none"> ● <i>Anti-cholera village design</i> ● <i>Demonstration of correct technique in donning and doffing gloves</i> ● <i>Demonstrate proper handwashing technique</i> 								
HL1	<ul style="list-style-type: none"> ● I can identify and investigate careers in the support services pathway. ● I can converse with allied healthcare professions, so I can better understand their career/profession. ● I can reflect on a career path in terms of education, training and certification 	<table border="1" style="width: 100%;"> <tr><td style="width: 20px;"></td><td>Selected Response (SR)</td></tr> <tr><td style="text-align: center;">x</td><td>Constructed Response (CR)</td></tr> <tr><td style="text-align: center;">x</td><td>Performance (P)</td></tr> <tr><td></td><td>Observation (O)</td></tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● <i>Prepare questions for a Guest Speaker Discussion-Support Services</i> ● <i>Continue work on culminating student allied health professions career portfolio.</i>
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											

Pacing:			<p>CCSS Connections: <i>CCSS.ELA-LITERACY.SL.11-12.1</i></p> <ul style="list-style-type: none"> ● <i>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i> <p><i>CCSS.ELA-LITERACY.W.11-12.4</i></p> <ul style="list-style-type: none"> ● <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</i> 	<p>Assessments:</p> <ul style="list-style-type: none"> ● <i>UConn Quiz</i> ● <i>Guest Speaker Reflection</i> ● <i>Completion of part 5 Health Science Portfolio</i>
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ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT

RESOURCES

https://cte.careertech.org/sites/default/files/CCFrame-HealthScience.pdf
https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf

UNIT 6: Biotechnology Research and Development Pathway

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
HL-BRD 2.3: Apply genetic principles to biotechnology.	<ul style="list-style-type: none"> Describe the basic structure of a chromosome. Construct a karyotype with human chromosomes. Differentiate the genetic inheritance of a dominant homozygous trait (e.g. dwarfism) from a heterozygous disease (e.g., sickle cell anemia). 	<ul style="list-style-type: none"> Students will describe the basic structure of a chromosome and cut and construct a human karyotype. Students will construct a normal and abnormal karyotype. 	Chromosome, karyotype, DNA, RNA, sugar phosphate backbone, nucleotide, amino groups, heterozygous, homozygous, genetic trait
HL-BRD 3.1: Identify techniques used in biotechnology.	<ul style="list-style-type: none"> Describe the following techniques: genetic engineering 	<ul style="list-style-type: none"> Students will be exposed to biotechnology through a hands on lab “pGLO” transformation Students will have a guest speaker from the biotechnology field 	Biotechnology, Genetic engineering, recombinant DNA, bioinformatics, bioluminescence, genes, transformation, phenotype, genotype, genome, personalized medicine
HL-BRD 6.1: Explain biotechnological implications on society.	<ul style="list-style-type: none"> Differentiate between morality and ethics and the relationship of each to biotechnology healthcare product development. Discuss bioethical issues related to biogenetic products. 	<ul style="list-style-type: none"> Students will research genetic technology that is in use or about to be in use and discuss the ramifications and morality associated with the technology. Ex-“designer babies” 	Ethics, morality, biotech products,
HLC01 ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.	<ul style="list-style-type: none"> Use a knowledge of human structure and function to conduct health care roles. Use a knowledge of diseases and disorders to conduct health care roles. 	<ul style="list-style-type: none"> Students will learn the requirements for a career in biotechnology research and development as well as participate in a discussion with a guest speaker from this pathway 	Genomics, Bioinformatics, Molecular Biology, Biostatistician,

UNIT 6: ESSENTIAL QUESTIONS

In this unit students will learn about the biotechnology research and development pathway for allied health fields. Students will use their knowledge of chromosomes to understand the role of genetics in biotechnology research and development. Students will have the opportunity to engage with a guest speaker who currently works in the field.

- What allied health careers fall within the biotechnology research and development pathway?
- What is the history of genetic engineering?
- How is it already used in medicine?
- What are the ethical considerations of genetic engineering?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
HL-BRD 2.3: Apply genetic principles to biotechnology	<ul style="list-style-type: none"> ● I can create an explanatory model of a human chromosome. ● I can describe a genetic disease in terms of homozygous, heterozygous, dominant and recessive traits. ● I can describe chromosomal mutation and predict its impact. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)		Observation (O)	<ul style="list-style-type: none"> ● Students will choose their own medium and create an advertisement for a human chromosome of their choosing. ● Students will create a superhero origin story based on a chemical incident that changes the chromosome that they studied in their poster 	<ul style="list-style-type: none"> ● Chromosome advertisement project ● Karyotype comic book
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
Pacing	3 blocks		CCSS Connections:	Assessments: <ul style="list-style-type: none"> ● <i>Poster completion</i> ● <i>Genetic Disease Presentation</i> ● <i>Karyotype comic book completion</i> 								
HL-BRD 3.1: Identify techniques used in biotechnology	<ul style="list-style-type: none"> ● I can investigate the genetic transformation of the pGLO gene. ● I can analyze data from the pGLO laboratory investigation. ● I can use data from the pGLO investigation as evidence when devising a conclusion. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)		Observation (O)	Lesson Progression and Standards Connection: <i>Students will perform the pGLO lab with a partner and complete the lab report. Students will be able to see genetic transformation in terms of pGLO gene</i>	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● <i>pGLO Laboratory</i> ● <i>Written pGLO lab analysis</i>
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
Pacing:	3 blocks		CCSS Connections: CCSS.ELA-LITERACY.RST.11-12.3	Assessments: <ul style="list-style-type: none"> ● <i>Completion of pGlo lab report</i> 								

			Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	<ul style="list-style-type: none"> ● <i>Written reflection on ethical considerations in genetic engineering.</i> 								
HL-BRD 3.2: Identify trends in the field of biotechnology.	<ul style="list-style-type: none"> ● I can predict how nanotechnology, bioinformatics, proteomics, genomics and transcriptomics will create new career opportunities. ● I can identify how the above career opportunities will impact health care environments. 	<table border="1"> <tr> <td></td> <td>Selected Response (SR)</td> </tr> <tr> <td>x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td>x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● <i>Students will discuss the biotechnology field in terms of education, training, certifications with a person who works in the field.</i> 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● <i>Guest Speaker</i>
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
Pacing:	3 blocks		<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● <i>CCSS.ELA-LITERACY.SL.11-12.1</i> <i>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i> ● <i>CCSS.ELA-LITERACY.W.11-12.4</i> <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</i> 	<p>Assessments:</p> <ul style="list-style-type: none"> ● <i>UConn Quiz</i> ● <i>Guest Speaker Reflection</i> ● <i>Completion of part 6 Health Science Portfolio</i> ● <i>Completion of culminating project</i> 								

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT

RESOURCES

- <https://cte.careertech.org/sites/default/files/CCFrame-HealthScience.pdf>
- <https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf>

<https://cte.careertech.org/sites/default/files/HL-CCTC-PerformanceElements.pdf>
<http://www.corestandards.org/ELA-Literacy/RST/9-10/>



Bristol Public Schools
Office of Teaching & Learning

Department	Social Studies
Department Philosophy	<p>The primary objective of the social studies program is to prepare students to become thoughtful individuals whose academic background and skills will enable them to function successfully in an increasingly complex, multicultural, and changing world. The social studies program must provide students with an intellectual framework of knowledge, the skills necessary to process information, and the capacity to understand and appreciate people from backgrounds and cultures different from their own. Further, the program is intended to develop an informed, discriminating citizenship essential to effective participation in the democratic processes of governance and the fulfillment of the nation’s democratic ideals. To achieve this, students examine a variety of history and social studies disciplines, integrating content, literacy skills and the application of knowledge in an interdisciplinary manner involving other content areas, among them language arts, science, art and music.</p> <p>While history forms the foundation for social studies, it is understood that concepts from other social sciences, including geography, economics, psychology, and sociology must be integrated through the department’s course offerings to provide students with a firm understanding of the principles and methodologies in the social studies discipline. Students learn to use tools that allow them to think like historians, geographers, political scientists, economists, sociologists, and psychologists.</p> <p>We recognize that there are many differences among our students, not only in intelligence and special talents, but also in their interests, goals, and objectives in life. Therefore, we are committed to the development and maintenance of a curriculum of such variety that we may find and serve these widely divergent needs and interests. The desired end: to prepare students to take their place in the world community, providing them with the capacity to live successful personal and public lives.</p>
Course	World Regions
Course Description	This course continues the global study of physical and human geography students beginning in 6th grade. Students study five distinct regions of the world: Sub Saharan Africa, South Asia, East Asia, Southeast Asia, and Oceania. In each unit, students

	<p>start by orienting themselves to the physical and human geography of the region before exploring human/environment interactions, people and culture, governments and economies, and current issues. Students conclude their study of world regions by studying conflicts, globalization, and migration across the globe.</p> <p>The study of each region culminates in a document based inquiry that delves deeper into one of these spiralling themes and builds towards an evidence based argument. These summative inquiries are built using the Inquiry Design Model (IDM) Blueprint, which is based on the College, Career, and Civic Life (C3) Framework and the inquiry standards in the CT Social Studies Framework. Each of these inquiries presents students with a purposeful progression of questions, tasks, and sources in the service of answering a compelling question about the region. Although each of these regional inquiries delves deeper into one of the recurring themes of the course, they also often draw on other concepts introduced over the course of the unit, and therefore serve as culminating, summative arguments.</p> <p>In at least one unit, students will extend their learning through independent research into the questions raised over the course of their studies. Teachers can decide where in the year this research experience will best extend students' learning in collaboration with the Library Media Specialist at their school. Potential research topics are suggested in each unit, but teachers may also choose to explore questions arising from students' interests or conduct additional research to support the summative inquiry at the end of each unit.</p>
Grade Level	7th
Pre-requisites	None
Credit (if applicable)	Social Studies

UNIT 1: Sub Saharan Africa

Overview

In this unit, students will explore Sub-Saharan Africa, a diverse, complex, and often misunderstood region. Students will learn about the various geographic and cultural features of the region. They will examine the ways that Sub-Saharan Africa's environment has led to challenges for its citizens including exploitation, illness, and lack of basic necessities. Students will study the impact of migration and colonization on culture and conflict in the region. They will then analyze the ways in which Colonialism has negatively impacted the governments and economies of Sub-Saharan Africa and discover innovations in the region that are helping address the problems created by this system. Students will investigate public health in the region and evaluate solutions to this ongoing issue.

Key Understandings

- Sub-Saharan Africa is home to many valuable resources, but the exploitation of these resources, lack of resources needed for survival, and dangerous insects have been challenges for people of the region.
- Since the development of humankind in Sub-Saharan Africa, the region has been shaped by migration and colonization, which has created a diverse population and, in some cases, conflict.
- Governments established in Sub-Saharan Africa by European colonizers exploited African resources and excluded African citizens, leading to severe obstacles for the now-independent African nations who are now finding innovative ways to address the issues created by Colonialism.
- Due to a lack of infrastructure, weak economies, and limited resources, public health has been a big struggle in Sub-Saharan Africa, but the region's governments and international organizations are working together to provide resources and services that are creating a healthier population.

Summative/Required Writing Prompts

- Inquiry Argument: Have outside cultures generally had a positive impact on the people of Sub-Saharan Africa?

Connections to Prior Inquiries

- Students will have considered the spread of cultures across regions by considering whether the United States imports or exports more culture (6th).

Connections to Future Inquiries

- Students will weigh cultural factors against environmental and political factors in understanding the source of the conflict in Kashmir (7th).
- Students will consider the extent to which culture might unify a region when determining whether Southeast Asia is unified by national culture or government authority (7th).

Opportunities for Research and Informed Action

- Students might research additional humanitarian efforts in the region of Sub Saharan Africa, either international or local.
- Students might research the rise of Islamic extremism in Sub Saharan Africa, as well as international efforts to provide security in the region.

INQUIRY	TARGETS	VOCABULARY	KNOWLEDGE	ASSESSMENT	STANDARDS
How has location influenced life in Sub-Saharan Africa?	<ul style="list-style-type: none"> I can locate Sub-Saharan Africa on a world map. I can describe the physical characteristics of Sub-Saharan Africa. I can describe the human characteristics of Sub-Saharan Africa. 	Homogeneous Heterogeneous Vital	Sahel Serengeti Sahara Desert Niger River Nigeria	CFA	GEO 6-7.2
How has the environment shaped life in Sub-Saharan Africa?	<ul style="list-style-type: none"> I can describe how people have used environmental resources throughout the history of Sub-Saharan Africa. I can describe environmental challenges of life in Sub-Saharan Africa. I can analyze the way modern Sub-Saharan Africans use natural resources. I can analyze the way in which the people in Sub-Saharan Africa have had an impact on the environment. 	Poach Inhibit	Salt/gold deposits Impact on colonization Malaria Tsetse Fly Drought Subsistence farming Diamonds Poaching Lake Chad Overgrazing	CFA	GEO 6-7.3 GEO 6-7.10
How has ethnic diversity contributed to cultural diffusion and conflict in Sub-Saharan Africa?	<ul style="list-style-type: none"> I can trace the origins of mankind and early development in Sub-Saharan Africa. I can describe the religious and ethnic diversity of Sub-Saharan Africa I can analyze the ethnic and religious roots of conflict in Sub-Saharan Africa 	Inhabit Derived	Bantu Colonialism Indigenous Religions Christianity Islam Zulu Maasai Sudan Civil War Genocide	CFA	GEO 6-7.3 GEO 6-7.8
Why are political stability and development important to life in Sub-Saharan Africa?	<ul style="list-style-type: none"> I can explain the impact of colonialism on Sub-Saharan Africa's economic and political systems I can describe current governments and economic systems in the region I can identify current innovations and efforts to improve life in Sub-Saharan Africa 	Corruption Legacy Innovate	"Scramble for Africa" Pan-Africanism Military Rule Transitional Government Democracy South Africa Subsistence Farming Ecotourism Microlending	CFA	GEO 6-7.3 HIST 6-8.1 CIV 6-7.3

			Mobile Phones		
What can developing countries do to keep their people healthy?	<ul style="list-style-type: none"> • I can describe Sub-Saharan Africa’s developing public health infrastructure. • I can analyze major public health risks and their impacts on Sub-Saharan Africa. • I can evaluate the success and efficiency of programs to reduce these risks. 	Inadequate Implement	Public Health HIV Tuberculosis Malaria Parasites Educational Outreach Pit Latrines Foreign Aid	CFA	GEO 6-7.3 CIV 6-7.3
Have outside cultures generally had a positive impact on the people of Sub-Saharan africa?	<ul style="list-style-type: none"> • I can describe how outside cultures influenced Sub-Saharan Africa both positively and negatively in ancient times. • I can compare the effects of colonialism on Sub-Saharan Africa to the influence of outside cultures in ancient times. • I can evaluate the impact of outside cultures on Sub Saharan Africa from ancient times to the present day. 	Contemporary Beneficent Humanitarian		IDM	HIST 6-8.1 CIV 6-7.3 INQ 6-8.6 INQ 6-8.8 INQ 6-8.9 INQ 6-8.10

UNIT 2: South Asia

Overview

In this unit, students will study one of the most populous regions of the world and the challenges of sustaining such populations. Students will study how water has both sustained life in the region throughout history, while also contributing to ongoing tensions and conflicts in the region of Kashmir. Students will also study the lasting impact of Colonialism in the region, including the Indian movement for independence, subsequent partition, and continued political and religious divisions between India and Pakistan. Students will also learn about the economic growth of both nations, as well as challenges associated with economies and populations across the region.

Key Understandings

- Monsoons and rivers are vital to agriculture in the region throughout human history, but recent population growth has placed a significant strain on environmental resources.
- A significant portion of the world's population lives in South Asia, which was once united under British rule, but now is divided along religious and ethnic lines.
- After gaining independence from British colonial rule, India and Pakistan became economic and political rivals and have both experienced significant economic growth as well as persistent instability and inequality.
- India in particular has seen massive economic growth since the turn of the century, but several factors prevent wealth from being evenly distributed among the population.

Summative/Required Writing Prompts

- Inquiry Argument: Are environmental factors the reason for the conflict in Kashmir?

Connections to Prior Inquiries

- Students will have considered human environment interaction in Latin America by determining whether it was beneficial to further develop the coastline in that region (6th).
- Students will have studied potential solutions to environmental challenges when studying desertification in Northern Africa and Southwest Asia (6th).

Connections to Future Inquiries

- Students will weigh the ecological costs of tourism against the economic benefits when studying the region of Oceania (7th)

Opportunities for Research and Informed Action

- Students might research the history of and efforts to reform the caste system in India.
- Students might research population growth of India, including challenges, projections, and implications for the future.

INQUIRY	TARGETS	VOCABULARY	KNOWLEDGE	ASSESSMENT	STANDARDS
How does geography influence life in South Asia?	<ul style="list-style-type: none"> I can locate South Asia on a world map I can describe the physical characteristics (i.e., landforms, climate, and vegetation) of South Asia I can describe the human characteristics of South Asia 	Imposing Congregate	Himalayas Mount Everest Hindu Kush Deccan Plateau Ganges River/Valley, India Pakistan Nepal	CFA	GEO 6-7.2
How has access to natural resources shaped life in South Asia?	<ul style="list-style-type: none"> I can analyze the impact of the monsoons and access to water on settlement patterns I can describe the impact humans have had on the environment in South Asia 	Advocate Ameliorate Dependent	Monsoons Drought Indus River Kashmir Deforestation Desertification	CFA	GEO 6-7.3 GEO 6-7.11 ECO 6-7.7
How do culture and religion unite and divide South Asia?	<ul style="list-style-type: none"> I can discuss the population distribution of people in South Asia I can analyze the role of colonialism, religion, and partition in the political geography of India I can compare and contrast cultural and ethnic characteristics of South Asian populations 	Partition Caste	Urbanization Overpopulation Hinduism Caste System Islam Buddhism Sikhism British Rule Bollywood/Lollywood	CFA	GEO 6-7.4 GEO 6-7.9 HIST 6-8.1
How have governmental and economic changes impacted life in the region?	<ul style="list-style-type: none"> I can trace the development of modern government in South Asia after British colonialism I can describe current governments and economic systems in the region 	Volatile Colonialism	East India Tea Company Mohandas Gandhi Salt March (1930) Independence (1947) Planned Economy Market Economy The Nehru Family The Bhutto Family	CFA	CIV 6-7.1 GEO 6-7.3 HIST 6-8.1 ECO 6-7.5
How can India keep up with its own	<ul style="list-style-type: none"> I can analyze the factors behind India's rapid economic growth 	Inequality Perpetuate	Market economy Planned Economy	CFA	ECO 6-7.1 ECO 6-7.2

growth?	<ul style="list-style-type: none"> ● I can identify persistent challenges to India's continued economic growth. ● I can evaluate possible solutions to Indian inequality 		Income distribution Urban/rural divisions Brain Drain Skilled Workers Caste system Infrastructure		
Are environmental factors the reason for the conflict in Kashmir?	<ul style="list-style-type: none"> ● I can trace the history of the conflict in Kashmir ● I can describe how water contributes to the conflict in the region. ● I can describe how culture and politics contribute to the conflict in the region. 	Reliant Dispute		IDM	GEO 6-7.4 GEO 6-7.8 INQ 6-8.6 INQ 6-8.8 INQ 6-8.9 INQ 6-8.10

UNIT 3: East Asia

Overview

In this unit, students will learn about one of the most populous and influential regions in the world today. Students will learn how the geography of the region led to highly concentrated human populations and forced people to adapt to limited space and natural resources. Students will also explore the significant cultural influence China has had on the region, as well as the growing influence of the west on East Asian cultures, governments, and economies. Finally, students will explore the natural phenomena that cause earthquakes, the ways countries in the region have successfully adapted to life on “The Ring of Fire,” as well as the limitations of those adaptations.

Key Understandings

- A lack of space and natural resources have caused the people of East Asia to modify their environments in a variety of ways, many of which have come with significant environmental costs.
- East Asian cultures are deeply connected due to the historical influence of China, but various countries have also developed distinct traditions of their own, and the region has been increasingly connected to western culture.
- East Asian countries include a range of governments, but those that have relinquished centralized control and increased foreign investment have generally achieved greater economic success.
- Although Japan has developed sophisticated preparations that have largely succeeded in protecting its population from earthquakes, the Tsunami of 2011 demonstrated the limits of these measures.

Summative/Required Writing Prompts

- Inquiry Argument: Has manufacturing benefited the people of China?

Connections to Prior Inquiries

- Students will have considered the costs and benefits of joining the European Union (6th).
- Students will have considered the benefits of economic development against the threat of hurricanes in Latin America (6th).

Connections to Future Inquiries

- None.

Opportunities for Research and Informed Action

- Students might research recent developments in relations between the United States and China, such as trade agreements
- Students might research efforts to reduce pollution in the region, such as China’s investments in renewable energy

INQUIRY	TARGETS	VOCABULARY	KNOWLEDGE	ASSESSMENT	STANDARDS
How does location impact life in East Asia?	<ul style="list-style-type: none"> I can locate East Asia on a world map I can describe the physical characteristics (i.e., landforms, climate, and vegetation) of East Asia I can describe the human characteristics of East Asia 	Nomadic Rugged	China Japan North Korea South Korea Himalayan Mountains Tibetan Plateau Pacific Ocean Gobi Desert Yangtze River Yellow River	CFA	GEO 6-7.2
How have humans modified and impacted the environment in East Asia?	<ul style="list-style-type: none"> I can describe how early civilizations in East Asia used the land I can analyze the impact of limited resources on geographically smaller nations, including Japan and the Koreans I can evaluate the impact of industrial growth (particularly in China) on the environment in East Asia 	Intensive Reclaim Efficient	Loess Terracing Intensive Farming Reclaimed land Arable land Hydroelectric power Three Gorges Dam Industrialization Pollution	CFA	GEO 6-7.3 ECO 6-7.2
How have the cultures of East Asia balanced tradition and modernization?	<ul style="list-style-type: none"> I can describe the population distribution of people in East Asia I can explain the causes and effects of cultural diffusion across East Asia I can describe the influence of traditional practices, philosophy, and religion on modern life in East Asia. 	Intertwined Distinct Ubiquitous	Chinese influence Buddhism Confucianism Rice Farming Writing systems Cultural Revolution Tai Chi Haiku Block Painting	CFA	GEO 6-7.5 GEO 6-7.6 GEO 6-7.7
How do the varied governments and economic systems of East Asian countries impact the lives of their citizens?	<ul style="list-style-type: none"> I can compare and contrast the governments and economic systems of East Asia I can describe the factors impacting economic growth throughout the region 	Collective Censor	Constitutional monarchy Representative democracy Authoritarian government Foreign Investment Export economy Market economy	CFA	ECO 6-7.5 ECO 6-7.6 ECO 6-7.7

			Command Economy Special economic zones Shenzen		
How do the people of East Asia adapt to earthquakes, volcanoes, and tsunamis?	<ul style="list-style-type: none"> I can explain the geological phenomena that cause earthquakes and tsunamis, particularly on the Pacific Rim I can evaluate the effectiveness of Japanese engineering ability to plan for and respond to natural disasters 	Devastation Sophisticated Magnitude	Fault line Tectonic plates Ring of Fire Building Codes 2011 Earthquake	CFA	HIST 6-8.1 INQ 6-8.16 CIV 6-7.3
Is the past or the present a more powerful influence on East Asian culture today?	<ul style="list-style-type: none"> I can describe life in a Chinese factory. I can evaluate the costs and benefits of working in a Chinese factory. I can explain the impact of Chinese manufacturing around the world. 	Monotonous		IDM	GEO 6-7.3 ECO 6-7.2 INQ 6-8.6 INQ 6-8.8 INQ 6-8.9 INQ 6-8.10

UNIT 4: Southeast Asia

Overview

In this unit, students will learn that Southeast Asia is a very diverse area of the world made up of lush green nations with long coastlines and thousands of islands. Despite the challenges posed by mountains and rainforests, students will analyze how people have adapted and modified their environment to survive. Students will also learn about rapid population growth and increased urbanization in the region and the accompanying strain on once abundant natural resources. They will also examine the complex historical roots of Southeast Asia and the influence of colonialism on religion and ethnic traditions, as well as the successes and failures of the range of governments that were established in the wake of colonial rule.

Key Understandings

- People in Southeast Asia have historically adapted to and made use of the natural resources available in the region, but growing populations and industrialization are placing a strain on the environment.
- Although the region is mostly rural, the region is home to growing cities and a diverse culture that reflects Indian, Arab, Chinese, and European influences.
- Much of Southeast Asia has struggled to create independent, democratic governments since the mid 1900s, and much of the region is experiencing economic growth due to increasing industrialization.
- The Indonesian government has adopted a variety of approaches to unify an extremely diverse and divided population, but has achieved limited success.

Summative/Required Writing Prompts

- Is Southeast Asia unified by national culture or government authority?

Connections to Prior Inquiries

- Students will have considered the spread of cultures across regions by considering whether the United States imports or exports more culture (6th).
- Students will have studied how cultures spread across regions by evaluating the impact of outside cultures on the people of Sub Saharan Africa (7th).
- Students will weigh cultural factors against environmental and political factors in understanding the source of the conflict in Kashmir (7th).

Connections to Future Inquiries

- None

Opportunities for Research and Informed Action

- Students might research the history or current state of relations between the US and the Philippines.
- Students might research recent political unrest in Myanmar.

INQUIRY	TARGETS	VOCABULARY	KNOWLEDGE	ASSESSMENT	STANDARDS
How does geography affect life in Southeast Asia?	<ul style="list-style-type: none"> ● I can locate Southeast Asia on a world map ● I can describe the physical characteristics of Southeast Asia ● I can describe the human characteristics of Southeast Asia 	Eviction Variation Dominant	Mekong River Indian Ocean Pacific Ocean South China Sea Philippine Sea Bay of Bengal Tropical Rainforest Archipelago Buddhist Muslim	CFA	GEO 6-7.2
How have the people of Southeast Asia adapted to and modified their environments?	<ul style="list-style-type: none"> ● I can describe the key features of Southeast Asia's physical geography ● I can describe how early civilizations in Southeast Asia adapted to the environment ● Explain how modern residents use natural resources 	Correspond Influence	Rainforests Ring of Fire Slash-and-burn agriculture Semi-Nomadic Khmer Empire Angkor Wat Deforestation/logging Fish farming Urbanization Ecotourism	CFA	GEO 6-7.7 GEO 6-7.9
How have location and colonialism influenced the cultures of Southeast Asia?	<ul style="list-style-type: none"> ● Discuss the population distribution in Southeast Asia. ● Describe the influences of neighboring countries and colonial powers on Southeast Asian culture ● I can describe the cultural characteristics (i.e., religion, foods, languages, ethnicities, and customs) of Southeast Asia. 	Vestige Ideology	Mahayana Buddhism Vietnam Singapore Philippines Theravada Buddhism Cambodia Confucianism Court dancing Wayang Kroncong Rural Urban	CFA	GEO 6-7.5 GEO 6-7.6

<p>What factors have contributed to growth and inequality in Southeast Asia?</p>	<ul style="list-style-type: none"> ● I can analyze the impact of post-colonial conflict on the nations of Southeast Asia. ● I can explain the economic structures and challenges of Southeast Asia. 	<p>Disparity Atrocity Accountable</p>	<p>Vietnam War Khmer Rouge Communism Philippines Democratic republic Thailand Constitutional monarchy Wealth disparity Market economy Command economy Authoritarian governments</p>	<p>CFA</p>	<p>HIST 6-8.1 CIV 6-7.2</p>
<p>How does diversity impact Indonesia culturally and politically?</p>	<ul style="list-style-type: none"> ● I can explain the roots of Indonesia's diverse ethnic, religious, and cultural makeup. ● I can describe how diversity has created tension in some portions of Indonesia. ● I can describe how the Indonesian government has used semiautonomous zones and unifying cultural attributes to govern the varied groups inside its boundaries. 	<p>Intolerance Separatist</p>	<p>Arab and European trade Javanese Sudanese Islam General Suharto Pancasila Bahasa Indonesia</p>	<p>CFA</p>	<p>GEO 6-7.4 CIV 6-7.2 GEO 6-7.5 CIV 6-7.3</p>
<p>Is Southeast Asia unified by national culture or government authority?</p>	<ul style="list-style-type: none"> ● I can identify the similarities and differences that the people of Indonesia have among culture, religion, ethnicities and languages. ● I can explain the philosophy of Pancasila and the impact it has on Indonesian cultural unity. ● I can analyze religious intolerance in Indonesia and the impact this has on national unity. ● I can assess the Indonesian government's response to independence movements within their nation. 	<p>Suppress Fragmented</p>	<p>Pancasila</p>	<p><u>IDM</u></p>	<p>GEO 6-7.4 CIV 6-7.2 CIV 6-7.3 INQ 6-8.6 INQ 6-8.8 INQ 6-8.9 INQ 6-8.10</p>

UNIT 5: Australia, Oceania, and Antarctica

Overview

Throughout this unit students will explore some of the world's most unique landscapes, as well as the benefits and significant challenges of living in these vast areas. Students will discover how people first arrived to these territories and migrated between the thousands of islands in this region. Students will learn how the cultures and of those living in the region reflect Indigenous, European, American, and Asian influences. Students will learn how governments in the region overcome the challenges of vast physical space before also studying threats to the Great Barrier Reef and potential means of restoring this unique but diminishing ecosystem.

Key Understandings

- The region of Australia, Oceania and Antarctica is a place of vast and unique landscapes that have experienced much migration and development over the last several centuries.
- The earliest civilizations in Australia and Oceania have had to adapt to different environments around them, whereas Antarctica, without any permanent citizens, is a harsh and nearly barren terrain inhabited by international teams of dedicated scientists.
- The environments and immigration patterns of Australia, Oceania and Antarctica have influenced diverse, modern cultures that have resulted in large urban populations in some places and almost no inhabitants in others.
- The governments of Australia, Oceania and New Zealand include vast political structures and organization whereas Antarctica has no national government and is not an inhabited country.

Summative/Required Writing Prompts

- Inquiry Argument: Do the benefits of tourism outweigh the costs?

Connections to Prior Inquiries

- Students will have been introduced to environmental cost/benefit analysis in their study of Latin America, weighing the benefits of economic development against the threat of hurricanes (6th).
- Students will have studied potential solutions to environmental challenges when studying desertification in Northern Africa and Southwest Asia (6th).
- Students will have studied how environmental factors contribute to regional conflict when studying the dispute over Kashmir in South Asia (7th)

Connections to Future Inquiries

- None

Opportunities for Research and Informed Action

- Students might research the history of World Heritage Sites, other World Heritage Sites around the world, or the selection process
- Students might research the history of discrimination against Aboriginal and Maori populations, such as the "Stolen Generation," of Aboriginal children and subsequent National Apology in 2008

INQUIRY	TARGETS	VOCABULARY	KNOWLEDGE	ASSESSMENT	STANDARDS
How does geography influence life, or lack of life, in Australia, Oceania, and Antarctica	<ul style="list-style-type: none"> ● I can locate Australia, Oceania, and Antarctica on a world map ● I can describe the physical characteristics (i.e., landforms, climate, and vegetation) of Australia, Oceania, and Antarctica ● I can describe the human characteristics of Australia, Oceania, and Antarctica 	Migration Barren	Australia New Zealand Papua New Guinea Pacific Ocean Indian Ocean Great dividing range Outback Antarctica Ring of Fire Great Barrier Reef	CFA	GEO 6-7.2 GEO 6-7.4
How have people interacted with the environment in Australia, Oceania, and Antarctica?	<ul style="list-style-type: none"> ● I can explain how the earliest civilizations in Australia and Oceania adapted to their environment. ● I can discuss the ways in which the people in Australia, Oceania and Antarctica have affected the environment and the way the environment has made an impact on the people ● I can describe the study of Antarctica's environment 	Interior Sparse Monolithic	Aborigine Maori Livestock Hydroelectric power McMurdo Station Great Dividing Range New Zealand Desertification Deforestation Greenhouse effect	CFA	GEO 6-7.7
How have patterns of migration changed the cultures of Australia, Oceania, and Antarctica?	<ul style="list-style-type: none"> ● I can discuss the population distribution of people in Australia, Oceania and Antarctica ● I can describe the cultural characteristics (i.e., religion, food, ethnicities, languages, customs) of Australia, Oceania and Antarctica ● I can describe the temporary human settlements of Antarctica 	Intrepid Congregate	Mauri Haka Christianity Melanania Micronesia Australian Gold Rush Penal Colony	CFA	GEO 6-7.7 GEO 6-7.9
How have natural history and geography influenced the political and economic structures in Australia, Oceania, and Antarctica?	<ul style="list-style-type: none"> ● I can describe the different government structures in Australia, Oceania and Antarctica ● I can compare the economies of Australia and New Zealand to those of smaller islands or Antarctica 	Commodity Commonwealth	Constitutional monarchy Commonwealth of Nations Queen Elizabeth II Market economy Subsistence farming Tourism Exports	CFA	GEO 6-7.4 GEO 6-7.10

			Antarctic Treaty		
How have humans impacted life in underwater ecosystems?	<ul style="list-style-type: none"> • I can explain the formation and biodiversity of the Great Barrier Reef • I can explain how human activity and climate change are threatening the Great Barrier Reef 	Biodiversity Preserve	World Heritage Site Ecosystem Global warming Coral reef	CFA	GEO 6-7.8 INQ 6-8.15
	<ul style="list-style-type: none"> • I can identify the environmental impact of tourism in Antarctica. • I can identify the economic impact of tourism in Antarctica. • Evaluate potential changes to the tourism industry in Antarctica. 	Ambassador Obscure		IDM	GEO 6-7.10 INQ 6-8.6 INQ 6-8.8 INQ 6-8.9 INQ 6-8.10

UNIT 6: Reaching Across Regions

Overview

Students conclude their study of world regions by exploring interactions between countries and between regions. Specifically, students examine the causes of conflict and attempts to keep the peace around the globe, the impact of globalization, and migration patterns across the world. In doing so, students draw upon and deepen their understanding of the world they have worked to develop over the past two years.

Key Understandings

- Countries are divided by a variety of different borders and come into conflict for a host of overlapping reasons, but have also made formal agreements and alliances to promote peace and cooperation around the world.
- Economic systems have grown increasingly interconnected over time, resulting in significant economic development in some parts of the world but not others.
- Human migration has been caused by a variety of factors, facilitated by technological advances, and continues to impact populations, environments, and cultures across the globe.

Summative/Required Writing Prompts

- Inquiry Argument: None

Connections to Prior Inquiries

- Students will have considered unity and division in their study of Europe, having weighed the costs and benefits of joining the European Union.

Connections to Future Inquiries

- None

Opportunities for Research and Informed Action

- Students might research efforts to make global trade more equitable, such as Fair Trade or WRAP certification.
- Students might research current migration patterns, such as the impact of the Syrian refugee crisis and its impact.

INQUIRY	TARGETS	VOCABULARY	KNOWLEDGE	ASSESSMENT	STANDARDS
What causes conflict and war? Can conflict and war be avoided?	<ul style="list-style-type: none"> I can describe different types of borders and their impact on countries across the globe I can compare and contrast different causes of historical conflicts around the world I can describe the efforts of and organizations promoting promote peace and cooperation around the world 	Alliance Convert Mediate	Political borders Cultural borders Physical borders Six Day War World War II Genocide in Darfur NATO United Nations NAFTA Camp David Accords	CFA	GEO 6-7.9 CIV 6-7.2
Has the globalization of trade made our world more or less fair?	<ul style="list-style-type: none"> I can identify factors that influence economic activities and trade between and among regions of the world I can describe ways in which different countries and regions form economic alliances I can describe the link between infrastructure, development, and the standard of living in countries and/or regions 	Contingent Interdependent	Globalization Supply and demand Specialization Free Trade NAFTA European Union Infrastructure Standard of living North v. South Korea	CFA	GEO 6-7.10 ECO 6-7.2 ECO 6-7.3 ECO 6-7.6 ECO 6-7.7
Has global contact and migration created a more culturally united or divided world?	<ul style="list-style-type: none"> I can discuss historical and contemporary migration patterns in the world's regions I can explain the causes and effects of migration throughout human history 	Displace Persecution	Push factors Pull factors Voluntary migration Involuntary migration Refugee Diffusion Great Migration Spread of Islam/Christianity	CFA	GEO 6-7.3 GEO 6-7.6 GEO 6-7.7

GRE: Guaranteed Research Experience (1 week)

Overview

In at least one unit of the teachers choosing, students will use what they have learned to conduct independent research and further develop their understanding of that region. Their research should be grounded in one of the guiding questions of the unit, including (but not limited to) the shared inquiry for that region. It might explore any of the research suggestions provided in each unit, further explore a supporting question during the summative inquiry, or extend the unit by otherwise capitalizing on students' interests and knowledge of the region.

Essential Questions

- How do I find more information when I need it?
- What information will be most useful to me?
- How do I give others credit for their ideas?

Key Understandings

- People conduct research in order to answer meaningful questions, but any such question can be further broken down into focused supporting questions to guide one's thinking .
- There are vast amounts of information available, so reading laterally to determine the credibility and accuracy of each source is necessary to ensure that information can be trusted.
- Research is a collective human endeavor, so it's important to recognize the work of others in a common format that makes it easier for others to follow my thinking.

Connections to Prior Research

- In grade 6, students learned to refine keywords to search effectively, evaluate the relevance and credibility of sources, and quote/paraphrase textual evidence

Connections to Future Research

- In grade 8, students will generate their own questions, both to launch and extend their research research, and learn to use MLA 9 to create a works cited page.

Target Task

- A research portfolio that includes the following:
 - A supporting question you created to further explore your topic, and a brief rationale explaining why it seemed worth exploring.
 - At least two keywords you used to find relevant information: the first one you used as well as another you used to improve your results
 - An evaluation of at least one relevant source you found describing it's strengths and limitations as a credible source
 - At least two quoted or paraphrased pieces of information from that source that correctly use MLA 9 format for in text citations
 - A list of additional sources you considered that includes the author, publication, and date.

RESEARCH STAGE	TARGETS	VOCABULARY	KNOWLEDGE	STANDARDS
How do I find more information when I need it?	<ul style="list-style-type: none"> I can conduct short research to answer a question. I can generate additional supporting questions to further my research. 	Exhaustive		INQ 6-8.5 WHST 6-8.7
What information will be most useful to me?	<ul style="list-style-type: none"> I can evaluate the credibility and accuracy of each source I use. 	Valid	Lateral Reading	INQ 6-8.5 INQ 6-8.7 WHST 6-8.8
How do I give others credit for their ideas?	<ul style="list-style-type: none"> I can quote or paraphrase others' work while avoiding plagiarism. I can use MLA 9 citation style for in text citations. 	Intellectual	MLA 9	INQ 6-8.6 WHST 6-8.8

District Learning Expectations and Standards		Unit #						
		1	2	3	4	5	6	GRE
INQ 6-8.1	Explain how a question represents key ideas in the field.							
INQ 6-8.2	Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.							
INQ 6-8.3	Explain points of agreement experts have about interpretations and application of disciplinary concepts and ideas associated with a supporting question.							
INQ 6-8.4	Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.							x
INQ 6-8.5	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.							x
GEO 6-7.1	Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.							
GEO 6-7.2	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics	x	x	x	x	x		
GEO 6-7.3	Explain how cultural patterns and economic decisions influence environments and the daily lives of people.	x	x	x			x	
GEO 6-7.4	Analyze the cultural and environmental characteristics that make places both similar to and different from one another.		x		x	x		
GEO 6-7.5	Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.			x	x			
GEO 6-7.6	Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.			x	x		x	
GEO 6-7.7	Analyze how relationships between humans and environments extend or contract settlement and movement.		x	x	x	x	x	
GEO 6-7.8	Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.	x	x			x		
GEO 6-7.9	Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.		x		x	x	x	
GEO 6-7.10	Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.	x				x	x	
GEO 6-7.11	Explain how global changes in population distribution affect changes in land use in particular regions.		x					
CIV 6-7.1	Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).		x					

District Learning Expectations and Standards (cont'd)		Unit #						
		1	2	3	4	5	6	GRE
CIV 6-7.2	Assess specific rules and laws (both actual and proposed) as means of addressing public problems.				x		x	
CIV 6-7.3	Compare historical and contemporary means of changing societies and promoting the common good.	x		x	x			
ECO 6-7.1	Explain how economic decisions affect the well-being of individuals, businesses, and society		x					
ECO 6-7.2	Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.		x	x		x		
ECO 6-7.3	Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.					x		
ECO 6-7.4	Analyze the role of innovation and entrepreneurship in a market economy					x		
ECO 6-7.5	Describe the roles of institutions such as corporations, nonprofits, and labor unions in a market economy		x	x				
ECO 6-7.6	Explain barriers to trade and how those barriers influence trade among nations			x		x		
ECO 6-7.7	Explain the benefits and the costs of trade policies to individuals, businesses, and society		x	x		x		
HIST 6-8.1	Use questions about historically significant people or events to explain the impact on a region.	x	x		x			
INQ 6-8.6	Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection	x	x	x	x	x		
INQ 6-8.7	Evaluate the credibility of a source by determining its relevance and intended use.							x
INQ 6-8.8	Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.	x	x	x	x	x		
INQ 6-8.9	Develop claims and counterclaims while pointing out the strengths and limitations of both.	x	x	x	x	x		
INQ 6-8.10	Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.	x	x	x	x	x		
INQ 6-8.11	Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.							
INQ 6-8.12	Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (maps) and digital technologies (e.g., Internet, social media, and digital documentary).							
INQ 6-8.13	Critique arguments for credibility							

District Learning Expectations and Standards (cont'd)		Unit #						
		1	2	3	4	5	6	GRE
INQ 6-8.14	Critique the structure of explanations.							
INQ 6-8.15	Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.					x		
INQ 6-8.16	Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.			x				
INQ 6-8.17	Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.							



Bristol Public Schools
Office of Teaching & Learning

Department	Health
Department Philosophy	<p>The goal of our comprehensive Health Education program is to develop within our students the characteristics of a literate individual within the context of health related topics. We strive for them to become critical thinkers, problem solvers, responsible and productive citizens, self-directed learners, and effective communicators. Through health related topics, students will learn how to make informed decisions about their personal health and well being. Through the skills of self-management, communication, goal setting and decision making our students will be able to advocate for and demonstrate ways to live a healthy lifestyle.</p>
Course	Grade 11 Health
Course Description for Program of Studies	<p>The health curriculum is based on the Connecticut Health and Balanced Living Curriculum Framework. This course utilizes a proactive approach that serves as a catalyst for young people to analyze and evaluate their own lifestyle habits and then synthesize and apply strategies towards achieving an optimal level of physical, social, mental and emotional health.</p> <p>Students receive instruction in mental and emotional health, nutrition, alcohol and other drug prevention, human sexuality and disease prevention as part of a Health Education program at the high school level. Two components of the health curriculum are the content strands of Human Growth and Development and HIV/AIDS education. In these lessons, the teacher helps students develop an understanding of the human body and positive health decision making. We encourage you to discuss the topics with your child while the unit is being taught.</p> <p>One unit in the Grade 11 Health Education curriculum will include the following topics:</p>

	1. Students will explore different outcomes of a unit scenario based on the dimensions of health.
Grade Level	11
Pre-requisites	Grade 9 Health
Credit (if applicable)	.5

P indicates standard will be a priority for the unit; S indicates a supporting standard

District Learning Expectations and Standards	Mental/Emotional	Nutrition	AODs	Healthy Relationships & Violence Prevention	Sexual Health and HIV	Safety and Injury Prevention
ANOD 1.1.12 Differentiate between proper use and abuse of over-the-counter (OTC) and prescription medicines.			P			S
ANOD 1.2.12 Analyze situations that could lead to the use of alcohol and other drugs.	P		P		S	
ANOD 1.3.12 Analyze the resiliency skills that empower people to remain alcohol- and drug-free.	S		P			
ANOD 1.4.12 Summarize family rules, school rules, and laws about alcohol, nicotine, vaping, and other drug-use.			P			P
ANOD 1.5.12 Analyze the relationship between ANOD use and other risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, decreased school and job performance, school and job absenteeism, and job loss			P	P	P	

ANOD 1.6.12 Analyze the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs.			P	P		S
ANOD 1.7.12 Identify treatments for addiction to ANOD	S		P			
ANOD 1.8.12 Evaluate the financial costs of nicotine use to the individual and society.						S
HR 1.1.12 Describe personal characteristics that make people unique and the benefits of living in a diverse society..	P					
HR 1.2.12 Analyze characteristics of healthy and unhealthy relationships (communication, trust, boundaries, respect)	P					
HR 1.3.12 Analyze how power and control differences in relationships can contribute to aggression and violence					S	
HR 1.4.12 Analyze the effects of viewing pornography, sexting, etc. on healthy relationships	S				P	S
HR 1.5.12 Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent.				S	P	
HR 1.6.12 Evaluate effective strategies for handling challenges in relationships (e.g. family members, peers, and significant others).	P				S	

HR 1.7.12 Evaluate the legal and social consequences of sending sexually explicit pictures or messages by email or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, cell phone, tablet applications and use of other social media).	S				S	
HR 1.8.12 Summarize the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance.	S				S	
HR 1.9.12 Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes.	P					S
HR 1.10.12 Identify and analyze signs and symptoms of adolescent relationship abuse					P	
HR 1.11.12 Identify and analyze signs and symptoms of intimate partner violence					P	
HR 1.12.12 Identify, summarize and analyze Connecticut consent laws					P	
VP 1.1.12 Analyze why prosocial behaviors can help prevent violence.	S					P

VP 1.2.12 Analyze the negative consequences of violence to perpetrators, victims, and bystanders.	S	S	S			P
VP 1.3.12 Explain how bystanders can help prevent violence by reporting dangerous situations or actions.	S					P
VP 1.4.12 Summarize why the presence of weapons increases the likelihood of violent injury.						P
VP 1.5.12 Analyze how gang involvement can contribute to violence.						P
VP 1.6.12 Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian.						P
VP 1.7.12 Describe federal, state, and local laws intended to prevent violence.						P
HEPA 1.1.12 Describe the recommendations of the U.S. Dietary Guidelines for Americans and explain how they are useful in planning a healthy diet.		P		S		
HEPA 1.2.12 Describe the relationship between nutrition, physical activity and overall health.		P		S		
HEPA 1.3.12 Describe the relationship between diet, physical activity and disease prevention or chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.		P		P		

HEPA 1.4.12 Describe the effects of hydration and dehydration on physical performance and health.		P		S		
HEPA 1.5.12 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)		P		S		
HEPA 1.6.12 Distinguish food sources that provide key nutrients.		P		S		
HEPA 1.7.12 Describe the importance of eating a variety of appropriate foods to meet nutrient requirements that align with individual needs (caloric output)		P		S		
HEPA 1.8.12 Summarize the importance of healthy eating and physical activity in maintaining a healthy weight.		P		S		
HEPA 1.9.12 Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity.	P	P				
HEPA 1.10.12 Summarize how to make healthy food selections when choices are available.		P		S		
HEPA 1.11.12 Describe the benefits of limiting the consumption of high sugar including soft drinks, energy drinks, fruit juices, and sports drinks.		P		P		

HEPA 1.12.12 Analyze factors that influence food choices (e.g. food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.)		P				
HEPA 1.13.12 Analyze the difference between consuming food as fuel vs. food as emotional comfort	P	P		S		
HEPA 1.14.12 Analyze healthy and risky approaches to weight management.		P		S		
HEPA 1.15.12 Analyze the physical and psychological effects of life- threatening food allergies.	P	P				
SH 1.1.12 Summarize the use of contraceptives and their relationship to the process of fertilization and conception						
SH 1.2.12 Explain the importance of and ability to access contraceptive, STD and HIV counseling and services if sexually active.						S
SH 1.3.12 Accessing reproductive health resources as it relates to state laws and the rights of minors						S
SH 1.4.12 Explain the effects of alcohol and other drug use during pregnancy.						

SH 1.5.12 Analyze the factors that protect one against engaging in sexual risk behaviors (e.g. values clarification, planning ahead, being prepared, communicating and respecting boundaries)						
SH 1.6.12 Summarize ways to reduce the risk of pregnancy, HIV and other STD's (e.g. abstinence, avoiding alcohol and other drugs, limiting sexual partners, using protection)			S	S		
SH 1.7.12 Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy.			S	P		
SH 1.8.12 Analyze the effectiveness of typical use of condoms and other barrier methods in reducing the risk of pregnancy, HIV, and other infection by STDs, including HPV (Human Papillomavirus).				P		
SH 1.9.12 Analyze the effectiveness of typical use of a variety of contraceptives in preventing pregnancy, HIV and STD's				P		
SH 1.10.12 Summarize the short- and long-term consequences, including symptoms and treatment costs, of common STDs and HIV and the problems associated with asymptomatic STDs and HIV.				P		
SH 1.11.12 Explain why it is important to know the STD/HIV status of oneself and of a potential sexual partner.				P		

SH 1.12.12 Discuss the implication of the Safe Haven Law .				P		S
SH 1.13.12 Analyze the emotional, social, physical and financial effects of being a teen parent.	P					
OWDP 1.1.12 Summarize important health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health including breast and testicular self- exams				P		P
OWDP 1.2.12 Analyze the wellness continuum (i.e. absence of sickness does not indicate optimal wellness)				P		P
OWDP 1.3.12 Analyze the controllable factors that contribute to optimal wellness and chronic diseases (i.e. heart disease, cancer,diabetes, hypertension and osteoporosis). <ul style="list-style-type: none"> ● ○ Intake (food, air, water, substances) ● ○ Output (physical activity and movement; elimination of waste)○ Sleep ● ○ Stress Management 		S		P		S
OWDP 1.4.12 Discuss using family history gender, and age to make informed health related decisions		S		P		

OWDP 1.5.12 Differentiate between Communicable and Non- Communicable diseases				P		
OWDP 1.6.12 Justify why it is important to seek help and treatment for common infectious diseases and chronic diseases.				P		
SAAP 1.1.12 Explain why it is wrong to trick, threaten, or coerce another person into having sex.	S				P	
SAAP 1.2.12 Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted or exploited is not at fault and should not be blamed.	S				P	
SAAP 1.3.12 Demonstrate strategies for avoiding and dealing with sexual health situations that involve personal risk or danger (e.g. sexual mistreatment, grooming, harassment, abuse, assault, exploitation or trafficking)	S				P	
SAAP 1.4.12 Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent.	S				P	
SAAP 1.5.12 Explain why rape and sexual assault should be reported to a trusted adult.	S				P	
SAAP 1.6.12 Demonstrate the ability to access reliable school and community service providers and resources for health care services related to sexual health & violence prevention (e.g. counseling, testing, school based health	S				P	P

centers, pediatrician, reproductive health community centers).						
SAAP 1.7.12 Explain why it is an individual's responsibility to verify that all sexual contact is consensual.	S				P	
SAAP 1.8.12 Analyze laws and policies related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, & trafficking which are designed to protect young people.	S				P	S
SAAP 1.9.12 Training in the prevention and identification of, and response to: o Child sexual abuse and assault and Human trafficking o Commercial sexual exploitation, Sexual harassment and assault	S				P	
SAAP 1.10.12 Skills to recognize child sexual abuse and assault; boundary violations and unwanted forms of touching and contact; and demonstrate the ability to advocate for personal, family, and ways offenders groom or desensitize victims	S				P	

SAAP 1.11.12 Strategies to: o promote disclosure; o reduce self-blame; ando mobilize bystanders	S				P	
SAAP 1. 12.12 Training in actions that child victims of sexual abuse and assault may take to obtain assistance	S				P	
SAAP 1.13.12 Consent. Explain why people have the right to refuse sexual contact.	S				P	
MEH 1.1.12 Analyze characteristics of a mentally and emotionally healthy person.	P					
MEH 1.2.12 Analyze how mental and emotional health can affect health-related behaviors.	P					
MEH 1.3.12 Determine when to seek help for mental and emotional health problems and the barriers to doing so, including stigma.	P					
MEH 1.4.12 Analyze the causes, symptoms, and effects of depression, stress and anxiety, including physical and psychological response	P					
MEH 1.5.12 Analyze strategies for mitigating the effects of chronic stress and trauma on mental health and learning	P					

MEH 1.6.12 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)	P					
MEH 1.7.12 Summarize personal stressors at home, in school, and with friends.	P					
MEH 1.8.12 Evaluate effective strategies for dealing with stress. (e.g. avoidance, active problem solving, emotion focused (reframing problem), self-care)	P					
MEH 1.9.12 Summarize strategies for coping with loss and grief.	P					
MEH 1.10.12 Analyze the negative, neutral, and positive effects of technology and social media on mental and emotional health.	P					
MEH 1.11.12 Explain the impact of a variety of mental health disorders on behavior (e.g. mood, anxiety, psychotic, and eating disorders)	P					
MEH 1.12.12 Differentiate between positive and negative body image.	P					
MEH 1.13.12 Summarize impulsive behaviors that can lead to violence and strategies for controlling them.	P			S		
MEH 1.14.12 Identify trusted adults and resources for assistance.	P					

SIP 1.1.12 Safe Driving (Texting, seat belt)				P		
SIP 1.2.12 Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle.				P		
SIP 1.3.12 Summarize the necessary protective gear for biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding.				P		
SIP 1.4.12 Explain ways to reduce the risk of injuries (e.g. at work, using tools or machinery, playing sports, around water, poisoning, etc.)				P		
SIP 1.5.12 Prioritize actions to take to prevent injuries during severe weather.				P		
SIP 1.6.12 Summarize ways to reduce the risk of injuries from firearms.				P		
SIP 1.7.12 Summarize ways to reduce safety hazards in the home, school or in the community. .				P		
SIP 1.8.12 Describe actions to take in case of mass trauma.				P		
SIP 1.9.12 Explain accepted procedures for basic emergency care and lifesaving.				P		
SIP 1.10.12 Summarize personal strategies for reducing hearing damage due to exposure to loud sounds.				P		

SIP 1.11.12 Demonstrate how to provide basic first aid and CPR in a variety of emergency situations and emergencies.				P		
SIP 1.12.12 Summarize ways to reduce the risk of Life-threatening food allergies				P		
SIP 1.13.12 Describe digital wellness				P		
SIP 1.14.12 Describe personal actions to take for accident prevention				P		

UNIT 1: MENTAL AND EMOTIONAL HEALTH

UNWRAPPED STANDARDS

Standard		Type of Standard		Discipline Specific Vocabulary
ANOD 1.2.12	Analyze situations that could lead to the use of alcohol and other drugs.	X	Content Knowledge	<ul style="list-style-type: none"> ● Stress management ● Self image ● Mental illnesses ● Depression ● Suicide ● Erin's Law ● Dating violence ● Sexual Orientation/Gender Identity
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HR 1.1.12	Describe personal characteristics that make people unique and the benefits of living in a diverse society..	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HR 1.2.12	Analyze characteristics of healthy and unhealthy relationships (communication, trust, boundaries, respect)	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

HR 1.6.12	Evaluate effective strategies for handling challenges in relationships (e.g. family members, peers, and significant others).	X	Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior
HR 1.9.12	Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes.	X	Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior
HEPA 1.9.12	Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity.	X	Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior
HEPA 1.13.12	Analyze the difference between consuming food as fuel vs. food as emotional comfort	X	Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior

HEPA 1.15.12	Analyze the physical and psychological effects of life-threatening food allergies .	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SH 1.13.12	Analyze the emotional, social, physical and financial effects of being a teen parent.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MEH 1.1.12	Analyze characteristics of a mentally and emotionally healthy person.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MEH 1.2.12	Analyze how mental and emotional health can affect health-related behaviors.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

MEH 1.3.12	Determine when to seek help for mental and emotional health problems and the barriers to doing so, including stigma	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MEH 1.4.12	Analyze the causes, symptoms, and effects of depression, stress and anxiety, including physical and psychological response	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MEH 1.5.12	Analyze strategies for mitigating the effects of chronic stress and trauma on mental health and learning.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MEH 1.6.12	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)	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

MEH 1.7.12	Summarize personal stressors at home, in school, and with friends.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MEH 1.8.12	Evaluate effective strategies for dealing with stress. (e.g. avoidance, active problem solving, emotion focused (reframing problem), self-care)	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MEH 1.9.12	Summarize strategies for coping with loss and grief.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MEH 1.10.12	Analyze the negative, neutral, and positive effects of technology and social media on mental and emotional health.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

MEH 1.11.12	Explain the impact of a variety of mental health disorders on behavior (e.g. mood, anxiety, psychotic, and eating disorders)	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MEH 1.12.12	Differentiate between positive and negative body image.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MEH 1.13.12	Summarize impulsive behaviors that can lead to violence and strategies for controlling them.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MEH 1.14.12	Identify trusted adults and resources for assistance.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT SCENARIO

Someone close to you has expressed feelings that they are suffering from what they believe to be depression. The individual has stated that the depressive feelings have slowly but surely progressed over the past 6 months and is now affecting quality of life. The individual is not sure what is causing these feelings and is not sure how to seek out help or provide self-help.

Dimension of health	Essential Question	Additional Scenario Information	Learning Targets: The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
Physical	How does your physical health fit in with mental health? When is it appropriate to seek out a doctor?	Someone you know has gained weight and has been sedentary.	I can explain the connection between mental and physical health including the benefits of being physically active on mental health	X	Constructed Response	Develop an exercise plan for stress relief for your friend-final product <ul style="list-style-type: none"> • Mental health screening questionnaire • Body and mind connection research project • Warning signs handout and discussion
			I can describe the red flags of when it is time to seek out medical help.		Performance	
				Observation		
Emotional	How does emotion affect our overall health and our ability	Someone you know is having a bad day and is unable to keep their	I can make connections between emotions and overall health.		Selected Response	Describe potential mental health concerns of the

	to function in daily life?	emotions under control.	I can hypothesize the relationship between emotional safety and being healthy.	X	Constructed Response	person in question from the scenario--suggest community resources for each. Emotional connection activity (emotion to Potential outcomes)
					Performance	
					Observation	
Occupational	What work-related factors are influencing these feelings? How does work stress/emotions affect one's mood over time? How does mood affect functionality while at work?	Someone you know has a job is causing stress/mental health concerns.	I can summarize the side effects of stress in the workplace as it affects my overall well being I can construct a plan to minimize work stress. I can create a stress management plan including identifying my work stressors and identify a strategy to address each stressor.		Selected Response	Identifying work and life related stress and other factors that may influence mood. Develop a plan to handle work stresses. Venn diagram related to stresses at work. Stress management worksheet Relations techniques exploration.
				X	Constructed Response	
					Performance	
					Observation	
Intellectual	How do emotions and mood influence one's ability to think with a clear mind? How do mental health issues	Someone you know has suddenly lost motivation to try new things or learn a new hobby. They stop participating in the things	I can draw connections between mental health and life choices. I can list a variety of red		Selected Response	Scenario based Benn diagram
				X	Constructed Response	Creation of red flag list.

	affect life choices (relationships, safety concerns, functionality at work)? What role does mental health concerns play in academic performance?	they love to do.	<p>flags that tell me it is time to seek help for what I or a friend is feeling.</p> <p>I can analyze which decisions may be affected by mental health concerns.</p>		<p>Performance</p> <p>Observation</p>	<p>Cause and effect activity</p> <p>Warning signs worksheet</p> <p>Scenario with follow up discussion (small groups)</p>
Social	How does mental health/depression affect social constructs?	You know someone who is not interested in hanging out with friends any more and has been drinking a lot more.	I can explain how depression affects relationships (friendships, significant others, family, ect.)		Selected Response	<p>Active listening activity</p> <p>Article and questions on linking social and emotional learning in a digital format http://actforyouth.net/youth_development/professionals/el/social_awareness.cfm</p>
				X	Constructed Response	
					Performance	
					Observation	
Environmental	How do living situations affect mental health?	You know someone who lives in a run down house and has little income to make changes. They have a roommate to help pay the bills, but they don't get along very well. The roommate is always starting drama.	I can describe how life situations can affect mood and mental well being. I can reflect upon what may be considered unhealthy living situations/lif environments.			<p>15 ways to surround yourself with a positive environment research activity.</p> <p>Safe versus unsafe situations activity.</p>
Cultural	What role does a person's culture play on mental health/mood?	You know someone who comes from a different background than you. In their culture, it is	I can describe how factors such as socio-economic status and cultural beliefs affect choices regarding			Culture exploration activity (students share out their culture and

		considered a disgrace to talk about mental health.	mental health.			experiences).
Financial	How does financial burden play a role in mental health?	Due to depression, someone you know lost their job and is now about to be homeless and living out of their car.	I can create a budget based on typical life expenses. I can explore careers that will support the budget created.			Budget activity Job exploration Guest speaker (finance) Career Day Activity
Sexual	What role does sexual activity play on mental health and vice versa?	You know someone who has been having sex with random people as a way to cope with depression.	I can analyze the role between sexual activity and mental health. I can describe how to set intimacy boundaries within a relationship.			Safe choices activity

UNIT 2: HEALTHY EATING & PHYSICAL ACTIVITY

UNWRAPPED STANDARDS

Standard		Type of Standard		Discipline Specific Vocabulary
HEPA 1.1.12	HEPA 1.1.12 Describe the recommendations of the U.S. Dietary Guidelines for Americans and explain how they are useful in planning a healthy diet.	X	Content Knowledge	<ul style="list-style-type: none"> ● Food Groups ● Food Label Reading ● Saturated v. Unsaturated fats ● Nutritional Diseases ● Metabolism ● Healthy Eating Habits and Moderation ● Nutrition review ● Marketing and advertising/big business and food choices ● Eating Disorders ● Body mass management (Muscle hypertrophy/Body fat Percentage and safe loss) ● Fad Diets
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HEPA 1.2.12	Describe the relationship between nutrition, physical activity and overall health.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HEPA 1.3.12	Describe the relationship between diet, physical activity and disease prevention or chronic diseases such as heart disease, cancer,	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	

	diabetes, hypertension, and osteoporosis.		Product Development	
			Learning Behavior	
HEPA 1.4.12	Describe the effects of hydration and dehydration on physical performance and health.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HEPA 1.5.12	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)	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HEPA 1.6.12	Distinguish food sources that provide key nutrients.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

HEPA 1.7.12	Describe the importance of eating a variety of appropriate foods to meet nutrient requirements that align with individual needs (caloric output)	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HEPA 1.8.12	Summarize the importance of healthy eating and physical activity in maintaining a healthy weight.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HEPA 1.9.12	Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HEPA 1.10.12	Summarize how to make healthy food selections when choices are available.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

			Physical Skill	
			Product Development	
			Learning Behavior	
HEPA 1.11.12	Describe the benefits of limiting the consumption of high sugar including soft drinks, energy drinks, fruit juices, and sports drinks.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HEPA 1.12.12	Analyze factors that influence food choices (e.g. food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.)	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HEPA 1.13.12	Analyze the difference between consuming food as fuel vs. food as emotional comfort	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

HEPA 1.14.12	Analyze healthy and risky approaches to weight management.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HEPA 1.15.12	Analyze the physical and psychological effects of life-threatening food allergies.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT SCENARIO

Someone close to you thinks they eat a healthy diet, but recently has found out that there is a history of heart disease in their family. After examining their diet they find that their diet is not as healthy as they once thought. How can they apply the skills they have learned to make lifestyle changes to help improve their overall health.

Dimension of Health	Essential Question	Additional Scenario Information	Learning Targets: The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
Physical	How does your physical health fit in with nutrition? When is it appropriate to seek a doctor?	Create a food diary logging the foods consumed on a daily basis over the course of a couple months to help create lifestyle changes.	I can describe the connection between nutrition and my physical health.		Selected Response	Food Diary/Exercise Journal Nutritional Questionnaire
				X	Constructed Response	
					Performance	
					Observation	
Emotional	How does emotion affect our nutritional habits on a daily basis?	Describe potential mental health concerns of the person in question from the scenario to examine eating disorders.	I can describe the potential connection from my nutrition to my mental health.		Selected Response	Sugar Lab Eating Disorder Project
				X	Constructed Response	
					Performance	
					Observation	
Occupational	How does someone's occupation/job affect our nutritional habits on a daily basis?	You know someone who works a third shift job which means their sleep schedule and eating habits are altered.	I can describe the connection between nutritional habits within different jobs and work schedules.		Selected Response	Game of Life (Health Edition) How sleep affects Weight loss/gain.
				X	Constructed Response	
					Performance	
					Observation	

Intellectual	How does proper nutrition play a role in my academic performance?	You know someone who is struggling to find the energy to do well in their first period class. They report that they always feel like they just can't get going.	I can analyze the influence that proper nutrition can have on my overall academic performance.		Selected Response	"Start your day with a band!" Activity designed to teach students what foods to eat for breakfast to help provide them with energy throughout the day.
				X	Constructed Response	
					Performance	
					Observation	

Social	How can someone's social life affect their nutrition?	You know someone who is trying to eat healthier, but his/her friends always eat at restaurants that do not provide the best food options for a healthy diet.	I can identify healthy alternatives and choices for eating out at restaurants.		Selected Response	"Restaurant challenge" Use menus from local restaurants to create your own menu of healthy food choices.
				X	Constructed Response	
					Performance	
					Observation	

Environmental	How can someone's living situation impact their nutrition?	You know someone who is living with a lot of people and sometimes they leave meals feeling hungry, so they snack on junk food.	I can identify foods that I can eat to help curb my appetite and healthy food options as oppose to junk food		Selected Response	Ways to curb you appetite lesson
				X	Constructed Response	
					Performance	
					Observation	

Cultural	How do cultural influences affect your nutrition?	You know someone who lives in a household where culture influences the style of cooking and what is served for food.	I can describe alternative methods of cooking to help make the meals that are prepared more healthy.		Selected Response	Cooking styles lesson Healthy Alternatives
				X	Constructed Response	
					Performance	
					Observation	

Financial	How do financial constraints play a role in one's nutrition?	You know someone who lives in a household where income directly impacts the foods that are bought and they may not always be the healthiest options.	I can identify what part of the grocery store to shop from to help ensure I am getting the best nutrition for the cost..		Selected Response	Budget Activity
				X	Constructed Response	
					Performance	
					Observation	

UNIT 3: ALCOHOL AND OTHER DRUGS

UNWRAPPED STANDARDS

Standard		Type of Standard		Discipline Specific Vocabulary
ANOD 1.1.12	Differentiate between proper use and abuse of over-the-counter (OTC) and prescription medicines.	X	Content Knowledge	<ul style="list-style-type: none"> ● Alcohol Pretest (facts and myths) Drinking age debate ● Marijuana Debate ● Overview of illicit drugs ● Drug Research project ● Decision making/Refusal skills
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
ANOD 1.2.12	Analyze situations that could lead to the use of alcohol and other drugs.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
ANOD 1.3.12	Analyze the resiliency skills that empower people to remain alcohol- and drug-free.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	

			Product Development	
			Learning Behavior	
ANOD 1.4.12	Summarize family rules, school rules, and laws about alcohol, nicotine, vaping, and other drug-use.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
ANOD 1.5.12	Analyze the relationship between ANOD use and other risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, decreased school and job performance, school and job absenteeism, and job loss	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
ANOD 1.6.12	Analyze the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
ANOD 1.7.12	Identify treatments for addiction to ANOD		Learning Behavior	
		X	Content Knowledge	

			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	

UNIT SCENARIO

At first someone that you are close to, brother would only drink on weekends but now they notice it's almost every night and it's more than just a couple of beers.

Dimension of Health	Essential Question	Additional Scenario Information	Learning Targets: The students will be able to:	Summative Assessment Strategy	Common Learning Experiences
Physical	How does your physical health fit in with drug addiction? When is it appropriate to seek a doctor?	You know someone whose brother was supposed to go to college on a scholarship for baseball, but he is now drinking too much, putting his scholarship in jeopardy.	<p>I can describe the effects of alcohol on the liver.</p> <p>I can explain the short term and long term consequences of alcohol/drug abuse on your physical health.</p> <p>I can identify risk factors in my life and work to overcome them.</p>	Selected Response	Develop a presentation for incoming freshmen on the short and long term effects of drug abuse on your physical health.
				X Constructed Response	
				Performance	Risky business activity
				Observation	
Emotional	How does your mental health fit in with drug addiction? When is it appropriate to seek help?	The person you know has a brother who seems to have a short temper lately.	<p>I can explain the short term and long term consequences of alcohol/drug abuse on your physical health.</p> <p>I can identify risk factors in my life and work to overcome them.</p>	Selected Response	Develop a presentation for incoming freshmen on the short and long term effects of drug abuse on your mental health.
				X Constructed Response	Risky business activity
Occupation	Which work-related factors	You know someone	I can explain how	Selected	Fatal vision goggle work

al	influence addiction? How does addiction affect functionality while at work?	whose brother is trying to save money in preparation for college so he just started a job at a local grocery store.	drug/alcohol abuse will affect your ability to work. I can explain the ramifications of a drug or alcohol violation on my current employment status and/or potential.		Response	simulation Reflection on the work simulation listing the consequences of being under the influence at work.
				X	Constructed Response	
					Performance	
					Observation	
Intellectual	How does addiction affect one's ability to think with a clear mind? How does addiction affect life choices (relationships, safety concerns, functionality at work)? What role does addiction play in academic performance?	You know someone whose brother finally got his own car and is driving himself to work and school.	I can explore how alcohol affects one's ability to make decisions? I can explain the effects of alcohol on operating a motor vehicle.		Selected Response	Students will complete different motor and visual tasks using the fatal vision goggles. Fatal vision pedal car activity
				X	Constructed Response	
					Performance	
					Observation	
Social	How does one's social awareness play a role in the concept of addiction and treatment	You know someone whose brother goes to parties where everyone brings different pills and medications.	What are the dangers of pharm parties? How can misuse of prescription drugs lead to permanent damage to the user?		Selected Response	Discuss proper disposal of unused prescriptions. Create a public service announcement to promote a safe prescription disposal drive at the Bristol Police Station.
				X	Constructed Response	
					Performance	
					Observation	
Environmental	How do living situations affect addiction?	Someone you know has a brother who is the oldest child and your parents have placed a good amount of responsibility on him.	How can past traumatic events affect drug abuse/misuse?		Selected Response	Discuss and List positive coping strategies for students who may struggle with PTSD and stress related to traumatic events.
				X	Constructed Response	

		They told you that he feels pressured by their parents.		Performance	
				Observation	
Cultural	What role does a person's culture play on addiction?	Someone you know has a brother who has been retweeting a lot of content from a musician who just suffered his 3rd overdose.	How can the media influence one's drug use/abuse?	Selected Response	Analysis of music and how using drugs/alcohol is portrayed.
				X Constructed Response	
				Performance	
				Observation	
Financial	What role does addiction play in one's financial stability?	Someone you know has a brother who has been asking your parents for money to fill up his car with gas in order to get to school and work	I can explain the economic impact of drug/alcohol abuse on oneself and society.	Selected Response	Drug Court Activity. Students will be able to list the financial ramifications to being involved in drug use.
				X Constructed Response	
				Performance	
				Observation	

UNIT 4: HEALTHY RELATIONSHIPS & VIOLENCE PREVENTION

UNWRAPPED STANDARDS

Standard		Type of Standard		Discipline Specific Vocabulary
ANOD 1.5.12	Analyze the relationship between ANOD use and other risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, decreased school and job performance, school and job absenteeism, and job loss	X	Content Knowledge	<ul style="list-style-type: none"> • Erin’s law • Dating violence • Sexual assault laws and regulations (Federal and CT) • Basics of a healthy relationship • Communication and advocacy skills • Different forms of abuse • Signs and symptoms of abuse
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
ANOD 1.6.12	Analyze the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HEPA 1.3.12	Describe the relationship between diet, physical activity and disease prevention or chronic diseases such as heart disease, cancer,	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	

	diabetes, hypertension, and osteoporosis.		Product Development	
			Learning Behavior	
HEPA 1.11.12	Describe the benefits of limiting the consumption of high sugar including soft drinks, energy drinks, fruit juices, and sports drinks.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SH 1.7.12	Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
OWDP 1.6.12	Justify why it is important to seek help and treatment for common infectious diseases and chronic diseases.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

SIP 1.1.12	Safe Driving (Texting, seat belt)	X	Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior
SIP 1.2.12	Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle.	X	Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior
SIP 1.3.12	Summarize the necessary protective gear for biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding.	X	Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior
SIP 1.4.12	Explain ways to reduce the risk of injuries (e.g. at work, using tools or machinery, playing sports, around water, poisoning, etc.)	X	Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)

			Physical Skill	
			Product Development	
			Learning Behavior	
SIP 1.5.12	Prioritize actions to take to prevent injuries during severe weather.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SIP 1.6.12	Summarize ways to reduce the risk of injuries from firearms	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SIP 1.7.12	Summarize ways to reduce safety hazards in the home, school or in the community.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

SIP 1.8.12	Describe actions to take in case of mass trauma.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SIP 1.9.12	Explain accepted procedures for basic emergency care and lifesaving.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SIP 1.10.12	Summarize personal strategies for reducing hearing damage due to exposure to loud sounds.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SIP 1.11.12	Demonstrate how to provide basic first aid and CPR in a variety of emergency situations and emergencies.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

			Physical Skill	
			Product Development	
			Learning Behavior	
SIP 1.12.12	Summarize ways to reduce the risk of Life-threatening food allergies	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SIP 1.13.12	Describe digital wellness	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SIP 1.14.12	Describe personal actions to take for accident prevention	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT SCENARIO

Someone that you are close with is married to an individual with a history of having anger issues. This person loves them, but sometimes will yell at them. One time, this person struck them in a fit of anger. They also have two children to think about.

Dimension of Health	Essential Questions	Additional Scenario Information	Learning Targets: The students will be able to:	Summative Assessment Strategy	Common Learning Experiences								
Physical	How does physical abuse affect a relationship? What resources are available to you if you need help?	Someone you know has a partner who has physically abused his/her partner multiple times, even after they have threatened to leave.	I can create an escape plan if I or my family need to leave I can research sources of local support and shelters in the area	<table border="1"> <tr> <td data-bbox="1251 477 1283 581"></td> <td data-bbox="1283 477 1495 581">Selected Response</td> </tr> <tr> <td data-bbox="1251 581 1283 685">X</td> <td data-bbox="1283 581 1495 685">Constructed Response</td> </tr> <tr> <td data-bbox="1251 685 1283 748"></td> <td data-bbox="1283 685 1495 748">Performance</td> </tr> <tr> <td data-bbox="1251 748 1283 829"></td> <td data-bbox="1283 748 1495 829">Observation</td> </tr> </table>		Selected Response	X	Constructed Response		Performance		Observation	<p>Develop an escape plan</p> <p>Research sources for support locally</p>
	Selected Response												
X	Constructed Response												
	Performance												
	Observation												
Emotional	What are the emotional side effects of an unhealthy relationship? How can someone's mood dictate decision making?	Someone you know has a partner who apologizes to their significant other for the mistreatment and promises it will never happen again. Yet, they continue the cycle of abuse	I can describe the qualities of a healthy relationship I can advocate for my emotional safety	<table border="1"> <tr> <td data-bbox="1251 829 1283 933"></td> <td data-bbox="1283 829 1495 933">Selected Response</td> </tr> <tr> <td data-bbox="1251 933 1283 1037">X</td> <td data-bbox="1283 933 1495 1037">Constructed Response</td> </tr> <tr> <td data-bbox="1251 1037 1283 1101"></td> <td data-bbox="1283 1037 1495 1101">Performance</td> </tr> <tr> <td data-bbox="1251 1101 1283 1182"></td> <td data-bbox="1283 1101 1495 1182">Observation</td> </tr> </table>		Selected Response	X	Constructed Response		Performance		Observation	<p>Scenarios</p> <p>Speak up activity</p>
	Selected Response												
X	Constructed Response												
	Performance												
	Observation												
Occupational	What support resources are available through the workplace?	Someone you know' has a partner who keeps calling to check up on their significant other at work, harassing them. They are at risk of losing their job	I can hypothesize how a dangerous relationship can affect one's ability to work	<table border="1"> <tr> <td data-bbox="1251 1182 1283 1286"></td> <td data-bbox="1283 1182 1495 1286">Selected Response</td> </tr> <tr> <td data-bbox="1251 1286 1283 1390">X</td> <td data-bbox="1283 1286 1495 1390">Constructed Response</td> </tr> <tr> <td data-bbox="1251 1390 1283 1453"></td> <td data-bbox="1283 1390 1495 1453">Performance</td> </tr> <tr> <td data-bbox="1251 1453 1283 1515"></td> <td data-bbox="1283 1453 1495 1515">Observation</td> </tr> </table>		Selected Response	X	Constructed Response		Performance		Observation	<p>Online research and collect onto a google doc</p>
	Selected Response												
X	Constructed Response												
	Performance												
	Observation												

Intellectual	How might a positive or negative relationship affect life choices and openness to new things?	Someone you know has a partner who doesn't let their significant other see friends or do things without permission	I can explore the relationship between health relationships and positive decisions		Selected Response	Discuss the aspects of social isolation and control Discuss assertiveness within a relationship
				X	Constructed Response	
					Performance	
					Observation	
Social	What would socializing look like in a healthy relationship? How does social interaction with friends and family change in an abusive relationship?	Someone you know has a partner who doesn't let their significant other see his/her friends. When they text, the partner always has to read what they wrote and constantly makes negative comments about them.	I can describe the effects of abuse and negative relationships have on social experiences		Selected Response	Venn diagram that describes the negative relationships.
				X	Constructed Response	
					Performance	
					Observation	
Environmental	What are some red flags that my home, work or school is dangerous?	Someone tells their partner that they are not allowed to leave the house without their significant other. They lock up possessions as well as the refrigerator to limit access when they are gone.	I can evaluate my living situation to determine its safety		Selected Response	Video Self-assessment
				X	Constructed Response	
					Performance	
					Observation	
Cultural	How could someone's beliefs affect a person's mind frame within a relationship?	You know someone whose culture seems to allow the mistreatment of the other partner as a way of life. Their family members	I can explore a variety of cultural norms within a relationship		Selected Response	Reading Online research and collect findings on a google document
				X	Constructed Response	
					Performance	

		agree and do the same thing to their partners, limiting support from family		Observation	
Financial	What is financial abuse? How can someone use financial abuse to control a partner within a relationship?	Someone you know has a partner who won't give access to the money they make and limits the hours they are allowed to work so that they can't make more. They have to ask their partner for money whenever they need something and oftentimes are denied access to funds. Each paycheck must be turned over to the partner before they can cash it. The partner also keeps his/her pay stubs to make sure all of the money is in the paycheck	I can describe the ways in which an abuser will use finances to control the victim I can create strategies to avoid financial abuse	Selected Response	Finance basics Dos and don'ts of finances in a relationship Learn how to set up an account free of anyone else and create an accessible emergency fund
				X Constructed Response	
				Performance	
				Observation	
Sexual	How can physical intimacy affect relationships? How might the choice to be or not be physically intimate cause stress within a relationship?	You know someone whose partner is physically intimate with them, even though they are not interested. They are too scared to deny them and have a fear of being assaulted or	I can analyze the role intimacy plays within a relationship I can recite the current laws as they relate to sexual abuse and sexual assault	Selected Response	Reading an article and answering questions Erin's Law presentation
				X Constructed Response	
				Performance	
				Observation	

		raped if intimacy is rejected.	I can describe how to set intimacy boundaries within a relationship		
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UNIT 5: SEXUAL HEALTH AND HIV

UNWRAPPED STANDARDS

Standard		Type of Standard		Discipline Specific Vocabulary
ANOD 1.5.12	Analyze the relationship between ANOD use and other risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, decreased school and job performance, school and job absenteeism, and job loss	X	Content Knowledge	<ul style="list-style-type: none"> ● STIs ● Reproductive anatomy ● Contraception ● Condom demonstration
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HR 1.4.12	Analyze the effects of viewing pornography, sexting, etc. on healthy relationships	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HR 1.5.12	Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	

			Product Development	
			Learning Behavior	
HR 1.10.12	Identify and analyze signs and symptoms of adolescent relationship abuse	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HR 1.11.12	Identify and analyze signs and symptoms of intimate partner violence	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
HR 1.12.12	Identify, summarize and analyze Connecticut consent laws	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

SAAP 1.1.12	Explain why it is wrong to trick, threaten, or coerce another person into having sex.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SAAP 1.2.12	Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted or exploited is not at fault and should not be blamed.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SAAP 1.3.12	Demonstrate strategies for avoiding and dealing with sexual health situations that involve personal risk or danger (e.g. sexual mistreatment, grooming, harassment, abuse, assault, exploitation or trafficking)	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SAAP 1.4.12	Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

			Physical Skill	
			Product Development	
			Learning Behavior	
SAAP 1.5.12	Explain why rape and sexual assault should be reported to a trusted adult.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SAAP 1.6.12	Demonstrate the ability to access reliable school and community service providers and resources for health care services related to sexual health & violence prevention (e.g. counseling, testing, school based health centers, pediatrician, reproductive health community centers).	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SAAP 1.7.12	Explain why it is an individual's responsibility to verify that all sexual contact is consensual.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

SAAP 1.8.12	Analyze laws and policies related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, & trafficking which are designed to protect young people.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SAAP 1.9.12	Training in the prevention and identification of, and response to: o Child sexual abuse and assault and Human trafficking o Commercial sexual exploitation, Sexual harassment and assault	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SAAP 1.10.12	Skills to recognize child sexual abuse and assault; boundary violations and unwanted forms of touching and contact; and demonstrate the ability to advocate for	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

	personal, family, and ways offenders groom or desensitize victims			
SAAP 1.11.12	Strategies to: o promote disclosure; o reduce self-blame; and mobilize bystanders	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SAAP 1.12.12	Training in actions that child victims of sexual abuse and assault may take to obtain assistance	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
SAAP 1.13.12	Consent. Explain why people have the right to refuse sexual contact.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT SCENARIO

Someone that you are close with is in a relationship where there is pressure to have intercourse. They are worried about pregnancy and STDs and are not sure how to protect themselves and their partner if that choice is made. They are also not sure if they are ready to be sexually active and don't really know what the other non-intercourse intimacy activities they can do if they are yet ready for actual intercourse.

Dimension of health	Essential Question	Additional Scenario Information	Learning Targets:: The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
Physical	What is the difference between a viral and bacterial STD? What impact can contracting an STD have on my overall health?	You know someone who made the decision to be intimate with their partner and later find out that they have a STD.	I can describe the physical side effects and health consequences of a sexually transmitted disease.		Selected Response	STD Learning Activity, understanding the difference between a bacterial STD and a Viral STD
				X	Constructed Response	
					Performance	
					Observation	
Emotional	What impact does sexual activity have on a relationship? What effect can sexual activity in a relationship have on someone's mental health?	You know someone whose significant other is pressuring him/her into sexual activity or they may break up with you.	I can describe the effects sexual health can have on my mental health.		Selected Response	Examine the emotions that go into a relationship and how being sexually active may change the emotions you are having
				X	Constructed Response	
					Performance	
					Observation	
Occupational	What challenges are presented when a parent can not work to	You and your partner decide to have a baby and now you must figure out what	I can identify the different occupational paths and their challenges that may		Selected Response	Job comparison with HS diploma v. trade v. college degree v. no degree at all
				X	Constructed Response	

	care for a child? What occupational outcomes may occur from teen pregnancy?	is best for you and your baby's future.	arise with teen pregnancy.		Performance	
					Observation	
Intellectual	What are effective forms of contraceptives? What can happen if contraceptives are not used correctly?	You and your partner are comfortable and ready to move into a more intimate relationship and you both have different ideas of protection or contraceptives you should be using.	I can describe different forms of protection/ contraceptives to help keep myself safe.		Selected Response	Protection and Contraceptive comparison chart.
				X	Constructed Response	
					Performance	
					Observation	
Social	How can peer pressure influence your decisions? What are ways you can say no or stand up to peer pressure?	You know someone whose friends claim that they are sexually active and are pressuring them to do the same with their significant other.	I can analyze the pressures of being in a relationship and the pressure of physical intimacy.		Selected Response	Battling peer pressure activity, examining ways to say no and stay safe. How to stand up to the pressure.
				X	Constructed Response	
					Performance	
					Observation	
Environmental	How can someone's living situation affect their decisions related to physical intimacy?	You know someone who wants to be physically intimate with their partner, but neither of them have a safe, clean place to spend time.	I can analyze how a person's living situation and surrounding may affect decisions related to physical intimacy		Selected Response	Game of life activity
				X	Constructed Response	
					Performance	
					Observation	
Cultural	How can cultural influence impact	Someone you know feels that sex is a	I can analyze different cultural		Selected Response	Video on different cultures and their relationship beliefs

	your decision when choosing whether to be sexually active or not?	natural right within the relationship rather than a choice.	traditions when it comes to intimate relationships, health, and sexuality	X	Constructed Response	Summary Statement	
					Performance		
					Observation		
Financial	What are the potential costs of having children? How can you balance your budget to now include a child?	You know someone who is pregnant and now has to figure out how to provide for a child.	I can analyze the financial costs of teen pregnancy.		Selected Response	Cost/Budget Activity on the essential costs of pregnancy and children Insurance discussion	
				X	Constructed Response		
					Performance		
					Observation		

UNIT 6: SAFETY AND INJURY PREVENTION

UNWRAPPED STANDARDS

Standard		Type of Standard		Discipline Specific Vocabulary
ANOD 1.4.12	Summarize family rules, school rules, and laws about alcohol, nicotine, vaping, and other drug-use.	X	Content Knowledge	<ul style="list-style-type: none"> ● Workplace safety ● Personal safety ● Safety equipment ● Resources for safety ● CPR
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VP 1.1.12	Analyze why prosocial behaviors can help prevent violence.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VP 1.2.12	Analyze the negative consequences of violence to perpetrators, victims, and bystanders.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	

			Learning Behavior	
VP 1.3.12	Explain how bystanders can help prevent violence by reporting dangerous situations or actions.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VP 1.4.12	Summarize why the presence of weapons increases the likelihood of violent injury.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VP 1.5.12	Analyze how gang involvement can contribute to violence	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VP 1.6.12	Describe actions to take if weapons are seen or suspected in school or outside the	X	Content Knowledge	
			Skill (Problem-Solving,	

	supervision of a parent or guardian.		Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VP 1.7.12	Describe federal, state, and local laws intended to prevent violence.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
OWDP 1.1.12	Summarize important health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health including breast and testicular self- exams	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
OWDP 1.2.12	Analyze the wellness continuum (i.e. absence of sickness does not indicate optimal wellness)	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	

			Product Development	
			Learning Behavior	
SAAP 1.6.12	Demonstrate the ability to access reliable school and community service providers and resources for health care services related to sexual health & violence prevention (e.g. counseling, testing, school based health centers, pediatrician, reproductive health community centers).	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT SCENARIO

Someone that you are close with is working as a landscaper and does odd jobs / handyman work for their summer job. There are many risks to your job and your environment is often full of hazards. At times, the work can be very stressful and at others, very satisfying and calming.

Dimension of Health	Essential Questions	Additional scenario Information	Learning Targets: The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
Physical	How does your physical health fit in with safety and injury prevention? When is it appropriate to seek a doctor?	At work, a friend was on a ladder that was not supported correctly and fell. Their shoulders really hurt and you also hit your head on the ground and feel a little dizzy.	I can identify risky behaviors/risky situations. I can rationalize when it is appropriate to seek medical attention		Selected Response	OSHA training videos. Students will be able to complete the post video quiz. MARCHE lay responder training for emergencies. Discussion of common injuries and the need to seek medical treatment
				X	Constructed Response	
					Performance	
					Observation	
Emotional	How does your mental health fit in with safety and injury prevention? When is it appropriate to seek help?	Work has someone you know stressed out. They start drinking on the job.	I can identify what mental health resources 211 can provide.		Selected Response	Create a resource list for future landscapers including strategies to relieve stress and manage time
				X	Constructed Response	
					Performance	
					Observation	
Occupational	What work-related factors influence safety and injury prevention ?	Someone you know has a boss who wants you to review work safety protocols while working on the job.	I can explain the importance of OSHA regulations in the workplace.		Selected Response	Develop a presentation on workplace safety protocols for your assigned job
				X	Constructed Response	
					Performance	

					Observation	
Intellectual	How does safety and injury prevention affect one's ability to think with a clear mind? How does safety and injury prevention affect life choices (relationships, safety concerns, functionality at work)? What role does injury play in academic performance?	You know someone whose job wants them to fill out an accident risk form which has information on organ donation.	I can explain the organ donation process. I can analyze how culture influences one's decision making process on organ donation.		Selected Response	Create a defense for a debate. Why or Why not someone should donate organs. Video related to organ donation in different cultures/countries with reflection
				X	Constructed Response	
					Performance	
					Observation	
Social	How does one's social awareness play a role in the concept of safety and injury prevention?	You know someone who has been contacted by the Bristol Parks and Recreation department to volunteer to clean up Page Park playground.	I can explain how community service can positively affect others.		Selected Response	Create an action plan that will have you serve a different program or initiative in your community.
				X	Constructed Response	
					Performance	
					Observation	
Environmental	How do living situations affect safety and injury prevention?	You know someone whose household income has decreased since their mother lost her job. Because of this, their nutrition	I can evaluate the usefulness and benefits of knowing your medical history. Explain the importance of		Selected Response	Create a health-based family tree. Include health concerns. Identify what foods will provide sustainable energy throughout the day.
				X	Constructed Response	
					Performance	

		has taken a hit.	discussing family members' past health with parents.		Observation	
Cultural	What role does a person's culture play in safety and injury prevention?	You know someone whose parents feel like they should not be working and focusing on school. The parents want them to be the first one to graduate from college.	I can explain how cultural family expectations may differ among other cultures.		Selected Response	Create a Venn diagram comparing and contrasting cultures' views on youth working
				X	Constructed Response	
					Performance	
					Observation	
Financial	What role does safety and injury prevention play in one's financial stability?	You know someone whose uncle lost his job due to an injury.	I can explain key components of health insurance. I can list and describe forms of community support for those who become unable to work due to injury or illness.		Selected Response	Use a venn diagram to compare and contrast different health insurance policies. Community resources research project
				X	Constructed Response	
					Performance	
					Observation	